

**Standards Development Supporting Analytic Excellence:  
Certification and Accreditation Models**



# Standards Development Supporting Analytic Excellence: Certification and Accreditation Models

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9th Annual International Colloquium on Intelligence  
Notre Dame College  
July 9-12, 2007  
*Teaching Intelligence: Setting Standards*

## PRESENTATION NOTES AND REFERENCES:

Good Afternoon!

My name is Kathrine Graham, and it is my privilege to present this informational session on standards development as it relates to programmatic certification and accreditation models.


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Certification and Accreditation Models*




# Security

The contents illustrated, and ensuing discussion in this presentation, are

## UNCLASSIFIED



Security: Risk Mitigation



### PRESENTATION NOTES AND REFERENCES:

Because of my research focus it is normally my practice to begin all sessions with a security and risk mitigation reminder.

Please note that this session, the discussion and the supporting informational slides are UNCLASSIFIED.

**Standards Development Supporting Analytic Excellence:  
Certification and Accreditation Models**



## Biographical Sketch: Kathrine Graham

- ❖ 17 years Army Brat
- ❖ Appointment to the United States Military Academy at West Point, New York (1976 – First class accepting women)
- ❖ 14 years Army Wife
- ❖ 14 years American Red Cross – Clara Barton Lifetime Volunteer Achievement Award (European Area)
- ❖ Effectiveness Training Instructor – P.E.T., L.E.T., E.T.W., Advanced Effectiveness Training
- ❖ Bachelors Degree – Philosophy, NMSU
- ❖ Masters Degree – Curriculum and Instruction, Educational Learning Technologies, Licensure in Secondary Mathematics, NMSU
- ❖ 6 years secondary mathematics classroom teacher
- ❖ Curriculum Developer – Multidisciplinary Web-based Instruction
- ❖ Adjunct Faculty – Educational Networks
- ❖ Regional Cisco Center Director and Director Learning Resource Center – College of Education, NMSU
- ❖ Education Coordinator – Physical Science Laboratory, NMSU
- ❖ Doctoral Candidate – Interdisciplinary Studies, “Establishing an Expert-Defined Protocol for Analytical Tradecraft with Career Specialization in Denial and Deception”



### PRESENTATION NOTES AND REFERENCES:

**Standards Development Supporting Analytic Excellence:  
Certification and Accreditation Models**



## Presentation Abstract

- ❖ Defines Accreditation and Certification
- ❖ Identifies Motivations
- ❖ Examines Accreditation Recognition Requirements
- ❖ Presents a Comparative Matrix
- ❖ Examines Models for Developing Institutional Standards and Artifacts
- ❖ Differentiates Between Licensure and Certification
- ❖ Introduces Student Portfolio Development



Introduction: Abstract



## PRESENTATION NOTES AND REFERENCES:

The intent of this presentation is to address the following elements:

- Define Accreditation and Certification and differentiate between the two processes and their intent
- Identify motivations for Organizational Accreditation
- Identify motivations for Professional Certification
- Examine the requirements for recognition of an Accreditation Organization by the Secretary of Education
- Present a comparative matrix of developmental practices in creating an Accreditation Organization
- Examine models for developing Institutional Standards and efficient development of artifacts supporting the Accreditation or Certification processes
- Differentiates between licensure and certification
- Introduces the concept of using professional student portfolio development as an assessment methodology

The presentation will include informational and interactive components. Colloquium participants will interact to develop a conceptual framework for an academic program of study supporting interdisciplinary Intelligence Education.

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Certification and Accreditation Models*



## Presentation Abstract

### ❖ Collaborative Tasking:

- Solicits collaborative response to costs and benefits of accreditation and certification
- Solicits collaborative response to the development of a Conceptual Framework for Intelligence Analysis Accreditation
- Solicits collaborative response to the identification of potential major categories of programmatic specialization under the Intelligence Studies academic knowledge and skills umbrella
- Solicits collaborative response to the identification of exemplars for an intelligence education student portfolio

**Keywords:** standards, accreditation, licensure, certification, education, Bloom's taxonomy, benchmarks

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Introduction: Collaborative Tasking



## PRESENTATION NOTES AND REFERENCES:

Collaborative tasks will include the four elements itemized on this slide.

One group will be asked to brainstorm and present your group response to the costs and benefits associated with developing an accreditation and or certification model.

Another group will work with a conceptual framework model and share the group discussion.

Another group will work with a conceptual map for Intelligence Education and present the results of your group discussion regarding major elements for an intelligence accreditation program.

The final group will collaborate to develop a listing of exemplars that should or might be considered for an intelligence education portfolio.

Each team will receive an instruction sheet and handouts to assist their progress.

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Certification and Accreditation Models**



## Questions for Study:

- ❖ What is the function/purpose of accreditation?
- ❖ What is the process to becoming an accrediting agency?
- ❖ What is function of professional certification?
- ❖ What is the process to becoming a professional certification agency?
- ❖ How can an academic organization develop their program of study anticipating possible accreditation or professional certification opportunities?
- ❖ What ideas and models illustrate how an academic organization can facilitate best practices supporting standards and benchmarks in their program of study?

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Introduction: Research Questions



## PRESENTATION NOTES AND REFERENCES:

As we progress through this introduction to accreditation, and certification processes and models, I hope that you will keep these questions in mind.

1. What is the intent of the IAFIE in terms of establishing an accreditation process for Intelligence Education programs?
2. What are the requirements that the IAFIE would have to consider in becoming an accrediting agency?
3. Would it be more appropriate to develop a professional certification process, or should certification program exist in tandem with institutional accreditation?
4. Given the idea that accreditation is a vehicle wherein standards of excellence are monitored, how can your institution begin to address the requirements inherent in all accreditation programs?
5. And finally, What models and ideas is your institution implementing that should be shared in this larger forum to facilitate excellence?

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## Purpose of Accreditation

- ❖ Develop and Establish Standards for Assessment
- ❖ Develop and Establish Guidelines for Institutional Policy
- ❖ Establish Consumer Baseline for Institutional Academic Choice



Accreditation Function of Purpose



### PRESENTATION NOTES AND REFERENCES:

There are 3 major purposes for accreditation.

1. To develop and establish standards for the assessment of academic programs of study in institutions of higher learning
2. To assist institutions in the process of establishing policies and guidelines that define minimum standards between institutions
3. And to establish a consumer baseline for students to choose a program of study based on a recognized standard of excellence

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Certification and Accreditation Models**



## National Accreditation

### Two Types of Accreditation:

#### 1. Institutional – e.g.

- ✓ The Higher Learning Commission of the **North Central** Association of Colleges and Schools (NCACS)
- ✓ The Higher Learning Commission of the **Middle States** ... (MSACS)
- ✓ The Higher Learning Commission of the **Northwest** ... (NWACS)
- ✓ The Higher Learning Commission of the **Southern** ... (SACS)
- ✓ The Higher Learning Commission of the **Western** ... (WACS)

#### 2. Specialized – e.g.

- ✓ National Council for Accreditation of Teacher Education (NCATE)
- ✓ International Association for Management Education (AACSB)
- ✓ Accreditation Board for Engineering and Technology (ABET)
- ✓ National Association of Schools of Public Affairs and Administration (NASPAA)
- ✓ United States Geospatial-Intelligence Foundation (USGIF)



National Accreditation: 2 Types



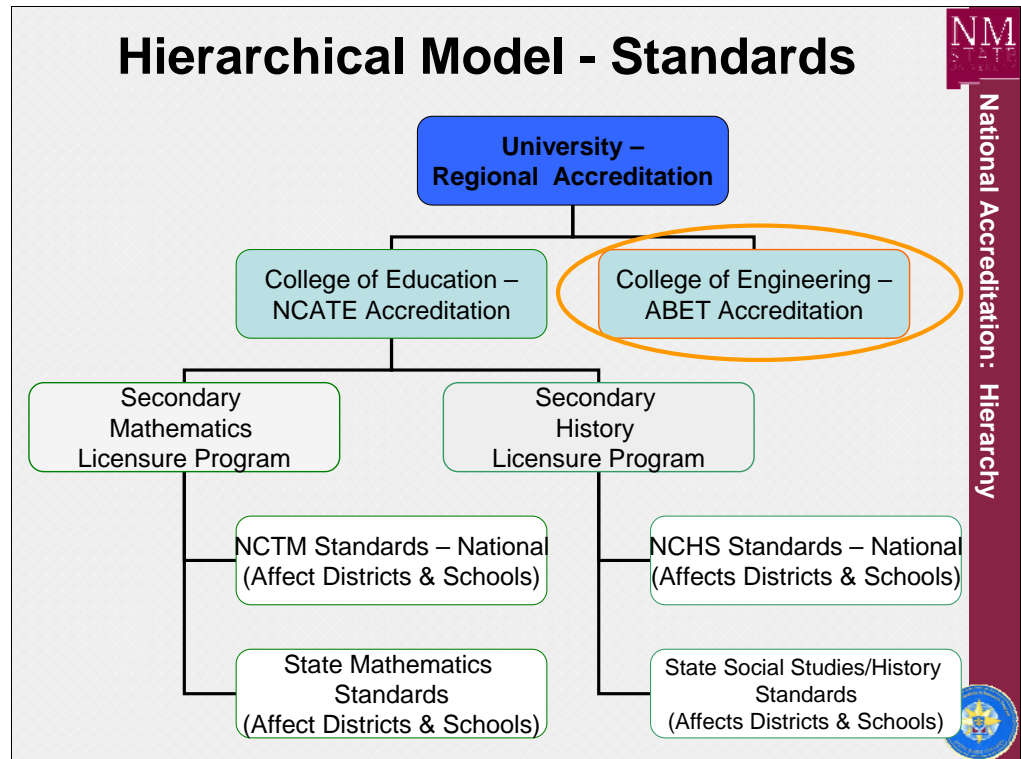
## PRESENTATION NOTES AND REFERENCES:

There are two types of national accreditation; institutional and specialized. This slide illustrates specific accreditation agencies that you might be aware of already. The difference between the two types is primarily in the detail of the required standards as they relate to institutional policies and to the academic disciplines themselves.

Note that the institutional accreditation agency for Notre Dame College is the Higher Learning Commission of the North Central Association of Colleges and Schools. Notre Dame's College of Education is also accredited by the National Council for Accreditation of Teacher Education. However, it is important to note that the overarching accreditation is the institutional accreditation. Therefore, all standards within the Notre Dame College of Education must answer to both its institutional accreditation and to its specialized accreditation – NCATE. In other words... accreditation requirements are hierarchical.

Then how do standards fit into the picture?

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### PRESENTATION NOTES AND REFERENCES:

This illustration shows that each individual college within a university is subject to the regional accreditation standards and requirements. Any college can choose to pursue a more focused accreditation that applies to the disciplines taught within its departments. Finally, any specific academic department can focus on the needs of its students who will be working as professionals within their chosen discipline. Because the consumers of our education students are the public schools, it is common practice for an academic department to incorporate the national standards for public school education for the particular discipline.

Note that one of the important issues in the teacher education domain has been how to professionalize education. So what was the response? Beginning in 1987, the National Board for Professional Teaching Standards began developing professional standards and metrics for evaluation for a National Teacher Certification program. Today, NBPTS reports that over 15,000 teachers have successfully completed National Board Certification.

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Certification and Accreditation Models**



## NCATE Accreditation Fees



# of Graduates	FY 2008 Base & Graduated Fee	# of Graduates	FY 2008 Sustaining Fee
1-50	\$1,990	1-50	\$1,140
51-150	\$2,210	51-150	\$1,235
151-300	\$2,210	151-300	\$1,385
301-500	\$2,900	301-500	\$1,600
501-1,000	\$3,825	Over 500	\$1,885
Over 1000	\$4,450		

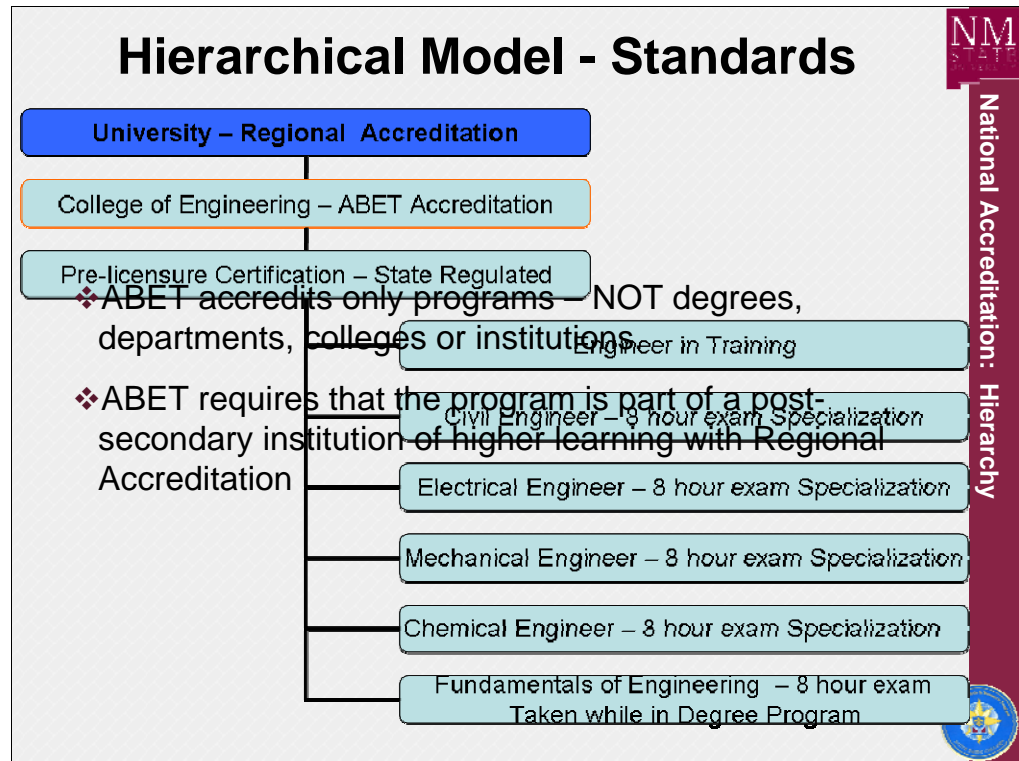
**Periodic Evaluation Fee: \$3,600-\$9,600 and Pre-visit and Visit Expenses**



### PRESENTATION NOTES AND REFERENCES:

The basic costs for institutional accreditation include an annual accreditation fee and the costs associated with the Periodic Evaluation Fee during the semester of review.

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Certification and Accreditation Models**



### PRESENTATION NOTES AND REFERENCES:

This slide illustrates the professional licensure of Engineering Professionals. Although the College of Engineering must adhere to the regional accreditation standards, they have elected to pursue engineering specific accreditation through the Accreditation Board for Engineering and Technology, Inc.

In the United States, ABET, Inc., is responsible for the specialized accreditation of educational programs in applied science, computing, engineering, and technology. ABET accredits postsecondary degree-granting programs housed within regionally accredited institutions.

**ABET accredits programs only, not degrees, departments, colleges, or institutions.**

Additionally, ABET requires that the program is part of a secondary institution of higher learning with Regional Accreditation.

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Certification and Accreditation Models**



## NCATE Accreditation Fees

### US Location:

- ❖ Base fee \$ 3,000
- ❖ Each Evaluator \$ 3,000
- ❖ Annual Maintenance Fees:
  - Base Fee \$ 475
  - Per Program \$ 475

### ❖ Outside US Location:

- ❖ Base Fee \$ 8,000
- ❖ Each Evaluator \$ 8,000
- ❖ Annual Maintenance Fees:
  - Base Fee \$ 475
  - Per Program \$ 475

### Other Fees & detail:

<http://www.abet.org/Linked DocumentsUPDATE/Program Docs/2007-08 Fee Schedule DOMESTIC.pdf>



## PRESENTATION NOTES AND REFERENCES:

The basic costs for institutional accreditation include an annual accreditation fee and the costs associated with the Periodic Evaluation Fee during the semester of review.

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Certification and Accreditation Models**



## US Geospatial-Intelligence Accreditation Model



- ❖ Institutional Accreditation
- ❖ Geospatial Certificate Program
  - Technical Knowledge Areas
    - ✓ Geographic Information Science and Technology (GI S&T) Fundamentals
    - ✓ Remote Sensing (RS) Theory and Applications
    - ✓ Integration of GI S&T and Remote Sensing Analysis
    - ✓ Computer Science Fundamentals
  - Communications Knowledge Area
    - ✓ Communications Principles
  - Analytic Processes Knowledge Area
    - ✓ Comparative Regional and Cultural Analysis
    - ✓ Analytic Thinking Principles
    - ✓ Understanding the Policy-Making Process
  - Legal and Ethical Knowledge Area
    - ✓ Legal and Ethical Aspects of Geospatial Information & Technology
  - Capstone Requirement
    - ✓ Application of Technical, Communications, and Analytic Principles



### PRESENTATION NOTES AND REFERENCES:

Perhaps looking at the efforts and organization of the USGIF accreditation efforts is the most appropriate model for our purposes.

The USGIF plans to offer both institutional accreditation and a Geospatial Certificate Program. Current information indicates that their target is undergraduate programs. This slide illustrates the main knowledge areas of the certificate program. The foundation goes on to provide a curriculum outline defining the core units and elective units of each of the knowledge areas.

Note: I was unable to obtain the information regarding projected fees associated with USGIF accreditation or the certificate program.

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Certification and Accreditation Models**



<b>Accreditation, Certification, Licensure?</b> <b>So... What is the difference between the three?</b>			
	ACCREDITATION	LICENSURE	CERTIFICATION
Institutional Requirements	<b>YES – Institutional</b>	<b>NO</b>	<b>NO</b>
College Requirements	<b>YES- Both Institutional and Specialized</b>	<b>Can Influence Program of Study</b>	<b>Can Influence Program of Study</b>
Program Requirements	<b>YES- Both Institutional and Specialized</b>	<b>Can Influence Program of Study</b>	<b>Can Influence Program of Study</b>
Choice of Student	<b>Can Affect Choice of Institution</b>	<b>YES – Can Affect Career Progression</b>	<b>YES – Can Affect Career Progression</b>
Regulation	<b>Accreditation Agency</b>	<b>International, National or State</b>	<b>Certification Agency</b>

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**Accreditation, Certification, Licensure**



**PRESENTATION NOTES AND REFERENCES:**

You can see from this table that licensure and certification can influence the program of study within a college or department, but that both licensure and certification are solely the choice of the student. Accreditation, on the other hand, is an institutional choice and affects policies and metrics for program and student assessment.

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Certification and Accreditation Models**



## International Accreditation

- ❖ **The International Accreditation Service** (IAS), a subsidiary of the International Code Council, assesses and accredits competent product certification agencies, testing and calibration laboratories, special inspection agencies, building departments, inspection agencies, field evaluation bodies, and fabricator inspection programs. In operation since 1975, IAS is one of the oldest accreditation bodies of its type and is a nonprofit, public-benefit corporation recognized worldwide. – **Non-Academic**
- ❖ **The Association to Advance Collegiate Schools of Business** (AACSB) International was founded in 1916 and began its accreditation function with the adoption of the first standards in 1919. In 2003, members approved a revised set of standards that are relevant and applicable to all business programs globally and which support and encourage excellence in management education worldwide. – **Academic, Specialized Accreditation**



International Accreditation



### PRESENTATION NOTES AND REFERENCES:

Two specific examples of International Accreditation include the International Accreditation Service, and the Association to Advance Collegiate Schools of Business. The first model is a non-academic accreditation service supporting product certification, testing and calibration, and other agencies and laboratory functions in the product development and testing process. The second is a specialized academic accreditation supporting business and management education.

One of our goals might include recognition by the United States Secretary of Education of an Intelligence Studies Accreditation Agency. The next slide details some of the requirements to be nationally recognized as an accreditation agency.

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Certification and Accreditation Models**



## Nationally Recognized Accreditation



National Accreditation Agency Recognition

- ❖ Demonstrate Link to Federal Programs
  - Requirement for participating institutions to participate in HEA programs or...
  - Non-HEA federal programs requirement
- ❖ Define Geographic Scope for Accreditation
  - State
  - Regional
  - United States
- ❖ Demonstrate Accrediting Experience within Geographic area and in Programmatic Scope
- ❖ Demonstrate Agency Acceptance
  - Academic Institutions
  - Professional Associations or Agencies, licensing bodies, potential employers of students of programs
- ❖ Demonstrate Fiscal Responsibility and Capability
- ❖ Define/Identify Rigorous Accreditation and Preaccreditation Standards
- ❖ Effective mechanisms for evaluation and assessment of institutional programs
- ❖ Policy for Consistency in Decision Making
- ❖ Policy for monitoring and review of accredited or preaccredited institutions



### PRESENTATION NOTES AND REFERENCES:

Online Sources:

1. [http://www.ed.gov/admins/finaid/accred/accreditation\\_pg14.html#RecognitionCriteria](http://www.ed.gov/admins/finaid/accred/accreditation_pg14.html#RecognitionCriteria)

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Certification and Accreditation Models**



## Accreditation Functions:

- ❖ Verifying that an institution or program meets established standards;
- ❖ Assisting prospective students in identifying acceptable institutions;
- ❖ Assisting institutions in determining the acceptability of transfer credits;
- ❖ Helping to identify institutions and programs for the investment of public and private funds;
- ❖ Protecting an institution against harmful internal and external pressure;
- ❖ Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
- ❖ Involving the faculty and staff comprehensively in institutional evaluation and planning;
- ❖ Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
- ❖ Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

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Accreditation Functions



## PRESENTATION NOTES AND REFERENCES:

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Certification and Accreditation Models**



## Accreditation Procedures:

- ❖ Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
- ❖ Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
- ❖ On-site Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
- ❖ Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency grants accreditation or preaccreditation status and lists the institution or program in an official publication with other similarly accredited or preaccredited institutions or programs.
- ❖ Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
- ❖ Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or preaccredited status is warranted.

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Accreditation Procedures



## PRESENTATION NOTES AND REFERENCES:

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Certification and Accreditation Models*



## Nationally Recognized Accreditation



National Accreditation Agency Recognition

- ❖ The agency's constitution and bylaws
- ❖ The agency's accreditation standards and procedures
- ❖ The agency's policies and procedures
- ❖ The agency's most recent externally audited financial statement
- ❖ Published lists of accredited schools or programs
- ❖ Self-study guidelines
- ❖ Guidance aid training materials for visiting team members
- ❖ Sample completed self-study reports
- ❖ Sample site visit reports
- ❖ Sample institution responses to site visit reports
- ❖ Sample minutes of decision meetings



### PRESENTATION NOTES AND REFERENCES:

Online Sources:

1. [http://www.ed.gov/admins/finaid/accred/accreditation\\_pg3.html#Recognition](http://www.ed.gov/admins/finaid/accred/accreditation_pg3.html#Recognition)

This slide gives some of the details regarding supporting evidence that the accreditation agency must submit for review to be considered for national recognition by the Secretary of State.

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Certification and Accreditation Models*



## National Recognition Benefits

1. Establishes eligibility to participate in the Federal student financial assistance programs administered by the U.S. Department of Education under Title IV of the Higher Education Act of 1965, as amended
2. Supports credibility of accredited organizations and their student programs
3. Establishes the accreditation process and its associated accreditation agency as a nationally recognized entity extending credibility to the associated programs of study



National Accreditation Benefits



### PRESENTATION NOTES AND REFERENCES:

Online Sources:

1. [http://www.ed.gov/admins/finaid/accred/accreditation\\_pg3.html#Recognition](http://www.ed.gov/admins/finaid/accred/accreditation_pg3.html#Recognition)

The requirements for applying for national recognition represent a huge cost in time, energy and money. However, the benefits are substantial. These are only three potential benefits of applying for national recognition by an accrediting agency.

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Certification and Accreditation Models*



## Consumer Beware!

- ❖ **Licensure:** The act or practice of granting licenses, as to practice a profession.
- ❖ **Certification:** A document certifying that one has met specified requirements, as for teaching.

### The difference between licensure and certification is the force of law.

For example, the state agency that regulates any health profession can prevent an individual from providing health care in that state.

Certification or any other voluntary accreditation cannot provide the same safeguards to the public. In states without licensure, anyone can provide prostheses, regardless of their education, competency, or business ethics.



Licensure versus Certification



## PRESENTATION NOTES AND REFERENCES:

Finally, take a look at the difference between the terms licensure and certification. The difference between the two is a legal and regulatory difference. If a license is required, typically the state is the regulatory agent. Additionally, individuals without the license are not allowed to practice their trade.

Certification on the other hand is a recognition of completion or excellence within a given field.

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## Interactive Group-Based Tasks

### PRESENTATION NOTES AND REFERENCES:

As you have seen, the road to accreditation requires a high degree of commitment from both the accrediting organization and the participating institutions of higher learning. Your team tasks will focus on crafting consensus on four of the ideas that we have explored.

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## Task Introduction

1. What costs and benefits does your team identify related to either an accreditation or certification of intelligence education programs?
  - ❖ Develop a matrix of potential costs and benefits of either an accreditation or certification for Intelligence Education programs
  - ❖ Costs & Benefits should address: Time, Energy, Services and Money
2. Using the current accreditation model from NCATE, what is your team response to developing a conceptual framework for Intelligence Education accreditation?
  - ❖ Develop the primary considerations for a Conceptual Framework for Intelligence Studies Programs
3. Given a conceptual mapping for Intelligence Education focus areas, what is your team response to major emphasis areas for Intelligence Education?
  - ❖ Examine, Rearrange, and Modify a Conceptual Model for Intelligence Studies Educational Programs and Proficiencies
4. What exemplars and exhibits should be included in an Intelligence Education student professional portfolio?
  - ❖ Identify methods, theories and models that a successful student in Intelligence Education could exhibit as a representation of excellence
  - ❖ Identify specific metrics associated with each portfolio element

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Introduction to Tasks

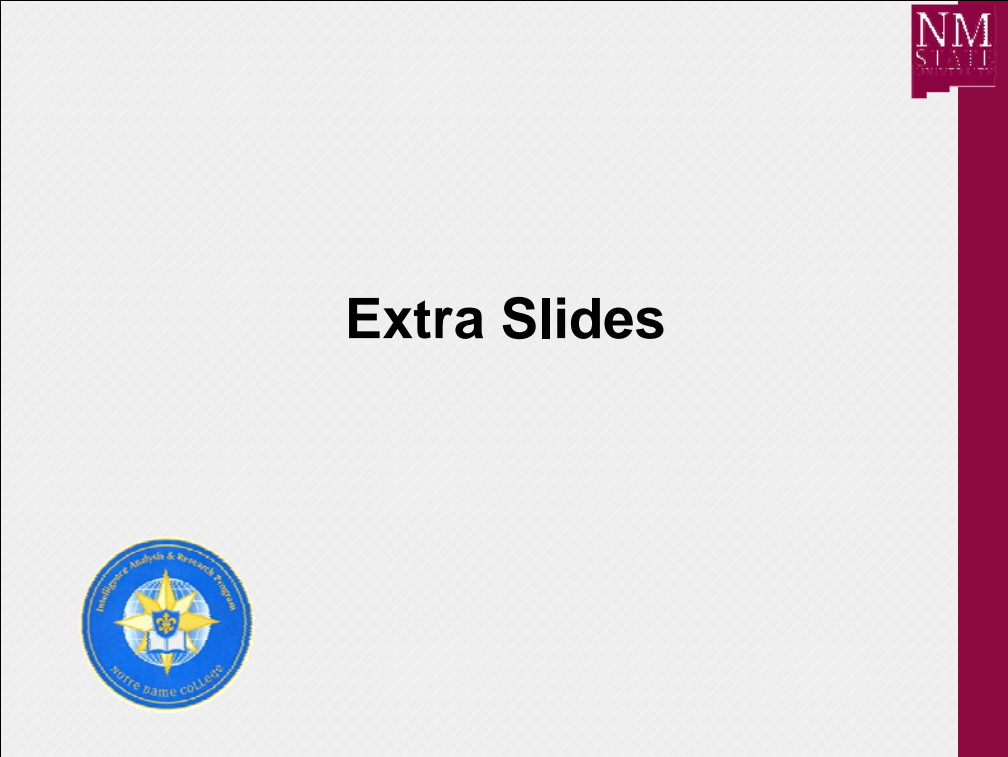


### PRESENTATION NOTES AND REFERENCES:

Team-based tasks are summarized on this slide. You will have 20 minutes to collaborate and then we will have 5 minutes to summarize their team exhibit. The exhibits will be posted through the end of the conference and then digitally summarized and sent to all participants.

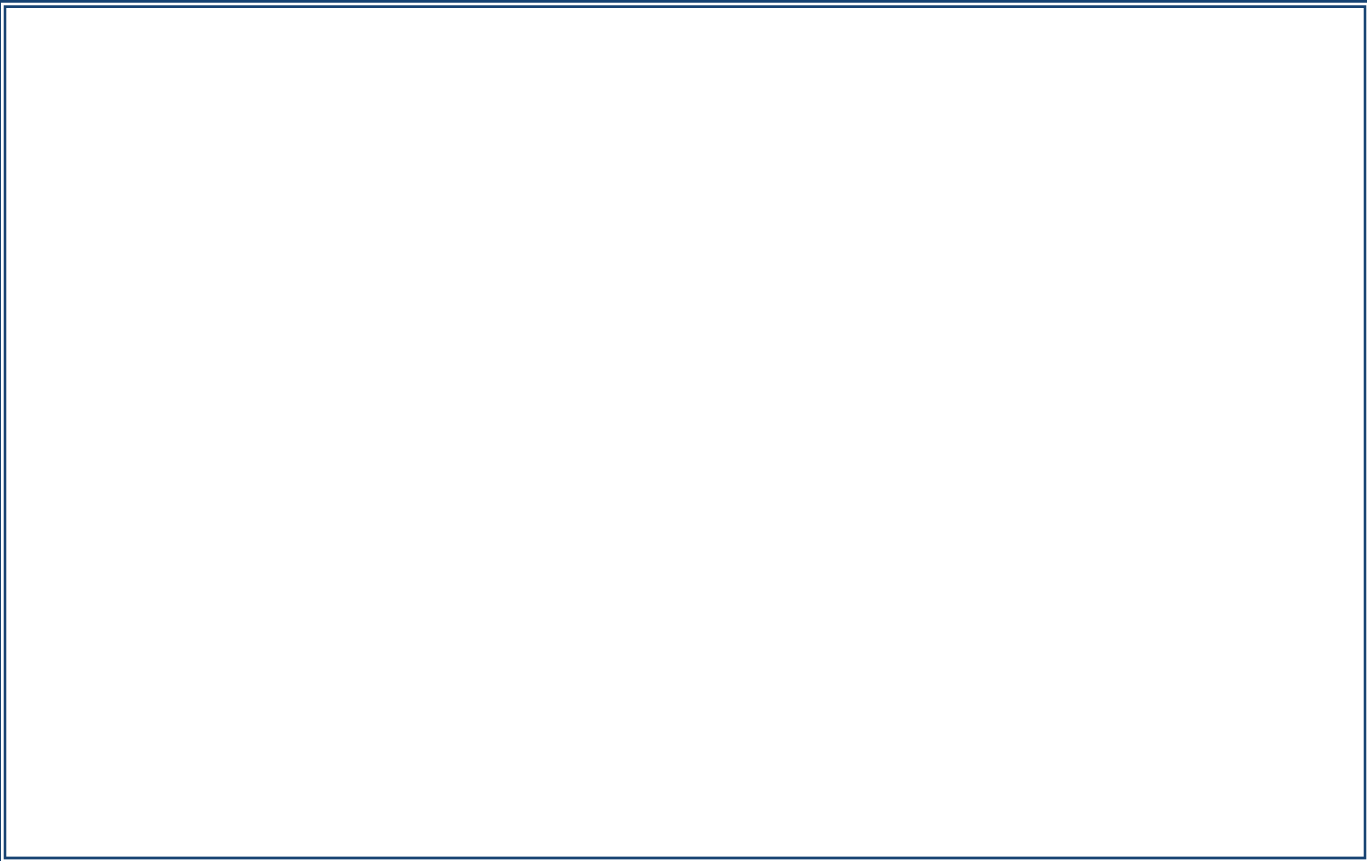
I have created a team packet for each group. Each group will have a large butcher-block paper and markers for their team exhibit results.

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Certification and Accreditation Models*

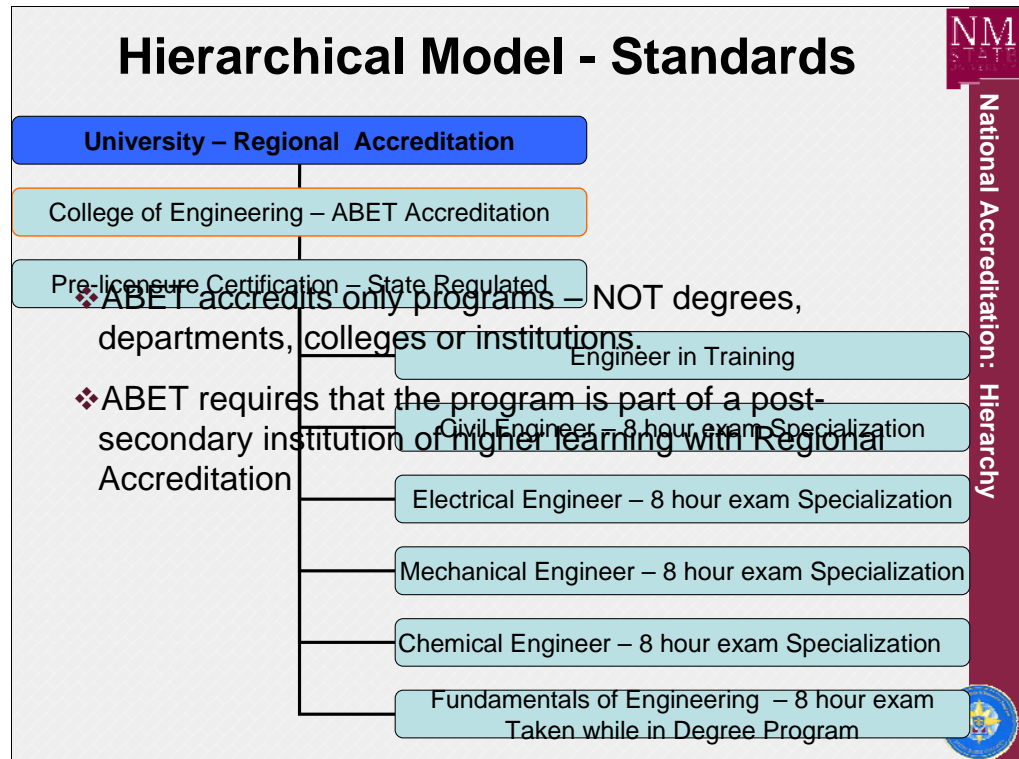


**Extra Slides**

**PRESENTATION NOTES AND REFERENCES:**



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### PRESENTATION NOTES AND REFERENCES:

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