



USGIF Collegiate
Geospatial Intelligence
Accreditation
Policies and Procedures

2024

Table of Contents

Preamble	3
USGIF Mission for Accreditation	3
Purpose of the Accreditation Program	3
Benefits of Accreditation.....	4
What is Geospatial Intelligence (GEOINT)?.....	4
History of USGIF and its Accreditation Program	5
Accreditation Policies and Procedures	6
Planning for Accreditation	6
Program Eligibility	6
Accreditation Process	8
Process for Initial Accreditation and Reaccreditation	8
<i>Application Fee and Letter of Intent</i>	8
<i>Accreditation Package</i>	9
<i>Site Visit</i>	10
<i>Application Review</i>	10
Accreditation Maintenance.....	12
Reaccreditation.....	12
Accreditation or Reaccreditation Appeal Process	13
<i>Reconsideration</i>	13
<i>Appeal</i>	14
USGIF Policies and Procedures	15
Responsibilities of USGIF as an Accreditation Body	15
Conflict of Interest.....	16
Confidentiality.....	17
Complaints.....	17
<i>Complaints against an institution or its programs</i>	18
<i>Complaints against USGIF</i>	18
Appendix A	19
Appendix B	23

Preamble

USGIF Mission for Accreditation

The United States Geospatial Intelligence Foundation (USGIF) works to promote the geospatial intelligence tradecraft, and to develop a stronger community of interest between government, industry, academia, professional organizations, and individuals who share a mission focused around the development and application of geospatial intelligence to address national security objectives. To this end, USGIF seeks to accomplish this mission using a variety of tactics including the accreditation of educational programs to promote the continuous growth of the Geospatial Intelligence (GEOINT) profession through education, professional development, and practice.

USGIF accreditation is a voluntary, rigorous self-review and peer evaluation process aimed at institutions committed to upholding the *Collegiate Geospatial Intelligence Accreditation Standards & Criteria*. USGIF aims is to support lifelong learning and professional development in the competencies associated with GEOINT, amplify GEOINT's impact in education, industry and government, foster GEOINT exchanges and engagement, and help accelerate GEOINT teaching, research, and innovation.

Purpose of the Accreditation Program

USGIF created the Collegiate Geospatial Intelligence Accreditation Program to accomplish three (3) major purposes:

1. To recognize GEOINT programs that have been found to meet or exceed standards and criteria for educational quality,
2. To provide GEOINT academic standards (USGIF's GEOINT Essential Body of Knowledge); and
3. To help accredited programs improve their GEOINT curricula to keep pace with a changing GEOINT professional environment

USGIF accredits GEOINT certificate programs and GEOINT degrees.

GEOINT certificate programs may be offered as a degree enhancement or as an independent certificate (i.e., stand-alone certificate). GEOINT certificates allow students to obtain expertise in the field as an added value to their major (undergraduate or graduate level) without investing the time needed to earn a college graduate degree (Master's, Ph.D.). These certificates provide students with the knowledge and skills consistent with the GEOINT Essential Body of Knowledge (EBK), as well as prepares them for the professional world through applied opportunities to conduct analysis and perform synthesis and evaluation. These certificate programs are designed so students who complete the program, regardless of major, may receive a certificate of achievement from USGIF.

GEOINT degree programs may be offered by a University Center, one School/Department, across several Schools/Departments, or as part of a Consortium of institutions that seek to equip students with the skills, competencies, and knowledge necessary to work in the GEOINT field. Degree programs differ from certificate programs in that degree programs require more credit hours to complete the program, there are general education courses intermixed with GEOINT focused courses, and students are required to understand the material at a higher complexity and specificity. These degree programs are geared toward any individual interested in GEOINT careers who are willing to invest the time, effort, and money to advance their skills and knowledge to apply intelligence to humanitarian and emergency response, improvement of government, and business advancement.

Benefits of Accreditation

Accredited programs demonstrate:

- To the GEOINT profession, a commitment to help further define and expand what GEOINT means;
- To the GEOINT community, that they are providing students with a thorough and rigorous GEOINT focused education;
- To employers, that graduates from these programs are highly qualified, and on the path to becoming a successful entry-level GEOINT professional;
- To accredited schools' administration, that the program is committed to continuously evolving and providing students with a variety of demanding and innovative courses;
- To students, that they are enrolled in a program that is recognized by premier professional organizations and employers.

History of USGIF and its Accreditation Program

The concept of USGIF was born during an industry-led gathering of GEOINT stakeholders in October 2003. Called GEO-INTEL, this initial event was planned by a group that would become the founding members and leadership of USGIF. USGIF was established in January 2004 under the leadership of Stu K. Shea. An educational 503 (c) nonprofit dedicated to advancing the GEOINT tradecraft, USGIF has become an important thread in the GEOINT Community. It made GEOINT the only intelligence discipline with a dedicated foundation or association.

Over the years, USGIF has worked within federal, state, and local government, as well as industry and academia, to help the discipline flourish. The Foundation has managed to successfully create a community around its three pillars—build the community, advance the tradecraft, and accelerate innovation.

Demand for qualified GEOINT personnel has been outpacing the supply of a qualified workforce for many years. To meet this growing demand USGIF developed the Collegiate Geospatial Intelligence Accreditation Program, thus ensuring students entering the field possess geospatial capabilities and a strong foundation for a GEOINT career pathway.

USGIF gathered GEOINT subject matter experts (SMEs) to develop a comprehensive, transparent, and trans-industry body of knowledge and operating principles intended as a guide for the academic community. Consequently, USGIF's GEOINT Essential Body of Knowledge (EBK) was created as a set of cross cutting core competencies that incorporate knowledge from several disciplines. This periodically evolving and updated EBK blends competencies critical for those working in the GEOINT profession and serves as the GEOINT curriculum framework and a unifying platform for the GEOINT Career Pathways.

This version of USGIF's Accreditation Guidelines builds on the original Guidelines and now uses the GEOINT Essential Body of Knowledge as its primary organizing construct. It is intentional that the EBK is the central document for accreditation as it reflects the authoritative source of competencies for the practice of GEOINT.

Accreditation Policies and Procedures

Planning for Accreditation

Before pursuing accreditation, programs should strongly consider whether they have the time, resources, and commitment to complete the process. In many cases, initial accreditation is not awarded until one (1) year after the initial Letter of Intent has been submitted. The accreditation process involves a rigorous self-review and peer evaluation. All programs wishing to start the accreditation process or have questions about the process should contact USGIF's Director of Education and Professional Development.

Program Eligibility

Higher education plays a key role in sustaining and growing GEOINT educational capabilities in the U.S. and abroad. The following are the initial eligibility criteria for institutions seeking accreditation:

- The institution providing the program is accredited by an institutional accrediting agency.
- The program seeking accreditation is rooted in geospatial intelligence, geospatial, geography, or a similar field of study.
- The program is either an undergraduate, graduate, or PhD program in one of the aforementioned fields of study or intends to create this emphasis or certificate in GEOINT.
- The program seeking accreditation has departmental and institutional support.
- The program's mission is consistent with USGIF's aim to facilitate the growth and innovation of GEOINT.
- The total number of credit hours required to complete undergraduate certificate programs is at least 18 total credit hours (15 credit hours and a minimum 3 Capstone credit hours). The total number of credit hours required to complete graduate certificate programs is at least 15 total credit hours (12 credit hours and a minimum 3 Capstone credit hours). USGIF defers to institutions to determine the appropriate credit hours of a degree.

Institutions that work with USGIF to grow the GEOINT field and have been awarded accreditation are known as USGIF Academic Partners. USGIF Academic Partners share the following characteristics:

- Programs are designed so the curriculum ensures that students:
 - Understand the history, origins, and evolution of GEOINT;
 - Have basic technical and analytical competencies as defined in the GEOINT EBK; and
 - Are on a pathway to professionalization.

- Programs emphasize the multi-disciplinary nature of GEOINT, and the essential knowledge and skills listed in the GEOINT EBK
- Programs deliver a common structure for their course-of-study:
 - Cover a technical core, an analytical core, technical and analytical electives, and include a Capstone course that combines the competencies covered in USGIF's GEOINT EB.
 - Engage in cross-disciplinary studies to enhance non-technical skills for students
- Programs are engaged in the GEOINT community and are committed to the professional development of faculty and students

Accreditation Process

USGIF's accreditation takes place on a rolling basis, ensuring that schools and faculty can begin the process of accreditation at a time that works for them. The basic steps and approximate timeline are below:

Figure 1. USGIF Accreditation Cycle

Application Action	Timeline
Submit application fee and letter of intent to USGIF	
USGIF provides applicants with accreditation package	Within 1 month of receiving the application fee and letter of intent
Applicants submit accreditation package. USGIF sends letter of receipt and begins site visit scheduling	Due within 6 months of receiving accreditation package from USGIF
Review of program's accreditation package begins. This is completed by external reviewers.	This process can take several months, but will be completed within three months of initial submission
USGIF completes a site visit, giving applicants a 30-day notice	Within three months of receiving accreditation package
USGIF notifies applicants of accreditation decision. Depending on status, more steps may follow	A decision will be granted at minimum, six months following receipt of accreditation package

Process for Initial Accreditation

1. Application Fee and Letter of Intent

Prior to receiving the accreditation package, programs must pay the application fee of \$350 and submit a Letter of Intent to USGIF. The Letter of Intent must address the program's compliance with program eligibility criteria and be signed by an individual from the institution who has administrative signature authority (e.g., President/Chancellor, Vice-President/Vice-Chancellor, Provost).

It is also important to note that upon accreditation, accredited institutions are expected to have and maintain a USGIF Academic Membership. The fee is \$2,500 per year. The additional benefits include:

- Organizational member benefits, as outlined [here](#)

- Two (2) complimentary GEOINT Symposium full-conference registrations and two (2) Foreword registrations for faculty
- Five (5) complimentary GEOINT Symposium full-conference registrations and five (5) Foreword registrations for students
- Ability to exhibit at a discounted rate in the GEOINT Symposium “Academic Pavilion”

Applicants that do not receive all the listed materials in the accreditation package or do not receive an accreditation package and believe they should have, should contact USGIF’s Director of Education and Professional Development.

2. Accreditation Package

Applicants are required to complete an accreditation package and submit the final materials to USGIF’s Director of Education and Professional Development. Included in the accreditation package are:

- a) A Self-Study Report,
- b) The Universal GEOINT EBK Matrix, and
- c) A Program of Study template

a) Self-Study Report

The Self-Study Report is a qualitative and quantitative assessment of the strengths and limitations of the institution and program. Programs may make their own determination of how they will conduct their Self-Study, but they must follow the specific outline (Appendix A) provided by USGIF.

The strengths and limitations of the programs will be compared to the accreditation standards set forth by USGIF. Accreditation standards include:

- Standard 1: Students
- Standard 2: Program Educational Objectives
- Standard 3: Curriculum
- Standard 4: Faculty
- Standard 5: Facilities
- Standard 6: Institutional Support and Monetary Resources
- Standard 7: Recruiting/Retention
- Standard 8: Partnering with Industry/Professionals
- Standard 9: Research
- Standard 10: Continuous Improvement

For a detailed description of each standard and their requirements, reference the *Collegiate Geospatial Intelligence Accreditation Standards & Criteria Manual*.

b) Essential Body of Knowledge (EBK) Matrix

The EBK Matrix is a quantitative assessment of a program's coverage of the competencies stated in USGIF's GEOINT EBK. The EBK Matrix allows USGIF to assess whether programs are covering an appropriate breadth of essential GEOINT topics. Programs must use the GEOINT EBK template provided by USGIF. This template is included in the accreditation package as an editable Excel document.

c) Program of Study

The Program of Study is a qualitative assessment of a program's coverage of the competencies stated in USGIF's GEOINT EBK. The Program of Study has two parts, a course list and an external activities list.

Programs must use the Program of Study template created by USGIF. This template is included in the application package as an editable Word document.

3) Site Visit

By submitting a Letter of Intent, each program agrees to host a USGIF Site Visiting Team (Site Team) and allow them access to all GEOINT-related facilities, faculty and collegiate administrators, and all learning environments so they may assess the program and institution's compliance with the accreditation standards.

The Site Team will generally consist of two (2) members, the USGIF Director of Education and Professional Development, and one (1) GEOINT subject matter expert (SME). The site visit will take place over two days with all expenses to be paid by the institution/program seeking accreditation.

The site visit will occur after the program's submission of the full accreditation package (Fig.1). USGIF will provide programs notice of the Site Team's arrival at least 30-days in advance.

During the site visit, it is the Site Team's responsibility to gather the information necessary to complete a Site Visit Report. This may require the Site Team to visit various facilities, speak with current faculty and students, and sit in on meetings or classes. Prior to the Site Team's departure, they will meet with the program and/or institution leaders to review any preliminary results of the review. It is important to note that any comments made during this meeting are not considered binding. The Site Visit Report will be included in the accreditation package sent to the three external reviewers.

4. Accreditation Package Review

Within one (1) week of the submission date of the accreditation package, all accreditation materials will be sent to three third-party reviewers who will determine the program's compliance with USGIF's accreditation standards.

Within three (3) months of receiving the accreditation package, third-party reviewers will submit their recommended accreditation action to USGIF’s Director of Academic Programs. Accreditation actions available to reviewers include (1) “Award,” (2) “Minor Revisions Needed,” (3) “Major Revisions Needed”, and (4) “Do Not Accredit”. For a description of these actions, see Figure 2.

The Director of Education and Professional Development will compile the recommendations from the reviewers and provide USGIF’s CEO with a recommendation on whether the program should be accredited. The final decision on accreditation rests with USGIF’s CEO. Once USGIF’s CEO has made their recommendation, the Director of Education and Professional Development will notify the applicant.

Figure 2. Accreditation Actions

Action	Description
Accredit	Accreditation is granted if current conditions are judged to be meeting or exceeding the minimum requirements set forth by the accreditation standards. Accreditation is valid for a five-year period.
Minor Revisions Needed	This action indicates the program has shown minor deficiencies or weaknesses that must be addressed before receiving accreditation. The program must submit their minor corrections to USGIF’s Director of Education and Professional Development within one month of receiving the decision. No further external review is needed.
Major Revisions Needed	This action indicates that a program demonstrates strong promise but needs to address certain areas before a decision on the accreditation package can be made. Programs that receive this action will be given feedback on what program areas must be addressed. Programs will have six months to address the concerns brought to them. At the end of the six months, programs must submit their revision package. The revision package includes the program’s response to USGIF’s initial feedback, evidence of how the program addressed the feedback, and, if applicable, any other substantive changes that occurred during the six-month period as it relates to their original accreditation package. Programs may only receive this accreditation action once. If a program was not able to adequately address the deficiencies identified by USGIF reviewers, then the program will receive a “Do Not Accredit” action.

Do Not Accredit	Programs that receive this action display severe deficiencies or weaknesses in their accreditation package that are unlikely to be addressed within the six-month period available under “Major Revisions Needed”.
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5. Accreditation Maintenance

For programs to maintain their accredited status, they must

1. Submit an Annual Program Review Report
2. Submit an Annual Academic Partner fee

Like the Self-Study Report, the Annual Program Review Report is a qualitative and quantitative assessment. This report is a tool USGIF uses to assess a program’s commitment to continuous improvement and to assist programs in strengthening and expanding their reach. Programs may decide on their own how they wish to complete the assessment, but the report must follow the outline provided by USGIF (Appendix B).

Programs that fail to complete one or more of the maintenance requirements will receive a provisional status. If a program receives provisional status two years in a row, their accreditation status will be revoked.

For example, if a program received initial accreditation in 2017, received a provisional status based on their 2018 Annual Program Review Report and 2019 Annual Program Review Report, then the program would need to receive normal status based on their 2020 Annual Program Review Report. If the program receives a provisional status based on their 2020 Annual Program Review Report, then their accreditation status would be revoked.

Programs with their accreditation status revoked may not reapply for accreditation for two years. Given the example above, the program would not be eligible for accreditation until 2022.

Programs wishing to make any major changes to the courses, curriculum, certificate or degree requirements, or other aspects of their program that contributed to securing accreditation must submit those changes to USGIF for approval. Neglecting to do so can lead to a program being placed on probation during annual reviews and the reaccreditation process.

6. Reaccreditation

Accredited programs are eligible to apply for reaccreditation entering the final year of their five-year accreditation term. The process of reaccreditation is less strenuous than initial

accreditation, and is primarily self-guided, USGIF will inform accredited programs of their need to start the reaccreditation process 6 months in advance of the deadline.

As with accreditation maintenance, if an accredited program has made any major changes that impact the courses, credit hours, or other aspects of program completion for students, whether planned or unplanned, USGIF must be informed. Failure to work with USGIF on how those changes can be integrated without neglecting accreditation standards may result in accreditation probation or the revocation of accreditation status.

7. Accreditation or Reaccreditation Appeal Process

Appeals and requests for reconsideration may be made in response only to accreditation probation or “Do Not Accredite” actions. Further, appeals or requests for reconsideration may be based only upon grounds that the “Do Not Accredite” decision by USGIF was inappropriate due to errors of fact or failure to conform to USGIF’s published criteria, policies, or procedures.

8. Reconsideration

A program that has received a “Do Not Accredite” action may be a candidate for reconsideration if the program can demonstrate that there were major, documented errors of facts in the information used by the USGIF reviewers in arriving at the accreditation decision, or if the program believes that USGIF failed to conform with the policies and procedures published in the *Collegiate Geospatial Intelligence Accreditation Program Policies and Procedures Manual*. In such cases, the institution must submit a written request for reconsideration to the USGIF Director of Education and Professional Development within 30 days of receiving notification of the “Do Not Accredite” action. This request must be accompanied by a report specifying major documented errors of fact, or USGIF’s failure to conform with published accreditation policies and procedures, and how such errors contributed to the “Do Not Accredite” action, along with substantiating documentation. It is important to note; this documentation must only address errors made based on the original accreditation package. Programs **CANNOT** include any changes made to the program based on the feedback received from the accreditation package review.

The USGIF Director of Education and Professional Development will have 60 days from the program’s request for reconsideration submission to review the provided materials. By the end of the 60 days, the Director of Education and Professional Development will notify the program whether an error was made. If the Director of Education and Professional Development believes an error was made, then they will submit the program’s submitted materials to the original reviewers. The next steps follow the process for accreditation as specified above; reviewers have 60 days to review the materials and the USGIF Executives have 30 days to arrive at an accreditation decision based on reviewers’ recommendations.

9. Appeal

A program requesting an appeal must submit a notice of appeal, by someone with signature authority, to the USGIF Director of Education and Professional Development within 30 days of receiving notification of a “Do Not Accredite” action. This submission must include reasons why a “Do Not Accredite” decision is inappropriate because of errors of fact or USGIF failed to conform to the published policies and procedures and/or published accreditation standards. Within one (1) week of the submission date for appeals, the Director of Education and Professional Development will notify the program that the appeal was received, and the appeal process is being initiated. The Director will select three new reviewers; these new reviewers will make up the appeal panel. The appeal panel will be provided with new, unmarked copies of the program’s original accreditation package. The reviewers will be given three months to review the accreditation package and come to a final accreditation decision. The reviewers will review the package individually, then come together as a group to reach consensus on which accreditation action should be taken. The only role USGIF will play in this process will be to arrange how and when the reviewers meet. USGIF will not play a role in deciding what accreditation action is taken.

Once the appeal panel reaches consensus, USGIF’s Director of Education and Professional Development will notify the program, in writing, of the decision and the basis for the decision. The decision rendered by the appeal panel is final and may not be reconsidered or appealed.

USGIF Policies and Procedures

1. Responsibilities of USGIF as an Accreditation Body

The Collegiate Geospatial Intelligence Accreditation Program is managed by the USGIF Director of Education and Professional Development, with collegiate program accreditation activities performed independently by panels of Subject Matter Experts (SMEs) selected from the accredited schools' points of contact/deputies and other qualified members of the GEOINT community. The Director of Education and Professional Development is charged with:

- Proposing policies, procedures, and criteria to the USGIF Chief Executive Officer and Vice President of Programs (i.e., USGIF Executives) for approval. The USGIF Executives shall review the proposed policies, procedures, and criteria, and may specify changes as appropriate.
- Administering the accreditation process based on policies and procedures approved by USGIF Executives and render accreditation actions based on evaluations presented by accreditation package reviewers.

Accreditation actions are based solely on official accreditation standards, policies, and procedures as published by USGIF. Other documents published by USGIF, or member organizations, are advisory in nature.

It is the responsibility of USGIF to provide the graduates of accredited programs with a USGIF GEOINT certificate. In the months prior to graduation, the point of contact (POC) from accredited programs will provide USGIF with documentation listing the name, address, and email of students who meet the following requirements:

- Were enrolled in an accredited GEOINT Program,
- Have satisfied the GEOINT certificate requirements, and
- Have satisfied the governing institution's requirements for graduation at the appropriate level.

Within the months following the end of a student's graduating semester, they will be sent their certificate.

These certificates are tied to the level at which students have received their education. Certificates **cannot** be transferred to another level of education. For example, if a student has met the requirements specified above for a bachelor's degree, they will receive the GEOINT certificate that is only for their bachelor's degree. If the same student pursued a master's degree, they must fulfill requirements for that degree and receive a second GEOINT certificate.

2. Conflict of Interest

Service as a USGIF accreditation panel member creates situations that may result in conflicts of interest or questions regarding the objectivity and credibility of the accreditation process. USGIF Executives expect these individuals to behave professionally and ethically, disclose real or perceived conflicts of interest, and recuse themselves from discussions or decisions related to them. The intent of this policy is to:

- Maintain credibility in the accreditation process and confidence in the decisions of the accreditation panel,
- Assure fairness and impartiality in decision-making, and
- Act impartially and avoid the appearance of impropriety

Individuals representing USGIF must not participate in any decision-making capacity if they have or have had a close, active association with a program or institution that is being considered for official accreditation action by USGIF. Close, active association includes, but is not limited to:

- Current or past employment as faculty, staff, or consultant by the institution or program;
- Current or past discussion or negotiation of employment with the institution or program;
- Attendance as student at the institution;
- Receipt of an honorary degree from the institution;
- An institution or program where a close family relative is a student or employee; or
- An unpaid official relationship with an institution (e.g., service on the institution's board of trustees or industry advisory board).

A record of real or perceived conflicts of interest will be maintained for all those involved in the accreditation process. Individuals must abstain from any portion of a USGIF meeting in which discussions or decisions occur for which they have a real or perceived conflict of interest. Real or perceived conflicts may occur if there is:

- A close, active association with a program or institution;
- A financial, or personal interest; or
- Any reason that the individual cannot render an unbiased decision.

The names of individuals who have recused themselves during a meeting for conflicts of interest will be recorded.

3. Confidentiality

Information supplied by the institution is for the confidential use of USGIF and its agents and will not be disclosed without the specific written authorization of the institution concerned.

The contents of all materials furnished for review purposes and discussion during accreditation panel meetings are considered privileged information.

The contents of those documents and the accreditation actions taken may be disclosed only by USGIF staff and only under appropriate circumstances. All communications between institutions and reviewers regarding final accreditation actions must be referred to USGIF headquarters.

4. Complaints

It is the policy of USGIF to review all complaints received from any source, including students, against either an accredited program or USGIF itself that are related to compliance with USGIF's accreditation standards and criteria or procedures and to resolve any such complaints in a timely, fair, and equitable manner. Furthermore, it is the policy of USGIF to retain all documentation associated with any such complaint received against an accredited program for a period of not less than one Accreditation Cycle (typically five years), and for a period of not less than five (5) years for any complaints received against USGIF itself.

Accredited Programs must maintain a record of student complaints and upon written request, make that record available to USGIF.

USGIF will not pursue complaints that are not in writing or that are anonymous. Receipts of all complaints will be acknowledged within 14 days.

USGIF cannot assume authority for enforcing the policies of programs or institutions regarding faculty, professional staff, or student rights. USGIF does not adjudicate, arbitrate, or mediate individual grievances against a program or institution.

Complaints will be reviewed initially by the USGIF Director of Education and Professional Development. If the complaint is not within the purview of USGIF, the complainant will be notified, and no further action will be taken. If the complaint appears to warrant further investigation, the Director of Education and Professional Development will forward a copy of the complaint to the USGIF Executives within 14 days of receipt of the complaint. The complainant will be notified within 14 days of receipt whether the complaint falls within the purview of USGIF and the next steps in the investigative process.

5. Complaints against an institution or its programs

If the complaint appears to warrant further investigation, the USGIF Director of Education and Professional Development will forward a copy of the complaint to the USGIF Executives and to the principal administrative officers of the institution with a request for an institutional response within 30 days. The institutional response will be reviewed by the USGIF Executives within 30 days of receipt.

If USGIF determines that the institutional response satisfactorily addresses the issue or issues raised in the complaint, the matter will be considered closed. Within 14 days of the determination, the complainant will be informed in writing of the results of the determination.

If an institutional response is not received by USGIF within 30 days of the request for the response, or if the response is not deemed to have satisfactorily resolved the issue, USGIF may initiate further proceedings as circumstances warrant, up to and including revocation of accreditation.

If the institution has released incorrect or misleading information regarding the accreditation status of the institution or program, or the accreditation action taken by USGIF, the institution will be required to make a public correction.

6. Complaints against USGIF

If the complaint is concerned with USGIF's criteria, policies, or procedures or with the implementation of these, the Director of Education and Professional Development will forward a copy of the complaint to the USGIF Executives within 14 days of receipt.

If it appears that a USGIF representative or an individual working on behalf of USGIF may have violated USGIF's criteria, policies, or procedures, that individual will be asked to respond to the issues raised in the complaint within 30 days. USGIF Executives will make the determination within 30 days of receipt of the response. The complainant will be notified of the final action of the USGIF Executives in writing within 14 days of the decision.

If USGIF determines that a violation has occurred, USGIF will counsel the responsible party and may take further action as circumstances warrant, up to and including termination as an USGIF representative. If USGIF finds that a violation of its policies or procedures has occurred which may have influenced the accreditation action, USGIF may initiate further proceedings as circumstances warrant, up to and including an immediate revisit to the institution.

Complaints against USGIF employees will be handled in accordance with the USGIF Employee Manual and may result in actions up to and including termination of employment.

Appendix A

Self-Study Report Outline

The USGIF accreditation process is designed to support and facilitate Geospatial Intelligence Programs development. Programs are encouraged to contact the USGIF Director of Education and Professional Development to answer any questions regarding the report prior to submission.

The Self-Study Report is a qualitative and quantitative assessment of the strengths and limitations of the institution and program. Programs determine how they will conduct their Self-Study, but they must follow the outline provided here. Subdivisions of the Self-Study Report articulate the accreditation standards described in the *Collegiate Geospatial Intelligence Accreditation Standards & Criteria Manual*.

Title Page

- Name of Institution
- Name of Program
- Point of Contact and Deputy Contact Information:
 - Name
 - Position
 - Mailing Address
 - Telephone Number
 - E-mail Address

Table of Contents

- Page references for document sections
- Include headings and sub-headings

Background

- Summary of Organizational Structure (use text and/or show individually or collectively using organizational charts):
 - Program structure
 - Administrative unit structure
 - Administrative unit within the Institutional structure
- Summary of Program Delivery Modes (e.g., days, evenings, weekends, co-op, off-campus, distance/online)
- Information regarding other institutionally obtained accreditation(s) and membership in teaching and research networks.

Accreditation Standards

Students

- Describe the policies guiding general students through the institution and a comparison with the requirements for GEOINT students. Include information such

as credit hours per semester, graduation requirements, and general education requirements.

- Describe how the program publicly informs people of any changes in policies, procedures, or information that may affect students.
- Describe the policies governing the upkeep and safety of students' educational records.

(Only for programs seeking reaccreditation)

- List all places where the program's accreditation status is publicly displayed.
- List all places where substantive changes to the program are communicated to students.

Program Educational Objectives

- List the mission and objectives of the overall GEOINT Program and describe how the mission and objectives align with the core values, mission, and goals of USGIF.
- Describe information regarding the alignment of the program's educational objectives and USGIF's Curriculum Framework.
- Describe the procedures guiding a formative and summative evaluation of the program's achievement of its educational objectives.

Curriculum

- Describe how both the formative and summative evaluation results guide the program's enhancement.
- Explain who reviews the GEOINT curriculum and when the review takes place.
- Describe how the program's curriculum matches the GEOINT EBK and accomplishes the objectives set forth by USGIF in Standard 3.3.
- Describe the introductory GEOINT module(s) offered and the GEOINT Capstone experience required for students. Provide in depth details of the structure of the GEOINT capstone experience (i.e., format, faculty credentials, process for research topic selection or internship placement, process for research mentorship/internship supervising, metrics for evaluation, venues for dissemination of projects, etc.). Demonstrate a suitable array of prerequisites using the EBK matrix provided by USGIF.
- Explain how the program ensures students can understand and apply GEOINT competencies regardless of the type of software, tools, technologies, and/or approaches used.
- *(For Certificate Programs Only)* List the number of credit hours required to complete the certificate program and individual/overall grade requirements by course (if applicable).
- *(For Foreign applicants only)* Include a United States equivalence report demonstrating course-by-course credit and grade equivalence.

Faculty

- List the educational qualifications required by the program's governing institution and the educational qualifications of the current GEOINT staff (e.g., years of experience, degree, GEOINT related certifications, etc.).
- Provide the number of students currently enrolled in the GEOINT Program and the teacher to student ratio (please do not provide personally identifiable student information that may contravene with FERPA law).
- Describe the policies and procedures directing faculty performance evaluations.
- Include a two-page biographical sketch for all relevant faculty that includes the following information:
 - Experience in the core areas specified in the Universal GEOINT EBK,
 - Teaching excellence,
 - GEOINT related products (e.g., research, publications),
 - GEOINT related community service or consulting experience, and
 - Demonstrated participation in GEOINT related professional societies.

Facilities

- Provide a summary and description (including availability and adequacy for the Program) of the following:
 - Classroom space,
 - Laboratory space,
 - Computer (hardware, software) resources,
 - Learning and Content Management System (if available),
 - Other relevant equipment (e.g., spectrometer, network analyzer, etc.),
 - For online and distance learning courses/program, also include summary and description of, where applicable:
 - Course management system
 - Videoconferencing
 - Other relevant technologies
- Describe how students are taught about the available tools, equipment, computing resources, and laboratories available to the program.
- Describe the computing and information infrastructure in place.
- Describe the personal space offered to faculty to accomplish private and confidential work.

Institutional support and monetary resources

- Summarize the monetary resources of the program and incentives offered by the institution to attract and retain faculty, support the stability of the program, and meet the program's educational objectives.
- Describe the amount of faculty, support personnel, and institutional services available to operate the facilities and equipment appropriate for the program.

Recruiting/Retention

- Summarize the policies and procedures for recruiting and admitting students into the GEOINT Program.
- List where student expectations for admission to, continuation in, and completion of the program can be found.
- Describe how faculty/staff ensure that students continue to meet the demands of the program (e.g., mentorship, career pathway, advising, etc.) and are ready to enter the GEOINT profession.
- Describe when formal student advising occurs and for what purpose(s). For certificates only, please include a timeline and explanation of when and how do students declare GEOINT certificate enrollment.
- Describe the procedures for documenting students' progress toward graduation requirements.
- Provide evidence for the program's efforts to recruit both traditional and non-traditional students (e.g., older students, working professionals, students from other majors).
- Provide evidence of adequate student enrollment history and retention rates.

Partnering with Industry/Professionals/Government

- List and explain the relationships the program has established with professional GEOINT employers and the benefits this relationship has brought to the program (if applicable).
- List and explain the program's participation in professional GEOINT organizations (if applicable).

Research

- Explain how the program encourages faculty to pursue and complete GEOINT-related research and other scholarly activities.
- Explain how the program encourages students to participate in GEOINT-related research and other scholarly activities.

Continuous Improvement

- Describe the procedures for performing an evaluation of the program's achievement of its educational objectives and its goals.
- *(For programs seeking initial accreditation)* Describe how the results of the Annual Program Review Report will be used to improve the program.
- *(For programs seeking reaccreditation)* Describe how the results of the Annual Program Review Report have been used to improve the overall program.
- Describe how students' perspectives of the program's success is incorporated into an annual evaluation.

Appendix B

Annual Program Review Report Outline

The USGIF accreditation maintenance process is designed to support and facilitate Geospatial Intelligence Programs self-evaluation and development. Programs are encouraged to contact the USGIF Director of Education and Professional Development to answer any questions regarding the report prior to submission.

The Annual Program Review Report is a qualitative and quantitative assessment of the strengths and limitations of the institution and program. Programs determine how they will conduct their review, but they must follow the outline provided here. Subdivisions of the Annual Program Review Report articulate the accreditation standards described in the *Collegiate Geospatial Intelligence Accreditation Standards & Criteria Manual*.

Title Page

- Name of Institution
- Name of Program
- Primary Contact and Deputy Contact:
 - Name
 - Position
 - Mailing Address
 - Telephone Number
 - E-mail Address

Short Overview of the Program

- Program strengths and challenges as they relate to student recruitment, enrollment and retention, faculty professional development and retention, institutional support, student internship/job placement.
- A list of GEOINT related accomplishments (events, activities, and products) taking place within the reported academic year (to include faculty and student work, new institutional collaborations, grants/awards, GEOINT publications, faculty/students' achievements, etc.), plans for future success.
- An updated chart showing student growth in the GEOINT Program and estimated numbers for the following year.
- A list of events/ websites where the GEOINT Program has been marketed.

Substantive Changes

- Summarize any substantial changes to the program based on initial accreditation and reaccreditation feedback.

- Summarize any substantial changes to the program regarding the accreditation standards set in the *Collegiate Geospatial Intelligence Accreditation Program Standards & Criteria Manual*.

**Note: A description of substantial changes should be in order of the accreditation standards as it appears in the Collegiate Geospatial Intelligence Accreditation Program Standards & Criteria Manual. If no changes have occurred for a particular standard, then programs should state that no changes have been made.*

Comments

- Please type here any additional information and suggestions/recommendations to USGIF and/or requests for USGIF support.

Annexes

- Attach up to five documents to provide evidence for Short Overview of the Program and/or Substantive Changes sections of the Report. Please ensure that the information and materials strictly refer to the GEOINT Program, not the entire School or institution.