

# **ACCREDITATION HANDBOOK**

## **SWST Standards, Procedures and Guidelines for Accrediting Professional Educational Programs**

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## PREFACE

The Society of Wood Science and Technology (SWST) is a private, nonprofit, international professional society that is dedicated to advancing the knowledge base and profession of wood science and technology and related disciplines under the broad umbrella of renewable materials. SWST is chartered in the United States as a 501(c)(6) professional association that delivers a variety of services and benefits to its members and to society. SWST members include students, scientists, engineers, technologists, business persons and consultants from the public and private sectors around the world. Since its incorporation in 1961 the Society has sought to:

- Develop and maintain the unique body of knowledge distinctive to wood science, lignocellulosic materials, and related disciplines and their technologies
- Encourage the communication and use of this knowledge
- Promote policies and procedures which assure the wise use of wood and lignocellulosic materials
- Encourage high standards for professional performance of scientists and technologists trained in the accredited programs and acting as the professional organization for individuals who meet these standards
- Foster education programs at all levels of wood science, lignocellulosic materials, and related disciplines and their technologies and furthering the quality of such programs.
- Represent the profession in public policy development

Professional accreditation of baccalaureate educational programs has been a very important function of the Society since 1964. Through accreditation the Society seeks to improve the quality of professional education at the baccalaureate level and ensure that successful graduates entering the profession are highly qualified.

This Handbook is designed to be a reference for SWST accreditation standards and for procedures associated with the accreditation processes. It also provides guidelines for accredited programs to use in preparing necessary reports and other documentation.

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## SECTION 1: ACCREDITATION STANDARDS

The Society of Wood Science and Technology is responsible for evaluating the discipline's professional programs leading to a bachelor's-level professional degree. The objectives of these evaluations are (1) to improve the quality of professional education through the mechanism of self-assessment and external review; (2) to recognize global institutions that meet or exceed minimum requirements set by SWST; and (3) to promote and encourage the adoption of those elements of professional training deemed essential for practicing scientists and technologists working in the disciplines accredited under these standards.

Accreditation by SWST is based on an assessment of all elements of an education program that leads to a professional degree in renewable materials science programs at the bachelor's level\*. Such programs must have been offered for at least five years prior to seeking initial accreditation. Programs that qualify for review must embrace that body of knowledge applicable to renewable materials, including properties, characteristics, and the conversion to products useful to society and must have a focus area related to the broader aspects of materials science and technology. Accreditation assessment ensures that the environment, facilities, faculty, and infrastructure are in place and are sufficient for a program to produce competent professionals with a firm grasp of the tenets of materials science and technology and with a well rounded education.

Definitions: The term school, as used herein, refers to the parent unit (college, school, or department) of which the program is a part. The term school head refers to the administrative officer (dean, director, or department head) in charge of the school. The term program head refers to the administrative officer or faculty member in charge of the program being accredited. Institution refers to the school's parent institution, in most cases a university. Board refers to the SWST Executive Board.

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\* SWST recognizes that multiple terms may be used to describe a universal concept – or program name – that benefits our mission and help us reach out and develop consensus among our accredited programs and constituencies. Examples include but are not limited to: Wood Science and Technology, Forest Products, Lignocellulosic Materials, Renewable Materials, Sustainable Materials, Bio-based Materials, Renewable Products, Sustainable Products, Bio-based Products, and Lignocellulosic Products. For brevity's sake, the program seeking SWST accreditation will hereafter be referred to as the “SWST Program” or the “program” in this Accreditation Handbook.

## ***STANDARD I: Program mission, goals and objectives***

The SWST Program must have clearly defined and publicly stated mission, goals and objectives. The program must have in place:

1. A rationale and purpose for its existence and explanation of how program goals and objectives help achieve its mission.
2. Educational objectives that are detailed, published, and consistent with the mission of the institution and consistent with the SWST Accreditation Standards.
3. A process for establishing educational objectives that responds to the needs of program constituencies.
4. An evaluation process that: 1) measures performance based on the SWST Accreditation Standards, and 2) uses the results to improve the effectiveness of the program.

## ***STANDARD II: Curriculum and student competencies***

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.

The core of an SWST Accredited program must include fundamental understanding of renewable materials. Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. Candidate programs may broaden coverage to embrace other materials and may include properties of these materials in their basic materials science coursework.

The candidate program must include one or more areas of emphasis that stress applications of renewable materials as described below. The program must provide a rationale for each area of emphasis and demonstrate that students are provided the opportunity to achieve competence in each area.

### ***Preparatory and General Education***

#### ***A. Communication***

Communication skills are a critical competency for a professional. Programs must demonstrate how oral and written communication skills are reinforced throughout the curriculum.

Competency must be demonstrated in:

1. The ability to prepare, organize, and deliver effective oral presentations,
2. Proficiency in written composition, technical, and business writing
3. The ability to critically assess, integrate, and synthesize technical information, and to draw and communicate rational conclusions.

#### ***B. Science and Math***

Basic science and math must be included to ensure understanding and mastery of renewable materials sciences and many physical processes associated with renewable materials sciences and technology.

Competencies must be demonstrated in:

1. Physical Sciences (chemistry and physics)
2. Biological Sciences (cellular and plant biology)
3. Math, through calculus, and statistics including the use of appropriate software packages.

#### ***C. Arts, Humanities, and Social Sciences***

The professional curriculum must conform to the general education requirements of the institution.

## ***Basic Materials Sciences***

Competencies must be demonstrated in:

### **A. *Biology of Raw Materials***

1. Understanding the biological origin, anatomy, and structure of renewable materials appropriate to the program
2. The ability to identify commercial renewable materials using macroscopic and microscopic techniques.

### **B. *Physical Properties***

1. Understanding physical properties and characteristics, including moisture relations, thermal properties, and the influence of environmental factors on physical properties.
2. Understanding the relationships between material anatomy and chemistry and physical properties.
3. The ability to determine the physical properties of renewable materials using standardized test procedures

### **C. *Mechanical Properties***

1. Understanding elementary statics and strengths of materials as applied to renewable materials.
2. Understanding the elastic and strength properties of anisotropic, non-homogeneous materials.
3. Understanding the relationships between anatomical and chemical structure, physical properties, biological agents, and environmental factors on the mechanical properties
4. The ability to determine mechanical properties using standardized test procedures.

### **D. *Chemical Characteristics and Properties***

1. Understanding the composition, structure, and distribution in plant cell walls of the chemical constituents of renewable materials
2. Understanding how renewable materials respond to chemical treatments

## ***Applications of Basic Materials Science and Technology***

Beyond the fundamental knowledge of lignocellulosic materials outlined above, it is required that students develop a foundation of understanding in one or more focus or topic areas. While flexibility is encouraged, the areas of application should be well defined within the program and application-related options, should be readily available to both students and program evaluators. Further, within the topic areas, it is expected that students will be exposed to depth of knowledge beyond the introductory level and that programmatic outcomes and expectations will be well defined and measureable. The use of computer software appropriate to the specialization is expected. Topic areas can take the form of a major or a sub-discipline, such as an option, a minor, or a concentration area.

Topic areas include but are not restricted to the following:

### **Harvesting, Processing and Manufacturing of Renewable Materials**

Beginning at harvest, the processing of renewable materials into useful, value-added, products provides a solid foundation for all application areas and all programs are expected to provide competencies in this broad area.

### **Environmental impacts, assessment and sustainability**

This area includes life cycle analysis, impact assessment of non-renewable and renewable materials, forest and green building certification, worker and user safety assessment, governing standards and legal issues should be broadly addressed within this area.

### **Bioenergy and bioconversion**

The processing of renewable materials is energy intensive and an area where substantial efficiencies can be generated. Further, the delivery of energy from renewable materials is an area that demands an understanding of both processes and environmental impacts. Broad competencies in life cycle analysis, life cycle inventories and relevant government energy policies are expected.

### **Business and Entrepreneurship**

The fundamentals of business management, finance, marketing and entrepreneurship as they relate to renewable materials are encompassed by this area of application.

### **Growth and Management of Renewable Materials (e.g., Forestry/Forest Sciences)**

Understanding the growth and management of renewable materials to meet society's needs while maintaining or enhancing ecological and economic integrity and sustainability is vital. The broad expanse of renewable materials is covered under this suggested topic area which may be more narrowly focused under the specific program.

### **Sustainable building materials and construction methods and management**

A variety of materials made from renewable materials exist or are being developed for use in construction. This application area serves to develop an appreciation for the potential impact of materials choices, and their applications on the everyday lives of people, the economic structure of business and industry, and the potential health and environmental effect of the choices that are made.

### **Renewable Materials Science and Engineering**

This topic expands the subject matter of basic science and engineering and basic materials science as described above to provide the depth needed for students to pursue graduate studies in materials science and engineering or careers in research.

### **Pulp, paper and packaging sciences**

Pulp, paper and packaging studies provide education in the relevant processes, assessment and engineering topics that support the pulp, paper, and allied industries' operations sector.

## ***STANDARD III: Program administration and organization***

### **Administration**

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

### **Student Recruitment, Admission and Transfers**

There must be a clear, published procedure for evaluating and accepting students and for transferring credit to fulfill the professional educational requirements in the curriculum. Transfer courses and advanced placement courses must equal or exceed the content and standards of the accepting institution's courses.

## **Teaching Quality and Performance Evaluation**

The administration must demonstrate 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 students, faculty, and administration.

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

Institutional policies and processes for both short- and long-term planning of academic programs must detail 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 and, if so, the elements contributing to program success.

### **Distance Education**

Distance learning, such as that conveyed through off-campus programs, external degree programs, branch campuses, correspondence courses, and various programs using electronically-based instruction may be an integral component of the accredited professional degree program. A program must formulate clear and explicit goals for any distance learning component and demonstrate that they are consistent with the program's stated objectives. Further, the program must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all other SWST accreditation standards.

## ***STANDARD IV: Faculty***

The faculty must provide high quality instruction, must be empowered to keep the curriculum current and in concert with the program's educational goals and objectives, and must provide effective guidance for students. The program must demonstrate that it follows its institution's policies and guidelines in the recruitment and retention of faculty that reflects cultural, ethnic, and gender diversity. The program faculty must have authority and responsibility, within the institution's overall constraints, to establish the requirements for the degrees offered.

### **Academic and Professional Competency**

The collective faculty must have diverse backgrounds as evidenced by varied professional experiences and education relevant to the needs of the program, and must have terminal degrees from a variety of academic institutions. The program must show that a minimum of three faculty members (at assistant professor or higher level) who participate in the educational program for which accreditation is sought, have their primary academic responsibilities in the program and report to the responsible academic administrator. A faculty size of at least six is recommended. The faculty must have the competencies to cover all of the curricular areas of the program. When appropriate, part-time faculty members who are skilled and experienced in materials sciences may be appointed to complement the fulltime faculty.

### **Teaching Skills, Professional Development and Scholarly Activities**

Faculty competence in teaching must be demonstrated by expertise in their assigned areas of instruction; 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 continuing professional development and must be engaged in scholarly activities appropriate to their disciplines.

## ***STANDARD V: Students***

Programs must demonstrate a commitment to students through a well-planned effort to provide a broad range of academic and extracurricular programs and activities ranging from recruitment activities to job placement programs. Students should be expected to take initiative with learning about opportunities in the profession and to gain leadership experiences.

### **Recruitment and Retention**

The program must demonstrate that it seeks to recruit and retain motivated and academically qualified students who reflect cultural, ethnic, and gender diversity. The program must maintain sufficient numbers of students to ensure the academic rigor and vitality of course offerings.

### **Advising**

The program must demonstrate its commitment to effective 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 self-evaluation must assess the degree to which the parent institution provides resources needed to support the program being considered for accreditation. Opportunities must be provided for faculty development and continuing education.

### **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. These facilities should include offices for faculty, classrooms and seminar rooms, and laboratory space dedicated and equipped appropriately for instruction.

### **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 computers, specialized laboratories, field instruction, and other elements critical to the learning environment. The cost per student for a professional program accredited by SWST is comparable to that for engineering and is greater than the cost for many educational programs. Such differences should be recognized by the institution and reflected in funding levels.

### **Supporting Programs**

The parent institution must have strong, well-staffed departments in the physical, biological, and social sciences; communications; mathematics, and the humanities. In addition, the institution must provide strong support for any areas of professional emphasis associated with the program. Courses and support programs must be readily accessible to students. Maintaining accredited programs in professional fields is an indicator of institutional strength.

The parent institution must provide strong, well staffed, and accessible, student support programs. It must also provide adequate library facilities, holdings, electronic access to information, information technology and other services.

## SECTION 2: ACCREDITATION PROCEDURES

This section describes the procedures used by the Society to administer a program of accreditation and ensure that the goals for SWST accreditation are met. The Chair of the SWST Committee on Accreditation, the SWST Executive Director or the SWST Executive Board should be consulted if the described procedures require interpretation or do not cover a specific situation.

### *Eligibility, accreditation status period and withdrawal*

Eligibility: A renewable materials program or program focusing on materials from renewable resources may request review for initial accreditation by SWST when it has:

1. Operated an undergraduate program meeting SWST criteria for at least five years,
2. Produced graduates during the past three years,
3. Conducted a self-study that demonstrates that the program and its graduates meet the standards for accreditation.

A currently accredited program is presumed to be eligible for continued accreditation unless there has been a substantial change in the program since its last review. A substantive change is one that may significantly affect the quality or direction of a program. It includes, but is not limited to, major changes in factors such as objectives, faculty, curriculum, financial support, program administration, and student admissions or retention standards.

Upon payment of the appropriate fee prescribed by the Executive Board, the Committee on Accreditation will act upon the application for initial or continued accreditation. Administrators of the school and parent institution should be thoroughly familiar with the standards and procedures for accreditation and should consult with the Chair of the SWST Committee on Accreditation to verify readiness prior to making application.

Status: Accreditation of the program indicates that SWST standards for accreditation have been met or exceeded. An accredited program will have (1) undergone a period of intensive and comprehensive self-evaluation followed by an on-site assessment of its performance; (2) demonstrated that it operates at a satisfactory level of quality and that its educational programs are consistent with its stated objectives and those of SWST; and (3) demonstrated that sufficient resources exist to support existing and planned activities at a satisfactory level of quality and offered evidence that there will continue to be adequate resources; and (4) committed itself to program improvement, periodic self-evaluation, and continuing compliance with SWST standards.

Period: Accreditation is normally granted for a specific period of time, normally 10 calendar years. This period may vary among institutions, and among curricula within a program because of circumstances or program changes taking place or being contemplated. Initial accreditation may be granted for a shorter period or with an interim reporting requirement. Accreditation expires in December unless otherwise specified by the Executive Board.

Once a curriculum is accredited, it is subject to annual review as determined by the Committee on Accreditation or the Executive Board. All programs must submit an Annual Report after approval of

continued accredited status. An Interim Report may be required at other intervals. Continued accreditation requires comprehensive self-evaluation and on-site review at least every 10 years.

Continued accreditation is contingent upon on-going compliance with SWST Accreditation Standards. Programs are required to file Substantive Program Change reports when circumstances warrant.

Withdrawal: Programs may withdraw voluntarily from any status of accreditation at any time upon request from the chief administrative/academic officer.

Postponement of an on-site review. Occasionally, circumstances will warrant a delay in the initial or periodic on-site program 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 Chair of the Committee on Accreditation in consultation with the Executive Director. Postponement will not exceed one year without approval of the Executive Board.

## ***Accreditation process***

### **Application**

Two approaches to the accreditation process are permitted. First, the institution seeking accreditation may petition the Executive Director of SWST and request a stand-alone accreditation. The second approach is to request a joint accreditation visit with an accreditation team from the Society of American Foresters.

#### **Stand-alone accreditation visit**

The process for initial accreditation and continued accreditation are the same and involve the following:

1. The submission of a letter of application from the institution's chief academic administrative officer to the Executive Director of SWST,
2. The submission of a program self-evaluation report prepared in accordance with these guidelines
3. Payment of required fees to SWST
4. Schedule and conduct on-site review by a SWST visiting team during the academic year;
5. The review of the self-evaluation report, visiting team report, and other appropriate materials by the SWST Committee on Accreditation with recommendations to the Executive Board, and
6. Publish the final accreditation decision by the SWST Executive Board

#### **Joint SWST/SAF accreditation visit**

The process for initial accreditation and continued accreditation are the same and involve the following:

1. The submission of a letter of application from the institution's chief academic administrative officer to the Executive Director of SWST,
2. The submission of a request to the Science and Technology Director of the Society of American Foresters for a joint SWST/SAF evaluation (unless the initial evaluation is to be done independently),
3. The submission of a program self-evaluation report prepared in accordance with these guidelines

4. Payment of required fees to SWST and SAF
5. On-site review by an SWST/SAF visiting team during the academic year;
6. The review of the self-evaluation report, visiting team report, and other appropriate materials by the SWST Committee on Accreditation with recommendations to the Executive Board, and
7. Publish the final accreditation decision by the SWST Executive Board

For currently accredited programs requesting re-accreditation, the Executive Director, on behalf of the committee will notify the institution's chief administrative officer by May 30 of the calendar year prior to that in which the accreditation is due to expire. The letter will advise the officer of the pending expiration, ask whether continued accreditation of the SWST program is desired. A copy of the current standards and procedures will be included, and a copy of the notification letter will be sent to the head of the SWST program. The institution does not need to wait for notification and may request an SWST review prior to notification.

Institutional Response: The institution's chief administrative/academic officer must write the SWST Executive Director by June 1 of the year prior to the calendar year of expiration, and formally request an accreditation review during the academic year prior to expiration of current accreditation status. SWST will conduct an accreditation review only at the request of the chief administrative/academic officer. The appropriate application fee must accompany the letter.

#### Procedural Summary of Stand-alone Accreditation Visits

1. After the receipt of an Accreditation request and other pertinent documents as identified above, SWST will name at least three members to the visiting team.
2. The SWST visiting team will review the submitted self study report and coordinate the timing of the accreditation visit.
3. The visiting team will perform an on-site visit as described below. At the completion of the visit, a draft report will be prepared while the team is at the site. Prior to leaving the site, the team will meet with program leadership and others, as appropriate to discuss the preliminary concerns, if appropriate, and observations related to the institution and program.
4. Timelines for draft and final report submission are below. The Chair of the Committee on Accreditation will forward the Committee's recommendation to the SWST Executive Board for final review and approval of the recommendation.
5. The final decision of the SWST Executive Board will be sent to the institution requesting accreditation by the Executive Director.
6. The host institution will be responsible for fees and expenses of the respective societies. The Executive Director will submit to the institution a single invoice for fees and expenses incurred in the conduct of the on-site review.

#### Procedural Summary of Joint Accreditation Visits: Coordination with SAF

The Society of Wood Science and Technology and the Society of American Foresters (SAF) have a mutual agreement for joint review of professional education programs. This agreement facilitates the mechanics of the review process for the convenience of those educational institutions that are accredited by both societies. Consequently, some procedures, especially relating to the self-study report and site visit are very similar. Hence, the current *SAF Guidelines for Accreditation Procedures* may be used as a reference for requirements in those areas. Each society, however, maintains independent standards and approval processes, executive oversight and fee structure.

1. SAF will serve as the coordinating agency and SWST as the cooperating agency for all joint on-site visits. Under this procedure, SAF will appoint the chairperson of the visiting team in consultation with SWST and the school head, provide liaison between the team and the institution preparatory to the visit, and coordinate the preparation of the self-evaluation report, on-site program review, and visiting team report. SWST will name at least three members to the visiting team.
2. A common self-evaluation report should be used for the joint review unless circumstances, such as program size and complexity, make separate reports more practical. Some of the SWST standards parallel those of SAF while others are specific to the professional requirements of the SWST as identified in Standard II. Thus, some of the information in the self-evaluation report will be germane to both societies. Other information will be program specific.
3. A single visiting team report will be prepared under the supervision of the visiting team chairperson. Sections of the report that deal with the various standards may, as deemed necessary by a representative of either society, address specific concerns of SAF or SWST and be prepared separately.
4. Each society will independently evaluate the visiting team report and other items relating to the accreditation process and make its own accreditation decision. Action taken by one society regarding accreditation will be communicated to the other.
5. The host institution will be responsible for fees and expenses of the respective societies. SAF will submit to the institution a single invoice for joint fees and expenses incurred in the conduct of the on-site review. SAF will reimburse SWST or the SWST team members as appropriate. SAF may charge the institution a coordinating fee for the SWST review.

## **Detailed Procedures for Accreditation**

### **Self-Evaluation**

An essential first step in the accrediting process is a comprehensive self-evaluation by the program. This may or may not be done independently of any SAF-accredited program evaluations, but should involve the school, and preferably the institution in the process. The goals of the self-evaluation are to demonstrate compliance with the SWST Accreditation Standards, and to provide a basis for program planning and improvement. A self-evaluation report documents the work of this effort. Guidelines for this report are found in Part 3 of the *SWST Accreditation Handbook*. The *SAF Guidelines for the Self-Evaluation Report* is a supplemental reference which is appropriate for joint accreditation visits.

A self-evaluation is valuable only if it is candid, realistic, and comprehensive. Success in accreditation review depends on the ability of a program to collectively assess its strengths and opportunities for improvement. The self-evaluation report is considered the property of the institution and SWST and SAF will not release its contents unless authorized, in writing, to do so.

### **On-site Visits**

The on-site visit of the review team is the second stage in the accreditation process. SWST policy is to employ visiting teams principally as fact-finding and analytical bodies. Their function is to validate the self-evaluation report and evaluate adherence to accreditation standards. The visiting team makes an analysis, for the use of both the institution and the Committee on Accreditation, of a program's strengths, opportunities for improvement, quality of performance, effectiveness, and of the adequacy of its resources

for maintaining and improving performance, in the context of the SWST Accreditation Standards. The team does not make decisions regarding the accreditation status of a program.

The reports and opinions of the visiting review teams are heavily weighted by the Committee on Accreditation in the evaluation process, but the Committee is solely responsible for making final recommendations to the Board on accreditation actions. The Committee may substitute its judgment for that of the visiting team when the Committee feels the evidence fails to substantiate the team's findings or when additional facts have come to light since the on-site visit.

The visiting team will evaluate the program for conformance to the Accreditation Standards within the context of its mission, goals, and objectives. The visiting team will meet with administrators, faculty, and students, visit facilities, and review records and documents as necessary to accomplish its objectives. The visiting team's independent insights, based on careful reading of the program's self-evaluation and the brief but intensive on-site review, should:

1. Confirm and validate the conclusions of the self-evaluation;
2. Identify any areas in which the program is in questionable compliance with the Accreditation Standards;
3. Confirm 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 programs along the guidelines suggested by the Standards. Team members should be open to more in-depth discussion of opportunities with program administrators once the on-site review is completed.

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.

*Special note regarding the gifts to team members:*

*Any gifts provided to the accreditation team should be diminutive in size and must be reported by the team members to the SWST Board of Directors in the Committee report.*

## **Responsibilities of the Program Leader**

The program leader plays a very important role in the success of the site visit. This role may be shared with the SAF-accredited forestry program leader or other designated institutional representative when either a stand-alone or joint visit is requested, if appropriate. His or her responsibilities are to:

1. Be thoroughly familiar with the SWST 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 SWST.
4. Mail copies of the self-evaluation report and supporting documentation directly to the visiting team members the SWST Executive Director, and the Chair of the SWST Committee on Accreditation at least 30 days in advance of the visit.
5. Make arrangements for lodging and on-site transportation for the visiting team well in advance of the visit.
7. 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.
8. 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.
  9. Be actively engaged in ensuring that the visiting team has access to all necessary information, and provide final written comment on the visiting team's report.
  10. 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**

The visiting team members will be selected in accordance with nondiscriminatory practices. Persons shall be selected on the basis of their interest, experience, availability to serve and training. Of primary importance will be their ability to develop and articulate objective opinions and judgments free of self-interest and professional bias. The nomination of qualified persons by individuals and organizations is encouraged at all times

The SWST visiting team will consist of at least three SWST members, one of whom is a member of the Committee on Accreditation. Each must reside outside the school's home state. One of the SWST members must be an educator or administrator with familiarity of SWST program and the curricula of the programs. The second team member may come from either the academic or nonacademic sector. No team member may hold an advanced degree from the institution being reviewed. No team member should have even the appearance of a conflict of interest.

The Chair of the SWST Committee on Accreditation will select a visiting team following consultation with the program head, who may challenge for cause the appointment of specific team members. For joint visits with SAF, the formal appointment of all members of the SAF/SWST visiting team will be coordinated through the SAF Director of Science and Education.

The administrator of the institution being reviewed may request a team consisting of more than three SWST members and may 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 the Chair of the SWST Committee on Accreditation. The institution will be responsible for all team member expenses.

### **Stand-alone visits: Responsibilities of SWST Lead Member**

The lead member, in consultation with other team members, will organize team logistics, finalize the agenda with the program head or designate and conduct the visit in accordance with the SWST instructions for visiting team members.

Under the direction of the Chair, the team will normally draft a preliminary report before leaving the campus and conduct exit interviews with appropriate institution officials to verify its findings. Elements of the report that specifically address the program will be written separately.

Within two weeks of the visit, the Team Chair will circulate an edited draft of the visiting team report to the team members and others for comment. Within 45 days of the visit, the Lead Member will transmit the final report to the chief administrative officer of the institution with copies to the school head, other institution officials, team members, and the chairpersons of the SWST Committee on Accreditation.

The visiting team report is considered the property of SWST. SWST will not publicly release its contents. However, SWST reserves the right to release the document in its entirety in the event that the institution releases only portions.

### **Joint Visits: Responsibilities of the Visiting Team Chairperson and SWST Lead Member**

The Team Chair will be appointed by SAF to organize the team, finalize the agenda with the school head, and conduct the visit in accordance with the SAF and SWST instructions for visiting team members. (See SAF Handbook for Visiting Team Members) One of the SWST team members will be identified as the SWST Lead for the purposes of facilitating that coordination and to ensure that the SWST component of the review is thorough and complete. This Lead member will normally have experience with conducting similar on-site reviews.

Under the direction of the Chair, the team will normally draft a preliminary report before leaving the campus and conduct exit interviews with appropriate institution officials to verify its findings. Elements of the report that specifically address the program will be written separately.

Within two weeks of the visit, the Team Chair will circulate an edited draft of the visiting team report to the team members and others for comment. The SWST Lead member is responsible for ensuring that the SWST portion of the report is complete. Within 45 days of the visit, the Team Chair will transmit the final report to the chief administrative officer of the institution with copies to the school head, other institution officials, team members, and the chairpersons of the SWST and the SAF Committees on Accreditation.

The visiting team report is considered the property of SAF and SWST. SAF/SWST will not publicly release its contents. However, SAF and SWST reserve the right to release the document in its entirety in the event that the institution releases only portions.

### **Time Lines**

Accreditation is granted on a calendar year basis, so most actions are timed to ensure that a final decision is reached and communicated by the end of a calendar year. Normally, programs should apply for initial or continued accreditation by June for an on-site evaluation during the following academic year.

The Committee on Accreditation typically meets at the annual SWST meeting to consider reports from the previous year. Applicants should plan accordingly and consult with the Chair of the Committee on Accreditation. Annual Reports are typically due by February 1, but the Committee on Accreditation or the Executive Board may set a different schedule.

### **Fees and Charges**

The Executive Board will annually establish a schedule of fees and charges associated with SWST accreditation. Applicant programs will be responsible for all expenses associated with preparing and distributing self-evaluation and other reports, as well as for all site-visit related expenses. For joint visits, SAF may charge a fee associated with the joint SWST/SAF on-site visit.

## ***Evaluation and decision-making***

### **Actions by the Committee on Accreditation**

The Committee on Accreditation will normally meet in executive session during the SWST annual meeting in June at which time the committee reviews accreditation activities and makes final recommendations to the Board. Some committee activities, including developing recommendations to the Executive Board, may be done by mail, teleconference, or electronically depending on time and other constraints.

For accreditation actions that will be considered at the annual meeting, the Chair of the Committee on Accreditation will send the Committee members copies of all pertinent reports and documentation for their review. The Committee should be prepared to discuss recommendations to the Board. The candidate program head and one member of the visiting team may be asked to meet with the committee at the annual meeting if that is feasible.

Occasionally one or more members of the Committee on Accreditation will be members of the program under review. In that case they are not eligible to be involved in the Committee's discussion and decision on the specific matter for which there is conflict. The Committee may recommend, but is not limited to, denial, approval, continuation, probation, or termination of accreditation. The Committee will recommend the expiration date of the action when appropriate, specify the curriculum involved, and may include recommended conditions or requests for additional information, progress reports, and limited on-site visits. All recommendations must be carried by a two-thirds majority vote of all eligible members of the Committee.

Probation may be recommended when, in the opinion of the Committee, the program has deviated significantly from the accreditation standards and policies, or failed to respond satisfactorily to Committee requests. A request to show cause may be recommended when the program has not responded satisfactorily to conditions imposed upon it or when it is in substantial noncompliance with SWST accreditation standards and policies. In either case, the Committee's recommendations will include a specified time and conditions necessary for a response from the institution.

The chairperson of the Committee on Accreditation will present the Committee's recommendations orally or in writing to the Board, normally at one of its regularly scheduled meetings.

### ***Actions by the executive board***

The SWST Executive Board will meet in executive session to receive, discuss and act on the Committee's recommendations. The Board may accept the recommendations, reject them, or remand them to the Committee for further action. Once the Board has made a decision on an accreditation action, the SWST president will notify the institution, school, and public of the decision as follows:

1. Verbal notification of the program leader and /or school head at the earliest opportunity.
2. Formal letter to the institution's chief administrative officer outlining the conditions associated with the action and other pertinent information. Copies of the letter will be sent to the school head, the program leader, the Committee on Accreditation, and the visiting team.
3. Publication of the general action, the period, and the curricula affected in the next issue of *Wood and Fiber Science* or the SWST Newsletter, and on the Society web site. Public notice of denial or termination of accreditation will be delayed pending an opportunity for the institution to

appeal. Probationary or show-cause conditions related to the general action of continuation will not normally be publicized. A program that has its accreditation status denied or terminated may appeal the decision.

### ***Reference to Accredited Status in Institution Publications***

Institutions having accredited professional programs may use the following statement or similar wording if they wish to describe their status publicly: "The professional program offered at [name of institution] is accredited by the Society of Wood Science and Technology (SWST). This status indicates that the program has undergone a comprehensive self-examination, completed an on-site assessment of its resources and performance, and has been found to meet SWST standards for accreditation. The following curricula are specifically approved by SWST as meeting the criteria for an approved program."

### ***Annual Reports***

All programs accredited by SWST are required to submit an annual report to maintain accreditation by the Society. A template for this report is in the Appendix. This report is used to identify important changes and accomplishments that have occurred in the program during the past year. It is also used to identify the need for the program to submit a substantive change report. The Executive Director or the Chair of the Committee on Accreditation will notify each accredited program of the annual reporting requirement by January 1 of each year. Annual reports must be submitted to the Executive Director by February 1. Failure to submit an annual report, or to knowingly make false statements, may result in the program being placed on probation.

### ***Progress or Substantive Change Reports***

An accredited program may be requested to submit progress reports to the Committee on Accreditation to show actions taken toward correcting deficiencies or in response to Board requests. The Chair of the Committee on Accreditation will inform the school head of the format and the due date of the progress report well in advance.

It is the responsibility of the institution or school head to report substantive changes in the program to the Committee on Accreditation. A substantive change is one that may significantly affect the quality or direction of a program. It includes, but is not limited to, major changes in factors such as objectives, faculty, curriculum, financial support, program administration, and student admissions or retention standards. Preparation of the report must follow the guidelines in Part 3 and reference the appropriate standard.

The Committee will review these reports at its annual meeting or as necessary. If it appears that the change is significant, the Committee may request additional information or it may recommend to the Board that an on-site visit or other appropriate action be scheduled. Failure to report a substantive change may result in probation.

## ***Appeal of accreditation decisions***

An institution may appeal any Board decision for denial or termination of accreditation. Grounds for appeal are limited to allegations that the Board has made an erroneous decision by (1) failing to adhere to its own standards; (2) failing to follow its stated procedures; or (3) failing to consider 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 the initial negative decision until the institution has been offered an opportunity to appeal and the Board has taken final action on the appeal.

The appeal of the Board's decision must come from the chief administrative officer of the institution, must be in writing to the president of SWST, must specify the grounds for the appeal and must request a hearing. This request for a hearing must be made within 30 days of the date of the SWST formal letter giving notice of the negative decision.

The institution then has 90 days to submit detailed documentation supporting its allegations and its request. This documentation will be made a part of the record. It should clearly identify the issues and contain sufficient detail and information to support the allegations.

The hearing will be before the Board at its first regularly scheduled meeting occurring 45 days or more after receipt of the detailed documentation. The institution will be given at least 30 days notice of the time and place. The hearing will be conducted in accordance with due process. The institution's representatives may present oral testimony. The institution's chief administrative officer may request, when submitting the documentation, that the Chair of the Committee on Accreditation be available to answer questions regarding the committee's findings and recommendations. The Society and the institution will be responsible for their own expenses.

In addition to considering the documentation and testimony introduced by the institution at the hearing, the Board will consider the institution's self-evaluation report, the visiting team's report, and other material upon which the Committee based its recommendations. The Board will issue a written statement of its decision on the appeal, including the facts and reasons that are the basis for its decision, within 45 days after the hearing.

## ***Procedures for responding to complaints against accredited programs***

SWST is concerned with accredited program accountability, program integrity, and program performance consistent with Society standards. It should not and cannot intervene in internal procedures of institutions or act as a regulatory body, but it will respond to documented complaints. The Society's review of complaints is based upon the standards used for accreditation.

A complaint to the Society about an accredited program must (1) be signed, in writing and addressed to the Committee on Accreditation (2) clearly identify the individual, group, or legal entity making the complaint; and (3) indicate substantial changes affecting program quality or evidence of practices that violate Society accreditation standards or policies. A complaint should contain relevant and provable facts and, when possible, should refer to written materials or individuals that can be consulted for corroboration. A complaint should also demonstrate that when reasonably possible, a serious effort has been made to resolve the matter at issue and that all review procedures provided within the institution and the program have been exhausted.

The Chair of the Committee on Accreditation, in consultation with the SWST president, will review the complaint. If it appears to be outside the scope of the Society's policies and jurisdiction, the complainant will be so informed. If the complaint appears to be within the scope of the Society's policies and jurisdiction, the complainant will be notified that the complaint is being forwarded to the institution for response.

The chief administrative officer of the institution named in the complaint will be requested to respond and to advise the Committee about action being taken to resolve the issue. The reply from the institution will be responsive and written in such a manner that it can be forwarded to the complainant. If no reply is received from the institution within a reasonable time, a second request will be sent.

The Committee will review the response from the institution and determine whether the matter should be closed or referred to the Board with a recommendation for further action. If no response is received from the institution, the Committee should make a recommendation to the Board for further action that may include a request to show why accreditation should not be terminated.

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

## **SECTION 3: GUIDELINES FOR SELF-EVALUATION AND ANNUAL REPORTS**

### ***Self-evaluation report***

#### **Introduction and Suggestions**

This section suggests guidelines for presenting self-evaluation information required by the SWST Committee on Accreditation (COA) and the visiting team for each program seeking accreditation status or reaccreditation. It is prepared for initial or continued (10 yr) accreditation evaluations. Because SWST and SAF normally conduct joint evaluations, the SWST Guidelines are designed to parallel those of SAF to ensure efficient commonality with many sections. The areas where the needs of SWST dictate different information are noted. SWST requests that the self-evaluation report follow the recommended outline, but the guidelines are not intended to limit the scope of comments about the program, or impede the institution from adding additional material that will clarify and strengthen their application.

The institution may choose to integrate the SWST-related material with that for the SAF review, or publish separate reports.

Continuous self-study and self-evaluation are the essential first steps in the accrediting process. The goal of the self-evaluation is to demonstrate compliance with SWST Accreditation Standards, but self-evaluation should also determine accountability and be 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 SWST review, and anticipated future program directions and changes.

Suggestions for the process of preparing the self-evaluation report are found in the SAF Guidelines and may be used for either joint or stand-alone visits to the extent possible. It is desirable to separate the main body of the report from clearly defined appendices that contain necessary supportive data, summaries in graphic and tabular form, and other materials documenting the main body summaries. Five copies of the completed report, all appendices and other supporting materials should be sent to the Executive Director of SWST no later than 30 days prior to any planned visitation.

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

#### **Required Information**

Use the following outline in conjunction with the SWST Accreditation Standards (Part 1) to determine appropriate information to include in your self-evaluation report. This outline suggests the type of response required to satisfy each Standard. It should not be used to restrict a program's description of how compliance with a Standard is achieved. Some data are required in specific format. See the Appendix for required documents.

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

1. It is essential to clearly state 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.
2. Document the process for periodic self-evaluation and revision of the program's mission, goals, and objectives, including the role of program constituents.
3. Document the evaluation process that is used to measure performance and improve program effectiveness.

## STANDARD II: CURRICULUM

1. Complete Document A-1 and complete A-2 if needed. Follow the format as presented. For **Document A-1: Summary of Required General Education Courses**): Specify each curriculum, major, or option for which accreditation is sought. For each candidate 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) Writing competency, and (d) Art, Humanities and Social Sciences. Use **Document A-2: Summary of General Education Restricted Electives** to list general education restricted electives, if any, and the required elective credit hour totals for curriculum. See also Section 1 - Standard II: Curriculum, for specific descriptions of the general education components.
2. Complete **Document B-1: Summary of SWST Program Required Courses** for each candidate curriculum, major or option for which accreditation is sought. Follow the format as presented. Specify the candidate curriculum, major, or option for which accreditation is sought. Show the courses where the required competencies in Basic Materials Sciences and Applications of Basic Materials Sciences, are achieved. List each required course indicating approximate number of credit hours devoted to each of the categories of required competency described in Section I. Total credit hours for each course may be prorated across multiple competencies, where appropriate. Indicate courses where significant competencies are developed in lab work, communications, computer software skills, ethics and writing competency See also Section 1 - Standard II: Curriculum, for specific descriptions of each of the required competencies.
3. Complete **Document B-2: Summary of SWST Program Restricted Elective Courses** for each candidate curriculum, major or option for which accreditation is sought. Follow the format as presented. Specify the candidate curriculum, major, or option for which accreditation is sought. Show the courses required for each topic area in Basic Materials Sciences and Applications of Materials Sciences listing each required course and the approximate number of credit hours devoted to each topic area. Indicate courses where significant competencies are developed in lab work, communications, computer software skills, ethics and writing competency. See also Section 1 - Standard II: Curriculum, for specific descriptions of each of topic areas.
4. Document how oral and written communication skills and computer literacy are reinforced throughout the curriculum.

5. Document how each of the required professional competencies is accomplished in the candidate curriculum. Follow the outline given in Section I - Standard II: Curriculum, for specific descriptions of each of the required competencies.
6. Document the educational and programmatic rationale for each topic area included under Applications of Biomaterial Sciences and Technology. Document the specific sequences available to students and how the courses in those designed sequences are selected to complement the basic materials science curriculum. Show examples of how that has been achieved with recent graduates. Indicate courses where significant competencies are developed in lab work, communications, computer software skills, ethics and writing competency. See also Section 1 - Standard II: Curriculum, for specific descriptions of each of the required competencies.
7. Document how adequate lab instruction, field activity, computer software skills and work experience are provided to ensure that graduates have the opportunity to be competent professionals.
8. Document how the curriculum fosters analytical and critical reasoning skills, including systematic problem solving and decision-making for individuals and in a team environment.
9. Document that the curriculum provides a variety of educational experiences including lectures, discussion, seminars, computer applications, and individual and group projects in laboratories, and manufacturing field experiences, enabling students to apply science and technology to practical problems.
10. 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.
11. Describe how faculty research enriches the curriculum and opportunities available to students to participate in research activities.
12. Discuss where and how professional ethics are incorporated into the professional curriculum and reinforced by faculty.
13. Attach syllabi for all courses listed in Documents B-1 and B-2 as an appendix. Syllabi should be prepared using the same format and must include the expected learning outcomes for the course.

### 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 level. Document that transfer courses or advance placement courses 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 and competencies 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, etc.
- 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, performance in various competency testing, postgraduate course work.

## STANDARD IV: FACULTY

1. Complete Documents C and D; follow the format as presented

Use *Document C: Summary of Academic Background and Responsibilities for Faculty Currently Teaching SWST Program Courses*, to show that the faculty have a diversity of backgrounds as evidenced by varied professional experiences and education relevant to the program from a variety of academic institutions.

Use the second table in *Document C* to show the budgeted time allocations 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 are available. Do not list emeritus faculty unless actively teaching. Document D must show that a minimum of three full-time equivalent (FTE) faculty members who participate in the program have their primary academic responsibilities in the program and report to the responsible academic head.

2. Attach a CV for each faculty member teaching within the SWST Program in an appendix that includes the following information:
  - Name
  - Academic Rank, specialization, appointment basis
  - Education
  - Professional experience
  - Dates of appointment and promotions at present institution
  - Publications during the last 5 years
  - Off-campus consulting, or other professional activities, special honors, recognition, during the last 5 years
  - Memberships and offices held in professional organizations
  - Grants and contracts during the last 5 years
3. Document how faculty are evaluated periodically by students, peers and administration to ensure high quality instruction, advising, research, and service. Include participation in professional development and scholarly activities appropriate to their disciplines.

## STANDARD V: STUDENTS

1. Complete *Document D: Graduate Employment Summary*. Summarize the employment record for graduates of each candidate curriculum.
2. Document the methods used by the program to recruit and retain motivated and academically qualified students who reflect cultural, ethnic, and gender diversity, and that institutional policies and guidelines are followed. Complete *Document E: 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. Show the number of graduates from each candidate curriculum for the last three years.
3. Document the program's commitment to quality student advising and other retention activities. Document that experienced advisors are readily available to students 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 such as computers, specialized laboratories and teaching equipment, and field instruction, and (3) enable the program to actively recruit and retain a diverse pool of high quality students.
2. Compare support for the program, including faculty salaries by academic rank, to other academic units in the school and 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 that budget has changed in the last three years in terms of salaries, equipment, supplies, and travel and its relationship to the overall institutional and school budgets. To the extent data for other programs are available, regional or national comparisons are also encouraged.
3. Document that program 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-core courses and support programs are readily accessible to students.
5. Document major strengths and weaknesses of the parent institution, school 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 school or unit housing the program, provides a physical environment that is safe, healthful, and conducive to learning.

### ***Annual report***

See the template for ***Annual Accredited Program Report*** in Document F (Appendix)

## APPENDIX

# Required Documents

1. **SWST Accreditation Document A-1:** Summary of Required General Education Courses
2. **SWST Accreditation Document A-2:** Summary of General Education Restricted Electives
3. **SWST Accreditation Document B-1:** Summary of SWST Program Required Courses
4. **SWST Accreditation Document B-2:** Summary of SWST Program Restricted Elective Courses
5. **SWST Document C:** Summary of Academic Background and Responsibilities for Faculty Currently Teaching SWST Program Courses
6. **SWST Document D:** Graduate Employment Summary
7. **SWST Document E:** Student Data
8. **SWST Document F:** Annual Accredited Program Report

**SWST Accreditation Document A-1  
Summary of Required General Education Courses**

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

<b>Required Courses: Number and Title</b>	<b>Total Credit Hours</b>			
	<b>Communications</b>	<b>Science and Mathematics</b>	<b>Writing Intensive</b>	<b>Art, Humanities, &amp; Social Sciences</b>
<b>Total Credit Hours</b>				

**SWST Accreditation Document A-2**  
**Summary of Required General Education Restricted Electives**

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

<b>Required Courses: Number and Title</b>	<b>Total Credit Hours</b>			
	<b>Communications</b>	<b>Science and Mathematics</b>	<b>Writing Intensive</b>	<b>Art, Humanities, &amp; Social Sciences</b>
<b>Total Credit Hours</b>				

**SWST Accreditation Document B-1:  
Summary of SWST Program Required Courses**

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

Required Courses or Restricted Electives  Number & Title	Credit Hours of Courses Where SWST Competencies in Basic Materials Sciences are achieved:					Lab or Field Work	Course Contains Significant Content in <i>(check all that apply):</i>			Total Credit Hours
	Biology of Raw Materials	Physical Properties	Mechanical Properties	Chemical properties	Applications of Materials Science		Computer Software skills	Ethics	Oral and/or Written Composition	
<b>Total Required Credit Hours</b>										

**SWST Accreditation Document B-2:  
Summary of SWST Program Restricted Electives**

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

Required Courses or Restricted Electives  Number & Title	Credit Hours of Courses Where SWST Competencies in Basic Materials Sciences are achieved:					Course Contains Significant Content in <i>(check all that apply):</i>					Total Credit Hours
	Biology of Raw Materials	Physical Properties	Mechanical Properties	Chemical properties	Applications of Materials Science	Lab or Field Work	Computer software skills	Ethics	Oral and/or Written Composition	Other (specify)	
<b>Total Required Credit Hours</b>											

**SWST Document C: Summary of Academic Background and Responsibilities of Faculty  
Currently Teaching SWST Program Courses**

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

Faculty Member	Academic Rank or Title	Field of Specialization <sup>1</sup>	Highest Degree Held/Degree Year/Institution	Experience (years)		
				Current Institution	Other Institution	Non-academic

1. Please note departmental affiliation for all faculty not reporting to the SWST Program head.

Faculty Member	Budgeted Time Allocation (%)				All Courses Taught					
	Teaching	Research	Service	Other	Title and Course #	Required	Credit Hours	Average Enrollment		# of Advisees
								Undergrad	Graduate	

## SWST Document D: Graduate Employment Summary

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

Post Graduation Status	Number of Graduates over Past Five Years										
	Yr:		Yr:		Yr:		Yr:		Yr:		Total Graduates
	#	%	#	%	#	%	#	%	#	%	
<b>Employed: In the discipline</b>											
<b>Other</b>											
<b>Graduate Study:</b>											
<b>Unemployed:</b>											
<b>Unknown:</b>											
<b>Total Number and Percentage of Graduates</b>											

## SWST Document E: Student Data Summary

**Institution Name:**

**Official Degree Program Title:**

**Official Option Title:**

Students Enrolled	Freshman		Sophomore		Junior		Senior		Total Graduates	
	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 American	Asian	Caucasian	Hispanic	Native American	Other
Current Enrollment						
Last Year						
Two Years Ago						
Three Years Ago						

**SWST Document F: SOCIETY OF WOOD SCIENCE AND TECHNOLOGY ANNUAL  
ACCREDITED PROGRAM REPORT**

**Date:**

**Name of Institution:**

**Contact Person (Name, Phone, Email):**

1. Please attach a brief (one page or less) bullet summary of important changes/accomplishments that have occurred in the subject program during the past year.

**Please complete the checklist below:**

2. Has there been a change in the objectives of this program?  
 NO                       YES see attached for explanation\* and new objectives
3. Has there been a change in the faculty since the last onsite review such that there is a difficulty in meeting the Standard(s)?  
 NO                       YES see attached explanation\*
4. Has there been a change in the curriculum such that there is a difficulty in meeting the Standard(s)?  
 NO                       YES see attached explanation\*
5. Has there been a change in financial support such that there is a difficulty in meeting the Standard(s)?  
 NO                       YES see attached explanation\*
6. Has there been a change in the administration of the program such that there is a difficulty in meeting the Standard(s)?  
 NO                       YES see attached explanation\*
7. Have the standards for student admissions and/or retention changed such that there is a difficulty in meeting the Standard(s)?  
 NO                       YES see attached explanation\*
8. We will be supplying a substantive change report.  
 NO                       YES

*\*The attached explanation for any specific "yes" answer should be one-page (300 words) or less.*

NOTE: This annual checklist is submitted to the Executive Director of SWST for use by the Committee on Accreditation (COA). If the COA requests a Substantive Change Report, the report must follow the Guidelines in

