Abstract
In the 2000s, the quantitative growth of higher education was replaced by qualitative
and qualitative priorities. Higher education institutions have taken various steps to
ensure that universities and departments can be recognized nationally and
internationally, that the quality of education services is comparable, and that the quality
of sustainability is ensured. The most important of these steps is the Bologna Process.
In particular, the Bologna process is an important development in the recognition and
implementation of the accreditation concept. Landscape architecture in our country
Higher education programs under the umbrella of various faculties (Faculty of
Architecture, Fine Arts, Agriculture, Forestry and Engineering) are observed. In this
context, the
training of each department, according to its mission and vision, leads to great
differences in the knowledge and skills that graduates of this department acquire.
Although this may seem like a variety, it confuses landscape architecture programs.
The definition of certain quality standards is only possible through the definition
and definition of accreditation standards. Within this framework, it has become
compulsory to define and implement the araştırma accreditation criteria to ensure
that the issues become the vision and mission of the landscape architecture program,
including all aspects of teaching and training, research and development,
monitoring, inspection and assessment achieved and maintained by international
standards. The main objective of this study is to address the issues that negatively
impact the quality standards of higher education institutions offering national education
in landscape architecture. A strategic proposal has been made to address these
issues, to set a specific quality assurance for landscape architecture programs and to
set the accreditation criteria that will ensure quality standards. Keywords—
Accreditation, Quality Standards, Landscape Architecture, Higher Education