Monitoring natural resource education for professional accreditation

Pierre Zundel
Faculty of Forestry and Environmental Management, University of New Brunswick, Fredericton, Canada

Ted Needham
Faculty of Forestry and Environmental Management, University of New Brunswick, Fredericton, Canada

Follow this and additional works at: https://digitalcommons.usu.edu/nrei

Recommended Citation
Available at: https://digitalcommons.usu.edu/nrei/vol12/iss1/17

This Article is brought to you for free and open access by the Journals at DigitalCommons@USU. It has been accepted for inclusion in Natural Resources and Environmental Issues by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.
Monitoring Natural Resource Education for Professional Accreditation

Pierre Zundel$^1$ and Ted Needham$^2$

University accreditation is fundamentally an educational program quality monitoring and assurance process. The purpose of this paper is to examine forestry university accreditation as a means of monitoring quality. Accrediting natural resource educational programs is in a state of transition in North America and hence confusion and uncertainty. This analysis will enhance our understanding of accreditation so workable approaches can be developed that lead to continual improvement in the quality of natural resource education. We will analyse accreditation from four perspectives: 1) different theoretical approaches to system monitoring - i.e., Inputs vs Outputs vs Process monitoring; 2) accreditation within the context of an education design system, looking at: Student > Program > Outcomes; 3) reviewing the historical development of accreditation in the US and Canada, and; 4) comparing educational accreditation with forest certification approaches.

Faculty of Forestry and Environmental Management, University of New Brunswick, Fredericton, NB, Canada E3B 6C2, (506) 453-4934

$^1$ zundel@unb.ca

$^2$ needham@unb.ca