



Canadian Forestry Accreditation Board Bureau canadien d'agrément en foresterie

Introduction to the Academic Standards for the Accreditation of Degree Forestry Programs in Canada

The curriculum requirements¹ for accreditation of a forestry program are contained in three groups of study - professional, functional and contextual (or area of practice) studies. Short descriptions are provided here for guidance. The reader is directed to Section 3.3 of the *Canadian Forestry Accreditation Board Policy Statement, June 5, 2018* for a more complete description.

Professional Studies (Standards 1-3)

These studies are not specific to forestry. They are applicable to any professional discipline and are curriculum elements to which all graduates in forestry must have been exposed in full.

Functional Studies (Standards 4-7)

The Functional Studies standards comprise the essential elements of forestry instruction to which all graduates must have been exposed in full.

Contextual or Area of Practice Studies (Standards 8A-8E)

Contextual Studies are curriculum elements over and above the professional and functional studies and embody the competencies required to carry out activities in a given area of professional forest practice. All graduates in forestry must have received full academic instruction in the elements of at least one of the contextual studies standards.

This set of academic standards for the accreditation of baccalaureate level forestry degree programs is a companion piece to the *Canadian Forestry Accreditation Board Policy Statement*. It describes those elements of a forestry program that are considered essential and are required. The standards are fully harmonized with the *Certification Standards for the Profession of Forestry in Canada*² and accurately reflect the competency and knowledge expectations of the CFAB member agencies, the professional forester/ingénieur forestier regulatory bodies in Canada, for entrance into professional practice.

All standards adhere to the same format. Each contains a principle statement and a set of demonstrable competency requirements, the latter having a bulleted list of associated competency elements. The sections of a standard are described below with a definition for each shown in italics.

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1. To be considered for accreditation, a Baccalaureate forestry program must lead to a science-based degree of a minimum of eight (8) full-time terms (or equivalent) in duration. One academic term is taken to consist of a minimum of twelve (12) weeks of instruction, over and above periods allotted to examinations.
 2. The standards for entrance into professional practice as developed by the Forest Professional Regulators of Canada.

Principle

A self-evident and enduring statement of the context of a standard.

The demonstrable competency requirements of a standard must be considered within the context of the principle statement of that standard.

Demonstrable Competency

A demonstrable competency is an essential measurement point.

A graduate shall be able to demonstrate entry-level competence in each of the demonstrable competencies of a standard and shall be able to do so in a manner that corresponds accurately with the hierarchical “learning outcomes” levels of Appendix "A" of these Standards (Bloom’s Taxonomy, as adapted) as prescribed for each Competency’s action verb.

Note: If a demonstrable competency’s action verb is found to be inappropriate for any reason, another verb may be selected but it must be from the appended Bloom’s Taxonomy at the same level as the verb originally contained in the Competency.

Each demonstrable competency is accompanied by a bulleted sub-set of Competency Elements.

Competency Elements

Competency Elements set out areas of study specifically relevant to the associated Demonstrable Competency.

Competency Elements provide context and guidance with respect to the areas of study to be covered by a curriculum. Although the level of instruction for each is not prescribed, it is to be understood that an appropriate level of instruction will be provided in each element and that the sum of the instruction in the listed elements will fully address the requirement of the demonstrable competency.

“Descriptors”, while not part of the accreditation standards themselves, are a component of the self-assessment tables of the CFAB Questionnaire appendices to be completed at the time of an accreditation review. Each competency element in the tables contains one or more. Descriptors do not imply the full scope of a competency element; rather they indicate subject matter considered relevant for inclusion in broader instruction aimed at addressing the associated competency element.

The accreditation review process will focus on the “can do” evidence that is provided by the school in its response to the CFAB Questionnaire and during the course of a site visit. These standards, which reflect the expected outcomes of the baccalaureate level education program, are not satisfied by a description of the inputs and the testing of graduate knowledge alone that lead to graduation. The school housing the program for which accreditation is sought must provide verifiable evidence that all students graduating from the program have achieved competence in the areas which satisfy the criteria for accreditation. In other words, a school must be able to demonstrate convincingly that graduates are capable of using the knowledge they have gained to perform the duties and responsibilities of an entry level practitioner. The responsibility of a review team is to verify this and other information relevant to the making of an accreditation decision.

In the testing and evaluation of student attainment, instructors are encouraged to pay particular attention to the action verb(s) of each demonstrable competency as discussed above. In keeping with the entry-level context of these standards, testing should be appropriate to the hierarchical position of the action verb as shown in Appendix “A”.