



Janet T. Mills  
Governor

STATE OF MAINE  
DEPARTMENT OF PROFESSIONAL & FINANCIAL REGULATION  
OFFICE OF PROFESSIONAL AND OCCUPATIONAL REGULATION  
BOARD OF LICENSURE OF FORESTERS



Joan F. Cohen  
Commissioner

Penny Vaillancourt  
OPOR Director

**Public Board Meeting**  
**May 28, 2026**  
**Agenda**

**Location:** 76 Northern Ave. Gardiner ME 04345

**Room:** Central Conference Room

**Time:** 9:00 a.m.

**Contact:** Shara Chesley- 207-624-8521- [Shara.Chesley@maine.gov](mailto:Shara.Chesley@maine.gov)

Information regarding virtual attendance to this meeting will be posted on the Board's website at:  
<https://www.maine.gov/pfr/professionallicensing/professions/board-licensure-foresters/home/board-meeting-information>

- I. CALL TO ORDER**
- II. AGENDA MODIFICATIONS AND APPROVAL**
- III. MINUTES REVIEW AND APPROVAL**  
Review and approve July 31, 2025, minutes.
- IV. ELECTION OF OFFICERS**
- V. PROPOSED DISMISSALS**  
None
- VI. PROPOSED CONSENT AGREEMENTS**  
None
- VII. ADMINSTRATOR'S REPORT**
  - Delegation Memo
  - UMFK Degree Memo
  - Rule Memo

Office Location: 76 Northern Avenue, Gardiner, Maine 04345  
Mailing Address: 35 State House Station, Augusta, Maine 04333

<https://www.maine.gov/pfr/professionallicensing/professions/board-licensure-foresters>

**VIII. PUBLIC COMMENT**

*Under this item, the Board will offer an opportunity to members of the public in attendance to comment on any public matter under the jurisdiction of the Board, except for any open application or complaint. While the Board cannot take action on any issues presented, the Board will listen to comments and may ask staff to place the issue on a subsequent agenda. At the discretion of the Board Chair, a time limit on comments may be set.*

**IX. MEETING SCHEDULE**

The next meeting is currently scheduled for Thursday, July 23, 2026.

**X. ADJOURNMENT**

**DEPARTMENT OF PROFESSIONAL AND FINANCIAL REGULATION  
OFFICE OF PROFESSIONAL AND OCCUPATIONAL REGULATION  
76 Northern Ave Gardiner ME 04345**

**BOARD OF LICENSURE OF FORESTERS  
MINUTES OF BOARD MEETING  
July 31, 2025**

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<b>MEMBERS PRESENT</b>	<b>OTHERS PRESENT</b>
John Ackley, Chairperson	Catherine Pendergast, Director
Keith Kanoti- Vice Chairperson	Lisa Wilson, Assistant Attorney General
Theodore Shina, Complaint Officer	Jazmyne Marks, Professional Licensing Supervisor
Harold Burnett	Shara Chesley, Office Specialist 1
Joseph Dembeck	
<b>MEMBERS ABSENT</b>	

**Location:** 76 Northern Ave Gardiner ME 04345

**Start:** 9:00 a.m.

**End:** 10:07 a.m.

**CALL TO ORDER**

The meeting was called to order by the Chair, John Ackley at 9:00 a.m.

**AGENDA MODIFICATIONS AND APPROVAL**

None

**MINUTES REVIEW AND APPROVAL**

A motion was made by Shina and seconded by Kanoti to approve the minutes of June 6, 2025, meeting. Unanimous.

**COMPLAINTS**

Re-present- 2025-FOR-20548

A motion was made by Burnett and seconded by Kanoti to set the matter for an adjudicatory hearing and offer a consent agreement for violations of Board Rules Chapter 100, section 3 paragraphs 1, 12, and 15. Ackley, Kanoti, Burnett and Dembeck voted in the affirmative. Shina abstained. Motion carried.

A motion was made by Burnett and seconded by Dembeck to include sanctions of a Reprimand; \$1500 civil penalty for Chapter 100(3)(1); \$250 civil penalty for Chapter 100(3)(12); and \$250 civil penalty for Chapter 100 (3)(15) for an aggregate civil penalty of \$2,000. Ackley, Kanoti, Burnett and Dembeck voted in the affirmative. Shina abstained. Motion carried.

A motion was made by Burnett and seconded by Kanoti to allow board Chair Ackley to sign the Consent Agreement once written. Ackley, Kanoti, Burnett and Dembeck voted in the affirmative. Shina abstained. Motion carried.

**ADMINISTRATOR'S REPORT**

The Board discussed the Registration of Unlicensed Persons and potential methods to remind licensed foresters of their responsibility to register unlicensed persons under their supervision with the Board. Board staff will send a notice to Licensed Foresters as a reminder twice a year, in December and in the spring.

**PUBLIC COMMENT**

None

**ADJOURNMENT**

A motion was made by Dembeck and seconded by Shina to adjourn the meeting at 10:07 a.m. Unanimous.

DRAFT

Maine Board of Licensure of Foresters  
35 State House Station  
Augusta, ME 04333  
Phone: (207) 624-8518  
Email: Catherine.Pendergast@maine.gov

**Department of  
Professional &  
Financial Regulation**

To: Board Members  
From: Catherine E. Pendergast, Administrator  
Date: May 18, 2026  
Subject: Limited Delegation of Authority to Board Staff

The Delegation of Authority to Board staff to prepare letters of guidance for resolving complaints regarding failure to report convictions/discipline is due for renewal. The Director of the Office of Professional and Occupational Regulation (OPOR) asked for a comprehensive delegation which includes the application process and, as a result of a law which recently went into effect, complaint dismissal (in consultations with AAG) when conduct described in a complaint is not within the Board's authority.

# Maine Board of Licensure of Foresters – Board Policy

## Limited Delegation of Authority to Board Staff

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**Effective Date:**

May 28, 2026

**Expiration Date:**

June 30, 2028, unless rescinded earlier

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### **I. Summary**

Pursuant to 10 M.R.S. § 8003(5-A)(D)(6) and (6-A), the Maine Board of Licensure of Foresters adopts the following policy delegating to Board staff certain actions, including but not limited to the review and approval of certain applications and the determination of whether a pending complaint is within the Board’s authority to enforce.

This policy expires on June 30, 2028, but may be revisited by the Board at any time.

### **II. Relevant Law**

Pursuant to 10 M.R.S. § 8003(5-A)(D)(6), the Board may “[d]elegate to staff the authority to review and approve applications for licensure pursuant to procedures and criteria established by rule.”

Pursuant to 10 M.R.S. § 8003(5-A)(D)(6-A), the Board may “[d]elegate to staff the authority to determine if a pending complaint describes a violation of law or rule that is not within the authority of the ... board ... to enforce.”

Pursuant to 32 M.R.S. § 5508 the Board shall “evaluate the qualifications of applicants for licensure.”

Pursuant to 32 M.R.S. § 5509-A, the Board may “deny a license, refuse to renew a license or impose the disciplinary sanctions authorized by Title 10 section 8003, subsection 5-A” with regard to the license of a forester or intern forester.

Pursuant to 32 M.R.S. § 5509-A(1), the Board may impose discipline on or deny licensure or license renewal to an applicant or licensee who aids or abets “a person in conduct that constitutes a violation of this chapter.”

Pursuant to 32 M.R.S. § 5509-A(2), the Board may impose discipline on or deny licensure or license renewal to an applicant or licensee who demonstrates “a lack of trustworthiness and competence on the part of the applicant or licensee to conduct forestry practices in a manner that safeguards the interest of the public.”

Pursuant to 32 M.R.S. § 5509-A(3), the Board may impose discipline on or deny licensure or license renewal to an applicant or licensee for “[s]uspension or revocation of a professional or occupational license for disciplinary reasons or rejection of an application for ... untrustworthiness within 3 years prior to the date of application.”

Pursuant to 32 M.R.S. § 5509-A(4), the Board may impose discipline on or deny licensure or license renewal to an applicant or licensee who fails “to meet the professional qualifications for licensure ... or failure to submit a complete application within 30 days after being notified of the materials needed to complete the application.”

Pursuant to 5 M.R.S. §§ 5301-5303, the Board may refuse to approve an application for licensure if the applicant was convicted of a crime described in 5 M.R.S. § 5301(2) and the application was submitted within 3 years of the applicant’s discharge from the correctional system. For purposes of this Delegation Order, such crimes will be referred to as “Potentially Disqualifying Crimes.”

Pursuant to 10 M.R.S. § 8003(5-A)(A)(11), the Board has the authority to impose discipline against an applicant or licensee for any violation of the reporting requirements imposed in 10 M.R.S. § 8003-G(2), including the duty to report disciplinary action and criminal convictions within 10 days.

Pursuant to 10 M.R.S. § 8003(5-A)(B), the forms of discipline that the Board may impose include: the denial or refusal to renew a license; a warning, censure, or reprimand; imposition of probation; suspension of a license; revocation of a license or registration; and civil penalties of up to \$1,500 for each violation.

Pursuant to 10 M.R.S. § 8003(5-A)(C), the Board “may execute a consent agreement that resolves a complaint or investigation without further proceedings.”

### **III. Limited delegation of authority to Board staff**

The Board delegates limited authority to Board staff as outlined below and in Attachment 1:

1. Application Reviews: Except for applications involving programs or courses of study not previously approved by the Board, Board staff may conduct reviews of applications as identified in Attachment 1.
2. Criminal Conviction – Disclosure on Application: Board staff may issue a license to an otherwise qualified applicant who discloses a criminal conviction on an application for licensure that is not a Potentially Disqualifying Crime after consultation with the Assistant Attorney General assigned to the Board.
3. Criminal Conviction – Failure to report: Board staff may renew a license and issue a letter of guidance to a licensee who discloses disciplinary action or a criminal conviction for a non-Potentially Disqualifying Crime on a renewal application that the licensee failed to previously report within 10 days of the conviction, after consultation with an Assistant Attorney General assigned to the Board.

4. Previously Reviewed Disclosures: Disclosures of criminal convictions that have been previously reviewed and approved by the Board can be reviewed and approved by Board staff in subsequent filings.
5. Incomplete Applications: Board staff may administratively close applications where the applicants have failed to submit application materials within the time constraints set forth in 32 M.R.S. § 5509-A(4).
6. Requests to Withdraw application: If an applicant requests to withdraw an application for licensure for reasons other than to avoid the Board’s preliminary denial based on a potential violation of either a statutory provision or a Board rule, then Board staff is authorized to grant such request for withdrawal.
7. Complaints: Board staff may review pending complaints and administratively dismiss those that deal with issues outside the authority of the Board. Examples of such issues include but are not limited to actions taken by municipalities or federal agencies.
8. Subpoenas: The Board administrator may, in the aid of the Board’s investigative authority, issue subpoenas on behalf of the Board in accordance with 10 M.R.S. § 8003-A(2) and 5 M.R.S. § 9060, only after consultation with the Assistant Attorney General assigned to the Board.
  - In the event a subpoenaed party fails to comply with a Board subpoena, the Board administrator may seek to compel compliance with the advice and assistance of the Assistant Attorney General assigned to the Board.

**Adoption**

Adopted by the Board on May 28, 2026 by a vote of \_\_\_ in favor, \_\_\_ opposed, \_\_\_ abstained.

Date: \_\_\_\_\_

\_\_\_\_\_ Chair

*Members of the Board voting:*

- John Ackley, Chair
- Keith Kanoti, Vice Chair
- Theodore Shina
- Harold Burnett
- Joseph Dembeck

**Delegation of Authority to Board Staff – Attachment 1**

<b>Actions</b>	<b>Considerations</b>	<b>Prerequisites</b>
Application Review:		
Board Staff may review initial and renewal applications for Foresters and Interns	Course of study must be previously approved	
Board Staff may issue license to initial applicant who discloses conviction	Must be non-Potentially Disqualifying Crime	Consult with AAG
Board Staff may renew license for licensee who discloses discipline or conviction that was not timely reported	<ul style="list-style-type: none"> <li>▪ Must be non-Potentially Disqualifying Crime</li> <li>▪ No prior failure to timely report</li> <li>▪ Failure to report is the only violation</li> </ul>	Consult with AAG
Board Staff may approve applications that include disclosures that were previously reviewed and approved by the Board		
Board Staff may administratively close applications that exceed the statutory time limit	Check 32 M.R.S. § 5509-A(4), currently 30 days after requested	
Board Staff may grant requests for application withdrawal	So long as not trying to avoid denial based on violation	

Complaints:		
Board Staff is authorized to dismiss a pending complaint describing conduct that is not within the authority of the Board		Consult with AAG

To: Board Members  
From: Catherine E. Pendergast, Administrator  
Date: May 18, 2026  
Subject: UMFK Bachelor of Science in Forest Management Program

A communication was received from Andrew Egan of the University of Fort Kent (UMFK) along with information regarding the UMFK Society of American Foresters (SAF) pre-candidacy self-assessment report on March 1, 2026.

Mr. Egan is requesting assessment/approval of the program relative to Chapter 40: Qualifications for Intern Forester Licensing for the following Section 2(3) & Section 3.

The applicable rule, email, UMFK report and Accreditation Handbook/Standards, Procedures and Guidelines for Accrediting Educational Programs in Professional Forestry (Society of American Foresters, 2014 edition, revised December 1, 2023) follow:

**Applicable Rule:**

**3. Non-approved Educational Programs**

**A. Case-by-case consideration**

Applicants who have graduated from a forestry or forest technology program not in the United States or Canada, or from a non-approved forestry or forest technology program from an accredited institution in the United States or Canada, will be considered using the applicable approval standard from paragraph B below.

**B. Approval standards**

The Board hereby incorporates by reference the following approval standards:

*Accreditation Handbook / Standards, Procedures, and Guidelines for Accrediting Educational Programs in Professional Forestry* (Society of American Foresters, 2014 edition, revised December 1, 2013), available from:

Department of Science and Education  
Society of American Foresters

5400 Grosvenor Lane  
Bethesda, MD 20184  
ph: (301) 897-8720 ext. 123  
web: <http://www.safnet.org>

*Standards, Procedures, and Guidelines for Accrediting Educational Programs in Forest Technology (Society of American Foresters, January 1, 2013, revised December 1, 2012), available from:*

Department of Science and Education  
Society of American Foresters  
5400 Grosvenor Lane  
Bethesda, MD 20184  
ph: (301) 897-8720 ext. 123  
web: <http://www.safnet.org>

### 3. Variance Candidate: Supplemental Forestry Education

#### 1. Nature and amount

The applicant shall demonstrate 60 contact hours of supplemental forestry education during the four years preceding the date of application. Supplemental forestry education may consist of any of the following:

**Category 1** Organized course work, technical sessions, seminars, courses or workshops, or activity in forestry or forestry-related subject matter. One contact hour per clock hour of instruction.

**Category 2** Organized course work, seminars, workshops or technical sessions not specifically forestry related but of direct benefit to a forester, such as business, writing, real estate, etc. One contact hour per clock hour of instruction.

**Post-secondary** Post-secondary coursework in forestry or natural resources

**Coursework** at an accredited educational institution. Fourteen contact hours per academic credit hour awarded.

Supplemental forestry education contact hours may be earned throughout the world, including in-service courses within organizations. Contact hours reported pursuant to this chapter may also be used to fulfill continuing education requirements of licenses or certifications held by the applicant.

2. **Documentation**

The applicant shall submit a Supplemental Forestry Education Statement as part of the license application. The applicant shall submit with the application detailed documentation for each course, program, presentation or other activity listed on the statement. Documentation may consist of proof of attendance accompanied by a program or course outline, or an appointment letter to a board or committee. In the case of post-secondary courses, documentation consists of a transcript issued by the educational institution.

## Pendergast, Catherine

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**From:** Andrew Egan <andrew.egan@maine.edu>  
**Sent:** Sunday, March 1, 2026 10:48 AM  
**To:** Pendergast, Catherine  
**Subject:** Re: FW: a question  
**Attachments:** UMFK forest management BS pre-candidacy self-study report.pdf

**EXTERNAL: This email originated from outside of the State of Maine Mail System. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Hi Catherine,

Attached is the proposal and background information, including the curriculum, for UMFK's bachelor of science in forest management. The program began accepting students in the fall 2025 and will have its first graduate in May 2026.

Please note that the program was recently awarded pre-candidacy status by the SAF -- the first step for new programs seeking full SAF accreditation.

By this email I am asking the board to assess the program relative to its standards and criteria under chapter 40 ("Qualifications for intern forester license"), section 2.3 A,B, for "non-approved educational programs" and 3.1 ("Variance candidate: supplemental forestry education").

I am glad to respond to any questions that you and the board may have about our program.

Sincerely,

Andrew

**Andrew Egan, PhD**  
Dean and Professor  
Arts and Sciences and Professional Studies  
University of Maine at Fort Kent  
Fort Kent | Maine | 04743  
Egan website: <https://www.umfk.edu/profiles/andrew-egan/>

Adjunct Professor  
Department of Environmental Science  
Central Luzon State University  
Munoz | Philippines

The Gola Foundation: [thegolafoundation.org](http://thegolafoundation.org)

On Thu, Feb 26, 2026 at 2:46 PM Pendergast, Catherine <[Catherine.Pendergast@maine.gov](mailto:Catherine.Pendergast@maine.gov)> wrote:

# UNIVERSITY OF MAINE AT FORT KENT

Society of American Foresters pre-candidacy self-assessment report for the

## Bachelor of Science in Forest Management

Prepared and submitted by:

Andrew Egan, PhD

Dean, Division of Arts and Sciences and Professional Studies

August 31, 2025

With the submission of this self-study report, the University of Maine at Fort Kent requests a pre-candidacy review of its recently approved Bachelor of Science in Forest Management. The proposal that led to the approval of the degree by the University of Maine System Board of Trustees in May 2025 contains additional useful information and may be found in Appendix A.

*Deb Hedeem*

*Andrew Egan*

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Dr. Deb Hedeem, President

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Dr. Andrew Egan, Dean and Program Contact

**A history of forestry education at UMFK.** Founded in 1878, the University of Maine at Fort Kent (UMFK) is located in Fort Kent, Maine, in the upper St. John Valley at the confluence of the Fish and St. John Rivers. According to the U.S. census, there were 4,067 people living in Fort Kent in 2020. A border crossing in Fort Kent provides access to the small New Brunswick village of Claire and is the northern terminus of U.S. Route 1. Through a shared Acadian history and lineage, Fort Kent is both economically and culturally linked to francophone New Brunswick, located directly across the St. John River, and the rest of Acadian Maine. Approximately half of Fort Kent's residents speak French at home.

Despite an overall decline in the forest industry in Maine over the past several decades, forestry remains a major employer of people in the Acadian region. The region is home to a paper mill in Madawaska, located less than 20 miles from Fort Kent, and several primary and secondary wood processing facilities in Ashland, approximately 50 miles south of town. The so-called north woods industrial forest dominates the region's forest landscape.

Serving students, stakeholders and the forestry community in Maine and beyond, UMFK's Associate of Science in Applied Forest Management has been accredited by the SAF since 2009, with its most recent site visit occurring in 2017. As with many forestry associates degrees throughout the country, UMFK's Applied Forest Management degree has experienced declining enrollments, despite strong faculty and a proven degree program. Indeed, the impending closure of the forest technology degree at the University of New Hampshire and the suspension of Vermont Tech's relatively short-lived 2-year forestry degree leave UMFK's Applied Forest Management degree as the only associates degree forestry program in New England and one of only three in the northeastern U.S. Among other factors, this decline and the potential for strengthening forestry education in the state of Maine, as well as regionally and nationally, helped motivate the development and eventual approval of UMFK's bachelor's degree program.

According to its most recent self-assessment, UMFK's A.S. in Applied Forest Management program has emphasized conservation, promoting the wise and sustainable use of our natural resources through an understanding and application of science. The objectives of the program have been "to nurture its students to become individuals who are responsible and skilled forestry professionals capable of performing all technical field tasks; who understand the tenets of good forestry, business, and personnel management; who possess good communication and problem solving skills; who are aware of the ethical dimensions of their actions; and who are prepared to further their higher education at the university or as life-long learners." These objectives have been realized through the pursuit of several learning outcomes that, together, lead to student success as future forest technicians. They may be briefly summarized as follows:

Graduates of UMFK's Associate of Science in Applied Forest Management will be able to:

1. recognize locally important tree, shrub and wood species and understand their ecology, use, and potential markets;

2. measure forest trees and products and perform boundary surveying, forest inventory, and mapping;
3. extract and interpret qualitative and quantitative natural resource data from maps, aerial photographs, and digital data sources;
4. anticipate, recognize, and describe the outcomes of silvicultural practices and forest operations;
5. recognize and describe the tenets of good personnel management and implement those skills when supervising woods crews or wildland fire crews;
6. apply the federal and state laws, policies, regulations, and standards relative to the practice of forestry and be capable of assessing compliance with those standards;
7. comprehend and synthesize complex concepts through listening, reading, and observation and apply communication skills in both written and verbal formats; and
8. develop a professional forest management plan that accounts for the interrelatedness of the biotic and abiotic elements comprising forest and associated ecosystems and society's demand for forest products and other commodity and non-commodity forest values.

UMFK's recently approved Bachelor of Science in Forest Management builds on the success of its associates degree and then broadens the education of its students in forest science and practice, integrated natural resource management and planning, and in the general education areas of global awareness, quantitative reasoning, and arts and humanities.

### **SAF's Forestry Standard**

The following paragraphs address the ways in which UMFK's Bachelor of Science in Forest Management aligns with the criteria comprising SAF's Forestry Standard as outlined in its *Accreditation Handbook*.

### **C1-1, C1-2. Program Purpose and Learning Outcomes**

As described on UMFK's Forestry website (<https://www.umfk.edu/academics/programs/forestry/>), the Bachelor of Science in Forest Management responds to the increasing statewide and national demand for professional foresters with a thorough knowledge of forest science theory and practice. The rural environment surrounding the UMFK campus and the strong presence of industrial and non-industrial forests in the Miane's norther forest region lend themselves to experiential education, undergraduate student and faculty research, and internships and career pathways in forestry that are unmatched in Maine, the northeastern US, and the nation. Given our location on

Maine's border with Canada, UMFK is uniquely positioned in Maine and in the country to forge significant cross-border alliances in the field of forestry undergraduate education, while providing our students opportunities not available in any other forestry bachelor's degree program in the US.

In addition to the learning outcomes that have guided UMFK's associates degree in Applied Forest Management, students who graduate from UMFK's B.S. in Forest Management program will be able to demonstrate:

- a thorough understanding of the ecological, logistical, ethical, legal, and economic underpinnings of forest science and practice;
- proficiency in the field, computational, and analytical skills and knowledge associated with all aspects of forestry planning and practice;
- professional oral and written communication skills appropriate to a variety of stakeholders and audiences;
- an appreciation for the complex social and economic dimensions of forest management and the role of the profession to meet the forest-related demands of a diverse society; and
- an appreciation for the collaborative processes used to integrate forest values in the context of multiple-use management.

### **C2-1 – C2-12. Program Administration and Support**

The development of the B.S. in Forest Management has been led by Dr. Andrew Egan, who is the dean of the academic division that houses UMFK's forestry degree programs as well as other programs in the arts and sciences. He is the author of the proposal that defined UMFK's B.S. in Forest Management program and that was approved by the University of Maine System's Board of Trustees in May 2025 (Appendix A). As dean, he reports directly to the president of the university. In addition, while he was the dean of the School of Forest Resources at Paul Smith's College, Dr. Egan authored the self-study report that successfully guided the B.S. in Forestry to its first SAF accreditation in 2005. He has been a tenured professor at universities housing SAF-accredited forestry bachelor's degree programs, including the University of Maine. While at the University of Maine, he was coordinator of the Forest Engineering bachelor's degree program and developed and was coordinator of the Forest Operations Science program, which he guided to both SAF and SWST accreditation. He is former co-chair of SAF's Educational Policy Review Committee.

UMFK's president, Dr. Deb Hedeem, has been a very strong supporter of the B.S. in Forest Management degree and successfully guided the proposal through UMS governance.

UMFK has more than adequate faculty and staff resources to offer a B.S. in Forest Management. Their *curriculum vitae* may be found in Appendix B. The forestry faculty is diverse and includes

an industry-funded professorship, two faculty members from Canada, a faculty member from India, a newly hired (fall 2025) forestry faculty member, and the dean of the division who is also a tenured full professor. Several other faculty and staff members provide direct support to forestry education at UMFK through instruction in the areas of botany, biology, chemistry, soils, wildlife management, conservation law enforcement, and environmental science.

The division has a 0.5 FTE administrative support professional and a full-time lab manager who also assists in forestry and environmental studies field exercises, as needed. We have found this level of support to be adequate but are open to augmenting it as enrollments grow in the forest management program.

Advising in forestry, as at UMFK generally, is very intentional. Students interact with forestry faculty and with staff from Academic Support Services (<https://www.umfk.edu/offices/student-success/>) on matters related to the curriculum, career planning, and student life. Transfer students are evaluated for transfer credit on a case-by-case basis, making sure that there is adequate alignment of learning outcomes between UMFK courses and those from sending institutions.

Forestry bachelor's degree students at UMFK will have exposure and access to the same equipment, software and other technology currently utilized by students in the associates degree program. Equipment and software have been and will continue to be updated and expanded as the need arises.

Although there is an advisory committee dedicated to UMFK's associate's degree in forest technology, an advisory committee for the bachelor's degree in Forest Management is currently being developed and will persist through the program's candidacy period so that it may focus attention on evolving the learning outcomes, curriculum and other aspects of the new program, including advice from the SAF that will help to improve the program. The advisory committee will comprise professionals from the forestry sector and the committee, along with other stakeholders, will be critical partners as UMFK initiates and evolves the program. A combined associate's degree and bachelor's degree advisory committee will be considered after the bachelor's degree earns SAF accreditation, with the hope that UMFK will be able to synchronize the timing of program accreditation processes for the two degrees.

The B.S. in Forest Management is currently presented to the public on its UMFK website: <https://www.umfk.edu/academics/programs/forestry/>. The website intentionally features UMFK students and faculty and links to UMFK's degree in Applied Forest Management and the GIS and Forestry minors. The website also features graduates who are employed in their chosen field. A link to a more in-depth catalog description of the degree program and a semester-by-semester outline of the curriculum will be available online as soon as the 2025-'26 university catalog goes "live."

As outlined in the program's proposal, the B.S. in Forest Management will follow (a) all program assessment procedures outlined by UMFK; (b) the accreditation guidelines and procedures

prescribed by the SAF; and (c) guidelines suggested by the university's regional accreditor. Course-by-course assessments, including student evaluations of all faculty, are conducted at the end of each academic term and are used, in part, to help guide curriculum and program revisions and for faculty professional development.

### **C3-1 – C3-11. Faculty**

UMFK has sufficient faculty dedicated to its degree in Forest Management. Teaching workloads among all faculty are “balanced” and consistent with each faculty member’s contractual obligations to the university. Through a process involving peer-review and evaluations conducted by the dean and the provost, UMFK evaluates its faculty based on their performance in the areas of teaching, scholarship and service. Since all UMFK faculty are on 10-month “teaching” contracts (that is, there are no “split appointments” at UMFK and all faculty carry a full teaching load each term, except for the holder of the forest industry-sponsored professorship), there is time during the summer, and more limited time during the academic year, to engage in scholarship.

Forestry faculty, in particular, have been actively engaging in research, including with both internal and external collaborators, most notably with colleagues at the University of Maine. The general make-up of the faculty providing instruction in forestry has already been described in this narrative and is further represented in their attached *curriculum vitae*. New faculty are recruited and hired based on their educational and experiential background, as well as their disciplinary fit with faculty colleagues and with the needs of the program. For an institution like UMFK, where teaching is paramount and teaching agility among its faculty is important, highly qualified faculty members who are capable of covering a broad range of forestry subjects are critical to course staffing and program and student success.

### **C4-1 – C4-D.8. Curriculum**

As stated in the UMFK Catalog:

*The Bachelor of Science (B.S.) in Forest Management responds to the increasing statewide and national demand for professional foresters with a thorough knowledge of forest science theory and practice. The rural environment surrounding the UMFK campus and the strong presence of industrial and non-industrial forests in Maine’s northern forest region lend themselves to experiential education, undergraduate student and faculty research, and internships and career pathways in forestry that are unmatched in Maine, the northeastern US, and the nation. Importantly, UMFK’s tuition is lower than that for any forestry program in the region.*

*Given our location on Maine’s border with Canada, UMFK is uniquely positioned in Maine and in the country to forge significant cross-border alliances in the field of forestry undergraduate*

*education, while providing our students opportunities not available in any other forestry bachelor's degree program in the US.*

Building upon its A.S. in Applied Forest Management, UMFK's bachelor's degree derives strength from the experiential approaches used in that program that is then augmented by additional forestry courses in Advanced Silviculture and Mensuration, Forest Finance and Procurement, and Natural Resource Management Planning. Restricted electives in the bachelor's degree program provide opportunities for students to explore areas of interest in natural resource science and management that include options in the basic sciences (e.g., Physics, Botany), wildlife management (e.g., Mammalogy, Wildlife Forensics), ecology (e.g., Limnology), the environment (e.g., Natural Resource and Environmental Geopolitics), writing (e.g., American Nature Writing), and business. The curriculum is organized so that students who first enter the A.S. in Applied Forest Management will be able to then complete the B.S. in Forest Management, graduating from UMFK with both an associate and a bachelor's degree in forestry in four years. In addition, the BS in Forest Management is designed for students to be able to take the first three years "in residence" at UMFK and the fourth year online, if they choose to do so, providing students with a more economical pathway to graduation that considers the diverse needs and challenges faced by many of its students.

A semester-by-semester outline of the curriculum may be found in Appendix A (p. 16-17). Syllabi have been developed for all courses and may be found in Appendix C. Due to the very recent approval of this degree program, the three new forestry courses that round out the curriculum have not yet passed through governance (UMFK faculty are on 10-month appointments (August 1 to June 1) and faculty governance procedures will not begin again until September 2025). However, the course descriptions are as follows:

### **Advanced Silviculture and Mensuration (FOR 3xx)**

Explores forest science and practice, including from regional and global perspectives, in ways that elevate the learning experience beyond memorization and understanding to higher order learning, including the development and management of forestry-related projects; the use of nonparametric statistics to understand social dimensions of natural resource valuation and management; and alternative approaches to silviculture and forest and watershed restoration.

Pre-requisite: Silviculture, Mensuration. Co-requisite: Statistics

2 hours lecture and 2-hour lab per week

### **Forest Finance and Procurement (FOR 4xx)**

Addresses the development of a working knowledge of and introductory proficiency in forest economics and finance and procurement practices and processes. Topics include, but are not limited to, the evaluation of forestry investments; local, national, and global forces affecting the

forestry sector; and the silvicultural, legal, ethical and procedural aspects of procurement practices and processes.

Pre-requisite: Macro- or Microeconomics and Statistics; introductory courses in Silviculture and Mensuration

3 hours lecture per week

### **Integrated Natural Resource Management Planning (FOR 4xx)**

Explores the interrelationships, challenges, and opportunities associated with natural resource commodity and non-commodity values, including but not limited to the production of wood and wood fiber, the conservation of game and non-game wildlife habitat, and the designation of lands and waters for outdoor recreation, aesthetics, and landscape preservation. Emphasizes the integration of natural resource knowledge and field experience with principles and practices related to the development of plans to achieve land management objectives. The primary outcome of the course is a comprehensive integrated natural resource management plan.

Pre-requisite: Forest Management Practicum (FOR 350) and senior standing in Forestry.

3 hours lecture per week

**Foundational components.** Appropriate modalities, including field experience, face-to-face lecture, and synchronous and asynchronous online instruction are utilized throughout the curriculum. Faculty members, not graduate or undergraduate students, teach all forestry subject matter courses, including field labs. The curriculum is organized with attention given to course pre-requisites and logical sequencing that prepares students to evolve incrementally and intellectually through the program. The A.S. in Applied Forest Management, theoretically comprising the first five of the eight semesters of the curriculum, in particular, represents a well-tested course and curriculum structure and organization, and emphasizes the connection between forest science theory and practice.

**Integrative components:** English Composition I, English Composition II, Speech, Interpersonal Skills for Supervisors, Forest Management Practicum, Global Awareness general electives, Environmental Law, Natural Resource Management Planning.

#### **Disciplinary components:**

***ecology and biology:*** Introduction to Forestry, Dendrology, Biology, Soil Science, Silvics, Silviculture, Forest Protection, Wildlife Management

***measurement of forest resources:*** Introduction to Forestry, Map and LiDAR Interpretation, Forest Mensuration, Forest Inventory and Analysis, Introduction to Global

Positioning Systems, Surveying, GIS Applications I, Statistics, Advanced Silviculture and Mensuration, Natural Resource Management Planning

***forest resource policy, economics and administration:*** Introduction to Business, Macroeconomics, Environmental Law, Forest Finance and Procurement, Forest Management Practicum, Integrated Natural Resource Management Planning

***silviculture and management:*** Silviculture, Forest Operations, Forest Products Harvesting and Transportation, Forest Management Practicum, Advanced Silviculture and Mensuration, Integrated Natural Resource Management Planning

### **C5-1 – C5-5. Student Development and Support**

UMFK's Forestry website clearly illustrates its commitment to the development of a faculty and campus community that welcomes and values the participation of all students who qualify for enrollment. As mentioned, the forestry faculty come from very diverse backgrounds and several have done work internationally. Importantly, UMFK's tuition and room and board fees are the lowest in the northeastern United States and among the lowest in the country, reflecting our dedication to serving students from low-income families and first-generation students. Overall, UMFK has the highest percentage of international students in the University of Maine System.

In addition, the B.S. in Forest Management offers students the opportunity to pursue interests beyond those that may be considered essential to a forestry core. These opportunities present themselves in the form of Global Awareness and Arts and Humanities general education electives and restricted electives. For example, restricted elective courses include American Nature Writing, Natural Resource and Environmental Geopolitics, and Environmental Science Practicum (an internship experience).

UMFK's Office of Academic Support Services provides services that include International Student Support. The Student Success Center (<https://www.umfk.edu/offices/student-success/>) offers a tutoring and writing center, counseling and disability services, a Jobs for Maine Graduates (JMG) program, and a food pantry. The Office of Student Life (<https://www.umfk.edu/student-life/>) includes a designated professional in the area of Experiential Learning and Recreation and a point person dedicated to the success of international students.

**APPENDIX A**

**March 2025**

**A Proposal:**

**Bachelor of Science in  
Forest Management**

**Prepared and submitted by:**

**Andrew Egan, PhD**

**Dean, Division of Arts and Sciences and Professional Studies**

**With contributions from:**

**Samantha Beaulieu, Dr. Steve Hansen, Dr. Stephanie Landry**



**UNIVERSITY OF MAINE  
FORT KENT**

**University of Maine at Fort Kent**  
**Bachelor of Science in Forest Management**

**I. Program title:** Bachelor of Science in Forest Management

**II. Program objectives**

- a. *Program rationale.* The Bachelor of Science (B.S.) in Forest Management offered by the University of Maine at Fort Kent (UMFK) responds to the increasing statewide and national demand for professional foresters with a thorough knowledge of forest science theory and practice. The rural environment surrounding the UMFK campus and the strong presence of industrial and non-industrial forests in the region lend themselves to experiential education, undergraduate student and faculty research, and internships and career pathways in forestry that are unmatched in Maine and the northeastern US. A B.S. in Forest Management at UMFK better serves the state's and region's forestry community by offering alternative, experiential approaches to forestry education that will build on and complement a strong forestry A.S. degree program.

In addition, consistent with UMFK's experience, national data suggest that associates degree programs in forest technology have been in a decline during the years 2017-21 and that projections for student demand in these programs are categorized as "low growth." For example, consistent with recent nationwide data, the University of New Hampshire's Thompson School recently decided to terminate its associates degree program in forestry, concentrating instead on its four-year degree program. UMFK's A.S. in Applied Forest Management has experienced declining enrollments: n = 16 total students in fall 2024 and 13 in the spring 2024. In the past eight years fall enrollments have been: 24, 20, 14, 16, 13, 16, 17, 16. In addition to responding to growth potential in forestry bachelor's degrees and a strong market for trained forestry professionals, UMFK's Forest Management B.S. will bring new students to its A.S. Applied Forest Management program, since the two curricula will be connected.

Moreover, community college tuition in Maine is, for now at least, free. This may encourage community colleges to offer two-year degrees, such as forestry, that could compete with UMFK's associates degree in applied forest management. For example, see the partnership between WCCC and Maine's forest industry to deliver a free 3-credit, 10-week asynchronous online training in both English and Spanish on the business of forestry, with financial assistance of up to \$500 to reduce barriers to learning (e.g., access to the internet and child care). Participants earn a credential that recognizes their participation.

To meet the growing demand for professional foresters and recognizing the challenges faced by many A.S. forestry programs nationwide, several colleges and universities have successfully (a) transitioned from 2-year (A.S.) forestry programs to offering both 2- and 4-

year (B.S.) forestry programs (e.g., Paul Smith's College (NY)); (b) transitioned from 2-year to 4-year-only forestry programs (e.g., Abraham Baldwin Agricultural College (GA)); and (c) maintained a 2-year forestry program as both a "terminal degree" program and as a "feeder" program to a 4-year program within the same university (e.g., SUNY ESF/Ranger School (NY)). Eleven states, including Alabama, Georgia, Michigan and New York, currently house two or more SAF-accredited forestry bachelor degree programs – in part a response to student and labor market demand. Currently, UMFK plans to maintain and grow its A.S. in Applied Forest Management while attracting new students to its B.S. in Forest Management.

UMFK's location in the heart of Maine's north woods and industrial forest and its proximity to the Allagash Wilderness provide opportunities for experiential field work in natural resource management in a variety of forest ownerships, habitats, and rural land uses that are unmatched in the state and the northeast US. In addition, UMFK currently enjoys strong support from Maine's forestry sector. For example, J.D. Irving provides financial and in-kind support to UMFK's forestry program through its funding of the *Irving Woodlands Professorship of Forestry*. Importantly, UMFK views its B.S. in forest management as a complement and experiential education alternative to the University of Maine's bachelor's degree in forestry. UMFK forestry faculty currently collaborate with counterparts at UMaine, including offering an online and field-based course in forest operations to UMaine undergraduate forestry students and partnering on CFRU-funded research. Discussions about further collaborations between the two universities have been ongoing. Other potential partnerships between the forestry programs at the two campuses include exploiting UMFK's experience in hosting UMaine forestry students during internships and "forestry summer camp."

Finally, given UMFK's location on Maine's border with Canada, the potential for cross-border student recruitment, job placement, and cooperation is strong. Significantly, the UMFK dean, a former Canada Industrial Research Chair designee in forest operations at Laval University (Quebec) and Dean of the Faculty of Science at Brandon University (Manitoba), has had conversations with the Executive Director of the Canadian Forestry Accreditation Board (CFAB). The CFAB has agreed "to review (UMFK's bachelor's degree in forest management) for accreditation" since many of its graduates "may apply to work in Canada." CFAB accreditation, which would be in addition to accreditation by the Society of American Foresters, will provide our forestry bachelor's degree program graduates with the recognition by professional forestry organizations across Canada as "having met the Academic Standards for entry into the profession" (quotes from communications between the UMFK dean and the Executive Director of the CFAB). In addition, one of UMFK's forestry faculty is Canadian and currently lives in Canada. She has developed relationships with high schools and the Maritime College of Forest Technology in New Brunswick, which offers a two-year Forest Technology Diploma program. Taken together, UMFK is uniquely positioned in Maine and in the country to forge significant cross-border alliances in the field of forestry undergraduate education, while providing our students opportunities not available in any other forestry bachelor's degree program in the US.

- b. *General program goals* include offering a B.S. in Forest Management that:
- i. provides an experiential forestry bachelor's program alternative that is based on forest science and practice and exceeds the accreditation standards of the Society of American Foresters (SAF), while preparing graduates for licensure in the state of Maine and beyond;
  - ii. builds upon and complements UMFK's A.S. degree in Applied Forest Management;
  - iii. exploits UMFK's location in Maine's northern forest comprising significant working forests and wilderness, as well as its proximity to a strong forest products industry in the solid wood, pulp and paper, and biomass sectors; and
  - iv. offers the option for graduates of UMFK's A.S. degree in Applied Forest Management to continue toward a B.S. in Forest Management that, together, can be completed in a total of four years.
- c. *Learning outcomes.* Students who graduate from UMFK's B.S. in Forest Management program will be able to demonstrate:
- i. a thorough understanding of the ecological, logistical, ethical, legal, and economic underpinnings of forest science and practice;
  - ii. proficiency in the field, computational, and analytical skills and knowledge associated with all aspects of forestry planning and practice;
  - iii. professional oral and written communication skills appropriate to a variety of stakeholders and audiences;
  - iv. an appreciation for the complex social and economic dimensions of forest management and the role of the profession to meet the forest-related demands of a diverse society; and
  - v. an appreciation for the collaborative processes used to integrate forest values in the context of multiple-use management.

### III. Evidence of program need

- a. *Market analysis.* Consistent with UMFK's experience, national data suggest that A.S. programs in forest technology have been in a decline during the years 2017-21 and that projections for student demand in these programs are categorized as "low growth" (Table 1). However, based on the same data source, B.S. programs in forest management are showing signs of growth, classifying projected student demand as "emerging." Therefore, comparisons of enrollment realities in UMFK's forestry associates degree (and other forestry associates degrees in the US) with four-year degree programs ignore that two-year degrees in forestry are declining nationwide and four-year degrees are emerging. That eleven states house more than one forestry bachelor's degree at different universities within those states supports this trend.

**Table 1.** Degree completion growth (2017-21) and projected student demand for the following degree programs: A.S. in forest technology; B.S. in forest management (from Hanover Research).

<u>degree program</u>	<u>degree completion growth (2017-21)</u>	<u>projected student demand</u>	<u>UMFK fall 2024 enrollment</u>
forest technology A.S.	- 6.4	low	16
forest management B.S.	+2.9	emerging	NA

- b. *Educational, economic and social needs.* Almost 70 percent of UMFK students are 1<sup>st</sup>-generation/low income/qualify for accommodations. UMFK offers degree programs at significantly lower tuition rates than any university in the northeast US offering a forestry B.S. degree (table 2). This provides opportunity for economically and socially marginalized students from Maine and beyond to earn an SAF-accredited forestry degree.

**Table 2.** Per credit hour tuition rates for universities in New England/NY with forestry BS programs are (2024 data from individual university websites: in-state/out-of-state).

<u>Institution</u>	<u>tuition (in state/out of state)</u>
<b>University of Maine at Fort Kent</b>	<b>\$260/442</b>
SUNY Environmental Science and Forestry	\$295/835
University of Maine	\$388/1,108
University of New Hampshire	\$645/1,505
University of Massachusetts	\$708/1,653
University of Vermont	\$678/1,780
Paul Smith's College	\$1,099

- c. *Indicators of workforce demand for graduates.* The Bureau of Labor Statistics describes "overall employment of conservation scientists and foresters" as having a projected growth rate of four percent, "about as fast as the average for all occupations," for the period 2022-2032. According to the BLS, the median annual wage for those with a B.S. in forestry was \$64,000 in 2021. Other data suggest that "forester jobs are in demand," with a growth rate of five percent for the period 2018-28, with Maine the second most common state for foresters as a percent of the population (<https://www.zippia.com/forester-jobs/trends/>). More anecdotally, the division dean, a former industry forester and forestry educator and administrator, has spoken to forestry sector employers in other states, especially across the South, who have not been able to fill their need for professional foresters, especially from

degree programs that emphasize experiential learning that complements the science of forestry.

- IV. Program overview.** Structurally, the B.S. in Forest Management will build on the courses comprising UMFK's A.S. in Applied Forest Management, adding courses that (a) broaden the curriculum's focus on forest management; (b) broaden the curriculum's general education requirements for bachelor degree programs consistent with UMFK policies; and (c) are consistent with the curriculum standards approved by the SAF (see: [https://www.eforester.org/Main/Certification\\_Education/Accreditation/Main/Accreditation/Accreditation\\_Home.aspx?hkey=acede682-0ce7-4202-85e6-e3371eb38cdc](https://www.eforester.org/Main/Certification_Education/Accreditation/Main/Accreditation/Accreditation_Home.aspx?hkey=acede682-0ce7-4202-85e6-e3371eb38cdc)).

SAF guidelines for accreditation outline competencies in four disciplinary areas: ecology and biology; measurement of forest resources; forest resource policy, economics, and administration; and silviculture and forest management. With the exception of forest economics, policy, and administration, most of these competencies are already met in the SAF-accredited A.S. in Applied Forest Management degree. Courses in these areas have been added to round out UMFK's B.S. in Forest Management curriculum (Appendix A).

Students in UMFK's Applied Forest Management program will have fluid transfer into the Forest Management B.S. program (i.e., that track will constitute a 2.5 + 1.5 program), while other students may choose to enter the forestry B.S. program directly in their first year.

## **V. Program resources**

- a. *Personnel.* Discussions with the SAF office in Washington D.C. confirm that UMFK has adequate teaching capacity to successfully house a B.S. degree in Forest Management. UMFK has a fully staffed A.S. in Applied Forest Management degree program, currently comprising approximately 2.5 teaching FTEs in forestry subject matter areas. In addition, UMFK's Natural Sciences unit, in which forestry curricula are housed, employs a faculty member who holds a B.S. in Forestry and subsequent degrees (M.S. and PhD) in wildlife management. He currently teaches courses in wildlife management in the Applied Forest Management curriculum. The arts and sciences division dean will teach courses in the B.S. in Forest Management program, as needed, including courses in Advanced Forest Measurements and Silviculture and Forest Finance and Procurement, courses he has taught in the past at other universities. There is currently no need for additional faculty. Finally, the UMFK dean has in the past successfully guided new forestry programs (e.g., Paul Smith's College) through the rigorous SAF accreditation process.
- b. *Financial considerations.* From a financial perspective, a BS in Forest Management at UMFK is very low risk (no new full-time or part-time faculty hires are needed; UMFK's forestry faculty numbers exceed that required for accreditation by the SAF). Initial costs will include the purchase of additional forestry-related tools and equipment to accommodate an increase in forestry enrollment. There are currently no additional space requirements. However, future enrollment growth may necessitate additional manpower, including a field

technician, and renovated classroom space. (See Appendix B for a Pro Forma analysis of the B.S. in Forest Management).

**VI. Program assessment and evaluation**

The B.S. in Forest Management will follow (a) all program assessment procedures outlined by UMFK and (b) the accreditation guidelines and procedures prescribed by the SAF.

## Appendix A. Bachelor of Science in Forest Management curriculum map

### Fall Semester First Year - Total 15 credits

- 
- **ENG 100: English Composition I** 3 credits
  - **MAT 128: College Algebra** 3 credits
  - **FOR 100: Introduction to Forestry** 4 credits
  - **FOR 131: Spreadsheets for NR Professionals** 1 credit
  - **FOR 109: Dendrology** 4 credits

### Spring Semester First Year - Total 16 credits

- 
- **ENG 101: English Composition II** 3 credits
  - **FOR 132: Forest Protection I** 2 credits
  - **FOR 242: Map and LiDAR Interpretation** 3 credits
  - **FOR 208: F. Products Harvesting, and Transportation** 3 credits
  - **FOR 290: Forest Mensuration** 4 credits
  - **GEO 103: Introduction to Global Positioning Systems** 1 credit

### Fall Semester Second Year - Total 15 credits

- 
- **FOR 203: Surveying for Foresters** 1 credits
  - **FOR 226: Forest Operations** 4 credits
  - **FOR 332: Forest Inventory and Analysis** 3 credits
  - **BUS 211: Introduction of Business** 3 credits
  - **FOR 310: Soil Science** 4 credits

### Spring Semester Second Year - Total 15-16 credits

- 
- **COM 200: Speech** 3 credits
  - **ECO 100: Macroeconomics** 3 credits
  - **FOR 260: Silvics (Forest Ecology)** 3 credits
  - **FOR 360: Silviculture** 3 credits
  - **GIS 300: GIS Applications I** 3-4 credits

### Fall Semester Third Year - Total 15 credits

- 
- **ENV 302: Wildlife Conservation & Management**  
or  
**ENV 354: Wildlife Habitat Interactions** 4 credits
  - **SSC 327: Interpersonal Skills for Supervisors** 1 credit
  - **FOR 330: Forest Protection II** 3 credits
  - **FOR 350: Forest Management Practicum** 3 credits
  - **FOR 361: Silvics/Silviculture Lab** 2 credits
- 

### Spring semester third year – Total 16 credits

- **BIO 100: Biology I** 4 credits
- **MAT 351: Statistics** 3 credits
- **Global Awareness gen-ed elective** 3 credits

- ***FOR 3xx: Advanced silviculture and mensuration*** 3 credits
- Restricted elective 3 credits

**Fall semester fourth year – total 15 credits**

- General Education electives. Choose from each of the following three domains:  
History; Literature; Visual and performing arts 6 credits
- ***FOR 4xx: Forest Finance and Procurement*** 3 credits
- Restricted elective 3 credits
- Restricted elective 3 credits

**Spring semester fourth year – total 13 credits**

- Restricted elective 4 credits
- CRJ 346: Environmental Law 3 credits
- General Education electives. Choose from each of the following three domains:  
History; Literature; Visual and Performing arts 3 credits
- ***FOR 4xx: Integrated Natural Resource Mgt Planning*** 3 credits

**TOTAL BS program: 120 ch**

**Restricted electives:** Botany, Calculus, Chemistry, Physics, Ecology, Principles of Environmental Science, Mammalogy, American Nature Writing, Limnology, Vertebrate Biology, Wildlife Forensics, Wildlife Science, Natural Resource and Environmental Geopolitics, Environmental Science Practicum, Research Methods, Senior Project, business courses, or advisor and dean approval.

[NOTE: (a) Courses that are highlighted and in italics are proposed/new courses. (b) Course sequencing outlined above represents suggested sequencing for students pursuing the BS degree as an “add-on” to the AS degree. Students pursuing the BS degree at the beginning of their program of study may follow a different sequencing, while being mindful of adhering to course prerequisites. (c) The BS in Forest Management is designed for students to be able to take the first three years “in residence” at UMFK and the fourth year online, if they choose to do so. (d) While students are responsible for their own semester-by-semester course registrations, they should consult with their advisors to develop a plan for their overall academic program.]

**Appendix B.** Pro Forma Statement for the Bachelor of Science in Wildlife Management (prepared by Jacob Jandreau, UMFK).

UNIVERSITY OF MAINE SYSTEM				
ACADEMIC PROGRAM REQUEST				
PRO FORMA STATEMENT				
EXECUTIVE SUMMARY				
The BS in Forest Management at the University of Maine at Fort Kent predicts enrollment of approximately 10 new FTE students per year with an estimated \$447,158 in predicted tuition and fee revenue. This program will add \$74,988 in additional costs, which includes overload expenses at the associate professor rank. These incremental costs will be offset immediately. The BS in Forest Management is expected to cover direct costs in FY27.				
PROJECTED FULL TIME EQUIVALENT (FTE) ENROLLMENT				
	Year 1	Year 2	Year 3	
Cohort A	15	6	4	
Cohort B	-	10	7	
Cohort C	-	-	12	
TOTAL FTE ENROLLMENT	15	16	23	
PROJECTED GROSS REVENUE				
	Year 1	Year 2	Year 3	
Projected Tuition	\$70,200	\$127,140	\$182,598	
Projected Fees	\$12,420	\$22,494	\$32,306	
Projected Differential Tuition	\$0	\$0	\$0	
Other Revenue	\$0	\$0	\$0	
TOTAL REVENUE	\$82,620	\$149,634	\$214,904	
Note: Simplified to include total new and returning student revenue estimate at the in-state rate only.				

PROJECTED NEW EXPENSES ASSOCIATED WITH PROGRAM ADDITION						
		YEAR 1	YEAR 2	YEAR 3		
	New Faculty personnel	\$0	\$0	\$0		
	Adjunct Faculty	\$11,968	\$30,968	\$32,052		
	Course Development Expenses	\$0	\$0	\$0		
	Travel Expenses	\$0	\$0	\$0		
	Staff personnel	\$0	\$0	\$0		
	Other non-personnel	\$0	\$0	\$0		
	TOTAL EXPENSES	\$11,968	\$30,968	\$32,052		
PROJECTED NET REVENUE						
		YEAR 1	YEAR 2	YEAR 3		
	Projected Revenue	\$70,652	\$118,666	\$182,852		

**APPENDIX B: Faculty CVs (attached in a separate file)**

**APPENDIX C: Course syllabi (attached in a separate file)**

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# ACCREDITATION HANDBOOK

Standards, Procedures, and Guidelines for  
Accrediting Educational Programs in Professional Forestry

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NOTE: This Handbook will be in effect for all accreditation-related activities occurring ON OR AFTER JANUARY 1, 2014.



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Accreditation Standards and Procedures Revised December 1, 2013

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## **RECOGNITION OF ACCREDITING ORGANIZATIONS**

The Society of American Foresters is recognized by the Council for Higher Education Accreditation (CHEA), a private, nonprofit organization dedicated to strengthening higher education through strengthening accreditation. CHEA recognition of accrediting organizations has three basic purposes:

- **TO ADVANCE ACADEMIC QUALITY.**

To confirm:

- that accrediting organizations have standards that advance academic quality in higher education;
- that those standards emphasize student achievement and high expectations of teaching and learning, research, and service; and
- that those standards are developed within the framework of institutional mission.

- **TO DEMONSTRATE ACCOUNTABILITY.**

To confirm that accrediting organizations have standards that assure accountability through consistent, clear, and coherent communication to the public and the higher education community about the results of educational efforts. Accountability also includes a commitment by the accrediting organization to involve the public in accreditation decision making.

- **TO ENCOURAGE, WHERE APPROPRIATE, SCRUTINY AND PLANNING FOR CHANGE AND FOR NEEDED IMPROVEMENT.**

To confirm that accrediting organizations have standards that encourage institutions to plan, where appropriate, for change and for needed improvement; to develop and sustain activities that anticipate and address needed change; and to stress student achievement.

Address all inquiries concerning the **ACCREDITATION HANDBOOK** to the:

**Department of Science and Education**  
**5400 Grosvenor Lane, Bethesda, Maryland 20814**  
**Tel: 301-897-8720**  
**Fax: 301-897-3690**  
**Email: [ScienceEd@safnet.org](mailto:ScienceEd@safnet.org)**

## FOREWORD

The Society of American Foresters (SAF) is the national scientific and educational organization representing the forestry profession in the United States. A 501(c)(3) nonprofit organization founded in 1900 by Gifford Pinchot, it is the largest professional society for foresters in the world. SAF members include natural resource practitioners in public and private settings, researchers, CEOs, administrators, educators, and students.

The Society of American Foresters defines forestry as:

*The profession embracing the science, art, and practice of creating, managing, using, and conserving forests and associated resources for human benefit and in a sustainable manner to meet desired goals, needs, and values. Note that the broad field of forestry consists of those biological, quantitative, managerial, and social sciences that are applied to forest management and conservation including such specialized fields as agro-forestry, urban forestry, industrial forestry, non-industrial forestry, and wilderness and recreation forestry. (Helms, 1998<sup>1</sup>)*

Professional accreditation of forestry programs has been a critically important function of the Society since accreditation was initiated in 1935. Over the years, accreditation processes and standards have been reviewed and revised periodically to assure that professional foresters continue to meet contemporary needs.

As part of this continuous quality improvement process, the SAF Council established the SAF Task Force on Forestry Education Accreditation in October 1998. The charter for the Task Force listed two objectives: (1) to involve forestry educators and employers in a dialogue to address how the Society of American Foresters can assist U.S. professional forestry education by preparing graduates for entry-level forestry employment, and (2) to recommend to SAF Council appropriate actions to maintain effective professional forestry accreditation. In their report, the Task Force concluded:

*[We] believe that the role SAF seeks to play in ensuring that forest resource management decisions are made with the advice of qualified forestry professionals is among the clearest and most direct ways of communicating to the public that forests are important and valuable resources, and that decisions regarding their management and sustainable use should reflect current professional knowledge of the art and science of forestry.*

The SAF Council accepted the Task Force report in June 2000.

A joint workgroup co-sponsored by SAF and the National Association of Professional Forestry Schools and Colleges guided the revision of this handbook to comply with the new standards. The SAF Council accepted the revised ACCREDITATION HANDBOOK in June 2003, for use beginning with the 2004/05 academic year.

The SAF Council established the Educational Policy Review Committee in 2003 to monitor all aspects of professional forestry education, including the SAF accreditation standards and procedures, and to make recommendations on such matters to the SAF Council. In 2005, the Committee was charged by the

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<sup>1</sup> HELMS, JOHN A., ed. 1998. *The Dictionary of Forestry*. P. 72. Bethesda, Maryland: The Society of American Foresters.

SAF Council to review the SAF Standards, Procedures, and Guidelines for Accrediting Educational Programs in Professional Forestry and make recommendations regarding the development of specialized urban forestry accreditation standards, procedures and guidelines for the SAF Council's consideration. The committee was expanded to include additional members with expertise in urban forestry for the evaluation. The Committee recommendations, in the form of Standards for Specialized Accreditation of Educational Programs in Urban Forestry were accepted by the SAF Council in December 2006. In June 2007, after the new standards were circulated for review and comment, the SAF Council approved the revised Standards for Specialized Accreditation of Educational Programs in Urban Forestry for incorporation into the ACCREDITATION HANDBOOK and for implementation on August 1, 2007. In December 2009, the SAF Council chartered a task force under the direction of the Educational Policy Review Committee to consider the merits of a Society of American Foresters accreditation program for educational programs in terrestrial ecology. During the course of its work the task force provided multiple forums for input into their work. In December 2012, the SAF Council accepted the task force report and charged the Educational Policy Review Committee with implementing the new standard. In December 2013, the SAF Council accepted the Standards for Accreditation in Natural Resources and Ecosystem Management as incorporated into the ACCREDITATION HANDBOOK for implementation on January 1, 2014.

The Standards for Specialized Accreditation of Educational Programs in Urban Forestry make use of the existing procedures for application, review and appeal; however, the specialized urban forestry standards are independent of the pre-existing standards for the accreditation of forestry programs. An urban forestry program seeking SAF specialized accreditation must meet the urban forestry standards whether or not it meets the general forestry accreditation standards.

The Standards for Accreditation of Educational Programs in Natural Resources and Ecosystem Management make use of the existing procedures for application, review and appeal; however, the natural resources and ecosystem management standards are independent of the pre-existing standards for the accreditation of forestry programs. A natural resources program seeking SAF NREM accreditation must meet the natural resources and ecosystem management standards whether or not it meets the general forestry accreditation standards.

The SAF Council approved the *Standards, Procedures, and Guidelines for Accrediting Educational Programs in Forest Technology* on June 7, 2008 for implementation beginning August 1, 2009. The effective date amended to January 1, 2009 by vote of Council on December 8, 2009 to facilitate implementation. The *Standards, Procedures, and Guidelines for Accrediting Educational Programs in Forest Technology* are separate document not to be confused with this *Accreditation Handbook*.

# Table of Contents

<b>RECOGNITION OF ACCREDITING ORGANIZATIONS .....</b>	<b>ii</b>
<b>PREFACE.....</b>	<b>ix</b>
<b>INTRODUCTION .....</b>	<b>1</b>
<b>SECTION I: STANDARDS FOR GENERAL ACCREDITATION.....</b>	<b>4</b>
<b>STANDARD I: FORESTRY PROGRAM MISSION, GOALS, AND OBJECTIVES .....</b>	<b>4</b>
<b>STANDARD II: CURRICULUM .....</b>	<b>4</b>
General Education.....	5
A. <i>Communications:</i> .....	5
B. <i>Science and Mathematics:</i> .....	5
C. <i>Social Sciences and Humanities:</i> .....	5
Professional Education.....	5
A. <i>Ecology and Biology:</i> .....	6
B. <i>Measurement of Forest Resources:</i> .....	6
C. <i>Management of Forest Resources:</i> .....	6
D. <i>Forest Resource Policy, Economics, and Administration:</i> .....	6
Computer Literacy .....	7
Distance Learning .....	7
<b>STANDARD III: FORESTRY PROGRAM ORGANIZATION AND ADMINISTRATION .....</b>	<b>7</b>
Administrator .....	7
Student Recruitment, Admissions and Transfers .....	7
Teaching.....	7
Administrative Support.....	7
Program Planning and Outcomes Assessment .....	7
<b>STANDARD IV: FACULTY .....</b>	<b>7</b>
Academic and Professional Competency .....	8
Teaching Skills.....	8
<b>STANDARD V: STUDENTS.....</b>	<b>8</b>
Recruitment and Retention.....	8
Advising.....	8
<b>STANDARD VI: PARENT INSTITUTION SUPPORT.....</b>	<b>8</b>
Forestry Program Support.....	8
Supporting Programs.....	9
Physical Resources and Facilities .....	9
<b>SECTION II: STANDARDS FOR SPECIALIZED ACCREDITATION IN URBAN FORESTRY... 10</b>	
<b>STANDARD I: URBAN FORESTRY PROGRAM MISSION, GOALS, AND OBJECTIVES .....</b>	<b>10</b>
<b>STANDARD II: CURRICULUM .....</b>	<b>10</b>
General Education.....	11
A. <i>Communications:</i> .....	11
B. <i>Science and Mathematics:</i> .....	11
C. <i>Social Sciences and Humanities:</i> .....	11
Professional Education.....	12
A. <i>Ecology and Biology:</i> .....	12
B. <i>Measurement of Urban Forests and other Forest Resources in Urban Settings:</i> .....	12
C. <i>Management of Urban Forests and Trees in an Urban Environment:</i> .....	13
D. <i>Urban Forest Resource Policy, Economics, and Administration and Law:</i> .....	13
Computer Literacy .....	13
Distance Learning .....	13
<b>STANDARD III: FORESTRY PROGRAM ORGANIZATION AND ADMINISTRATION .....</b>	<b>13</b>

Administrator .....	13
Student Recruitment, Admissions and Transfers .....	14
Teaching.....	14
Administrative Support .....	14
Program Planning and Outcomes Assessment .....	14
<b>STANDARD IV: FACULTY .....</b>	<b>14</b>
Academic and Professional Competency .....	14
Teaching Skills.....	14
<b>STANDARD V: STUDENTS.....</b>	<b>14</b>
Recruitment and Retention.....	15
Advising.....	15
<b>STANDARD VI: PARENT INSTITUTION SUPPORT.....</b>	<b>15</b>
Urban Forestry Program Support .....	15
Supporting Programs.....	15
Physical Resources and Facilities .....	15
<b>SECTION III: STANDARDS FOR NATURAL RESOURCES AND ECOSYSTEM MANAGEMENT ACCREDITATION .....</b>	<b>16</b>
<b>STANDARD I: PROGRAM MISSION, GOALS, AND OBJECTIVES.....</b>	<b>16</b>
<b>STANDARD II: CURRICULUM .....</b>	<b>16</b>
General Education.....	17
A. <i>Communications:</i> .....	17
B. <i>Science and Mathematics:</i> .....	17
C. <i>Social Sciences and Humanities:</i> .....	17
The natural resources program must document depth, breadth, and balance among the five major subject matter categories shown below. In each category, adequate instruction in basic principles, typical laboratory and field applications, and current practices must be provided.....	18
A. <i>Fundamental Knowledge of Ecosystem Components and Ecosystem Functioning, including Human Systems:</i> .....	18
B. <i>Measurement and Assessment of Ecosystem Components, Properties, and Functioning, including Human Systems:</i> .....	18
C. <i>Identification and Evaluation of Management Objectives:</i> .....	19
D. <i>Development of Management Plans:</i> .....	19
E. <i>Management Practice and Conduct:</i> .....	19
Computer Literacy .....	20
Distance Learning .....	20
<b>STANDARD III: PROGRAM ORGANIZATION AND ADMINISTRATION.....</b>	<b>20</b>
Administrator .....	20
Student Recruitment, Admissions and Transfers .....	20
Teaching.....	20
Administrative Support .....	20
Program Planning and Outcomes Assessment .....	20
<b>STANDARD IV: FACULTY .....</b>	<b>20</b>
Core Faculty.....	20
Teaching Skills.....	21
<b>STANDARD V: STUDENTS.....</b>	<b>21</b>
Recruitment and Retention.....	21
Advising.....	21
<b>STANDARD VI: PARENT INSTITUTION SUPPORT.....</b>	<b>21</b>
Program Support .....	21
Supporting Programs.....	22
Physical Resources and Facilities .....	22
<b>PART II: CANDIDACY AND ACCREDITATION PROCEDURES .....</b>	<b>23</b>

<b>CANDIDACY PROCEDURES.....</b>	<b>23</b>
Definition of Candidacy.....	23
Prerequisites for Candidacy.....	23
Candidate Eligibility Review.....	23
Candidate Status Requirements.....	24
Reference to Candidate Status in Institutional Publications.....	24
Candidate Status Time Line.....	24
Application for Initial Accreditation Status.....	25
<b>ACCREDITATION PROCEDURES.....</b>	<b>25</b>
Accreditation Status.....	25
Accreditation Period.....	25
Application Process and Eligibility.....	26
Withdrawal from Accreditation Status.....	26
When and How to Apply.....	26
Accreditation Status Timeline.....	26
<i>Step 1: Self-Evaluation.....</i>	<i>28</i>
<i>Step 2: On-Site Visit.....</i>	<i>28</i>
Responsibilities of the Program Head -- On-Site Visit.....	29
Selection of the Visiting Team.....	30
Visiting Team Consultation.....	31
Representative Agenda for SAF Accreditation On-Site Visit.....	31
<b>COMMITTEE ON ACCREDITATION ACTION.....</b>	<b>32</b>
Time Frame.....	32
Actions.....	33
<i>Probation:.....</i>	<i>33</i>
<i>Show Cause Request:.....</i>	<i>33</i>
Notification.....	33
<b>RESOLUTION OF CONFLICTS BETWEEN ACCREDITATION STANDARDS AND LOCAL, STATE OR FEDERAL LAWS GOVERNING THE INSTITUTION OR PROGRAM SEEKING ACCREDITATION.....</b>	<b>34</b>
<b>REFERENCE TO ACCREDITED STATUS IN INSTITUTIONAL PUBLICATIONS.....</b>	<b>34</b>
<b>PROVISION OF RELIABLE INFORMATION TO THE PUBLIC ON PERFORMANCE.....</b>	<b>34</b>
<b>SUBSTANTIVE CHANGE REPORTS.....</b>	<b>34</b>
<b>FEES AND CHARGES.....</b>	<b>35</b>
Explanation of Fees and Charges.....	35
Receipt of Fees and Charges.....	35
<b>APPEAL OF SAF ACCREDITATION OR CANDIDATE STATUS DECISIONS.....</b>	<b>35</b>
Grounds.....	36
Process.....	36
Review.....	36
Actions.....	36
<b>PROCEDURES FOR RESPONDING TO COMPLAINTS AGAINST ACCREDITED AND CANDIDATE PROGRAMS.....</b>	<b>37</b>
Process.....	37
Review.....	37
Actions.....	37

<b>PART III: GUIDELINES FOR THE SELF-EVALUATION REPORT .....</b>	<b>39</b>
<b>INTRODUCTION .....</b>	<b>39</b>
<b>SUGGESTIONS FOR PREPARING THE SELF-EVALUATION REPORT .....</b>	<b>39</b>
<b>OUTLINE OF INFORMATION REQUIRED IN THE SELF-EVALUATION REPORT .....</b>	<b>40</b>
Standard I: Forestry/Urban Forestry/Natural Resources and Ecosystem Management Program Mission, Goals, and Objectives.....	40
Standard II: Curriculum .....	41
Standard III: Program Organization and Administration .....	43
Standard IV: Faculty .....	43
Standard V: Students.....	44
Standard VI: Parent Institution Support .....	45
<b>Required Forms .....</b>	<b>46</b>
Document A-1: General Education Summary—Required Courses .....	47
Document A-2: General Education Summary—Restricted Electives .....	48
Document B-1: Forestry Education Summary—Required Courses.....	49
Document B-2: Forestry Education Summary—Restricted Electives .....	50
Document B-1: Urban Forestry Education Summary—Required Courses.....	51
Document B-2: Urban Forestry Education Summary—Restricted Electives.....	52
Document B-1: Natural Resources and Ecosystem Management Education Summary—Required Courses .....	53
Document B-2: Natural Resources and Ecosystem Management Education Summary—Restricted Electives....	54
Document C-1: Background Summary for Faculty Reporting to the Program Head.....	55
Document C-2: Background Summary for Faculty Teaching Courses Listed in Forms B-1 and B-2 but NOT reporting to the Program Head.....	56
Document D: Academic Summary for Faculty Reporting to the Program Head .....	57
Document E: Individual Faculty Information .....	58
Document F: Program Graduate Employment Summary.....	59
Document G: Student Data Summary .....	60

## PREFACE

The Society of American Foresters (SAF) has prepared this **ACCREDITATION HANDBOOK** and a companion publication, the **Accreditation Visiting Team Manual**, as the primary references for an accreditation review and evaluation of professional forestry programs. The Handbook and Manual are respectively designed to guide program administrators as they pursue improvement of educational quality and to assist evaluators as they assess program achievements.

This handbook is organized as follows:

- Part I presents the SAF Accreditation Standards, which serve as the minimum criteria for assessing a forestry program's candidate (initial) or continuing accreditation status. Part I is further subdivided into:
  - Section I: Standards for General Accreditation applies to the accreditation of forestry programs in general. Forestry programs that seek general SAF accreditation for forestry curricula must meet these standards.
  - Section II: Standards for Specialized Accreditation in Urban Forestry applies to specialized urban forestry programs. Urban forestry programs that seek SAF specialized accreditation of urban forestry curricula must meet these standards *whether or not* they meet the standards for general SAF accreditation.
  - Section III: Standards for Accreditation in Natural Resources and Ecosystem Management applies to natural resources educational programs. Natural resources programs that seek SAF accreditation of natural resources and ecosystem management degree programs must meet these standards *whether or not* they meet the standards for general SAF accreditation.
- Part II outlines SAF Procedures for establishing candidacy or renewing accreditation, including general institutional requirements and time lines.
- Part III offers specific Guidelines for organizing the SAF self-evaluation report in preparation for the on-site visitation.

NOTE: This document is periodically evaluated and may be modified when and where appropriate by the Educational Policy Review Committee of the Society of American Foresters, after opportunity for comment and review as appropriate by the SAF Committee on Accreditation, other task forces of the SAF, forestry program heads, or the SAF Council. This document supersedes all previously published standards, procedures, and guidelines on professional forestry accreditation. Responses to questions regarding clarification, interpretation, or application are official only if in writing and only if issued by the SAF executive vice-president.

## INTRODUCTION

The mission of the Society of American Foresters (SAF) is to advance the science, education, technology, and practice of forestry; to enhance the competency of its members; to establish professional excellence; and to use the knowledge, skills, and conservation ethic of the profession to ensure the continued health and use of forest ecosystems and the present and future availability of forest resources to benefit society. In furtherance of these objectives, the SAF is responsible for accrediting educational programs in the United States that lead to a professional degree (bachelor's or higher) in forestry. The Society of American Foresters defines forestry as:

*The profession embracing the science, art, and practice of creating, managing, using, and conserving forests and associated resources for human benefit and in a sustainable manner to meet desired goals, needs, and values. Note that the broad field of forestry consists of those biological, quantitative, managerial, and social sciences that are applied to forest management and conservation including such specialized fields as agro-forestry, urban forestry, industrial forestry, non-industrial forestry, and wilderness and recreation forestry. (Helms, 1998<sup>2</sup>)*

The objectives of SAF accreditation are to:

- Improve the overall quality of professional forestry education through periodic program self-evaluation and peer review by qualified educators and practicing foresters;
- Foster integrity and excellence through the development, use, and periodic revision of Standards for Accreditation in order to assess the educational environment and effectiveness of forestry programs; and to
- Assure students, employers, the general public, and other organizations and agencies that SAF accredited programs have educational objectives consistent with professional standards, have the resources to accomplish those objectives, and are expected to continue to offer a quality forestry education.

The Standards and Procedures set forth in this Handbook incorporate the experience gained through more than seven decades of application. Accreditation standards were first adopted by the SAF Council in 1935 and are revised approximately every ten years. In 2006, the SAF Council approved the first specialized program of accreditation for urban forestry programs in recognition of the need for professionals with an education in both the core forestry subjects and in subjects specifically required to meet the basic needs of this growing field. The specialized program of accreditation for urban forestry curricula was approved for implementation in 2007. The program of accreditation for natural resources and ecosystem management was approved in 2012 for implementation.

The six Standards describe the essential elements of a professional forestry/ urban forestry/natural resources and ecosystem management educational program: program mission, goals, and objectives; curriculum; program organization and administration; faculty; students; and parent institution support. The Standards emphasize qualitative considerations. In addition, the Standards provide latitude for the institution's and program's rights and obligations for initiative, experimentation, and variation.

The SAF Committee on Accreditation carries out the accreditation process and makes final decisions. The SAF Council, with addition of a public member, is responsible for all accreditation appeals. The specific procedures of the accreditation and appeals processes are found in Part II.

Evaluation depends on the self-evaluation report, analysis by the visiting team, and the SAF Committee on Accreditation's professional judgment. Recognizing that no two institutions are alike, SAF's policy is to

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<sup>2</sup> HELMS, JOHN A., ed. 1998. *The Dictionary of Forestry*. P. 72. Bethesda, Maryland: The Society of American Foresters.

evaluate each program independently on its individual merits. Decisions are based on assessment of the total program and its environment for stimulating intellectual professional development and growth.

The SAF recognizes the need for diversity and encourages a rich learning environment composed of students, faculty, and external constituents and representing both genders and a variety of ages, cultures, experiences, and viewpoints.

While the SAF is concerned with the quality of the institution maintaining the forestry program, it does not examine the total institution in detail. It relies on regional accrediting bodies for this function and requires that the parent institution in which the forestry program is housed be accepted and accredited by its regional accrediting agency.

Competencies, as used herein, refer to student outcomes that indicate students have the necessary background to function as forestry professionals. The term curriculum defines the sequence of courses leading to a degree that prepares an individual for entry into the forestry profession. It is intended to include all courses and prerequisites that constitute the professional degree. The appropriate unit for accreditation is the academic program leading to a professional forestry degree. Program is defined as the curriculum put forth by the institution for accreditation *and* the institutional resources needed to support that specific degree program. SAF does not accredit universities, colleges, departments, or other academic units. It accredits academic programs within these institutional structures. One or more programs may be accredited within a single academic unit. Similarly, an academic unit may contain both accredited and non-accredited academic programs.

The standards are divided into three Sections:

- Section I: Standards for General Accreditation applies to the accreditation of forestry programs in general. Forestry programs that seek general SAF accreditation for forestry curricula must meet these standards.
- Section II: Standards for Specialized Accreditation in Urban Forestry applies to specialized urban forestry programs. The Society of American Foresters defines urban forestry as:

*The art, science, and technology of managing trees and forest resources in and around urban community ecosystems for the physiological, sociological, economic, and aesthetic benefits trees provide society.* (Helms, 1998<sup>3</sup>)

Urban forestry programs that seek SAF specialized accreditation of urban forestry curricula must meet these standards *whether or not* they meet the standards for general SAF accreditation.

- Section III: Standards for Accreditation in Natural Resources and Ecosystem Management applies to the accreditation of natural resources degree programs. The Society of American Foresters defines ecosystem management as:

*Management guided by explicit goals, executed by policies, protocols, and practices, and made adaptable by monitoring and research based on the best understanding of ecological interactions and processes necessary to sustain ecosystem composition, structure, and function over the long term —note the term was initially introduced by the USDA Forest Service.*<sup>4</sup>

Natural Resources programs that seek SAF accreditation of natural resources and ecosystem management degree programs must meet these standards *whether or not* they meet the standards for general SAF accreditation

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<sup>3</sup> HELMS, JOHN A., ed. 1998. *The Dictionary of Forestry*. P. 193. Bethesda, Maryland: The Society of American Foresters.

<sup>4</sup> HELMS, JOHN A., ed. 1998. *The Dictionary of Forestry*. P. 54. Bethesda, Maryland: The Society of American Foresters.

In the following Standards, “must” refers to items that substantially bear on compliance with a standard and where documentation is required. It is the responsibility of the institution seeking initial or continued accreditation or candidacy status to be thoroughly familiar with all sections of the Standards, Procedures, and Guidelines.

## **SECTION I: STANDARDS FOR GENERAL ACCREDITATION**

### ***STANDARD I: FORESTRY PROGRAM MISSION, GOALS, AND OBJECTIVES***

Accreditation is based on an assessment of the total educational program, the institution's environment for stimulating intellectual and professional growth, and support for the program. Accreditation ensures that the environment, facilities, faculty, and infrastructure for the forestry program are sufficient and appropriate to meet the forestry program's stated mission, goals, and objectives.

The forestry program must be clearly defined and publicly state its mission, goals, and objectives. The program must provide the rationale and purpose for its existence and show how the goals and objectives of its current program meet the mission statement.

Dynamic forestry programs change with time. Periodic self-evaluation and revision of the program's mission, goals, and objectives are expected and must be documented. The program must also provide specific evaluations and measures of performance based on the integration of mission, goals, and objectives with the SAF Standards of Accreditation.

Accredited forestry programs' statements of mission, goals, and objectives must reflect:

1. The SAF Standards for Accreditation presented in the Accreditation Handbook.
2. The distinction of forestry as an interdisciplinary profession.
3. The needs of the constituencies that the program seeks to serve.
4. Sensitivity to the role of professional foresters in meeting diverse and changing social, cultural, economic, and environmental needs and values.
5. The professionalism and ethical behavior necessary to manage and use forest resources for the benefit of society.

### ***STANDARD II: CURRICULUM***

Subject matter described below may be incorporated differently by different programs. What may be a separate course in one program may be part of a more comprehensive course in another. What may be a required course in one program may be a restricted elective in another.

Forestry education is built upon the fundamentals of written and oral communication; mathematics; biological, social, and physical sciences; and the humanities. These general education subject areas are usually incorporated in, but are not limited to, instruction delivered by arts and science units at the university. Although certain courses delivered by the forestry unit may satisfy university general education requirements, this section differentiates between such courses and the broader scope of general education requirements that are critical to an urban forestry professional's development and ability to progress professionally.

The professional education areas of study must provide in-depth coverage of ecology and biology; measurement of forest resources; management of forest resources; and forest resource policy, economics, and administration. The forestry curriculum must be presented in a manner that fosters analytical and critical reasoning skills, including systematic problem solving and decision-making. Awareness of historical and current issues and policies affecting resource management and conservation must be established.

The forestry curriculum must provide a variety of educational experiences including lectures, discussion, simulations, computer applications, and individual and group projects in laboratories and

field experiences. The purpose of these experiences is to enable students to apply scientific methodologies necessary to attain an array of beneficial forest products, services, and conditions.

## **General Education**

### ***A. Communications:***

Programs must document how oral and written communication skills are reinforced throughout the curriculum.

1. *Oral:* Competencies must be documented as ability in preparing, and delivering effective oral presentations.
2. *Written:* Competencies must be documented as:
  - a. A proficiency in English composition, technical/business writing, and writing for non-professional audiences.
  - b. An ability to read with comprehension a variety of documents, and critically evaluate opposing viewpoints.

### ***B. Science and Mathematics:***

Biological and physical sciences and mathematics must be included:

1. *Biological sciences:* Competencies must be documented as:
  - a. An understanding of the components, patterns, and processes of biological and ecological systems across spatial and temporal scales,
  - b. An understanding of molecular biology, cells, organisms, populations, species, communities, and ecosystems.
2. *Physical sciences:* Competencies must be documented as an understanding of physical and chemical properties, measurements, structure, and states of matter.
3. *Mathematics:* Competencies must be documented as the ability to understand and use the basic approaches and applications of mathematics and statistics for analysis and problem solving as appropriate for the program's stated outcomes.

### ***C. Social Sciences and Humanities:***

Competencies must be documented as an:

1. Understanding of, and an ability to address, moral and ethical questions and an ability to use critical reasoning skills.
2. Understanding of human behavior and social and economic structures, processes, and institutions of importance across a broad range of societies.
3. Understanding of the diverse dimensions of the human experience and culture.

## **Professional Education**

The forestry program must document depth, breadth, and balance among the four major subject matter categories shown below. In each category, adequate instruction in basic principles, typical laboratory and field applications, and current practices must be provided.

### ***A. Ecology and Biology:***

Competencies must be documented as an:

1. Understanding of taxonomy and ability to identify forest and other tree species, their distribution, and associated vegetation and wildlife.
2. Understanding of soil properties and processes, hydrology, water quality, and watershed functions.
3. Understanding of ecological concepts and principles including the structure and function of ecosystems, plant and animal communities, competition, diversity, population dynamics, succession, disturbance, and nutrient cycling.
4. Ability to make ecosystem, forest, and stand assessments.
5. Understanding of tree physiology and the effects of climate, fire, pollutants, moisture, nutrients, genetics, insects and diseases on tree and forest health and productivity.

### ***B. Measurement of Forest Resources:***

Competencies must be documented as an:

1. Ability to identify and measure land areas and conduct spatial analysis.
2. Ability to design and implement comprehensive inventories that meet specific objectives using appropriate sampling methods and units of measurement.
3. Ability to analyze inventory data and project future forest, stand, and tree conditions.

### ***C. Management of Forest Resources:***

Competencies must be documented as an:

1. Ability to develop and apply silvicultural prescriptions appropriate to management objectives, including methods of establishing and influencing the composition, growth, and quality of forests, and understand the impacts of those prescriptions.
2. Ability to analyze the economic, environmental, and social consequences of forest resource management strategies and decisions.
3. Ability to develop management plans with specific multiple objectives and constraints.
4. Understanding of the valuation procedures, market forces, processing systems, transportation and harvesting activities that translate human demands for timber-based and other consumable forest products into the availability of those products.
5. Understanding of the valuation procedures, market, and non-market forces that avail humans the opportunities to enjoy non-consumptive products and services of forests.
6. Understanding of the administration, ownership, and organization of forest management enterprises.

### ***D. Forest Resource Policy, Economics, and Administration:***

Competencies must be documented as an

1. Understanding of forest policy and the processes by which it is developed.
2. Understanding of how federal, state, and local laws and regulations govern the practice of forestry.

3. Understanding of professional ethics, including the SAF Code, and recognition of the responsibility to adhere to ethical standards in forestry decision making on behalf of clients and the public.
4. Ability to understand the integration of technical, financial, human resources, and legal aspects of public and private enterprises.

### **Computer Literacy**

Competencies must be documented as an ability to use computers and other contemporary electronic technologies in professional life.

### **Distance Learning**

Any distance-learning component of a program must be consistent with the program's stated objectives. Distance learning includes but is not limited to off-campus classroom programs, external degree programs, branch campuses, correspondence courses, and off-campus, electronically-based instruction.

## ***STANDARD III: FORESTRY PROGRAM ORGANIZATION AND ADMINISTRATION***

### **Administrator**

The program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution.

### **Student Recruitment, Admissions and Transfers**

There must be a clear, published university, department, and/or program procedure for evaluating and accepting students and for transferring credit to fulfill the general and professional education requirements in the forestry curriculum. Transfer courses and advance placement courses **must** equal or exceed the content and standards of the accepting institution's courses.

### **Teaching**

The administration must document that high priority is given to quality instruction through faculty appointments, evaluation, and recognition of performance.

### **Administrative Support**

The forestry program must have adequate staff resources with competencies needed to support the students, faculty, and administration.

### **Program Planning and Outcomes Assessment**

Policies, processes, and/or practices for both short- and long-term planning of academic programs must outline how periodic reviews and updates are conducted. The interests of students and external constituents must be represented in the assessment of educational outcomes. These assessments must indicate whether academic and professional goals have been met, the elements contributing to program success or lack thereof, and the means by which assessment findings are used to enhance program outcomes.

## ***STANDARD IV: FACULTY***

The faculty must provide high quality instruction, is expected and empowered to keep the curriculum current and in concert with the program's educational goals and objectives, and provide effective

guidance for students. The program must document that it follows its institution's policies and guidelines in the recruitment and retention of faculty that reflect cultural, ethnic, and gender diversity.

The educational program for which accreditation is sought must show that a minimum of eight full-time equivalent (FTE) faculty members who participate in the program have their primary academic responsibilities in the forestry program and report to the responsible academic head.

### **Academic and Professional Competency**

Collectively, the faculty must have a diversity of backgrounds as evidenced by varied professional experiences and education relevant to forestry from a variety of academic institutions. Close and continuing communication with the forestry profession and use of individuals from outside the forestry program can provide additional expertise and breadth of experience.

### **Teaching Skills**

Faculty competence in teaching must be documented by expertise in their assigned areas of instruction; enthusiasm, ability, and effectiveness in instructing; an aptitude for working closely with students; and an ability to stimulate independent thinking and provide intellectual leadership. Faculty must be involved in continuous professional development and scholarly activities appropriate to their disciplines.

## ***STANDARD V: STUDENTS***

An important index of a program's commitment to its students is a well-planned effort, in line with the program's goals and objectives, to provide a broad range of academic and extracurricular offerings extending from recruitment to placement activities.

### **Recruitment and Retention**

Following institutional policies and guidelines, the program must document that it seeks to recruit and retain motivated and academically qualified students who reflect cultural, ethnic, and gender diversity.

### **Advising**

The program must document its commitment to quality student advising. Advisors must be readily available to students enrolled in the program for counsel regarding the student's academic, professional, and career opportunities.

## ***STANDARD VI: PARENT INSTITUTION SUPPORT***

The parent institution must provide resources needed to support the program being considered for initial or continuing accreditation. Opportunities must be provided for faculty development and continuing education.

### **Forestry Program Support**

The parent institution must provide adequate funding and other institutional support to allow the program to attract and retain highly qualified faculty, staff, and administrators. Adequate resources must also be provided for elements critical to the learning environment for professional foresters such as computers, spatial information technologies, specialized laboratories, and field instruction.

## **Supporting Programs**

The parent institution must provide strong, well-staffed student support programs. Courses and support programs must be readily accessible for forestry students. Adequate library facilities, holdings, electronic access to information, and related services must be provided.

## **Physical Resources and Facilities**

The parent institution, in collaboration with the unit housing the program, must provide a physical environment that is safe, healthful, and conducive to learning.

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## **SECTION II: STANDARDS FOR SPECIALIZED ACCREDITATION IN URBAN FORESTRY**

### ***STANDARD I: URBAN FORESTRY PROGRAM MISSION, GOALS, AND OBJECTIVES***

Accreditation is based on an assessment of the total educational program, the institution's environment for stimulating intellectual and professional growth, and support for the program. Accreditation ensures that the environment, facilities, faculty, and infrastructure for the urban forestry program are sufficient and appropriate to meet the urban forestry program's stated mission, goals, and objectives.

The urban forestry program must be clearly defined and publicly state its mission, goals, and objectives. The program must provide the rationale and purpose for its existence and show how the goals and objectives of its current program meet the mission statement.

Dynamic urban forestry programs change with time. Periodic self-evaluation and revision of the program's mission, goals, and objectives are expected and must be documented. The program must also provide specific evaluations and measures of performance based on the integration of mission, goals, and objectives with the SAF Urban Forestry Standards of Accreditation.

Accredited urban forestry programs' statements of mission, goals, and objectives must reflect:

1. The SAF Urban Forestry Standards for Accreditation presented in the Accreditation Handbook.
2. The distinction of urban forestry as a multidisciplinary profession.
3. The needs of the constituencies that the program seeks to serve.
4. Sensitivity to the role of professional urban foresters and arborists in meeting diverse and changing social, cultural, economic, and environmental needs and values.
5. The professionalism and ethical behavior necessary to manage and use urban forest resources for the benefit of society.

### ***STANDARD II: CURRICULUM***

Subject matter described below may be incorporated differently by different programs. What may be a separate course in one program may be part of a more comprehensive course in another. What may be a required course in one program may be a restricted elective in another.

Urban forestry education is built upon the fundamentals of written and oral communication; mathematics; biological, social, and physical sciences; and the humanities. These general education subject areas are usually incorporated in, but are not limited to, instruction delivered by arts and science units at the university. Although certain courses delivered by the forestry unit may satisfy university general education requirements, this section differentiates between such courses and the broader scope of general education requirements that are critical to an urban forestry professional's development and ability to progress professionally.

The professional education must provide in-depth coverage of ecology and biology; measurement of urban forests and other forest resources in urban settings, management of urban forests and trees in an urban environment; and urban forest resource policy, standards, economics, business, administration, and law. The urban forestry curriculum must be presented in a manner that fosters analytical and critical reasoning skills, including systematic problem solving and decision-making. Awareness of historical and current issues and policies affecting urban forest management and conservation must be established.

The urban forestry curriculum must provide a variety of educational experiences including lectures, discussion, simulations, computer applications, and individual and group projects in laboratories and field experiences. The SAF strongly encourages urban forestry programs to require practical, hands-on experience in urban forestry/arboriculture through an internship, summer job, or other comparable experience of several weeks duration. The purpose of these experiences is to enable students to apply scientific methodologies necessary to attain an array of beneficial urban forest resources, services, and conditions.

## **General Education**

### **A. Communications:**

Programs must document how oral and written communication skills are reinforced throughout the curriculum.

1. *Oral*: Competencies must be documented as an ability to prepare and deliver effective oral presentations.
2. *Written*: Competencies must be documented as:
  - a. A proficiency in English composition, technical/business writing, and writing for non-professional audiences.
  - b. An ability to read with comprehension a variety of documents and critically evaluate opposing viewpoints.

### **B. Science and Mathematics:**

Biological and physical sciences and mathematics must be included:

1. *Biological sciences*: Competencies must be documented as:
  - a. An understanding of the components, patterns, and processes of biological and ecological systems.
  - b. An understanding of molecular biology, cells, organisms, populations, species, communities, and ecosystems.
2. *Physical sciences*. Competencies must be documented as an understanding of physical and chemical properties, measurements, structure, and states of matter.
3. *Mathematics*: Competencies must be documented as the ability to understand and use the basic approaches and applications of mathematics and statistics for analysis and problem solving as appropriate for the programs stated outcomes.

### **C. Social Sciences and Humanities:**

Competencies must be documented as an:

1. Understanding of, and an ability to address, moral and ethical questions and an ability to use critical reasoning skills.
2. Understanding of human behavior including public and private social and economic structures, processes, and institutions of importance across a broad range of societies.
3. Understanding of human diversity and the diverse dimensions of the human experience and culture in urban and suburban environments.

## **Professional Education**

The urban forestry program must document depth, breadth, and balance among the four major subject matter categories shown below. In each category, adequate instruction in basic principles, typical laboratory and field applications, and current practices must be provided.

### ***A. Ecology and Biology:***

Competencies must be documented as an:

1. Understanding of taxonomy and ability to identify a wide range of woody plant species, including native forest species and introduced urban forest species, their growth and health in urban and suburban environments.
2. Understanding of soil properties, biology, and processes, especially soil nutrients, soil compaction issues and mitigation, hydrology, water quality, and watershed function.
3. Understanding of ecological concepts and principles including the structure and function of ecosystems and especially the growth and performance of various tree species in urban/suburban settings, plant and animal communities common to urban forests, diversity, and disturbance.
4. Having a core competency in arboriculture including an understanding of tree establishment and maintenance in urban settings, and an understanding of basic tools and equipment and their use.
5. Understanding of tree physiology and anatomy and effects of climate, fire, pollutants, moisture, genetics, construction, insects, diseases and cultural problems on tree health and urban forest composition.
6. Knowledge of urban wildlife, and their interactions with urban forest components.
7. Knowledge and ability to practice arboriculture and urban forestry in multiple cultural, physical and housing density settings.
8. Thorough understanding of the compartmentalization of decay in trees, defect development, tree failure patterns and tree structure evaluation.

### ***B. Measurement of Urban Forests and other Forest Resources in Urban Settings:***

Competencies must be documented as an:

1. Ability to identify and place trees in an appropriate location relative to each other and relative to structures in an urban/suburban environment and evaluate the health and benefits of urban forests.
2. Ability to measure, assess and recommend regarding the appropriateness and value of existing trees and urban forests.
3. Knowledge and ability to assess tree risk, health and value (appraisal).
4. Knowledge of statistical sampling methods and ability to conduct and analyze inventory data to model future urban forest changes, assess green space, and monitor tree health.
5. Knowledge of spatial analysis and ability to utilize GIS and remote sensing tools/skills in urban-rural interfaces.
6. The ability to understand and apply appropriate appraisal methods to value urban trees taking into account species, site, landscape location, condition and market value.

### ***C. Management of Urban Forests and Trees in an Urban Environment:***

Competencies must be documented as an:

1. Ability to develop and apply prescriptions appropriate to management objectives, including methods of establishing and influencing the composition, growth, and quality of trees and urban forests and understand the impact of those prescriptions.
2. Ability to analyze the economics, environmental, and social consequences of urban forest management strategies and decisions.
3. Ability to develop management plans with specific multiple objectives and constraints.
4. Knowledge of urban and land use planning including the fundamentals of site planning and landscape design.
5. Knowledge of basic accounting and business skills, including working with budget development and management.
6. Understanding of wildlife habitat management in urban environments, including habitat enhancement and wildlife pest management.

### ***D. Urban Forest Resource Policy, Economics, and Administration and Law:***

Competencies must be documented as an:

1. Understanding of processes and legal aspects of municipal policy formation.
2. Understanding of federal, state and local laws, ordinances and regulations relative to the practice of urban forestry.
3. Understanding of professional ethics and recognition of the responsibilities to adhere to ethical standards in urban forestry decision-making on behalf of clients and the public.
4. Demonstrated ability to communicate as an urban forestry professional.
5. Understanding industry best management practices and the applicable federal, state and local guidelines and standards for safety and performance.
6. Understanding of the administration, ownership and organizational implications for urban forests under both private and public ownership, including appraisals.

### **Computer Literacy**

Competencies must be documented as an ability to use computers and other contemporary electronic technologies in professional life.

### **Distance Learning**

Any distance learning component of a program must be consistent with the program's stated objectives. Distance learning includes but is not limited to off-campus classroom programs, external degree programs, branch campuses, correspondence courses, and off-campus, electronically-based instruction.

## ***STANDARD III: FORESTRY PROGRAM ORGANIZATION AND ADMINISTRATION***

### **Administrator**

The program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution.

## **Student Recruitment, Admissions and Transfers**

There must be a clear, published university, department, and/or program procedure for evaluating and accepting students and for transferring credit to fulfill the general and professional education requirements in the urban forestry curriculum. Transfer courses and advance placement courses must equal or exceed the content and standards of the accepting institution's courses.

## **Teaching**

The administration must document that high priority is given to quality instruction through faculty appointments, evaluation, and recognition of performance.

## **Administrative Support**

The urban forestry program must have adequate staff resources with competencies needed to support the students, faculty, and administration.

## **Program Planning and Outcomes Assessment**

Policies, processes, and/or practices for both short- and long-term planning of academic programs must outline how periodic reviews and updates are conducted. The interests of students and external constituents must be represented in the assessment of educational outcomes. These assessments must indicate whether academic and professional goals have been met, the elements contributing to program success or lack thereof, and the means by which assessment findings are used to enhance program outcomes.

## ***STANDARD IV: FACULTY***

The faculty must provide high quality instruction, is expected and empowered to keep the curriculum current and in concert with the program's educational goals and objectives, and provide effective guidance for students. The program must document that it follows its institution's policies and guidelines in the recruitment and retention of faculty that reflect cultural, ethnic, and gender diversity.

The educational program for which accreditation is sought must show that at least one full-time faculty member plus other faculty members as appropriate who participate in the program have their primary academic responsibilities in the urban forestry program and report to the responsible academic head.

## **Academic and Professional Competency**

Collectively, the faculty must have a diversity of backgrounds as evidenced by varied professional experiences and education relevant to urban forestry from a variety of academic institutions. Close and continuing communication with the urban forestry profession and use of individuals from outside the urban forestry program can provide additional expertise and breadth of experience.

## **Teaching Skills**

Faculty competence in teaching must be documented by expertise in their assigned areas of instruction; enthusiasm, ability, and effectiveness in instructing; an aptitude for working closely with students; and an ability to stimulate independent thinking and provide intellectual leadership. Faculty must be involved in continuous professional development and scholarly activities appropriate to their disciplines.

## ***STANDARD V: STUDENTS***

An important index of a program's commitment to its students is a well-planned effort, in line with the program's goals and objectives, to provide a broad range of academic and extracurricular offerings extending from recruitment to placement activities.

## **Recruitment and Retention**

Following institutional policies and guidelines, the program must document that it seeks to recruit and retain motivated and academically qualified students who reflect cultural, ethnic, and gender diversity.

## **Advising**

The program must document its commitment to quality student advising. Advisors must be readily available to students enrolled in the program for counsel regarding the student's academic, professional, and career opportunities.

## ***STANDARD VI: PARENT INSTITUTION SUPPORT***

The parent institution must provide resources needed to support the program being considered for initial or continuing accreditation. Opportunities must be provided for faculty development and continuing education.

### **Urban Forestry Program Support**

The parent institution must provide adequate funding and other institutional support to allow the program to attract and retain highly qualified faculty, staff, and administrators. Adequate resources must also be provided for elements critical to the learning environment for professional urban foresters such as computers, spatial information technologies, specialized laboratories, and field instruction.

### **Supporting Programs**

The parent institution must provide strong, well-staffed student support programs. Courses and support programs must be readily accessible for forestry students. Adequate library facilities, holdings, electronic access to information, and related services must be provided.

### **Physical Resources and Facilities**

The parent institution, in collaboration with the unit housing the program, must provide a physical environment that is safe, healthful, and conducive to learning.

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## **SECTION III: STANDARDS FOR NATURAL RESOURCES AND ECOSYSTEM MANAGEMENT ACCREDITATION**

### ***STANDARD I: PROGRAM MISSION, GOALS, AND OBJECTIVES***

Accreditation is based on an assessment of the total educational program, the institution's environment for stimulating intellectual and professional growth, and support for the program. Accreditation ensures that the environment, facilities, faculty, and infrastructure for the program are sufficient and appropriate to meet the program's stated mission, goals, and objectives.

The program must be clearly defined and publicly state its mission, goals, and objectives. The program must provide the rationale and purpose for its existence and show how the goals and objectives of its current program meet the mission statement.

Dynamic educational programs change with time. Periodic self-evaluation and revision of the program's mission, goals, and objectives are expected and must be documented. The program must also provide specific evaluations and measures of performance based on the integration of mission, goals, and objectives with the SAF Standards of Accreditation.

Accredited educational programs' statements of mission, goals, and objectives must reflect:

1. The SAF Standards for Accreditation presented in the Accreditation Handbook.
2. The distinction of natural resources and ecosystem management as an interdisciplinary profession.
3. The needs of the constituencies that the program seeks to serve.
4. Sensitivity to the role of professional resource managers in meeting diverse and changing social, cultural, economic, and environmental needs and values.
5. The professionalism and ethical behavior necessary to manage and use forest resources for the benefit of society.

### ***STANDARD II: CURRICULUM***

Subject matter described below may be incorporated differently by different programs. What may be a separate course in one program may be part of a more comprehensive course in another. What may be a required course in one program may be a restricted elective in another.

A professional education encompasses both relevant domains of knowledge and their application to the solution of real-world problems and the achievement of defined objectives and is built upon the fundamentals of written and oral communication; mathematics; biological, social, and physical sciences; and the humanities. These general education subject areas are usually incorporated in, but are not limited to, instruction delivered by arts and science units at the university. Although certain courses delivered by the natural resources unit may satisfy university general education requirements, this section differentiates between such courses and the broader scope of general education requirements that are critical to a natural resources professional's development and ability to progress professionally.

The professional education areas of study must provide in-depth coverage of ecology and biology; measurement and evaluation of ecosystem components, properties, and functioning; and management of ecosystems, including legal, regulatory, policy, and economic aspects. The professional education areas of study must be delivered through a curriculum in which courses are sequentially integrated. The curriculum must be presented in a manner that fosters analytical and critical reasoning skills,

including systematic problem solving and decision making. Awareness of historical and current issues and policies affecting ecosystem management and conservation must be established.

The curriculum must provide a variety of educational experiences including lectures, discussion, simulations, computer applications, and individual and group projects in laboratories and field experiences. The purpose of these experiences is to ensure that graduates of the program can knowledgeably develop, apply, and execute management plans that adequately address matters of ownership/public goals, ecosystem health and sustainability, and the legal and regulatory environment.

## **General Education**

### ***A. Communications:***

Programs must document how oral and written communication skills are reinforced throughout the curriculum.

1. *Oral:* Competencies must be documented as an ability in preparing, and delivering effective oral presentations.
2. *Written:* Competencies must be documented as:
  - a. A proficiency in English composition, technical/business writing, and writing for non-professional audiences.
  - b. An ability to read with comprehension a variety of documents, and critically evaluate opposing viewpoints.

### ***B. Science and Mathematics:***

Biological and physical sciences and mathematics must be included:

1. *Biological sciences:* Competencies must be documented as:
  - a. An understanding of the components, patterns, and processes of biological and ecological systems across spatial and temporal scales,
  - b. An understanding of molecular biology, cells, organisms, populations, species, communities, and ecosystems.
2. *Physical sciences:* Competencies must be documented as an understanding of physical and chemical properties, measurements, structure, and states of matter.
3. *Mathematics:* Competencies must be documented as the ability to understand and use the basic approaches and applications of mathematics and statistics for analysis and problem solving as appropriate for the program's stated outcomes.

### ***C. Social Sciences and Humanities:***

Competencies must be documented as an:

1. Understanding of, and an ability to address, moral and ethical questions and an ability to use critical reasoning skills.
2. Understanding of human behavior and social and economic structures, processes, and institutions of importance across a broad range of societies.
3. Understanding of the diverse dimensions of the human experience and culture.

## **Professional Education Curriculum Standard**

The natural resources program must document depth, breadth, and balance among the five major subject matter categories shown below. In each category, adequate instruction in basic principles, typical laboratory and field applications, and current practices must be provided.

***A. Fundamental Knowledge of Ecosystem Components and Ecosystem Functioning, including Human Systems:***

Competencies must be documented as a(n):

1. Knowledge of the elements of botany, zoology, entomology, plant pathology, plant physiology, and genetics essential to an understanding of higher-order ecological processes.
2. Understanding of taxonomy and systematics and ability to identify dominant and/or ecologically significant components of the flora and fauna of ecosystems at regional to continental scales.
3. Knowledge of the important life history characteristics of dominant and special-concern species.
4. Knowledge of soil properties and processes, hydrology, water quality, and watershed functions.
5. Understanding of ecological concepts and principles including the structure and function of ecosystems, plant and animal communities, competition, diversity, population dynamics, succession, disturbance, and nutrient cycling.
6. Understanding of the effects of climate, fire, pollutants, moisture, nutrients, insects and diseases, and other environmental factors on ecosystem health and functioning at local and landscape scales.

***B. Measurement and Assessment of Ecosystem Components, Properties, and Functioning, including Human Systems:***

Competencies must be documented as an:

1. Ability to identify, measure, and map land areas and conduct spatial analyses.
2. Ability to design and implement accurate inventories and assessments of dominant or critical ecosystem components and services, ecosystem properties, and indicators of ecosystem health, including trees and other vegetation, vertebrate fauna, biodiversity, soil and water resources, timber, and recreational opportunities.
3. Ability to summarize and statistically analyze inventory and assessment data, evaluate the status of important ecosystem components, describe and interpret interactions and relationships, and project future ecosystem conditions.

### ***C. Identification and Evaluation of Management Objectives:***

Competencies must be documented as a(n):

1. Understanding of the valuation procedures, including market and nonmarket forces that apply to ecosystem goods and services such as timber, water, recreational opportunities, carbon and nutrient cycling, and plant and animal biodiversity.
2. Ability to explain the relationships between demand, costs of production, and availability of those goods and services.
3. Ability to describe procedures for measuring stakeholder values and managing conflicts in the evaluation and establishment of management objectives.
4. Ability to evaluate and understand the economic, ecological, and social trade-offs of alternative land uses and ecosystem management decisions at local, regional, and global scales.
5. Knowledge and understanding of environmental policy as applied to ecosystems and the processes by which it is developed.

### ***D. Development of Management Plans:***

Competencies must be documented as an:

1. Ability to develop management plans with specific objectives and constraints that are responsive to ownership or stakeholder goals and demonstrate clear and feasible linkages between current condition and desired future condition.
2. Ability to describe the process of adaptive management and its application to the management of ecosystems.

### ***E. Management Practice and Conduct:***

Competencies must be documented as a(n)

1. Ability to develop and apply prescriptions for manipulating the composition, structure, and function of ecosystems to achieve management objectives, and understand the impacts of those prescriptions at local and landscape scales.
2. Ability to identify and control or mitigate specific threats to ecosystems such as insects, diseases, fire, pollutant stressors, and invasive plants or animals.
3. Knowledge of the methods and procedures unique to the production of ecosystem goods and services such as timber, recreation, water, and wildlife populations.
4. Understanding of how federal, state, and local laws and regulations apply to management practice.
5. Understanding of professional ethics, including the SAF Code, and recognition of the responsibility to adhere to ethical standards in the practice of ecosystem management on behalf of clients and the public.
6. Ability to integrate the knowledge, understanding, and skills from prior coursework in the development of collaborative solutions to realistic management problems.

## **Computer Literacy**

Competencies must be documented as an ability to use computers and other contemporary electronic technologies in professional life.

## **Distance Learning**

Any distance-learning component of a program must be consistent with the program's stated objectives. Distance learning includes but is not limited to off-campus classroom programs, external degree programs, branch campuses, correspondence courses, and off-campus, electronically-based instruction.

## ***STANDARD III: PROGRAM ORGANIZATION AND ADMINISTRATION***

### **Administrator**

The program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution.

### **Student Recruitment, Admissions and Transfers**

There must be a clear, published university, department, and/or program procedure for evaluating and accepting students and for transferring credit to fulfill the general and professional education requirements in the forestry curriculum. Transfer courses and advance placement courses must equal or exceed the content and standards of the accepting institution's courses.

### **Teaching**

The administration must document that high priority is given to quality instruction through faculty appointments, evaluation, and recognition of performance.

### **Administrative Support**

The program must have adequate staff resources with competencies needed to support the students, faculty, and administration.

### **Program Planning and Outcomes Assessment**

Policies, processes, and/or practices for both short- and long-term planning of academic programs must outline how periodic reviews and updates are conducted. The interests of students and external constituents must be represented in the assessment of educational outcomes. These assessments must indicate whether academic and professional goals have been met, the elements contributing to program success or lack thereof, and the means by which assessment findings are used to enhance program outcomes.

## ***STANDARD IV: FACULTY***

The faculty must provide high quality instruction, is expected and empowered to keep the curriculum current and in concert with the program's educational goals and objectives, and provide effective guidance for students. The program must document that it follows its institution's policies and guidelines in the recruitment and retention of faculty that reflect cultural, ethnic, and gender diversity.

### **Core Faculty**

There shall be a minimum core of eight full-time equivalent (FTE) faculty members who are engaged and responsible for delivery of the professional curriculum within the degree program for which accreditation is sought and who report to the responsible academic head

Programs must demonstrate that the teaching assignments (% of appointment) of the faculty members who make up these 8 FTEs are reasonably distributed across the required areas of professional education study as defined in Standard II.

### **Academic and Professional Competency**

Collectively, the faculty must have a diversity of backgrounds as evidenced by varied professional experiences and education from a variety of academic institutions and relevant to the standard under which accreditation is sought (forestry, urban forestry, or natural resources and ecosystem management). Close and continuing communication with the profession and use of individuals from outside the educational program can provide additional expertise and breadth of experience.

The diversity of disciplinary expertise within the faculty must be deep enough and broad enough to cover the professional education curriculum. Faculty CVs must document educational background and expertise appropriate for teaching and delivering competencies within the areas each faculty member is teaching.

### **Teaching Skills**

Faculty competence in teaching must be documented by expertise in their assigned areas of instruction; enthusiasm, ability, and effectiveness in instructing; an aptitude for working closely with students; and an ability to stimulate independent thinking and provide intellectual leadership. Faculty must be involved in continuous professional development and scholarly activities appropriate to their disciplines.

## ***STANDARD V: STUDENTS***

An important index of a program's commitment to its students is a well-planned effort, in line with the program's goals and objectives, to provide a broad range of academic and extracurricular offerings extending from recruitment to placement activities.

### **Recruitment and Retention**

Following institutional policies and guidelines, the program must document that it seeks to recruit and retain motivated and academically qualified students who reflect cultural, ethnic, and gender diversity.

### **Advising**

The program must document its commitment to quality student advising. Advisors must be readily available to students enrolled in the program for counsel regarding the student's academic, professional, and career opportunities.

## ***STANDARD VI: PARENT INSTITUTION SUPPORT***

The parent institution must provide resources needed to support the program being considered for initial or continuing accreditation. Opportunities must be provided for faculty development and continuing education.

### **Program Support**

The parent institution must provide adequate funding and other institutional support to allow the program to attract and retain highly qualified faculty, staff, and administrators. Adequate resources must also be provided for elements critical to the learning environment for professional resource

managers such as computers, spatial information technologies, specialized laboratories, and field instruction.

### **Supporting Programs**

The parent institution must provide strong, well-staffed student support programs. Courses and support programs must be readily accessible for forestry students. Adequate library facilities, holdings, electronic access to information, and related services must be provided.

### **Physical Resources and Facilities**

The parent institution, in collaboration with the unit housing the program, must provide a physical environment that is safe, healthful, and conducive to learning.

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## **PART II: CANDIDACY AND ACCREDITATION PROCEDURES**

Institutions may seek candidacy or accreditation for programs that lead to baccalaureate, masters, or doctoral degrees. All programs, regardless of the degree that is awarded, will be required to conform to all SAF Accreditation Standards to obtain or retain professional accreditation.

Both the Society of American Foresters and universities must be clear in specifying which degree programs are accredited when communicating with students, employers, and the public. This "truth-in-advertising" principle is becoming increasingly important as schools and departments develop programs related to general natural resource or environmental curricula in which the core competencies for professional foresters/urban foresters/natural resource managers may not be offered.

Program administrators must work with their university-wide information offices to assure that only accredited degree programs are so designated in catalogs and promotional materials. Similarly, SAF must assure that all literature it publishes accurately identifies accredited degree programs and only accredited programs.

### ***CANDIDACY PROCEDURES***

#### **Definition of Candidacy**

Candidate status offers professional forestry/urban forestry/natural resources programs the opportunity to establish an initial, formal, and publicly recognized designation. It is a status designed for both developing and established programs.

Candidacy indicates that a program has achieved initial recognition and is progressing toward accreditation. This status provides the program with a period of no more than five years to organize its operations; establish sound policies, procedures, and management functions; improve quality; and demonstrate compliance with SAF Accreditation Standards. Candidacy does not ensure eventual accreditation.

#### **Prerequisites for Candidacy**

Prior to making a formal application a candidate program must meet these prerequisites:

1. Be in a US institution accredited by its regional commission on accreditation; be in a Canadian institution with an appropriate provincial legislation or charter and membership in the Association of Universities and Colleges of Canada (AAUC)<sup>5</sup>
2. Show parent institution commitment to achieving and maintaining an accredited degree program; and
3. Require study in a curriculum meeting the criteria established in the Standards section of this Handbook.

#### **Candidate Eligibility Review**

If a program meets the prerequisites listed above, the program's administrators must submit the following materials to the SAF Committee on Accreditation (COA) in care of the SAF Director of Science and Education:

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<sup>5</sup> Canada has no formal system of university accreditation. The sole responsibility for post-secondary education is that of the provinces and territories.

1. A letter from the chief administrative/academic officer of the institution requesting that the degree program(s) be considered for candidate status under the forestry/urban forestry/natural resources and ecosystem management accreditation.
2. A factual, concise (not more than 20 pages) "Report on Candidate Eligibility." This report must demonstrate the extent to which the program meets or exceeds the candidacy prerequisites and the SAF Accreditation Standards. The report and supporting documents such as the current catalog(s), curriculum, budget(s), and faculty resumes can be included on digital media; website references are also acceptable.
3. A non-refundable candidate eligibility review fee (see Fees and Charges).

Candidacy materials must be received by April 1 for consideration during that calendar year.

The SAF COA will review the program's eligibility report at its next regularly scheduled meeting, usually in the fall, and decide whether the program may receive candidacy. The program head will be asked to meet with the COA at the program's expense. The COA will determine if the prerequisite criteria have been met and if the program has promise of meeting SAF Accreditation Standards within a five-year period.

The SAF executive vice president will notify the institution's chief administrative/academic officer of the COA's decision. A program that is denied candidate status may reapply when it can demonstrate substantial improvement in those aspects of its operation identified in the COA's decision. A second candidate review fee will be required. A program may also appeal a negative decision (see Appeal of SAF Accreditation Decisions).

### **Candidate Status Requirements**

Programs granted candidate status must keep the COA informed of progress through an annual report containing details on any significant changes or developments. The COA may terminate a program's candidacy status, after due notice, if evidence of progress is lacking or if the conditions on which the program was admitted to candidacy are significantly altered. Candidacy lapses when a program fails to achieve accredited status within the five-year period from the date of initial candidate status unless extended by COA action. Program heads must wait at least one year after the lapse of their candidacy status to reapply, and only after deficiencies have been corrected. Reapplication procedures are the same as for initial candidacy.

### **Reference to Candidate Status in Institutional Publications**

Institutions whose professional forestry/urban forestry/natural resources programs have been granted candidate status must use the following statement or equivalent wording when describing that status publicly in their catalogs or elsewhere.

The educational program(s) in [*list curricula, majors, options*] leading to the professional degree of [*list degree title(s)*] is/are candidates for accreditation by the Society of American Foresters (SAF). The Council for Higher Education Accreditation (CHEA) recognizes SAF as the specialized accrediting body for forestry and natural resources education in the United States and Canada.

### **Candidate Status Time Line**

- April 1 – Deadline for request from chief academic officer of institution for candidate status consideration during that calendar year; summer due date for candidate eligibility report will be set following request for consideration.

- COA reviews the candidate eligibility report during its fall meeting and acts on request.
- If the COA decision is favorable, the institution submits a progress report annually, and must apply for initial accreditation no later than the end of the five-year candidate period.
- If there is a negative decision, the program may appeal the process within 30 days of notification. The original decision may be affirmed or reversed.

### **Application for Initial Accreditation Status**

If a program is granted candidacy through the preceding process, the chief administrative/academic officer of the institution must then submit a formal letter of application for initial accreditation no later than at the end of the five-year candidate status period as outlined in the *When and How to Apply* section below. The application fee (see Fees and Charges) must accompany the application letter. The program will be required to submit a self-evaluation and undergo an on-site review. The procedures for self-evaluation, on-site visit, and selection of visiting team members are the same as those described in the Accreditation Procedures section. The SAF Director of Science and Education will be available to assist the program in undertaking its self-evaluation and scheduling the on-site visit.

The COA will consider the program's self-evaluation and visiting team report at its next regularly scheduled meeting, and make a decision on the request for initial accreditation. The COA procedures and notification action are the same as those for continued accreditation.

All degree programs must undergo a second self-evaluation and on-site review within five years after first being granted accredited status. Continued accreditation, after this initial five-year period, requires comprehensive self-evaluation and on-site review at least every 10 years.

## ***ACCREDITATION PROCEDURES***

### **Accreditation Status**

A degree program will be accredited by SAF if it has:

1. Met the criteria for candidacy;
2. Requested an accreditation review and paid required fees;
3. Conducted a comprehensive self-evaluation;
4. Undergone an on-site assessment by an SAF-appointed external review team; and
5. Demonstrated to the SAF Committee on Accreditation (COA) that the educational program leads to a professional degree (bachelor's or higher) that complies with the SAF Accreditation Standards.

### **Accreditation Period**

Accreditation is granted for a specific period of time, usually 10 years. Because of circumstances or program changes taking place or being contemplated, this period may vary among institutions, and among curricular options within a program.

Once a degree program is accredited, it is subject to periodic review as determined by the COA. All degree programs must undergo self-evaluation and on-site review within five years after first being granted accredited status. Continued accreditation, after this initial five-year period, requires comprehensive self-evaluation and on-site review at least every 10 years.

Between comprehensive self-evaluations and on-site reviews, continued accreditation is contingent upon on-going compliance with SAF Accreditation Standards. Notification of substantive program changes occurring between reporting periods is mandatory. The SAF Director of Science and Education will request substantive change information annually (see also *Substantive Change Reports*).

### **Application Process and Eligibility**

The decision to seek initial or continued SAF accreditation is that of the educational program, as supported by the chief administrative/academic officer of the institution. General application and review processes for initial or continued accreditation are:

1. A letter, with the application fee, from the institution's chief administrative/academic officer requesting an accreditation review of the program.
2. A program self-evaluation report prepared in accordance with SAF guidelines.
3. An on-site review and report by an SAF visiting team.
4. Review of the self-evaluation report, visiting team report, oral comments presented at the COA meeting, and other appropriate materials by the COA.
5. Final action by the COA.

### **Withdrawal from Accreditation Status**

Upon request from the chief administrative/academic officer, programs are permitted to withdraw voluntarily from any status of accreditation or candidacy at any time. Programs that voluntarily withdraw following COA action will have this decision published by the Society. Half the application fee will be refunded if the withdrawal comes prior to final selection of the visiting team. There will be no refund of the application fee once the visiting team has been selected and the program head notified.

### **When and How to Apply**

*Notification:* For programs currently accredited, the SAF Office of Science and Education will notify the institution's chief administrative/academic officer **by January 31 of the year prior to the date of expiration**. The letter will (1) advise the officer of the pending expiration, (2) ask whether the officer wishes to have the program reviewed, and (3) outline the procedures to be followed. A copy of the letter, with enclosures, will be sent to the program head.

*Postponement:* The letter will also ask if there are any circumstances that might warrant postponement of the review. Postponement may be considered in cases of temporary but significant organizational, personnel, or other changes, or to enable coordination with other internal or external reviews. Whether a postponement is warranted will be at the discretion of the SAF Director of Science and Education in consultation with the COA chair. Postponement will not exceed one year without consideration by the full COA.

### **Accreditation Status Timeline**

Year prior to accreditation or candidacy expiration	January 31	SAF notifies chief academic officer of institution that current accredited or candidate status expires the end of the next calendar year. Copy to forestry program head.
	April 1	Deadline for request from chief academic officer of institution for initial or reaccreditation and payment of the on-site review fee.
	Spring/Summer	Conduct self-evaluation within 12 months prior to the on-site visit.
	Summer	Institution and SAF agree on preferred dates for two and a half-day on-site visit in upcoming academic year.
Academic year prior to accreditation or candidacy expiration	Fall/Winter	Visiting team is selected and confirmed once on-site visit dates are set.
	30 days in advance of onsite visit	Self-evaluation report is received by SAF and team members.
Spring/Summer – Year of accreditation or candidacy expiration	45 days after onsite visit	Visiting-team report is due to institution’s chief academic officer for comments on report’s factual accuracy. Copies are sent to the program head, team members, and the SAF Director of Science and Education.
	60 days of receipt of visiting team report	Chief academic officer’s comments are due back to Visiting Team Chair. If no comments are received in 60 days, the COA will assume the report is accurate.
	30 days of receipt of comments	Any comments received from the institution will be appended to copies of the visiting team report. The final report is forwarded to SAF.
	Summer	The program head and the visiting team chair are invited to meet with the COA during the meeting.
Fall/Winter – Year of accreditation or candidacy expiration	45 days prior to COA meeting	The forestry program head submits written comments regarding activities or plans occurring after the on-site visit.
	COA meeting	The COA reviews all documentation, consults with visiting team chair and program head, deliberates, and acts on each request.
	60 days following final COA action	The SAF executive vice president notifies the chief administrative/academic officer of COA decision. Copy to program head.
Winter – Year following accreditation or candidacy expiration	30 days from notification	Institution’s appeal of unfavorable decision must be made to SAF Council.
	90 days from notification	Institution submits detailed documentation supporting its position and its request.

*Application:* The institution's chief administrative/academic officer must write the SAF Director of Science and Education **by April 1 of the year prior to the year of expiration**, and formally request an accreditation review during the following academic year. SAF will conduct an accreditation review only at the request of the chief administrative/academic officer. The appropriate application fee must accompany the letter. (See Fees and Charges.)

It is the responsibility of the institution's and program's administrators to be thoroughly familiar with the SAF Accreditation Standards and to consult with the SAF Director of Science and Education as needed to verify readiness prior to application.

*Scheduling:* Upon receipt of the chief administrative/academic officer's request and payment of fees, the SAF Director of Science and Education will write the head of the program or others designated by the chief administrative/academic officer to transmit guidelines and offer advice and assistance in preparing for the accreditation review. The on-site visit, which occurs over two and a half days, is scheduled approximately six months in advance; the self-evaluation report and supporting documentation are due no less than 30 days prior to the on-site visit.

*Action:* The COA customarily meets during the fall of each year. Thus, normal duration between application and the COA decision is 18-20 months. (See also Accreditation Status Timeline.)

### ***Step 1: Self-Evaluation***

Self-evaluation is the essential first step in the accrediting process. The SAF Accreditation Standards and Procedures provide a framework for important considerations during the self-evaluation and the assessment by a visiting team. The aim of a program self-evaluation is to demonstrate compliance with SAF Accreditation Standards. The self-evaluation is also intended to provide the basis for program planning and improvement.

A self-evaluation is valuable only if it is candid, realistic, and comprehensive. A program's ability to collectively assess its strengths and opportunities for improvement is vital to accreditation. Guidelines for preparation of the self-evaluation report are presented in Part III.

The self-evaluation report is considered the property of the institution and SAF will not release its contents unless authorized, in writing, to do so.

### ***Step 2: On-Site Visit***

The on-site visit by an SAF review team is the second stage in accreditation following completion of the self-evaluation. SAF's policy is to employ visiting teams as information gathering and verifying bodies. The team validates the self-evaluation and gathers information on less documentable items such as morale, motivation, leadership, cooperation, and the learning environment. The visiting team's function is to analyze, for the use of both the institution and the COA, the program's strengths and opportunities for improvement, the quality of its performance, the effectiveness of its procedures, and the adequacy of its resources for sustaining its performance. The visiting team does not make decisions regarding the accreditation of a program.

The report and opinions of the visiting team are given great weight and respect in the accreditation process. However, as described later, the COA makes the final decision. The COA may substitute its judgment for that of the visiting team in instances where the COA feels the evidence fails to substantiate the team's findings or analysis, or where additional facts have come to light since the on-site visit.

The visiting team will evaluate the program in terms of the mission, goals, and objectives that the program seeks to attain, provided these are consistent with the Accreditation Standards. The visiting team's independent insights, based on careful reading of the program's self-evaluation and the brief but intensive on-site review, can serve to:

1. Confirm and validate the conclusions of the self-evaluation;
2. Identify any areas in which the program is in questionable compliance with the SAF Standards;
3. Assure the COA that the institution has been responsive to recommendations resulting from previous reviews; and
4. Reinforce the program's commitment to the continuing pursuit of excellence.

Visiting team members are encouraged to offer constructive comments for improvement of forestry programs along the guidelines suggested by the Standards. However, the program administrators may wish to engage the visiting team members in a more in-depth discussion of opportunities once the on-site review is completed (see also Visiting Team Consultation).

The dates for all on-site visits will be set to permit the team to spend at least two and one-half days on campus while the institution is in session and when there are no major events that would conflict with the team's review. Given mutual agreement, the visit may be timed to coincide with regional accreditation reviews or other similar activities.

### **Responsibilities of the Program Head -- On-Site Visit**

The program head has the responsibility to:

1. Be thoroughly familiar with the SAF Accreditation Standards and Procedures.
2. Keep all of the institution's appropriate administration, faculty, students, and staff informed of the accreditation process, its significance, and its progress.
3. Accept, or challenge for cause, team members assigned by SAF.
4. Transmit electronically the self-evaluation report and supporting documentation directly to the SAF Director of Science and Education at least 30 days in advance of the visit. Documents may additionally be transmitted via CD or USB drive. Hard copies of the self-evaluation report and supporting documentation may be provided for the visiting team on site at the discretion of the program head.
5. Make arrangements for lodging and on-site transportation for the visiting team well in advance of the visit.
6. Prepare an agenda and schedule appointments with key personnel well in advance of the visit, and alert administrators, faculty, students, staff, and others as to the nature and purpose of the forthcoming visit and request that they make time available as needed to meet with the team members.
7. Provide both a private meeting room for the visiting team for the duration of the visit and access, including evenings, to supporting data and materials and support services such as word processing, printer availability, photocopying, and reference materials.
8. Provide final written comment on the visiting team's report, and attend the COA meeting to discuss the review prior to the COA's decision.
9. Pay visiting team expenses, including travel of the team and accompanying staff, lodging, meals, and miscellaneous expenses related to the visit.

## Selection of the Visiting Team

SAF visiting team members will be selected on the basis of interest, experience, training, and overall knowledge of assessment processes in professional settings. Of primary importance will be the ability to develop and articulate objective opinions and judgments free of self-interest or professional bias. The nomination of qualified persons by individuals and organizations is encouraged at all times.

The SAF Director of Science and Education, in consultation with the COA chair as needed, will appoint a visiting team following consultation with the program head, who may challenge for cause the appointment of specific team members.

The team will consist of at least three persons. The team chair must be a forestry, urban forestry, or natural resources educator with academic administrative experience. At least one team member must come from the nonacademic sector; it is recommended that this practitioner be representative of an important employment sector for the graduates. The third participant must be a member of the COA. In addition, a member of the SAF staff may accompany the team and serve in a support capacity. All team members must be SAF members or hold SAF committee appointments as public representatives. Each must reside outside the program's home state. No team member may be an alumnus, past faculty member, or employee of the institution being reviewed. No team member may have even the appearance of a conflict of interest.

The program head may request a team consisting of more than three members and suggest general specialty areas to be represented by these additional members. Appointment of such additional members is at the discretion of the SAF Director of Science and Education, and, as with other team members, at the institution's expense. Additional team members may be appointed by SAF for purposes of training, and SAF will be responsible for the travel and related expenses in this instance.

**Generalists:** Initial accreditation visits and applications for candidacy status may require a generalist associated with the regional accrediting association or with academic administration as an additional team member. Generalists are typically presidents, vice-presidents, or other institutional officers familiar with general university administration and selected for breadth of experience as administrators. Generalists bring to the attention of the team any information concerning policies of the institution as a whole that are relevant to the appraisal of the program. This may include such areas as governance and administrative relationships, financial support, general education requirements, recruitment and admissions policies, and assessment of supporting departments.

For continued accreditation, if five or more years have elapsed since a full regional accreditation review has been conducted; the institution may be required to invite a generalist as an additional member of the SAF team. The decision to include a generalist will be at the discretion of the SAF Director of Science and Education in consultation with the program head and COA chair. No generalist will be required if a concurrent institutional accreditation review is undertaken.

Following receipt of names and addresses of team members, the program head and team chair, in consultation with the SAF Director of Science and Education, make final arrangements for the visit.

## Visiting Team Consultation

Following the completion of the on-site review, visiting team members have a unique perspective on the institution's strengths and weaknesses. The institution may request an "off the record" consultation with visiting team members to discuss the institution's strategic opportunities. A consultative visit occurs after all formal exit interviews are conducted, but must be scheduled in advance to ensure that travel plans can accommodate additional discussion. Consultative discussions will *not* be included in the team's report.

## Representative Agenda for SAF Accreditation On-Site Visit

*(Provided as a guide; programs may suggest alternatives to the visiting team chair)*

### Arrival Day

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Afternoon	Team arrives, checks in
7:00 p.m.	Dinner with program head: Review agenda, logistics, discuss program
9:00 p.m.	Team meeting Review assignments, documentation, and areas of concentration

### Day 1

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7:00 a.m.	Breakfast, usually with program head
Morning	Meetings with following as applicable: <b>[Note: Unless specified, program head should not attend]</b> A. Chief executive officer of institution (optional) B. Chief academic officer and others (may wish to combine with A) C. College administration (if other than forestry) D. School administration (program head and others)
Late a.m.	Tour relevant campus facilities
12:00 Noon	Working luncheon with small group of employers or recent graduates <b>[Note: it is imperative that the team meet with a small, representative group of employers of graduates to assess competencies. It is suggested that alumni employers be kept to a minimum. Alumni or advisory groups are welcome to meet with the team at other, appropriate functions.]</b>
2:00 p.m.	Begin faculty interviews Scheduling is critical; groups should be kept small and may be composed by subject area, need <u>at least</u> 45 minutes per session. Interviews with <u>program</u> faculty should be given top priority.
4:00 p.m.	Meet with representative undergraduates <b>[Note: this should be an "open" undergraduate meeting scheduled at a time to permit the greatest representation from the student body (all years, all majors under review...etc.). Those not available should be invited to present comments to the team.]</b>
5:00 p.m.	Return to hotel
6:30 p.m.	Dinner – Opportunity for team to meet informally with small group of administrators, faculty, students, alumni, etc.

8:30 p.m. Team meeting

## Day 2

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7:00 a.m. Breakfast (can meet with program head or other program administrators)  
8:00 a.m. Continue faculty interviews or other scheduled meetings.  
11:30 a.m. Working luncheon (with any group not represented on first day's lunch (alumni, employers, faculty from supporting areas or other groups, as appropriate)  
1:30 p.m. Meeting with representative graduate students  
2:30 p.m. Visit supporting facilities: library, computer, field, research, etc.  
3:30 p.m. Scheduled special meeting(s), if required  
4:30 p.m. Return to hotel; team begins work on report as soon as possible  
6:30 p.m. Dinner - team only  
Work on report; no other activities scheduled

## Day 3

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7:00 a.m. Breakfast with program head  
8:00 a.m. Team checks out of hotel; luggage ready for transport to airport  
8:30 a.m. Exiting meeting with chief executive and other administrators, as appropriate (30 to 45 minutes; this is a team reporting process-discussion will be minimal)  
9:30 a.m. OPTIONAL -- Separate, additional exit meeting may be appropriate with institution administration, if different from forestry program administration)  
10:30 a.m. Exit meeting with program faculty and staff (30 to 45 minutes; this is a team reporting process-discussion will be minimal)  
11:30 a.m. Team departs for airport — **OR** —  
11:30 a.m. Visiting Team Consultation begins (see previous page for details)

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## ***COMMITTEE ON ACCREDITATION ACTION***

### **Time Frame**

The SAF COA meets annually, usually immediately preceding the SAF national convention. The purpose of the meeting is to review and make final decisions on all accreditation activities conducted or reviewed during the previous academic year.

The program head and the visiting team chair will be asked to meet with the COA during the meeting; the agenda will be provided well in advance of the meeting to facilitate travel plans. The program head will be invited to submit written comments regarding activities or plans occurring after the on-site visit. Such comments must be submitted to the SAF Director of Science and Education at least 45 days prior to the meeting of the COA. Any documentation submitted after this date may not reach the COA in time for consideration.

At least 60 days in advance of the meeting, the SAF Director of Science and Education will send the COA members copies of the self-evaluations, supporting documentation, visiting team reports, and institutional comments. The COA will systematically review the documentation and consult with the visiting team chair and the program head prior to making their final decision. It is the function of the

COA to make an independent analysis of the facts and to determine whether a program's accreditation is initially granted or continued.

## **Actions**

The COA's final action may include, but is not limited to, the general actions of granting or denial of initial accreditation or candidacy, or the granting or denial of continued accreditation or candidacy. Accreditation may be continued for a maximum of 10 years; candidate and initial accredited status is for maximum of five years.

The COA will decide the specific educational programs to be approved, the duration of the accreditation or candidacy, any conditions or requests for additional information, including limited on-site visits, and the format and due date for any requested report. The SAF Director of Science and Education will inform the program head of the format of the requested report and due date. Between on-site reviews, the SAF Director of Science and Education will annually request substantive change information on behalf of the COA.

The COA may decide that a program be placed on probation or that it be requested to show cause why candidacy or accreditation should not be terminated.

### ***Probation:***

Probation may be recommended when a program, in the opinion of the COA, has failed to respond satisfactorily to previous COA requests or when it has deviated significantly from SAF Accreditation Standards.

### ***Show Cause Request:***

A request to show cause may be made when a program has not responded satisfactorily to conditions imposed on it as a result of significant noncompliance with SAF Accreditation Standards.

In either of these two cases, the COA's action must include specific findings related to specific Standards. The action must also specify the date by which the institution is requested to respond and the actions it must take to remedy the situation. In cases where a conflict exists between the SAF Accreditation Standards and local, state, or federal law, the legal standard will take precedence.

## **Notification**

The COA findings will be transmitted to the institution as part of the COA's final action. The documents are considered confidential and the property of SAF. SAF will not publicly release their contents. However, in the event that the institution releases portions, SAF reserves the right to release these documents in their entirety.

Once the SAF COA has taken final action, the SAF executive vice president will notify the chief administrative/academic officer, program head, and public of the COA's decision, as follows:

1. Notify by formal letter to the institution's chief administrative/academic officer and program head no later than sixty (60) days following final COA action. Notification will include a copy of the COA's decision and any recommendations or required actions.
2. Publish on the SAF website and in the Journal of Forestry or other SAF publication of the general action, the duration of the action, and the educational curricula involved. Journal notice of denial of initial or continued candidacy or accreditation will be delayed pending an opportunity for the institution to appeal.

3. Within ninety (90) days, notify appropriate agencies such as the Council on Higher Education Accreditation of the COA's general accreditation actions and the duration of the action. Notification of denial of initial or continued candidacy or accreditation will be delayed pending appropriate opportunity for the institution to appeal.

### ***RESOLUTION OF CONFLICTS BETWEEN ACCREDITATION STANDARDS AND LOCAL, STATE OR FEDERAL LAWS GOVERNING THE INSTITUTION OR PROGRAM SEEKING ACCREDITATION***

Programs/institutions seeking accreditation must adhere to local, state and federal law. In cases where there is a conflict between the law and the accreditation standards, whatever requirement has the higher threshold must be demonstrated.

### ***REFERENCE TO ACCREDITED STATUS IN INSTITUTIONAL PUBLICATIONS***

Both the Society of American Foresters and universities must be clear in specifying which degree programs are accredited and under which standard when communicating with students, employers, and the public. Institutions with SAF-accredited degree programs must use the following statement, or equivalent wording, to describe programs with accredited status publicly in their catalogs or elsewhere:

The educational program(s) in [*list curricula, majors, options*] leading to the professional degree of [*list degree title(s)*] is/are accredited by the Society of American Foresters (SAF). The Council for Higher Education Accreditation recognizes SAF as the specialized accrediting body for forestry and natural resources education in the United States and Canada.

### ***PROVISION OF RELIABLE INFORMATION TO THE PUBLIC ON PERFORMANCE***

The program or institution shall provide reliable information to the public on its performance, including student achievement. The information provided to the public may include, but is not limited to, job placement rates of the program, graduation rates of the program, pass rates of professional certification exams, average starting salaries of graduates and other information as determined by the program and institution.

The information must be made publically available and as an example may be posted on the program website and/or published in program/college catalogs, in local, state or regional newspapers or in specific trade journals or professional publications.

### ***SUBSTANTIVE CHANGE REPORTS***

The program head is responsible for reporting substantive changes in a program to the COA. A substantive change is one that may significantly affect the quality or direction of a program. It includes, but is not limited to, such factors as a major change in:

- Objectives,
- Complement of faculty,
- Curriculum,
- Financial support,
- The administration of a program, or
- Revisions of student admissions or retention standards.

Preparation of the report must follow the Guidelines in Part III of this document and reference the appropriate standard.

The COA will review substantive change reports at its annual meeting or as necessary. The COA may (1) request additional information; (2) acknowledge the change with or without reservation, or (3) request that an on-site visit or other action be scheduled. Failure to report a substantive change may result in probation or a show-cause recommendation.

The SAF Director of Science and Education will provide a checklist annually to facilitate substantive change assessment and reporting.

## ***FEES AND CHARGES***

The SAF Council sets fees and charges. The schedule of fees and charges is as follows:

***Annual accreditation fee:*** \$500; billed July 1.

***On-site review fee:*** \$2,500; billed January 31. (*Note: this fee is in addition to the annual fee.*)

***Candidate eligibility review fee:*** \$1,200

***Substantive change fee:*** None

***Visiting team expenses:*** *Variable*; the responsibility of the academic institution under review.

### **Explanation of Fees and Charges**

The ***annual accreditation fee*** is assessed to the program administering the accredited program, but is not assessed to each individual accredited degree program. Once candidate status is conferred, the program is also assessed the annual fee.

***Annual and review fee*** revenues help underwrite educational review committee costs, maintenance of Council on Higher Education Accreditation recognition status, marketing of accreditation to prospective employers and students, and other program expenses directly associated with the accreditation process. SAF also allocates a percentage of membership dues revenue to accreditation activities, and absorbs overhead normally associated with these expenses.

***Visiting team expenses*** include travel expenses for the team members including any accompanying SAF staff—lodging, meals, and miscellaneous expenses related to the conduct of the visit. These expenses are paid by the academic institution under review, and are in addition to the on-site review fee. Unless otherwise requested, SAF will arrange team travel, reimburse expenses of team members, and subsequently invoice the institution undergoing the on-site visit.

### **Receipt of Fees and Charges**

All review fees and charges are due and payable when invoiced. Late payments may jeopardize a program's application or accreditation status.

## ***APPEAL OF SAF ACCREDITATION OR CANDIDATE STATUS DECISIONS***

An institution may appeal a negative decision of the COA. Appeals are heard and decided by the Society's governing body, the SAF Council, which for this purpose includes a public member representative. A negative decision is defined as a denial of initial or continued candidacy status or accredited status.

## **Grounds**

Grounds for appeal are limited to allegations that the COA has made an erroneous decision by:

1. Failing to adhere to Accreditation Standards;
2. Failing to follow Accreditation Procedures; or
3. Failing to consider or accurately interpret all the evidence and documentation presented on behalf of the applicant.

The status of the program will remain unchanged pending the outcome of the appeal. There will be no public notice of a negative decision until the appeal is complete and the Council has taken final action on the appeal.

## **Process**

The appeal must:

1. Be made within 30 days of the date of the SAF executive vice president's formal letter giving notice of the negative decision;
2. Come from the chief administrative/academic officer of the institution,
3. Be in writing to the SAF president, and copied to the SAF executive vice president,
4. Specify the grounds for the appeal, and
5. Request a hearing.

The institution has 90 days from the date of notification from SAF to submit detailed documentation supporting its position and its request. This documentation will be made a part of the record. It must state the issues clearly and must contain sufficient detail and information to support the position of the institution.

## **Review**

The hearing will be held before the Council at its next regularly scheduled meeting occurring 45 or more days after receipt of the detailed documentation. The institution will have the opportunity to present its case and to respond to questions. The COA chair will be available to answer questions regarding the COA's decision. The SAF and the institution shall each be responsible for its own expenses.

In addition to considering the written documentation and the testimony introduced by the institution at the hearing, the Council will consider the institution's self-evaluation report, the visiting team's report, and any other material upon which the COA based its findings and decision.

## **Actions**

The Council's decision in an appeal case will be to:

1. Uphold the decision of the COA, or
2. Remand the decision to the COA, along with rationale for so doing, or
3. Overturn the decision of the COA.

The Council shall issue a written statement of its decision on the appeal, including the facts and reasons that are the basis for its action, and respond to the program's grounds for an appeal within 45 days after the hearing.

In this action, all decisions of the Council shall be final.

If the decision to deny or withhold candidate or accredited status is upheld, the program may reapply only after it is prepared to demonstrate that it has corrected the deficiencies noted in the COA action. In any event, it must wait at least one year before reapplying.

### ***PROCEDURES FOR RESPONDING TO COMPLAINTS AGAINST ACCREDITED AND CANDIDATE PROGRAMS***

The SAF is concerned that candidate and accredited program performance is consistent with the SAF Accreditation Standards, program accountability, and program integrity. SAF cannot intervene in internal procedures of institutions or perform as a regulatory body but will respond to documented complaints. The SAF's review of complaints is based upon the Standards for Accreditation.

#### **Process**

A complaint to the SAF about a candidate or accredited program must:

1. Be typewritten, signed, and addressed to the COA in care of the SAF Director of Science and Education;
2. Clearly identify the individual, group, or legal entity making the complaint;
3. Present substantial evidence that a program has made substantive changes affecting its quality or has been or is engaging in practices that violate SAF Accreditation Standards; such evidence must state relevant facts, and, when possible, cite written materials and individuals for corroboration; and
4. Demonstrate, when reasonably possible, that a serious effort has been made to pursue the issue with the institution or program and that all review procedures provided within the institution and the program have been exhausted.

#### **Review**

The SAF Director of Science and Education, in consultation with the COA Chair, will review the complaint. If it does not appear to be within the scope of the SAF's policies and jurisdiction, the complainant shall be so informed within a 30-day period of receipt of documentation. If the complaint appears to be within the scope of the SAF's policies and jurisdiction, the complainant will be notified within a 30-day period that the complaint is being forwarded to the institution and program for response.

The chief administrative/academic officer of the institution will be requested to respond and advise the COA what action if any has been or is being taken to resolve the issue. The institution will have 60 days in which to respond.

#### **Actions**

The COA will review the complaint and response from the institution within 120 days of receipt of the complaint and determine whether the matter should be closed or discussed for further action. If no

response is received from the institution under the above guidelines, the COA shall take action, which may include a request to show cause why accreditation or candidacy should not be terminated.

The complainant will be informed periodically of the steps taken by the SAF in investigating the complaint, including any action taken by the COA. If appropriate, material relating to a complaint will be filed and reviewed at the time of the next regularly scheduled review or on-site visit.

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## **PART III: GUIDELINES FOR THE SELF-EVALUATION REPORT**

### ***INTRODUCTION***

This section suggests guidelines for presenting self-evaluation information required by the SAF Committee on Accreditation (COA) and the visiting team for each program seeking accreditation status or re-accreditation. Its use is not intended to limit the scope of comments about the program; however, SAF requests that the report correspond to the recommended outline.

Continuous self-study and self-evaluation are the essential first steps in the accrediting process. The SAF Accreditation Standards are the framework for the self-evaluation report and assessment procedures used by a visiting team. The goal of the self-evaluation is to demonstrate compliance with SAF Accreditation Standards. Program self-evaluation also should determine accountability and provide the basis for program planning and improvement.

A self-evaluation is valuable only if it is candid, realistic, and assesses all aspects of the program(s) under review. The self-evaluation report should include materials that show both evidence of critical thinking, planning, development, and implementation during the period since the last SAF review, and anticipated future program directions and changes.

### ***SUGGESTIONS FOR PREPARING THE SELF-EVALUATION REPORT***

The quality of the self-evaluation is more important than the quantity of the materials submitted. The self-evaluation is a major undertaking, requiring full support of all those involved in the program. It requires collecting and analyzing extensive amounts of data in preparation for the SAF visiting team. Questions and comment may be directed to the SAF Director of Science and Education, who is available to assist the program in undertaking its self-evaluation and on-site visit.

Suggestions for conducting the self-evaluation include:

- Complete the self-evaluation no more than 12 months in advance of the on-site visit.
- Appoint a small steering committee with a strong and capable coordinator to plan the work and keep it on schedule. It is helpful for the committee to include a person who was actively involved with a previous self-evaluation.
- Provide the coordinator with adequate time to carry out this important function. Make sure the committee has adequate support services throughout the self-evaluation process.
- The committee must become very familiar with the SAF Accreditation Standards and be ready to question, analyze, and debate the contents of the report.
- Determine early what factual and statistical data are required and request the appropriate institutional persons or committees to prepare them.
- Set up subcommittees to accomplish tasks. Existing standing committees can be used.
- Adopt and adhere to a definite and realistic timetable. The report is due at least 30 days in advance of the scheduled on-site visit.
- The steering committee should inform the forestry/urban forestry/natural resources and ecosystem management program community and constituencies about the self-evaluation and encourage involvement. Involve faculty, administrators (including central administrative officers), advisory boards, staff, students, employer groups, and alumni in the self-evaluation process.

- Allow at least a month prior to the mailing date for final editing and copying. The steering committee must reduce the bulk of materials to a concise, comprehensive report that the visiting team can be expected to read, study, and understand.
- Send copies, along with supporting materials, electronically to the SAF Director of Science and Education.

Conciseness in the main body of the report is suggested. Supportive data, summaries in graphic and tabular form, and other materials documenting the main body summaries must be included, where requested, in clearly defined appendices.

The self-evaluation report is considered the property of the institution and SAF will not release its contents unless authorized in writing, to do so.

### ***OUTLINE OF INFORMATION REQUIRED IN THE SELF-EVALUATION REPORT***

Use the following outline in conjunction with the SAF Accreditation Standards (Part I) to determine appropriate information to include in your self-evaluation report. This outline suggests the type of response required to satisfy each Standard. It is not presented to restrict a program's description of how compliance with a Standard is achieved. However, SAF requires that certain data be submitted in the format shown (see documents A-F).

**NOTE: Programs must provide separate discussion on the following items for EACH accredited degree program as appropriate. E.g., if an academic program is accrediting one degree program under forestry and another under NREM, there should be two curriculum sections.**

#### **Standard I: Forestry/Urban Forestry/Natural Resources and Ecosystem Management Program Mission, Goals, and Objectives**

It is essential to state clearly and document printed references to the items required by Standard I, as evaluation of subsequent standards is dependent upon a thorough explanation of a program's educational objectives.

1. Document how the forestry/urban forestry/natural resources and ecosystem management program's mission, goals and objectives (1) are consistent with the SAF Standards for Accreditation, (2) reflect the distinction of forestry/urban forestry/natural resources and ecosystem management as an interdisciplinary profession, (3) respond to the needs of the constituencies that the program seeks to serve, (4) reflect sensitivity to the role of professional foresters/urban foresters/natural resource managers in meeting diverse and changing social, cultural, economic, and environmental needs and values, (5) maintain the professionalism and ethical behavior necessary to manage and use forested resources and urban forests and trees for the benefit of society. Show where they appear in publicly disseminated materials.
2. Document the process for periodic self-evaluation and revision of the program's mission, goals, and objectives.

## Standard II: Curriculum

The forestry/urban forestry/natural resources and ecosystem management program must document that general education subject areas—communications, science and mathematics, and social sciences and humanities—are included in the degree program curriculum, and that students are computer literate.

Further, the forestry/urban forestry/natural resources and ecosystem management program must document depth, breadth, and balance among the major professional subject matter categories detailed in Standard II. Course syllabi should be included as an appendix.

1. Complete Documents A-1, B-1, and B-2; complete A-2 if needed. Follow the format as presented.

For Document A-1: *General Education Summary (Required Courses)*: Specify each curriculum, major, or option for which accreditation is sought by the standard under which accreditation is sought. For each curriculum, show how the following areas are covered by listing each course and indicating the credit hours required: (a) Communications; (b) Science and Mathematics; (c) and Social Sciences and Humanities. Use Document A-2: *General Education Summary (Restricted Electives)* to list general education restricted electives, if any, and the required elective credit hour totals for curriculum. See also Part 1 - Standard II: Curriculum, for specific descriptions of the general education components.

For Document B-1: *Professional Education Summary (Required Courses)*: Specify each curriculum, major, or option for which accreditation is sought by the standard under which accreditation is sought. For each curriculum, show how each of the professional areas of study are covered by listing each required course and indicating approximate number of credit hours devoted to each. Where appropriate, total credit hours for each course may be prorated across these areas. For example, the course "Forest Resources Management, five credits" might cover topics addressed by subject areas (Management of Forest Resources - 3 credits) and (Forest Resource Policy, Economics, and Administration - 2 credits). Indicate courses with significant fieldwork. See also Part 1 - Standard II: Curriculum, for specific descriptions of each of the professional areas.

For Document B-2: *Professional Education Summary (Restricted Electives)*: For the purpose of accreditation, restricted electives meet the professional education requirements to the extent that each individual elective contributes the professional education requirements. Specify each curriculum, major, or option for which accreditation is sought by the standard under which accreditation is sought. For each curriculum, show how restricted electives address the professional areas of study by listing each restricted elective course and indicating approximate number of credit hours devoted to each. Where appropriate, total credit hours for each course may be prorated across these areas. Indicate courses with significant fieldwork. See also Part 1 - Standard II: Curriculum, for specific descriptions of each of the professional areas.

2. Document how oral and written communication skills are reinforced throughout the curriculum.
3. For the professional areas of study, document how adequate instruction is provided in basic principles, typical applications, and current practices.

Sample topics for ecology and biology include dendrology, forest soils, hydrology, water quality, watershed functions, forest ecology, forest protection, fire, pathology, entomology, decay and failure patterns, silvics, and arboriculture.

Sample topics for measurement of forest resources/measurement of urban forests and other forest resources in urban settings/measurement and assessment of ecosystem components, properties, and functioning include, but are not limited to, land measurement, photogrammetry and remote sensing;

sampling theory and methods; measurement of trees, forests, and forest products; wildlife habitat assessment; measurement of water yields and quality; evaluation of health and benefits of urban forests; assessment of tree risk, health and value; and assessment of air quality.

Sample topics for management of forest resources/management of urban forests and trees in an urban environment/ identification and evaluation of management objectives, and development of management plans include, but are not limited to, integrated forest resource management on stand, system and landscape scales, with consideration of wood, forage, water, wildlife, fish, recreation, cultural, educational and aesthetic benefits and the composition, growth, and quality of trees and urban forests; develop and apply prescriptions appropriate to management objectives; basic accounting and business skills; forest engineering, harvesting, and utilization as appropriate to program goals.

Sample topics for forest resource policy, economics, and administration/urban forest resource policy, economics, and administration and law/management practice and conduct include policy development, ethics, valuation, administration, land and resource planning, budgeting, safety, and financial and personnel management. This area of study provides the student with an understanding of the social, cultural, political, legal, economic, institutional, and historical influences on forestry/urban forestry/natural resources and ecosystem management.

4. Document how adequate field instruction and practice are provided to ensure that graduates have the opportunity to be competent to practice land management as professionals.
5. Document how the curriculum fosters analytical and critical reasoning skills, including systematic problem solving and decision-making for individuals and in a team environment.
6. Document how student awareness of historical and current issues and policies affecting resource management and conservation is established.
7. Document that the curriculum provides a variety of educational experiences including lectures, discussion, simulations, computer applications, and individual and group projects in laboratories and field experiences, enabling students to apply the scientific methodologies necessary to attain an array of beneficial forest products, services, and conditions.
8. Document that any distance-learning component of a program is consistent with the program's stated objectives. Distance learning includes off-campus classroom programs, external degree programs, branch campuses, correspondence courses, and off-campus, electronically-based instruction.
9. Describe the extent to which faculty research enriches the curriculum and opportunities available to students to participate in research activities.
10. Discuss where and how professional ethics are incorporated into the professional curriculum and reinforced by faculty.

### **Standard III: Program Organization and Administration**

1. Document that the program is administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. Present an organizational chart of the program, showing its relationship to the institution's central administration.
2. Document that high priority is given to quality instruction through faculty appointments, evaluation, and recognition of performance.
3. Document that the program has adequate staff resources with competencies needed to support the students, faculty, and administration.
4. Present the published procedure for evaluating and accepting students and for transferring credit to fulfill the general and professional education requirements in the curriculum at the bachelor's or accredited master's level. Document that transfer courses, advance placement courses, and courses accepted for students in an accredited master's degree program are equal to or exceed the content and standards of the accepting institution's courses. In accordance with the Family Educational Right to Privacy Act (Buckley Amendment), visiting team members may ask to review files for students to assess compliance in this area.
5. Document that policies and processes for both short- and long-term planning of academic programs detail how periodic reviews and updates are conducted.
6. Document in detail the process and methods for assessing educational outcomes of the specific curricular elements articulated in Standard II. Indicate whether academic and professional goals are being met, the elements most contributing to program success or lack thereof, and the means by which assessment findings are used to enhance program outcomes. Document that the interests of students and external constituents are represented in the assessments.

An outcomes assessment process is judged acceptable if it follows an outcomes assessment procedure endorsed by the parent institution that involves assessment of knowledge enhancement and retention across the curriculum relative to the learning objectives, includes alumni and employer feedback, and has a clearly identified link to curriculum review and improvement. Valid metrics, which need not all be used by any given institution, include

- Internal assessments such as senior interviews, group project reports, cumulative exams, capstone course evaluation, videotaping speeches.
- Instruments such as institution-wide competence testing, standardized tests, or evaluations.
- External assessments such as industry/public agency/NGO surveys, graduate surveys, employer surveys.
- External instruments such as state licensing tests, SAF certification, performance in various competency testing, postgraduate course work.

### **Standard IV: Faculty**

1. Complete Document C-1, C-2, and Document D; follow the format as presented.

Use Document C-1: Background Summary for Faculty Reporting to the Program Head, to show that the faculty has a diversity of backgrounds as evidenced by varied professional experiences and education relevant to forestry/urban forestry/natural resources and ecosystem management from a variety of academic institutions. Use Document C-2: Background Summary for Faculty Teaching

Courses Listed in Forms B-1 and B-2 but NOT Reporting to the Program Head to indicate faculty from other departments or outside agencies who teach required professional courses or restricted electives. Document any use of individuals from outside the program.

Use Document D: Academic Summary for Faculty Reporting to the Program Head, to show the budgeted time allocation for faculty members who report to the program head; include adjunct or contract faculty who hold joint appointments or are otherwise part-time members of the faculty. List vacant positions now authorized and for which funding is available. Do not list emeritus faculty unless actively teaching.

Document D must document that a minimum of eight full-time equivalent (FTE) faculty members are engaged and responsible for delivery of the professional curriculum within the degree program for which accreditation is sought and report to the responsible academic head.

Programs must demonstrate that the teaching assignments (% of appointment) of the faculty members who make up these 8 FTEs are reasonably distributed across the required areas of professional education study as defined in Standard II.

2. Complete Document E: Individual Faculty Information for each forestry faculty member who teaches forestry or forestry-related, professional-level courses required in the curricula.
3. Document that the faculty provide high quality instruction, are empowered to keep the curriculum current and in concert with the program's educational goals and objectives, and provide effective guidance for students.
4. Document faculty expertise in their assigned areas of instruction; ability and effectiveness in instructing; aptitude for working closely with students; and ability to stimulate independent thinking and provide intellectual leadership.
5. Document faculty involvement in professional development and scholarly activities appropriate to their disciplines.
6. Document that the program follows its institution's policies and guidelines in the recruitment and retention of faculty that reflect cultural, ethnic, and gender diversity.

### **Standard V: Students**

1. Complete Document F: Forestry Graduate Employment Summary. Summarize the forestry employment record for the graduates.
2. Document that the program follows institutional policies and guidelines in recruiting and retaining motivated and academically qualified students who reflect cultural, ethnic, and gender diversity. Include data for accredited graduate degree students and identifiable pre-forestry/urban forestry/natural resources and ecosystem management students. Use Document G: Student Data Summary to show the total current undergraduate enrollment by class, gender, and race/ethnic diversity; provide those figures for the previous three years and the expected number during the next three years. Show the number of forestry/urban forestry/natural resources and ecosystem management graduates for the last three years and the expected number during the next three years.
3. Document the program's commitment to quality student advising. Document that advisors are readily available to students enrolled in the program for counsel regarding the student's academic, professional, and career opportunities.

## **Standard VI: Parent Institution Support**

1. Document the degree to which the parent institution provides resources needed to support the program being considered for accreditation. Document that the parent institution provides adequate funding and other institutional support to (1) allow the program to attract and retain highly qualified faculty, staff, and administrators, and (2) provide for elements critical to the learning environment for professionals such as computers, spatial information technologies, specialized laboratories, and field instruction.
2. Compare support for the program, including faculty salaries by academic rank, to other academic units in the parent institution and indicate changes that have occurred or are anticipated in the educational budget. Provide the program budget for the current fiscal year, and indicate by percent how the budget has changed in the last three years in terms of salaries, equipment, supplies, and travel and its relationship to the overall institutional budget. To the extent data for other forestry/urban forestry/natural resources and ecosystem management programs are available, regional comparisons are also encouraged.
3. Document that faculty are provided opportunities for development and continuing education.
4. Document that the parent institution provides strong, well-staffed student support programs, and that non-forestry/urban forestry/natural resources and ecosystem management courses and support programs are readily accessible to students in the program.
5. Document major strengths and weaknesses of the parent institution and supporting departments, including breadth and accessibility, and how they affect the program
6. Document that adequate library facilities, holdings, electronic access to information, and related services are provided.
7. Document that the parent institution, in collaboration with the unit housing the program, provides a physical environment that is safe, healthful, and conducive to learning.

# ***REQUIRED FORMS***

**Document A-1: General Education Summary—Required Courses**

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

Required Courses: # & Title	Total Credit Hours		
	Communications	Science and Mathematics	Social Science & Humanities
<b>Total Credit Hours</b>			

**Document A-2: General Education Summary—Restricted Electives**

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

<b>Restricted<sup>1</sup> Electives Courses: # &amp; Title</b>	<b>Total Credit Hours</b>		
	<b>Communications</b>	<b>Science and Mathematics</b>	<b>Social Science &amp; Humanities</b>
<b>Total Available Restricted Elective Credit Hours</b>			
<b>Minimum Credit Hours Required</b>			

<sup>1</sup> List general education restricted electives, if any, and include required elective credit hour totals for curriculum.

## Document B-1: Forestry Education Summary—Required Courses

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

<b>Required<sup>1</sup> Courses # &amp; Title</b>	<b>Credit Hours in SAF-Required Areas of Study<sup>2</sup></b>				<b>Course Contains Significant Content in (check all that apply):</b>					<b>Total Credit Hours</b>
	<i>Ecology and Biology</i>	<i>Measurement of Forest Resources</i>	<i>Management of Forest Resources</i>	<i>Policy, Economics, and Administration and Law</i>	<i>Field Work</i>	<i>Ethics</i>	<i>Oral and Written Communications</i>	<i>Integrated Resource Management</i>	<i>Computer Literacy</i>	
<b>Total Required Credit Hours</b>										

<sup>1</sup> Include only courses in forestry, natural resources, or other professional areas. Do not include free electives, restricted electives, or basic, general education courses such as math, basic sciences, or English.

<sup>2</sup> See SAF Standard II: Curriculum, for specific areas of study definitions. Credit hours may be distributed among two or more areas of study for a listed course.

## Document B-2: Forestry Education Summary—Restricted Electives

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

<b>Restricted Elective<sup>1</sup> Courses # &amp; Title</b>	<b>Credit Hours in SAF-Required Areas of Study<sup>2</sup></b>				<b>Course Contains Significant Content in</b> <i>(check all that apply):</i>					<b>Total Credit Hours</b>
	<i>Ecology and Biology</i>	<i>Measurement of Forest Resources</i>	<i>Management of Forest Resources</i>	<i>Policy, Economics, and Administration and Law</i>	<i>Field Work</i>	<i>Ethics</i>	<i>Oral and Written Communications</i>	<i>Integrated Resource Management</i>	<i>Computer Literacy</i>	
<b>Total Available Restricted Elective Credit Hours</b>										
<b>Minimum Restricted Elective Credit Hours Required</b>										

<sup>1</sup> Include only restricted electives in forestry, natural resources, or other professional areas. Do not include free electives or basic, general education courses such as math, basic sciences, or English.

<sup>2</sup> See SAF Standard II: Curriculum, for specific areas of study definitions. Credit hours may be distributed among two or more areas of study for a listed course.

## Document B-1: Urban Forestry Education Summary—Required Courses

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

<b>Required<sup>1</sup> Courses # &amp; Title</b>	<b>Credit Hours in SAF-Required Areas of Study<sup>2</sup></b>				<b>Course Contains Significant Content in (check all that apply):</b>					<b>Total Credit Hours</b>
	<i>Ecology and Biology</i>	<i>Measurement of Urban Forests and other Forest Resources in Urban Settings</i>	<i>Management of Urban Forests and Trees in an Urban Environment</i>	<i>Urban Forest Resource Policy, Economics, and Administration and Law</i>	<i>Field Work</i>	<i>Ethics</i>	<i>Oral and Written Communications</i>	<i>Integrated Resource Management</i>	<i>Computer Literacy</i>	
<b>Total Required Credit Hours</b>										

<sup>1</sup> Include only courses in urban forestry, forestry, natural resources, or other professional areas. Do not include free electives, restricted electives, or basic, general education courses such as math, basic sciences, or English.

<sup>2</sup> See SAF Standard II: Curriculum, for specific areas of study definitions. Credit hours may be distributed among two or more areas of study for a listed course.

## Document B-2: Urban Forestry Education Summary—Restricted Electives

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

<b>Restricted Elective<sup>1</sup> Courses # &amp; Title</b>	<b>Credit Hours in SAF-Required Areas of Study<sup>2</sup></b>				<b>Course Contains Significant Content in</b> <i>(check all that apply):</i>					<b>Total Credit Hours</b>
	<i>Ecology and Biology</i>	<i>Measurement of Urban Forests and other Forest Resources in Urban Settings</i>	<i>Management of Urban Forests and Trees in an Urban Environment</i>	<i>Urban Forest Resource Policy, Economics, and Administration and Law</i>	<i>Field Work</i>	<i>Ethics</i>	<i>Oral and Written Communications</i>	<i>Integrated Resource Management</i>	<i>Computer Literacy</i>	
<b>Total Available Restricted Elective Credit Hours</b>										
<b>Minimum Restricted Elective Credit Hours Required</b>										

- <sup>1</sup> Include only restricted electives in urban forestry, forestry, natural resources, or other professional areas. Do not include free electives or basic, general education courses such as math, basic sciences, or English.
- <sup>2</sup> See SAF Standard II: Curriculum, for specific areas of study definitions. Credit hours may be distributed among two or more areas of study for a listed course.

## Document B-1: Natural Resources and Ecosystem Management Education Summary— Required Courses

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

Required Courses # & Title	Credit Hours in SAF-Required Areas of Study <sup>2</sup>					Course Contains Significant Content in (check all that apply):					Total Credit Hours
	Fundamental Knowledge of Ecosystem Components and Functioning	Measurement and Assessment of Ecosystem Components, Properties, and Functioning	Identification and Evaluation of Management Objectives	Development of Management Plans	Management Practice and Conduct	Field Work	Ethics	Oral and Written Communications	Integrated Resource Management	Computer Literacy	
<b>Total Required Credit Hours</b>											

<sup>1</sup> Include only courses in natural resources or other professional areas. Do not include free electives, restricted electives, or basic, general education courses such as math, basic sciences, or English.

<sup>2</sup> See SAF Standard II: Curriculum, for specific areas of study definitions. Credit hours may be distributed among two or more areas of study for a listed course.

## Document B-2: Natural Resources and Ecosystem Management Education Summary— Restricted Electives

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

<b>Restricted Elective<sup>1</sup> Courses # &amp; Title</b>	<b>Credit Hours in SAF-Required Areas of Study<sup>2</sup></b>					<b>Course Contains Significant Content in (check all that apply):</b>					<b>Total Credit Hours</b>
	Fundamental Knowledge of Ecosystem Components and Functioning	<i>Measurement and Assessment of Ecosystem Components, Properties, and Functioning</i>	Identification and Evaluation of Management Objectives	<i>Development of Management Plans</i>	<i>Management Practice and Conduct</i>	<i>Field Work</i>	<i>Ethics</i>	<i>Oral and Written Communications</i>	<i>Integrated Resource Management</i>	<i>Computer Literacy</i>	
<b>Total Available Restricted Elective Credit Hours</b>											
<b>Minimum Restricted Elective Credit Hours Required</b>											

<sup>1</sup> Include only restricted electives in natural resources or other professional areas. Do not include free electives or basic, general education courses such as math, basic sciences, or English.

<sup>2</sup> See SAF Standard II: Curriculum, for specific areas of study definitions. Credit hours may be distributed among two or more areas of study for a listed course.

**Document C-1: Background Summary for Faculty Reporting to the Program Head**

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

Faculty Member	Academic Rank or Title	Major Field	Highest Degree Held Degree/Year/Inst.	Experience (years)		
				Current Institution	Other Institution	Non-academic

**Document C-2: Background Summary for Faculty Teaching Courses Listed in Forms B-1 and B-2 but NOT reporting to the Program Head**

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

a.

Faculty Member	Course(s) Taught	Academic Rank or Title	Major Field	Highest Degree Held Degree/ Yr./Inst.

## Document D: Academic Summary for Faculty Reporting to the Program Head

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

Faculty Member <sup>1</sup>	Budgeted Time Allocation (%)				All Courses Taught						
	Teaching	Research	Extension	Other	Title and Course #	Required <sup>2</sup>	Credit Hours	Contact Hours	Total Enrollment		# of Advisees
									Undergrad	Graduate	

1 At institutions without budgeted time allocations by category, the administrator should estimate percentages.

2 Indicate which accredited curriculum (if any) requires this course.

## Document E: Individual Faculty Information

*[In format chosen by the program; please include...]*

1. Name
2. Academic Rank, specialization, appointment basis (9- or 12-month, etc.)
3. Academic education background:  
Degrees, institution, major field of study, dates attended, date degree earned or expected.
4. Professional and research experience:  
Employer, nature of work, title, dates, total years
5. Teaching experience:  
Institutions, rank, specialization, dates, total academic years
6. Dates of appointment and promotions at present institution
7. List in bibliographical style publications during the last five years
8. Off-campus consulting, or other professional activities, special honors, recognition, during the past five years
9. Membership and offices held in professional organizations
10. Major professional self-improvement activities during past 10 years (including sabbatical)
11. External grants and other research funding during the last five years

## Document F: Program Graduate Employment Summary

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

Post Graduation Status	NUMBER OF GRADUATES FOR PAST FIVE YEARS										Total Graduates
	Yr: _____		Yr: _____		Yr: _____		Yr: _____		Yr: _____		
	#	%	#	%	#	%	#	%	#	%	
<b><i>Employed permanent:</i></b>											
<b><i>Forestry/Urban Forestry/NREM</i></b>											
<b><i>Forestry/Urban Forestry/NREM- related</i></b>											
<b><i>Other employed</i></b>											
<b><i>Employed temporary:</i></b>											
<b><i>Forestry/Urban Forestry/NREM</i></b>											
<b><i>Forestry-related</i></b>											
<b><i>Other employed</i></b>											
<b><i>Graduate Study:</i></b>											
<b><i>Unemployed:</i></b>											
<b><i>Unknown:</i></b>											
<b>Total Number and Percentage of Graduates</b>											

**Document G: Student Data Summary**

Institution Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Official Degree Program Title: \_\_\_\_\_

Official Option Title: \_\_\_\_\_

STUDENTS ENROLLED	Freshman		Sophomore		Junior		Senior		Total Students	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Current Enrollment										
Last Year										
Two Years Ago										
Three Years Ago										

STUDENTS ENROLLED	TOTAL NUMBER OF STUDENTS					
	African Amer	Asian	Caucasian	Hispanic	Native Amer.	Other
Current Enrollment						
Last Year						
Two Years Ago						
Three Years Ago						

<b>Projected Total Enrollment for Next Three Years</b>	<i>Year:</i> _____	<i>Year:</i> _____	<i>Year:</i> _____

GRADUATING CLASS	TOTAL NUMBER OF GRADUATING STUDENTS							
	Female	Male	Afric. Amer	Asian	Caucasian	Hispanic	Native Amer	Other
Current Graduating Class								
Last Year								
Two Years Ago								
Three Years Ago								

<b>Projected Total Graduates for Next Three Years</b>	<i>Year:</i> _____	<i>Year:</i> _____	<i>Year:</i> _____

Maine Board of Licensure of Foresters  
35 State House Station  
Augusta, ME 04333  
Phone: (207) 624-8518  
Email: Catherine.Pendergast@maine.gov

**Department of  
Professional &  
Financial Regulation**

To: Board Members  
From: Catherine E. Pendergast, Administrator  
Date: May 18, 2026  
Subject: Chapter 40: Qualifications for Intern Forester License

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The Society of American Foresters (SAF) references in Chapter 40 of board rules are dated. Updating the references will require rulemaking. The current information is reflected in the attached draft rule for your consideration.

If the Board is in agreement, it can vote to initiate the APA Rulemaking Process and put the proposed rule out for comment.

**Summary:** This chapter sets forth the education and experience requirements necessary for licensure as an intern forester.

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**1. Overview of Paths to Licensure**

Title 32 MRS §5514 sets forth two different paths for an applicant to qualify for an intern forester license. The paths to licensure are as follows:

	Education	Experience	Examination
<b>Path 1: Degree Candidate</b>	Associate’s degree or higher in forestry from a school or college approved by the board	None	None
<b>Path 2: Variance Candidate</b>	60 hours of supplemental forestry education	4 years of lawful forestry experience	None

**2. Degree Candidate: Education**

**1. Graduate, Bachelor or Associate Degree**

An applicant for the intern forester license shall submit evidence of:

**A. Associate degree**

An Associate of Science, Associate of Applied Science, Associate of Agriculture, Associate of Applied Agriculture or Diploma (Canada) from a curriculum in forestry or forest technology approved in accordance with subsection 2 below;

**B. Bachelor degree**

A Bachelor of Science or Bachelor of Science in Forestry from a curriculum in forestry approved in accordance with subsection 2 below; or

C. **Master or Doctorate degree.**

A Master of Science, Master of Forestry, Doctor of Philosophy or Doctor of Forestry from a curriculum in forestry approved in accordance with subsection 2 below.

2. **Approved Educational Programs**

A. **Accredited programs**

The Board hereby approves the specific educational programs in forestry and forest technology that are accredited by the Society of American Foresters or the Canadian Institute of Forestry.

[**Note:** Lists of accredited programs are available from:

~~Department of Science and Education~~  
 Society of American Foresters  
~~5400 Grosvenor Lane~~ 2121 K Street NW, Suite 315  
 Bethesda, MD 20814-2198 Washington, DC 20037  
 ph: (301) 897-8720, ext. 123 (202) 938-3910  
 web: <http://www.safnet.org/forester.org>

Canadian Forestry Accreditation Board  
 18 Pommel Crescent  
 Kanata, Ontario K2M1A2  
 ph: (613) 599-7259 (807) 472-8117  
 web: <http://www.cfab.ca> }

B. **Date of accreditation or certification**

The applicant's degree must have been awarded while the program was accredited or certified.

3. **Non-approved Educational Programs**

A. **Case-by-case consideration**

Applicants who have graduated from a forestry or forest technology program not in the United States or Canada, or from a non-approved forestry or forest technology program from an accredited institution in the United States or Canada, will be considered using the applicable approval standard from paragraph B below.

B. **Approval standards**

The Board hereby incorporates by reference the following approval standards:

*Accreditation Handbook / Standards, Procedures, and Guidelines for Accrediting Educational Programs in Professional Forestry, Urban Forestry, Natural Resources and Ecosystem Management, and In Forest Technology* (Society of American Foresters Accreditation Standards)

~~update 2021, Accreditation Procedures revised 2014 edition, revised December 1, 2013~~), available from:

~~Department of Science and Education  
Society of American Foresters  
5400 Grosvenor Lane 2121 K Street NW, Suite 315  
Bethesda, MD 20184 Washington, DC 20037  
ph: (301) 202-897-8720 ext. 123938-3910  
web: <http://www.safnet.org/forester.org>~~

~~*Standards, Procedures, and Guidelines for Accrediting Educational Programs in Forest Technology (Society of American Foresters, January 1, 2013, revised December 1, 2012)*~~, available from:

~~Department of Science and Education  
Society of American Foresters  
5400 Grosvenor Lane  
Bethesda, MD 20184  
ph: (301) 897-8720 ext. 123  
web: <http://www.safnet.org>~~

### 3. Variance Candidate: Supplemental Forestry Education

#### 1. Nature and amount

The applicant shall demonstrate 60 contact hours of supplemental forestry education during the four years preceding the date of application. Supplemental forestry education may consist of any of the following:

- |                                  |  |
|----------------------------------|--|
| <b>Category 1</b>                | Organized course work, technical sessions, seminars, courses or workshops, or activity in forestry or forestry-related subject matter. One contact hour per clock hour of instruction.   |
| <b>Category 2</b>                | Organized course work, seminars, workshops or technical sessions not specifically forestry related but of direct benefit to a forester, such as business, writing, real estate, etc. One contact hour per clock hour of instruction. |
| <b>Post-secondary Coursework</b> | Post-secondary coursework in forestry or natural resources at an accredited educational institution. Fourteen contact hours per academic credit hour awarded.  |

Supplemental forestry education contact hours may be earned throughout the world, including in-service courses within organizations. Contact hours reported pursuant to this chapter may also be used to fulfill continuing education requirements of licenses or certifications held by the applicant.

2. **Documentation**

The applicant shall submit a Supplemental Forestry Education Statement as part of the license application. The applicant shall submit with the application detailed documentation for each course, program, presentation or other activity listed on the statement.

Documentation may consist of proof of attendance accompanied by a program or course outline, or an appointment letter to a board or committee. In the case of post-secondary courses, documentation consists of a transcript issued by the educational institution.

4. **Variance Candidate: Work Experience**

1. **Nature and duration**

The applicant shall demonstrate four years of lawful work experience during the eight years preceding the date of application in the following four subject areas that constitute the profession of forestry. Each of the four subject areas must be represented in the applicant's work history.

- A. **Forest Biology** - including but not limited to tree growth, species identification, forest ecology, wildlife and fish ecology and habitat manipulation, tree disease and insect problems, silviculture, soils and water relationships, and fire ecology.
- B. **Forest Resources Measurement** - including but not limited to basic surveying, area determination, sample design and analysis, measurements of trees and forest products, and photo interpretation and mapping.
- C. **Forest Resource Management and Harvesting** - including but not limited to multiple-use principles, road design and construction, harvest layout, harvesting methods, environmental protection, marketing and utilization standards, stand analysis and prescriptions, forest and wildlife habitat management, recreation management, urban forestry, fire, insect and disease protection, and financial management.
- D. **Forest Resource Policy and Administration** - including but not limited to state environmental and forest practice laws, boundary and trespass laws, contract and sale administration, forest taxation, and forest economics.

2. **Documentation**

To document the four years of experience required by this chapter, the applicant shall provide:

- A. Such information as required on the application; and
- B. A letter of recommendation from the supervising forester (or similar supervisor) of each employer the applicant wishes the Board to consider in connection with the four years of work experience required by this chapter. The Board may accept other forms of recommendation in situations where the applicant, in the exercise of due diligence, is unable to procure a letter of recommendation from the supervising forester.

STATUTORY AUTHORITY: 32 MRSA §5506(1), (2), and 5514(2)

EFFECTIVE DATE:

January 1, 1991 – part of Chapter 5, "General Requirements for Licensure"

AMENDED:

February 9, 1991

May 23, 1994

May 12, 1996

EFFECTIVE DATE (ELECTRONIC CONVERSION):

October 23, 1996

AMENDED:

February 16, 2002 – as Chapter 40, "Educational Qualifications for Issuance of an Intern Forester License"

May 12, 2010 – filing 2010-182

REPEALED AND REPLACED:

April 1, 2015 – filing 2015-034, titled "Qualifications for Intern Forester License"

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