



# Canadian Forestry Accreditation Board Bureau canadien d'agrément en foresterie

## Standard 1: Foundational Studies

**Principle:** Knowledge of arts, science (social, biological and physical) and the humanities is foundational to the practice of professional forestry. Professional foresters need a breadth of knowledge to fulfill their duties as forest stewards, mandated to act in the interest of the public. A candidate for certification as an RPF or ing.f. must have had exposure at the introductory undergraduate level to a variety of disciplines, such as:

Anthropology	Art	Biology
Chemistry	Economics	Geography
Geology	History	Languages
Literature	Mathematics	Philosophy
Physics	Political Science	Sociology
Statistics		

### Demonstrable Competencies and Competency Elements

Graduates of an accredited forestry program shall be able to:

#### 1.1 Describe basic/introductory humanities, social science and scientific knowledge.

- Scientific principles
- Concepts of biology, chemistry and mathematics
- Social structures and processes
- Economic structures and processes
- Institutions and values of importance to society in Canada

Foundational studies generally encompass 20% of a standard 4-year undergraduate forestry program (i.e., 24 credits in a 120 credit program). Since it is anticipated that the degree awarded by the university will more than fulfill the requirements of the above principle statement, little additional instruction to the school is required regarding the accreditation criteria of this standard.

Section 1.1 notes the concepts that are to be covered in the standard. It is incumbent on the schools to demonstrate where the competence has been obtained. This may be done by providing a listing of courses. If requested, schools should be able to demonstrate that all courses included on the list do indeed comprise the requirements of the standard.

Since many schools have articulation agreements with technician and technologist programs, and since advanced credit is generally given to students who enter a forestry program from those programs, or from other university programs, the accreditation review should assess the criteria that the university considers when providing transferring credits, either to individual students or through articulation agreements with other institutions, to ensure that the credits provided encompass the essential elements noted in this Standard not covered in balance of their regular forestry program. The school should be able to provide the Review team with a description/outline of how they ensure that all essential elements of this standard (see section 1.1 of the Standard) will be/ have been met by those who have been granted credits related to the accreditation of their forestry program.