

Handbook of Accreditation for Academic Degrees and Awards

in Project, Program, and
Portfolio Management
and Related Programs

Fourth Edition (4.0)



Project Management Institute Global Accreditation Center
for Project Management Education Programs (GAC)

Notes

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Preface

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) is an independent academic accreditation body for project, program, and portfolio management and related programs at the bachelor's, post graduate, and doctoral degree levels.

With the wide adoption of project, program, and portfolio management in the academic curriculum, the Project Management Institute (PMI) Board of Directors recognized the growing need for establishing quality educational standards in university programs offering academic awards in this field of study. In 2001, after conducting an extensive feasibility study with academics, practitioners, and industry representatives, the PMI Board of Directors created the Global Accreditation Center for Project Management Education Programs (GAC) as an independent academic accreditation body for accrediting university programs in project, program, and portfolio management.

The GAC is governed by volunteer Directors comprised of faculty and industry representatives, with at least one member representing the interests of the public. In accordance with its unique role, and in recognition of the need for independent evaluation of academic degree programs seeking accreditation, PMI affirms that GAC is the sole policy-making body in all decisions related to accreditation of academic degree programs in project, program, and portfolio management or related programs, and PMI is committed to honoring GAC's independence in that regard.

The GAC values working collaboratively with other academic accrediting organizations and recognizes differences in the quest to advance academic excellence for project, program, and portfolio management around the globe.

The Handbook of Accreditation for Academic Degrees and Awards in Project, Program, and Portfolio Management and Related Programs—Fourth Edition (4.0) (hereinafter referred to as "Handbook") outlines the overall objectives of GAC accreditation, the Eligibility Requirements and Accreditation Standards for applicant programs, the accreditation process, the process for maintaining accreditation, as well as related GAC policies and processes. Available to all interested parties, copies of the Handbook may be downloaded from the GAC website at www.gacpm.org, or requests for hard copies may be sent to:

**The Project Management Institute Global Accreditation Center for
Project Management Education Programs (GAC)**

Attn: Accreditation Programs Administrator
14 Campus Boulevard
Newtown Square, PA 19073 USA
Tel: +1-610-355-1601
Email: gac@pmi.org

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)

Philosophy of Accreditation

GAC is committed to excellence and continuous improvement in educational programs related to the field of project, program, and portfolio management.

The established policies, procedures, and standards set forth in this Handbook assess the quality of the educational programs seeking GAC accreditation.

The accreditation process is dynamic, and interpretation of the Accreditation Standards is subject to change, as environments, technology, circumstances, and stakeholder communities evolve.

Self-assessment and peer evaluation, rather than regulation by external forces, provide the most effective assurance of accountability to GAC's various stakeholders. Project and/or program and/or portfolio management and related degree programs that successfully complete the accreditation review are identified as GAC accredited. The term "GAC accredited" assures students and other stakeholders that the education being provided by the program has been carefully assessed and that its scale, scope, and academic quality conform to comprehensive international Accreditation Standards.

The Role and Value of Accreditation

Accreditation has two fundamental purposes: to assure the quality, and to assist in the continual improvement of an institution or program. Accreditation, which applies to institutions or programs, is to be distinguished from certification and licensure, which apply to individuals.

There are two basic types of educational accreditation, institutional and specialized/programmatic. Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's mission.

GAC conducts specialized, programmatic accreditation of academic programs within an institution of higher education. As a programmatic accrediting body, GAC assures the quality of project and/or program and/or portfolio management and related degree programs at the bachelor's, post graduate, and doctoral levels.

There are several valuable benefits of GAC accreditation for programs and their institutions:

- Confirmation of a program's commitment to educational quality and continuous improvement
- Peer recognition and achievement of quality benchmarks
- Differentiation as one of a select group of programs that embraces and promotes the discipline of project and/or program and/or portfolio management.

Accredited programs have completed a rigorous process, including an in-depth Self-Assessment Report and an onsite visit conducted by a team of independent reviewers to verify the assertions made in the Self-Assessment Report. The preparation of the Self-Assessment Report and the onsite visit engage all aspects of the institution and can result in increased institutional visibility and support for ongoing program improvements.

Section A: About GAC

GAC has specific responsibilities and functions to ensure an effective process for the accreditation of degree-granting programs related to the field of the management of projects.*

A.1: Mission/Objective/Scope

The mission of GAC is to advance excellence in project and/or program and/or portfolio management education worldwide through collaboration with and support of academic institutions, and through accreditation of academic programs.

GAC's primary objective is to ensure that GAC accredited educational programs prepare students to meet the current and anticipated needs of businesses and government organizations for qualified professionals working in the field.

The GAC scope of accreditation includes project and/or program and/or portfolio management and related degree programs at the bachelor's, post graduate, and doctoral levels offered within accredited institutions of higher education worldwide.

A.2: Responsibilities and Authority

GAC has the following responsibilities and authority:

1. To function as the policy-making body in all matters related to GAC accreditation of academic programs related to the management of projects,* and to be solely responsible for all related decisions.
2. To develop and enhance standards, guidelines, policies, and procedures for evaluating program effectiveness in the field of project and/or program and/or portfolio management education and to foster excellence in the same.
3. To ensure that the accreditation process recognizes the diversity of academic programs in the field.
4. To provide assistance as needed to established and developing academic programs, and to facilitate a collaborative community for these programs.
5. To schedule and coordinate the processes of GAC accreditation.
6. To commission and appoint members to GAC committees and working teams focusing on specific task areas to ensure effectiveness and continuous improvement in accrediting academic programs.
7. To review, arbitrate, and decide written appeals from any accredited or applicant program appealing an action of GAC.
8. GAC has the sole and final authority for granting GAC accreditation.

A.3: Composition and Governance

The GAC is governed by the GAC Directors. This group is composed of seven (7) to eleven (11) members with a majority of members drawn from academia, and at least one member representing the public at large. The appointment of persons representing a balance between academia and industry, as well as geographic locations, is designed to provide a diverse, objective, and comprehensive review of academic programs pertaining to the management of projects.* The PMI Academic Programs Manager serves as an ex-officio, nonvoting GAC Director. A listing of the current GAC Directors is posted on www.gacpm.org.

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*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

The general duty of GAC Directors shall be to carry out the mission and objectives of GAC, in accordance with its governing documents in its present or amended form, and with any applicable law.

A.4: Code of Good Practice

GAC subscribes to and follows these guidelines:

- Recognizes that the primary purpose of its activities is the quality assessment and the enhancement of academic programs in the field of project and/or program and/or portfolio management.
- Fosters the pursuit of excellence and assists in the improvement of academic programs in the field.
- Designs the accreditation process to stimulate continuous improvement.
- Ensures that the accreditation processes recognize the diversity of academic programs related to the management of projects* around the world.
- Encourages sound educational experimentation and innovation.
- Recognizes that accreditation is a dynamic process, and that a program's accreditation status is to be reviewed regularly.
- Ensures the effectiveness and objectivity of accreditation processes, using relevant information and utilizing experienced and qualified evaluators.
- Regards the text of the evaluation reports and all other communications relating to applicants for accreditation as confidential.
- Refrains from conditioning or offering accreditation upon the payment of fees for purposes other than administrative fees and actual evaluation costs or for any reason other than the applicant's demonstrated qualification for accreditation.

In addition, each GAC Director:

- Shall not discuss matters regarding the accreditation of a specific academic program outside of the formal parameters set by GAC review policy and will refer all inquiries to the Chairperson of GAC and/or PMI Academic Programs Manager.
- Shall funnel specific discussions and/or concerns about an academic program's accreditation through the Chairperson of GAC and/or the Academic Programs Manager.
- Shall hold in confidence all documents that are prepared for GAC Directors' meetings.
- Will excuse himself or herself from deliberations or votes on decisions regarding any individual programs of which he or she is a former or current employee or trustee, consultant, business partner, or supporter.
- Will not participate in deliberations or vote on decisions in which he or she has any other personal interest that might reasonably appear to suggest divided loyalties or otherwise impair independent, unbiased judgment.
- Shall refrain from the potential of, or actual, conflict of interest, or self-dealing and advise the GAC Directors of any personal activity that is related to any academic programs that have formally applied to or are being evaluated by GAC for accreditation.

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*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

A.5: GAC Directors' Meetings/Actions

The GAC Directors meet monthly for the transaction of business items set before GAC and the determination of any GAC decisions and/or rulings related to the accreditation status of applicant or accredited programs.

Each decision of the GAC Directors shall be made by a majority vote unless otherwise required by law or by GAC policies. Each GAC Director shall be entitled to one (1) vote on any matter coming before the GAC. All decisions on GAC accreditation shall require the majority vote of GAC Directors.

Section B: GAC Accreditation Process

B.1: Beginning the Accreditation Process

Programs considering GAC accreditation are encouraged to become familiar with the GAC Eligibility Requirements and Accreditation Standards prior to submitting an application.

GAC hosts in-person and online accreditation workshops during the year. Prospective and applicant programs are encouraged to attend these sessions to better understand the GAC accreditation process and receive assistance in preparing the Letter of Intent and the Self-Assessment Report. GAC staff is available to assist prospective and applicant programs throughout the process. Please visit the events area of the GAC website (www.gacpm.org) or contact gac@pmi.org for more information.

Please note: All documentation submitted to GAC must be in English.

B.2: Process Overview and Time Frame

The GAC accreditation process consists of the following:

- Step One:** Letter of Intent
- Step Two:** Self-Assessment Report
- Step Three:** Onsite Visit
- Step Four:** Accreditation Decision

The GAC accreditation process is rigorous and shows a commitment to excellence in project management education on the part of the prospective applicant program. A management of projects* or related program applying for accreditation may expect the entire process to take approximately 12 to 18 months.

The applicant program has up to six months to complete and submit the Self-Assessment Report after receiving GAC approval of its Letter of Intent. The GAC Directors review the submitted Self-Assessment Report at its next available monthly meeting. At that meeting, the GAC Directors will authorize the onsite visit, request further information, or stop the accreditation process.

Once the Self-Assessment Report is approved, the onsite visit is scheduled at a time mutually convenient to the applicant program and the evaluation team, generally within 90 days of acceptance of the Self-Assessment Report by the GAC Directors.

The onsite visit team completes their report within 30 days after the completion of the onsite visit and submits a recommendation to the GAC Directors. The GAC Directors review the team's recommendation and makes an accreditation decision at its next available meeting.

*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

The GAC Directors' decision to approve, defer, or deny accreditation for an applicant program is based on the body of information included in the Letter of Intent, the Self-Assessment Report, and the Onsite Visit Report and Recommendation.

B.3: GAC Accreditation Process Steps

Step One: Letter of Intent

The Letter of Intent is the first step in the GAC accreditation process, and it is the point at which the prospective applicant program's eligibility to move forward in the accreditation process is determined.

The Letter of Intent contains the following information/evidence:

- 1.** A statement from representatives of the prospective applicant program indicating its interest in pursuing GAC accreditation, submitted on the prospective applicant program's university/college letterhead and including the signatures of the academic leader for the program (e.g., program director, program coordinator) and the senior manager or administrator (e.g., dean, department head, or equivalent administrator) to whom the academic leader reports.
- 2.** Demographic information/program data necessary for GAC to clearly understand the context of the prospective program's application. Refer to Appendix A, Required Information for Letter of Intent, of this Handbook for more detailed information.
- 3.** The prospective applicant program's responses, including evidence, demonstrating that it meets GAC Eligibility Requirements. For more information on the Eligibility Requirements, please refer to Section C: GAC Eligibility Requirements, in this Handbook.
- 4.** Application Fees. The application fees referred to in Section B.7: Fees, must be included.

A template Letter of Intent with instructions is posted on the Apply for Accreditation area of the www.gacpm.org website for use by prospective applicant programs.

The Letter of Intent must be submitted in both digital and paper formats to:

The Project Management Institute

Global Accreditation Center for Project Management Education Programs (GAC)

Attention: Accreditation Programs Administrator

14 Campus Boulevard

Newtown Square, PA 19073 USA

Email: gac@pmi.org

GAC Review of Letter of Intent

Upon receipt, the prospective applicant program's Letter of Intent is reviewed by GAC for alignment with GAC Eligibility Requirements. If the letter is found to be aligned, the prospective applicant program is notified of acceptance of the Letter of Intent, and becomes a GAC applicant program. The submitted application fee is processed and permission is granted to proceed with the preparation of the programmatic Self-Assessment Report.

The determination of eligibility is at the sole discretion of the GAC Directors.

Step Two: Self-Assessment Report

From GAC acceptance of the Letter of Intent, the applicant program may take up to six months to prepare and submit the Self-Assessment Report to GAC. The Self-Assessment Report must be prepared in compliance with the following guidelines.

Self-Assessment Report Guidelines and Preparation

GAC Accreditation Standards (Section D of the Handbook) are the foundation of the Self-Assessment Report. During the self-assessment phase of the accreditation process, the applicant program collects and provides evidence, which demonstrates alignment with GAC Accreditation Standards. Self-assessment materials should be organized in a concise and readable document that can be used for both GAC accreditation review purposes and internal planning and continuous improvement by faculty, administrators, and students within the institution and applicant program.

The Self-Assessment Report contains the following information/evidence:

1. A cover letter from representatives of the applicant program indicating its continued interest in pursuing GAC accreditation.
2. Any updates to the original submitted Letter of Intent.
3. The applicant program's responses, including evidence, demonstrating that it aligns with GAC Accreditation Standards. For more information on the GAC Accreditation Standards, please refer to Section D: GAC Accreditation Standards in this Handbook. Refer to Appendix B, Required Information for Self-Assessment Report, of this Handbook for more detailed information.
4. The accreditation fee must be included with the Self-Assessment Report documentation submission. Please refer to Section B.7: Fees, for more details.

The applicant program must use the Self-Assessment Report Template posted on the Apply for Accreditation area of the www.gacpm.org website as a guide for structuring the report.

Initial GAC Submitted Self-Assessment Report Review Process

The applicant program is required to submit a digital final draft of the Self-Assessment Report to gac@pmi.org. GAC staff will review the final draft submission and notify the applicant program of omissions or additional information that needs to be added prior to the final submission.

After GAC staff approval of the draft submission, the final Self-Assessment Report with supporting documentation must be forwarded to GAC:

1. Five (5) paper copies (unbound and not inserted in notebooks, with no tabs or other devices that cannot be readily scanned and duplicated) should be mailed to:

The Project Management Institute

Global Accreditation Center for Project Management Education Programs (GAC)

Attention: Accreditation Programs Administrator

14 Campus Boulevard

Newtown Square, PA 19073 USA

2. One (1) digital copy should be emailed to: gac@pmi.org

Failure to submit the Self-Assessment Report: Unless otherwise agreed with GAC, applicant programs who fail to submit the Self-Assessment Report within the prescribed time are no longer considered an applicant program. The program is removed from the list of applicant programs and forfeits the application fee. To reinstate the accreditation process, programs must submit a new Letter of Intent and appropriate fees.

GAC Directors' Review of Submitted Self-Assessment Report

After receipt of the final Self-Assessment Report, GAC staff complete a review of the submission to ensure that all required documentation and information are submitted. If all of the documentation is in order, the Self-Assessment Report is forwarded to the GAC Directors for review and discussion.

A decision regarding the acceptance of the Self-Assessment Report will be made during the next available GAC Directors' meeting.

GAC Directors' review of the Self-Assessment Report can have one of three outcomes:

1. Acceptance of the Self-Assessment Report. Permission to move forward with the onsite visit and the onsite visit is scheduled.
2. Request for information. The GAC Directors request additional, clarifying information from the applicant program before the decision can be rendered. In this case, the decision is held until the additional information is submitted and can be reviewed by the GAC Directors.
3. Denial. The GAC Directors find that the applicant program does not substantially align with GAC Accreditation Standards. In this case, the GAC Directors may choose to suspend the accreditation process.

Step Three: Onsite Visit Evaluation

The objective of the onsite visit is to substantiate and evidence information presented in the Self-Assessment Report.

After the Self-Assessment Report has been accepted by the GAC Directors, arrangements are made for an onsite visit of the applicant program by an evaluation team.

The dates for the onsite visit are agreed upon by GAC and the applicant program. GAC onsite visit teams are normally comprised of one team lead, and one or two additional team members. At minimum, one member of the team will be from the project management academic community and one will be a project management practitioner.

Prior to arriving on campus, the onsite visit team reviews the Self-Assessment Report and supporting documentation. The team leader will work with the applicant program to finalize arrangements, clarify information, and address questions resulting from the team's review of the Self-Assessment Report.

During the onsite visit, team members verify and explore the information represented in the Self-Assessment Report. This is done through:

- Interviews with institutional leaders, program representatives, administrative personnel, faculty members, students, alumni, and advisory board members.
- Review of institutional and program policies, processes, and procedures.
- Review of the program's curriculum and examples of student work.
- Examination of physical, financial, and/or digital resources supporting the program.

GAC onsite visits typically require two to three business days to complete. The applicant program is responsible for lodging and all expenses associated with the visit.

At the completion of the visit, the team presents its summary findings to the applicant program. After departing the site, the team prepares a written report that is submitted to the applicant program for factual verification. Within 30 days after the completion of the onsite visit, the final Onsite Visit Report and Recommendation are submitted to the GAC Directors for review.

Refer to Appendix D: Guidelines for the Onsite Visit Process, of this Handbook for additional details regarding the onsite visit process.

The onsite visit fee must be submitted prior to the commencement of the onsite visit. Please refer to Section B.7: Fees, for more details.

Step Four: Accreditation Decision

Evaluation of the Onsite Visit Report and Recommendation

Upon receipt of the Onsite Visit Report and Recommendation, the GAC Directors evaluate the report and recommendation at the next available meeting. The GAC Directors then make the accreditation decision regarding the applicant's program(s).

The accreditation decision is based on the collective information included in the Letter of Intent, the Self-Assessment Report, and the Onsite Visit Report and Recommendation.

Request for Voluntary Withdrawal of Accreditation Application

GAC will accept a written request from an applicant program to withdraw its application for GAC accreditation at any time during the accreditation process. One copy of any submitted application documentation (for example, Letter of Intent, Self-Assessment Report materials, etc.) will be retained by GAC for historical purposes. All other materials related to the application will be destroyed.

B.4: GAC Accreditation Actions

The GAC Directors are the policy-making body in all matters related to GAC accreditation of academic programs related to the management of projects,* and are solely responsible for all related decisions.

A program seeking initial accreditation may be granted accreditation for a maximum period of five (5) years.

The range of accreditation actions is as follows:

- Initial Grant of Accreditation
- Reaffirmation Grant of Accreditation
- Deferral of Accreditation
- Denial of Accreditation
- Withdrawal of Accreditation

Type of Accreditation:

- Initial—applicant programs completing the accreditation process for the first time.
- Reaffirmation—applicant programs that are completing the comprehensive reaffirmation of accreditation at the completion of their initial or additional accreditation cycle.
- Currently Accredited—programs that currently have GAC accreditation.

*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

Grant of Accreditation (Initial or Reaffirmation)

A program seeking initial accreditation may be granted accreditation for a maximum period of five (5) years. The grant of accreditation may include a request for informational reports as a condition of accreditation. The GAC Directors will note the nature, purpose, and scope of the information requested in the decision letter. All requests for additional information will be referenced to a specific GAC Accreditation Standard.

Deferral of Accreditation

The GAC Directors may defer action on a program's accreditation when they judge that there is insufficient data on which to base a decision. If the decision of the GAC Directors is to defer accreditation status, the GAC Directors will outline the reasons for deferral based on the relevant GAC Accreditation Standards in the official decision letter to the applicant program. The letter will state, if applicable, the required information necessary for the GAC Directors to reach a decision at a later meeting. GAC will also inform the program of its right to appeal the decision.

Denial of Accreditation

The GAC Directors may deny a grant of accreditation if they judge that a program does not align with the established GAC Accreditation Standards at the time of the review and will not be able to bring the program into alignment within the time allotted for a deferral. If the decision is to deny accreditation status, the GAC Directors will outline the reasons for denial based on the relevant GAC Accreditation Standards in the official decision letter to the applicant program. GAC will also inform the program of its right to appeal the decision.

A program denied accreditation may reapply following a one-year period and must complete all steps in the initial application process.

Withdrawal of Accreditation

The GAC Directors reserve the right to withdraw a grant of accreditation if it is determined that a program fails to demonstrate alignment with the established GAC Accreditation Standards and annual reporting requirements. A program found to not be in alignment would be given the opportunity to respond to the GAC prior to any vote to remove accreditation.

B.4.1: Announcement of GAC Decisions

All decisions of the GAC Directors shall be announced within 30 days of the decision. GAC shall notify, in writing, the academic leader for the program (e.g., program director, program coordinator) and the senior manager or administrator (e.g., dean, department head, or equivalent administrator) to whom the academic leader reports as to the action of GAC.

GAC also posts GAC Directors' accreditation decisions on its website, www.gacpm.org.

All correspondence, minutes, annual reports, interim reports, and other materials used in the deliberations of the GAC Directors shall be held in strict confidence.

B.4.2: Activities for Newly Accredited Programs

Along with the official letter granting GAC accreditation, newly accredited or reaffirmed programs receive a Continuing Accreditation Requirements Letter that outlines the following:

- Opportunities for improvement and suggested actions noted in the Onsite Visit Report for which follow up is expected.
- Requirements for submission of the program's annual report.

- Information regarding benefits of GAC accreditation and access to the “GAC Accredited Program” logo. An award of accreditation plaque is presented to the accredited program(s) at a mutually beneficial time and place.

B.5: GAC Accredited Program Reporting Requirements

Throughout the accreditation cycle, GAC accredited programs are expected to remain in alignment with GAC Accreditation Standards, as well as keep GAC informed of the status of the program.

GAC accredited programs may also be required to submit special reports indicating progress in areas of concern identified by the GAC Directors, or to undergo limited evaluations focused on specified matters. When a program undergoes a substantive change, or if its alignment with GAC standards is questioned, GAC will take appropriate action. GAC reserves the right to review an accredited program at any time that circumstances may warrant.

B.5.1: Annual GAC Accredited Program Reports

During the period of a program’s GAC accreditation, an online report shall be filed by 31 March of each year. This report notes any changes in the accredited degree program or the institution where it is housed. The first report shall specifically address opportunities for improvement noted in the Onsite Visit Report from the most recent GAC accreditation onsite visit. Subsequent reports shall detail improvements based upon the improvement opportunities noted in the Onsite Visit Report as well as other improvements in which the program is engaged. The GAC Directors may also request that an annual report address specific issues of concern above and beyond those areas regularly addressed by the annual report form.

Annual GAC Accredited Program Reports shall be reviewed by GAC staff and presented to the GAC Directors at its regularly scheduled meetings.

For more information regarding this report, refer to the Annual GAC Accredited Program Report Requirements in Appendix E of this Handbook.

B.5.2: Substantive Change

Substantive Change Policy

A substantive change to an accredited program is one that may impact the extent to which the program aligns with GAC Accreditation Standards. Substantive changes may include, but are not limited to:

- Withdrawal, or risk thereof, of institutional/governmental accreditation.
- A change or variation in the name of the program and/or degree title.
- Changes in ownership, legal status, or form of control of the institution.
- Introducing a new educational method beyond the scope described in the application under which the program received a grant of accreditation, for example, adding significant distance learning or self-evaluation components.
- Changes in the accredited program’s source(s) of financial support.
- Merging of current accredited programs to create a new program.
- Significant changes to subjects/courses offered within the accredited degree or award that may affect the program’s alignment with the GAC core areas of focus.

When substantive changes occur, the primary concern of GAC is that the accredited program continues to align with GAC Accreditation Standards. Accredited programs must be able to demonstrate that any substantive change(s) will not adversely affect the ability of the program to align with GAC Accreditation Standards. If the program changes are determined by GAC to represent a sufficient departure from practices in place at the time

of application, GAC may elect to re-evaluate the program before the next formal submission for GAC Reaffirmation of Accreditation is due.

For more information regarding specific steps and timelines, refer to Reporting Substantive Change, in Appendix F of this Handbook.

B.5.3: Reaffirmation of Accreditation

Every program accredited by GAC must undergo a comprehensive re-evaluation and GAC reaffirmation of accreditation prior to the completion of its current accreditation cycle. Eighteen months prior to the expiration of the program's accreditation, GAC will send notification with the invoice for the annual maintenance fee.

All components of the GAC accreditation process, including acceptance of the Self-Assessment Report, completion of the Onsite Visit Report, and rendering of the GAC Directors' accreditation decision, must be completed prior to the expiration of a program's current grant of accreditation. Programs must plan for an appropriate amount of time to complete the reaffirmation of accreditation process. If the reaffirmation of the accreditation process is not completed prior to the expiration date, the program(s) is at risk of losing its GAC accreditation status.

For more information regarding specific steps and timelines, refer to the GAC Reaffirmation of Accreditation Process in Appendix G of this Handbook.

B.5.4: Review and Approval of Additional Academic Degrees or Awards After Primary Accreditation

GAC accredited programs may apply to GAC to have additional academic degrees or awards accredited. Once the request is received, the GAC Directors' review the provided information, a decision is made, and the program is notified.

For more information regarding specific steps, refer to the Review and Approval of Additional Programs After Primary Accreditation in Appendix H of this Handbook.

B.6: Appeals and Complaints

B.6.1: Appeal of a Decision by GAC

When a program receives a GAC Directors' decision of deferral, denial, or withdrawal of accreditation, the GAC Directors will provide the program with the reasons for the decision, referencing specific GAC Accreditation Standards with which the program is not aligned. The GAC Directors' decision may be appealed by following the GAC appeals process.

For more information, refer to the Overview of the GAC Accreditation Appeals and Complaints Policies and Processes in Appendix I of this Handbook.

B.6.2: Complaint Regarding a GAC Accredited Program

GAC is concerned with maintaining programmatic integrity and performance, which is consistent with its established policies and standards.

For further information concerning the process to lodge a complaint against a GAC accredited program, refer to the Overview of the GAC Accreditation Appeals and Complaints Policies and Processes in Appendix I of this Handbook.

B.7: Fees

GAC assesses fees for the conduct and maintenance of the following GAC accreditation processes:

Type of Fee	Details
Application Fee	Submitted with Letter of Intent.
Accreditation Fee	Submitted with Self-Assessment Report.
Onsite Review Fee	Submitted after acceptance of the Self-Assessment Report when onsite visit is authorized.
Onsite Visit Expenses	<p>Applicant program is responsible for the expenses incurred by the members of the onsite visit team, including:</p> <ul style="list-style-type: none"> · Transportation · Lodging · Meals · Other miscellaneous expenses <p>Every effort will be made to keep all related accreditation expenses at a reasonable level.</p>
Annual Maintenance Fee	Due every year on the anniversary of accreditation; payable on annual invoice.
Re-evaluation Fee (Reaffirmation of Accreditation programs only)	Submitted with the Reaffirmation of Accreditation Self-Assessment Report.

Please refer to the GAC fee schedule posted on the GAC website (www.gacpm.org) for specific fees associated with each step of the accreditation process.

Payment Information

Checks, money orders, wire transfers, or credit cards are acceptable. Please make checks payable to "Project Management Institute." Checks must be in U.S. currency and drawn on a U.S. bank.

To make a payment by credit card, include credit card details in the hard copy Letter of Intent or Self-Assessment Report submission. Please include the following information: type of credit card, amount paid, credit card number, expiration date, name of person on the credit card. Alternatively, call the Accreditation Programs Administrator at +1-610-355-1601 to relay this information. Any questions regarding payment may be directed to the Accreditation Programs Administrator at gac@pmi.org or +1-610-355-1601.

Section C: GAC Eligibility Requirements

Each academic program (hereafter referred to as program) applying for accreditation by GAC must demonstrate that its academic degrees or awards satisfy the Eligibility Requirements specified herein.

An application for GAC accreditation may consist of single or multiple academic degrees or awards as long as they are under the same academic leadership. Programs under different academic leadership require separate applications.

The Letter of Intent submitted by the prospective applicant program shall clearly demonstrate how its academic degrees and awards address the GAC Eligibility Requirements.

C.1: Institutional Accreditation and Legal Authority

The institution submitting an application to GAC for accreditation shall be accredited by a recognized accrediting agency or appropriate government authority. The institution shall also be an institution of higher education that is legally authorized, under applicable law, to confer higher education degrees.

To demonstrate that this eligibility requirement is met, the prospective applicant program shall submit documentation that the program resides within an institution of higher education that is:

- C.1.1:** Accredited by an appropriate institutional or governmental authority.
- C.1.2:** Legally authorized, under applicable law, to confer higher education degrees.

C.2: Degrees or Awards Eligible for Accreditation

The prospective applicant program should clearly identify the academic degrees or awards to be assessed by GAC for accreditation. Degrees or awards may be in the project and/or program and/or portfolio management discipline or in another field with a significant component specifically related to the management of projects.* A degree or award shall meet the following minimum requirements in order to be deemed eligible for GAC accreditation:

Type of Degree or Award	Degree or Award Information			Management of Projects* Content Information	
	Duration	Total Academic Credit Equivalents (Minimum)	Total Study Hours (Minimum)	Total Academic Credit Equivalents of Management of Projects* Content (Minimum)	Total Study Hours of Management of Projects* Content (Minimum)
Bachelor's	3 or 4 years full time equivalent	<ul style="list-style-type: none"> • 180 ECTS • 360 UK Credits • 120 US Semester Credits 	3,600 Study Hours	<ul style="list-style-type: none"> • 30 ECTS • 60 UK Credits • 15 US Semester Credits 	600 Study Hours
Post Graduate Academic Awards (Master's, Post Graduate Diploma, etc.)	1 or 2 years full time equivalent	<ul style="list-style-type: none"> • 60 ECTS • 120 UK Credits • 30 US Semester Credits 	1,200 Study Hours	<ul style="list-style-type: none"> • 30 ECTS • 60 UK Credits • 15 US Semester Credits 	600 Study Hours
Doctorate (PhD or Professional Doctorate)	3 or 4 years full time or equivalent	GAC encourages research on the management of projects* and accredits related doctoral degree programs.			
GAC recognizes differences in regional academic processes and terminology					

Academic Credit definition: The unit of measuring educational credit. Different countries use different methods of calculating what is considered an academic credit (example: ECTS, US Semester Credit, UK Credits). It is typically based on the number of hours of class/seminar time plus student preparation time.

Study Hours definition: The total number of actual hours spent by a student to complete a program of study. Study hours include time spent in lectures, seminars, independent study, preparation for and taking of examinations, and so forth. Typically, one hour per week of scheduled class/seminar time is expected to require a minimum of two hours of student preparation time.

*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

To demonstrate that this eligibility requirement is met, the prospective applicant program shall submit the following for each academic degree or award for which accreditation is being sought:

- C.2.1:** The full name of the academic degree or award(s).
- C.2.2:** A definition of the academic credits in terms of study hours.
- C.2.3:** The total number of academic credits and study hours required for completion of the degree or award(s) and the total number of required academic credits and study hours devoted to management of projects* content.
- C.2.4:** A listing of required and elective courses/subjects containing management of projects* content, demonstrating alignment with the core areas of focus for program learning outcomes (GAC Accreditation Standard D.2).
- C.2.5:** Clear identification of locations and delivery modalities, including any collaboration with other institutions, for each degree or award.

C.3: Period of Operation

Eligibility for GAC accreditation requires that an academic degree or award has been offered for a minimum of two years and has at least one graduating class by the date the Letter of Intent is submitted.

To demonstrate that this eligibility requirement is met, the prospective applicant program shall submit the following information for each academic degree or award:

- C.3.1:** The date when the academic degree or award was launched and the date of the first graduating class.
- C.3.2:** Data illustrating the number of students enrolled each year and graduated each year (up to five years as applicable).

C.4: Administrative Structure and Academic Leadership

The prospective applicant program shall demonstrate that it has adequate, sustainable academic leadership and governance to support an academic program in the management of projects.*

To demonstrate that this eligibility requirement is met, the prospective applicant program shall submit the following information:

- C.4.1:** A description of the program's administrative structure and its relation to the overall academic and administrative structure of the institution.
- C.4.2:** Evidence that the program is headed by a competent administrator who has sufficient authority, support, and time to accomplish the academic program's goals and objectives as well as providing sufficient leadership and supervision.

Section D: GAC Accreditation Standards

Each academic program (hereafter referred to as program) applying for accreditation by GAC must demonstrate that its academic degrees or awards satisfy the Accreditation Standards specified herein.

The Self-Assessment Report submitted by the applicant program shall clearly demonstrate how its academic degrees and awards align with the GAC Accreditation Standards.

*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

D.1: Program Mission

GAC believes that a program's mission shall form the basis for program guidance, planning, and implementation. The program shall have a clearly defined and publicly stated mission supported by objectives, consistent with the mission of the academic institution as a whole, and relevant to the management of projects.*

To demonstrate that the above standard is met, the applicant program shall submit the following information:

- D.1.1:** The program's mission statement and evidence that it is publicly available.
- D.1.2:** Evidence that the program's mission statement and supporting objectives:
 - D.1.2.1:** Are consistent with the mission of the academic institution.
 - D.1.2.2:** Are relevant to the management of projects* profession and consistent with the GAC core areas of focus for program learning outcomes.
 - D.1.2.3:** Clearly identify the potential students for the program.

D.2: Curricula and Core Areas of Focus for Program Learning Outcomes

GAC recognizes the dynamic nature of the management of projects.* Thus, the challenge for programs is to provide academic curricula that integrate practice and theory at different degree levels, while honoring each program's unique context. GAC encourages programs to be innovative and forward thinking in developing curricula that will both advance the profession and prepare students to be effective professionals.

GAC requires programs to offer curricula that assure student achievement of three GAC core areas of focus for learning outcomes that address generally accepted practices, knowledge, and competencies found within the management of projects* discipline and documented in professional standards.

For all of the following areas of focus, programs are required to demonstrate student achievement of learning outcomes for each academic degree or award that reflects levels of academic achievement[†] appropriate for bachelor's, post graduate, and/or doctoral degrees or awards.

Area of Focus 1: Technical Expertise

Management of projects to meet needs within constraints, with reference to professional standards and guides.*

Area of Focus 2: Professional Behavior

Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork.

Area of Focus 3: Strategic Awareness

Contextual awareness and knowledge of strategic and operational drivers required to inform decisions and deliver sustained competitive advantage.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

- D.2.1:** Description of the academic degree or award, its philosophy, and references to professional standards and guides.
- D.2.2:** Specific learning outcomes that reflect the academic degree level and describe what students should know and be able to do on completion of the academic degree or award.
- D.2.3:** A chart that cross-references each course or subject with the academic degree or award learning outcomes and the GAC core areas of focus.

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[†] Refer to "GAC Expected Levels of Academic Achievement" document in Appendix C of the GAC Handbook of Accreditation.

- D.2.4:** Description and evidence of how curricula facilitate active student engagement in learning. In addition to traditional reading, research, and course activities, programs should provide a description of collaborative, integrative activities and environments designed to reflect workplace practices to improve student professional performance.
- D.2.5:** Description and evidence of how curricula provide summative experiences based on the processes, knowledge, and competencies acquired throughout the program and incorporating appropriate management of project standards and constraints.
- D.2.6:** Description and evidence of how curricula include academic content, rigor, and quality appropriate for the degree or award level.[†]
- D.2.7:** Description and evidence of how the achievement of program learning outcomes are assessed for each academic degree or award.
- D.2.8:** A detailed outline for each course or subject (e.g., aim and objectives, learning outcomes assessed, content, teaching, learning and assessment strategies, reading and resources, and major assessable activities) relevant to the management of projects.*
- D.2.9:** Description and evidence of how consistent delivery of curricula is assured across all locations and delivery modalities.

D.3: Program Information in the Public Domain

GAC understands the importance of ensuring that students and the public have access to accurate, current information about the academic degree or award in order to make informed decisions. To this end, the program shall provide accurate, consistent, and verifiable information about the academic degree or award to students and the public.

To demonstrate that the above standard is met, the program shall submit the following:

- D.3.1:** A description and examples of the information provided to students, prospective students, other stakeholders, and the general public on the academic degree or award, such as university catalogs/prospectuses, websites, and any other institutionally authorized printed and digital materials.

D.4: Faculty and Staff

The program shall demonstrate adequate sustainable faculty and staff, including academic leadership and an administrative head with sufficient expertise and time for effective administration (who may also be the academic leader).

The program shall demonstrate that it benefits from and contributes to its institution and professional community.

GAC encourages creation of new knowledge related to the management of projects* through research, applied research, and scholarly activity.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

- D.4.1:** The roles and responsibilities of academic leadership, administrative leadership, and support staff, by position.
- D.4.2:** Institutional/program standards for hiring and retaining faculty.
- D.4.3:** Curriculum vitae for all faculty currently teaching within the program.
- D.4.4:** A schedule of courses/modules offered, by term/semester over the past two years that includes course title and assigned faculty.

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[†] Refer to "GAC Expected Levels of Academic Achievement" document in Appendix C of the GAC Handbook of Accreditation.

D.4.5: A brief summary and examples of institutional engagement and professional development of staff and faculty that addresses the following:

D.4.5.1: The interaction between the program and other programs at the institution.

D.4.5.2: The contributions of the faculty and administrators to the governance, intellectual, and social life of the program, institution, and professional community.

D.4.5.3: Support for staff and faculty in acquiring new skills and knowledge.

D.5: Students

The program shall demonstrate that it facilitates student academic and professional success.

Students admitted to the academic degree or award should meet the institution's admission and selection policies. The program, regardless of modality, shall demonstrate equal student access to services in support of academic achievement.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.5.1: Clear policies for program admission and ongoing academic performance expectations.

D.5.2: Descriptions of the academic advisement, evaluation of academic progress, and support provided to students necessary to complete their intended courses of studies.

D.5.3: Descriptions of the support services provided to students that are appropriate to the mission of the program and the needs of the students.

D.5.4: Descriptions of the library staff, services, holdings, and digital resources that are appropriate, adequate, and accessible to support the program's learning outcomes.

D.5.5: Descriptions of the appropriate and accessible facilities, instructional equipment, and technology to support the program and students.

D.5.6: Descriptions of opportunities for students to participate in student and/or professional societies and activities.

D.6: Financial Resources

GAC believes that sound financial resources are essential for operational sustainability, improvement, and innovation within a management of projects* program. The program should demonstrate that the institution allocates adequate resources for the program to achieve its stated objectives.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.6.1: Description of how the program maintains financial adequacy and sustainability.

D.7: Program Improvement

Continuous improvement is necessary to respond to stakeholder feedback, program performance results, and the dynamic and evolving nature of the management of projects* and teaching and learning practices.

GAC requires programs to provide a description of the program's continuous improvement process and timeline, including representative examples that address each of the GAC Accreditation Standards and that portray strong evidence of use for achievement of improvement goals.

To demonstrate that the above standard is met, the applicant program shall submit:

- D.7.1:** A description of the program's continuous improvement process and timeline with respect to all of the GAC Accreditation Standards.
- D.7.2:** A program-level summary of notable strengths, areas for improvement, and future directions.
- D.7.3:** Evidence of curricular improvement and student learning, including:
 - D.7.3.1:** A description of the program learning outcome assessment process.
 - D.7.3.2:** Analysis of assessment data showing the extent to which students have achieved the GAC core areas of focus for program learning outcomes and use of these data for continuous program improvement.
 - D.7.3.3:** The means by which faculty, students, and staff are involved in curricula review and revision.
- D.7.4:** Evidence of how the effectiveness of faculty and staff is assessed and how the assessment data are used to inform continuous improvement.

Appendix A: Required Information for Letter of Intent

The Letter of Intent has the following information/documentation:

1. A statement from representatives of the prospective applicant program indicating its interest in pursuing GAC accreditation:
 - a. Submitted on the prospective applicant program's university/college letterhead.
 - b. Includes the signatures of the academic leader for the program (e.g., program director, program coordinator) and the senior manager or administrator (e.g., dean, department head, or equivalent administrator) to whom the academic leader reports.
2. Required demographic information/program data on the prospective applicant academic degree(s) or award(s), including responses and evidence demonstrating that the prospective applicant degree(s) or award(s) meet the criteria indicated in Section C: GAC Eligibility Requirements:
 - a. Name and Location of Institution
 1. Name and location(s) of the university/college that houses the prospective applicant program(s) and mailing address.
 2. Name of primary point of contact(s) for the accreditation process, including telephone number(s) and email address.
 - b. Business Unit
 1. Name of college/school/department/faculty within the university that offers the prospective academic degree(s) or award(s).
 - c. Institutional Accreditation and Legal Authority (GAC Eligibility Requirement C.1)
 1. Accredited by an appropriate institutional or governmental authority.
 2. Legally authorized, under applicable law, to confer higher education degrees.
 - d. Degrees or Awards Eligible for Accreditation (GAC Eligibility Requirement C.2)
 1. The full name of the academic degree or award(s).
 2. A definition of the academic credits in terms of study hours.
 3. The total number of academic credits and study hours required for completion of the degree or award and the total number of required academic credits and study hours devoted to management of projects* content.
 4. A listing of required and elective courses or subjects containing management of projects* content, demonstrating alignment with the core areas of focus for program learning outcomes (GAC Accreditation Standard D.2).
 5. Clear identification of locations and delivery modalities, including any collaboration with other institutions for each degree or award.
 - e. Period of Operation (GAC Eligibility Requirement C.3)
 1. The date when the academic degree or award was launched and the date of the first graduating class.
 2. Data illustrating the number of students enrolled each year and graduated each year (up to five years as applicable).
 - f. Administrative Structure and Academic Leadership (GAC Eligibility Requirement C.4)
 1. A description of the program's administrative structure and its relation to the overall academic and administrative structure of the institution.

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2. Evidence that the program is headed by a competent administrator who has sufficient authority, support, and time to accomplish the academic program's goals and objectives as well as providing sufficient leadership and supervision.
- g. Expected Self-Assessment Report Submission
 1. Provide the approximate date when the prospective applicant program intends to submit its Self-Assessment Report.
3. The application fee must be included with the submission. Please refer to Section B.7: Fees, of the Handbook for more details.

A template Letter of Intent with instructions is posted on the Apply for Accreditation area of the www.gacpm.org website for use by prospective applicant programs.

Submit the Letter of Intent, both digitally and a paper copy, to:

The Project Management Institute
Global Accreditation Center for Project Management Education Programs (GAC)
Attention: Accreditation Programs Administrator
14 Campus Boulevard
Newtown Square, PA 19073 USA
Email: gac@pmi.org

Appendix B: Required Information for Self-Assessment Report

The Self-Assessment Report has the following information/documentation:

1. A cover letter from representatives of the applicant program indicating its continued interest in pursuing GAC accreditation:
 - a. Submitted on the applicant program's university/college letterhead.
 - b. Includes the signatures of the academic leader for the program (e.g., program director, program coordinator) and the senior manager or administrator (e.g., dean, department head, or equivalent administrator) to whom the academic leader reports.
2. Updates to the original submitted Letter of Intent:
 - a. Any changes to the original demographic information/program data provided, such as updated numbers of enrolled students, graduates, and so forth, must be submitted.
3. The applicant program's responses, including evidence, demonstrating that it aligns with each of the GAC Accreditation Standards:
 - a. Each GAC Accreditation Standard, including the subcriteria, must be responded to by the applicant program.
4. Supplements:
 - a. The supplements contain documentation that demonstrates how the program aligns with the GAC Accreditation Standards.

- b. The following supplements are required as appropriate:
- **Supplement to Section D.1: Program Mission.**
 - As appropriate, additional supporting documentation related to the applicant program’s demonstration of the alignment of the program mission with the mission of the academic institution/unit.
 - **Supplement to Section D.2: Curricula and Core Areas of Focus for Program Learning Outcomes.**
 - Documentation that demonstrates that the applicant program’s curricula:
 1. Assures student achievement of program learning outcomes.
 2. Aligns with appropriate GAC Expected Levels of Academic Achievement.
 3. Aligns with the three GAC core areas of focus.
 - Documentation must include:
 1. Course outlines/syllabi for all of the relevant management of projects* courses.
 2. Chart mapping program learning outcomes to the GAC core areas of focus.
 3. Chart mapping program outcomes to appropriate GAC Expected Levels of Academic Achievement.
 - **Supplement to Section D.3: Program Information in the Public Domain.**
 - Documentation related to Program Information in the Public Domain to include institution catalogue, website screen shots, and marketing and promotional materials.
 - **Supplement to Section D.4: Faculty and Staff.**
 - Documentation that demonstrates how the program aligns with GAC Accreditation Standards related to administrative structure, faculty, and staff.
 - Documentation must include:
 1. Organizational charts.
 2. Faculty curricula vitae.
 3. Program policy documents for hiring/evaluating faculty.
 4. Sample workload agreements.
 5. Professional development policies for faculty/staff.
 - **Supplement to Section D.5: Students.**
 - Documentation that provides evidence of the program’s alignment to GAC Accreditation Standards related to students that supports the applicant program’s Self-Assessment Report response, as appropriate, to include policies related to admission and academic expectations, library, and other supporting facilities summary.
 - **Supplement to Section D.6: Financial Resources.**
 - As appropriate, additional supporting documentation related to the applicant program’s financial resources described in the Self-Assessment Report.
 - **Supplement to Section D.7: Program Improvement.**
 - Documentation that provides evidence and use of the program’s processes and outcomes for program improvement, e.g., program continuous improvement process documents, academic assessment tables and reports, course surveys, and teaching assessment examples.
5. The application fee must be included with the submission. Please refer to Section B.7: Fees, of the Handbook for more details.

A template Self-Assessment Report with instructions is posted on the Apply for Accreditation area of the www.gacpm.org website for use by applicant programs.

*For the ease of the reader, the terms “management of projects” and “project, program, and portfolio management” are used interchangeably.

Appendix C: GAC Expected Levels of Academic Achievement

Each applicant academic degree or award is required to demonstrate achievement of program learning outcomes that reflect appropriate levels of academic achievement. Below, please find a grid with the appropriate levels of achievement.

GAC Expected Levels of Academic Achievement for Bachelor's, Post Graduate (Master's, Post Graduate Diploma, etc.), and Doctoral Academic Degree or Awards			
	Bachelor's Graduates at this level will demonstrate:	Post Graduate Graduates at this level will demonstrate:	Doctoral Graduates at this level will demonstrate:
Knowledge	Broad and coherent theoretical and technical understanding of the management of projects* discipline.	Advanced and integrated understanding of the management of projects* discipline; its interface with other fields of work and disciplines; and recent developments in allied research, methods, and practice.	Systemic and critical understanding of the management of projects* disciplinary bodies of knowledge and its interface across different fields or disciplines.
Skills	<p>Analytical, communicative, creative, and technical skills to:</p> <ul style="list-style-type: none"> • Scope and solve specialized problems in predictable and unpredictable contexts. • Distinguish relevant concepts, choices, consequences, events, and strategies. • Engage others to set and realize objectives. • Propose pathways through complex situations. 	<p>Analytical, communicative, creative, and technical skills to:</p> <ul style="list-style-type: none"> • Scope and solve complex problems that traverse fields of work or disciplines in unpredictable contexts. • Interpret and synthesize relevant concepts, choices, consequences, events, and strategies. • Engage multidisciplinary teams to set and realize objectives. • Propose innovative pathways through complex situations that minimize risks and optimize impacts. 	<p>Expert specialized analytical, communicative, creative, and technical skills to:</p> <ul style="list-style-type: none"> • Engage in critical reflection, synthesis, and evaluation of existing knowledge in order to contribute to the development of a field of work or discipline. • Extend or redefine existing knowledge to make substantial contributions to a field of work, discipline, or professional practice. • Create innovative methodologies to address unresolved issues or new problems in a field of work, discipline, or professional practice. • Present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community.
Application of knowledge and skills	<p>Autonomy, judgment, and responsibility to:</p> <ul style="list-style-type: none"> • Manage complex professional and technical activities. • Navigate risk in familiar and unfamiliar contexts. • Awareness of sociocultural factors that may promote or hinder management of people, procedures, or processes. • Self-awareness to guide and evaluate one's own decisions and actions to continuously grow and improve. 	<p>Autonomy, accountability, adaptability, and judgment to:</p> <ul style="list-style-type: none"> • Manage complex professional and technical activities and the execution of complex projects. • Develop new knowledge, procedures, and processes integrating knowledge from different fields. • Develop innovative solutions and proposals relevant to an academic/professional field, field of work, or discipline. • Provide specialized counsel and expertise to predict and navigate risk in unfamiliar contexts. • Leverage complex sociocultural factors to promote successful management of people, procedures, or processes. • Consistently and sensitively manage complex and diverse ethical issues; self-awareness to guide and evaluate one's own decisions and actions to continuously grow and improve. 	<ul style="list-style-type: none"> • Innovation, autonomy, accountability, adaptability, expert judgment; scholarly and professional integrity as an expert, leading practitioner, and/or scholar. • The ongoing capacity to generate new knowledge and lead contributions to foundational knowledge, ethics, and practice relevant to the management of projects.*

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Appendix D: Guidelines for the Onsite Visit Process

The objective of the onsite visit is to substantiate and evidence information presented in the Self-Assessment Report.

After the Self-Assessment Report has been accepted by GAC, arrangements are made for an onsite visit of the applicant program by an evaluation team.

Dates of the Visit:

The onsite visit can normally be expected to occur within 90 days of acceptance of the Self-Assessment Report by the GAC Directors. The dates for the onsite visit are to be mutually agreed upon by GAC and the applicant program.

Composition of Onsite Team:

GAC maintains an active file of evaluators constituting the onsite teams. These evaluators have been recommended by institution and program heads, and colleagues who have themselves participated in an evaluation process, GAC Directors, and GAC staff. GAC relies on the personal and professional integrity of individuals to refuse any assignment where even the slightest potential for conflict of interest exists. All onsite team members sign and submit a Confidentiality Agreement and a Conflict of Interest and Ethics Agreement, which are kept on file at GAC offices.

The onsite team typically consists of the team lead and two team members. At least one member of the onsite team will be from the project management academic community and one will be a project management practitioner. The final composition of the team is determined by GAC. The team lead will proceed with arrangements for the onsite visit when notified by GAC that all members of the team have accepted their assignments and been endorsed by the applicant program.

Selection and Role of Onsite Team Lead:

Selection:

1. GAC will contact the applicant program with the name and résumé (curriculum vitae) of the proposed team lead for the tentative onsite visit.
2. While the GAC always reserves the right to appoint the team lead as well as members of the team, the views of the applicant program are important in ensuring the appropriateness and effectiveness of evaluators.

Role:

1. Once the team lead is endorsed by the applicant program, this individual along with a GAC Director will conduct an in-depth review of the documentation submitted by the program in support of its application.
2. The GAC Director and team lead will develop a report and recommendation regarding a decision on the Self-Assessment Report and the authorization of an onsite visit for presentation to the GAC Directors for a decision.
3. After the onsite visit is authorized by the GAC Directors, the team lead plays a pivotal role in the success of the accreditation process. The team lead must possess sufficient relevant experience to coordinate team effort, to conduct an effective onsite visit in accordance with GAC Accreditation Standards and policies, and be able to represent GAC effectively.
4. Specifically, the team lead works with the applicant program contact to develop the agenda for the onsite visit, coordinates logistics for the onsite visit with both the program and the other team members, and conducts pre-onsite visit meetings with the other team members to review the applicant's documentation and ensure the team is prepared for the onsite visit.

5. The primary responsibility of the team lead during and after the onsite visit is to ensure that team members pool their resources and insights, stimulate critical thinking, and develop a common perspective concerning their overall assessment and evaluation of the applicant program's alignment with the GAC Accreditation Standards.
6. Present the team's findings to the applicant program and prepare the written report and recommendation. A draft of the report is provided to the applicant program to ensure factual accuracy.

Selection and Role of Onsite Team Members:

Selection:

1. GAC selects prospective team members from its file of active evaluators. The list of prospective team members' names and résumés (curricula vitae) is sent to the applicant program for comments and endorsement.
2. While GAC always reserves the right to appoint the team members, the views of the applicant program are important in ensuring the appropriateness and effectiveness of the evaluators.

Role:

1. Each team member possesses sufficient relevant experience and understanding of GAC Accreditation Standards to be able to represent GAC effectively.
2. Prior to the visit, team members review the applicant program's Self-Assessment Report and all related documentation.
3. During the onsite visit, team members participate in all aspects of the onsite visit evaluation, including conducting interviews and providing feedback during the preparation of the onsite visit evaluation exit debrief with representatives of the applicant program.
4. After the onsite visit, team members support the preparation of the final onsite visit evaluation report by making content contributions and providing their opinion on the accreditation recommendation.

Format of the Onsite Visit:

Upon confirmation of the onsite team's membership, the team lead contacts the applicant program to discuss travel arrangements and accommodations for the team. The applicant program arranges for charges for the onsite team's travel, lodging, and meals to be billed directly to the applicant program. Upon arrival at the applicant program site, the onsite team holds a preliminary meeting, after which it meets with key members of the applicant program for additional orientation.

Logistics and Materials Available for the Onsite Team:

1. An onsite conference room for the exclusive use of the onsite team during its visit.
2. A binder or box that includes complete information for every required and elective course and/or subject containing relevant management of projects* content included in the evaluation of the applicant program (for example, syllabus, PowerPoint slides, samples of student work, including capstone projects, textbooks, readings, evaluations, etc.).
3. Time scheduled in the agenda for onsite team study, review, and analysis of interviews and experiences during the day's visit, usually scheduled for the last two hours of the day.

The Onsite Visit:

The visit will be spent conducting a rigorous review of the applicant program. Team members will be involved in the following activities:

- Interviewing individuals and groups, such as principal central administrative officers, program administrators, faculty, students, members of advisory committees, and industry representatives knowledgeable about the program.

*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

- Verifying the information submitted in the Self-Assessment Report.
- Performing essential data-gathering functions and evaluating the resulting information.
- Presenting the findings of the evaluation team to the applicant program representatives during an exit debrief session. This presentation will provide an oral preview of all major points that will be made in the Onsite Visit Report, but will not include the recommendation of the team concerning accreditation status.
- Writing a basic, substantive Onsite Visit Report, including the accreditation recommendation to GAC.

Post-Onsite Visit Activities:

The team lead, working with the other team members, prepares a draft report for submission to GAC. After review of the draft by all team members, the draft is forwarded to the applicant program for correction of any factual errors.

Within 30 days of completion of the onsite visit, the final, verified, team report is forwarded to GAC, along with the team's accreditation recommendation for the applicant program(s). The Onsite Visit Report and Recommendation is then distributed to the GAC Directors which renders a review and decision.

Additional Information on the Onsite Visit:

A Guidance to Programs Hosting an Onsite Visit document is posted to the Apply for Accreditation area of the www.gacpm.org website.

Appendix E: Annual GAC Accredited Program Requirements

During the period of a program's GAC accreditation, an annual report shall be filed with GAC by 31 March each year.

This report notes any changes in the accredited degree program or the institution where the program is housed. The first annual report shall address opportunities for improvement noted in the Onsite Visit Report from the most recent GAC accreditation onsite visit. The annual report shall also document the actions taken and results achieved as part of the program's continuous improvement activities.

Overview:

1. Approximately 30 to 45 days prior to the annual report submission deadline, GAC staff sends the primary point of contact for the accredited program a URL link to the individualized "Annual GAC Accredited Program Report." Any information that the GAC office has on file for the program will pre-populate the online form.
2. The accredited program then completes the rest of the report with relevant information.
3. The report focuses on any changes to the accredited program and results of continuous improvement as follows:
 - a. Program Information.
 - b. GAC Accredited Program Description, Delivery Modalities, Campus Locations.
 - c. Faculty Information.
 - d. Curriculum (new/deletions/revisions).
 - e. Student Information (enrollment/graduates).
 - f. Public Information.
 - g. Continuous Improvement.
 - h. Other Significant Change.
 - i. Comments.

4. Once completed, the accredited program prints a copy of the form for its records and submits the completed form to the GAC offices.
5. Annual reports shall be reviewed by GAC staff and presented to the GAC Directors at its regularly scheduled meetings.

View a sample of the Online Annual GAC Accredited Program Report on the Resources page of the GAC website: (www.gacpm.org).

Appendix F: Reporting Substantive Change

All accredited programs are expected to report substantive changes in writing to GAC in a timely manner. If a program is uncertain whether a change is substantive, the provider should contact GAC staff for clarification and guidance.

The following procedures shall apply to reporting substantive changes:

1. The program must submit a description and/or documentation describing the change(s) and explaining how the accredited program continues to be aligned with GAC Accreditation Standards.
2. The GAC Directors review the submitted substantive change report and documentation to evaluate the change and determine whether the change may impact the program's continued alignment with GAC Accreditation Standards.
3. After the review is completed, the accredited program will receive written notification from GAC that:
 - a. The information is acceptable and will be kept on file for review at the time of the program's next scheduled GAC Reaffirmation of Accreditation;
 - b. Additional documentation is required; or
 - c. An interim review is initiated to reconsider the accreditation decision, as the program may no longer be in alignment with GAC Accreditation Standards.

If at any time, GAC discovers a program has undergone a substantive and unreported change, it will request additional information from the program along with a comprehensive report of any substantive changes that have occurred since the last accreditation review.

Submission of false or misleading information shall be grounds for withdrawal of GAC accreditation status. GAC may exercise its right to re-evaluate an accredited program at any time during its period of accreditation.

Appendix G: GAC Reaffirmation of Accreditation Process

1. Eighteen months prior to the accredited program's cycle expiration date, GAC sends a Letter of Request for Intent to Reaffirm GAC Accreditation to the accredited program(s).
2. Programs planning to reaffirm GAC accreditation must complete a Letter of Intent for Accreditation Reaffirmation.
 - a. This letter must be sent on the institution's letterhead, and must follow the Letter of Intent format in Section B.3: Step One, and Appendix A of the Handbook.
 - b. Any newly developed degree programs to be considered for accreditation may be included in this process.
 - c. This documentation must be received in the GAC offices at least 15 months prior to the expiration of the reaffirming program's current accreditation cycle.

3. Submit the Letter of Intent for Accreditation Reaffirmation, both digitally and in paper copy, to:

The Project Management Institute

Global Accreditation Center for Project Management Education Programs (GAC)

Attention: Accreditation Programs Administrator

14 Campus Boulevard

Newtown Square, PA 19073 USA

Email: gac@pmi.org

4. The submitted Letter of Intent for Accreditation Reaffirmation is reviewed by GAC and permission is granted for the program to move forward in the GAC accreditation reaffirmation process.
5. The GAC applicant program seeking reaffirmation of accreditation develops its Self-Assessment Report and submits it to GAC at least eight months prior to its current accreditation expiration date. The format and submission process for the Self-Assessment Report are as outlined in Section B.3: Step Two, and Appendix B of the Handbook.
6. Once the Reaffirmation Self-Assessment Report is received at the GAC offices, the process for following reaffirmation of accreditation is the same as with the original accreditation application process outlined in Section B.3 of the Handbook. This process includes:
 - a. Self-Assessment Report review, discussion, and decision by the GAC Directors.
 - b. The Onsite Visit Evaluation.
 - c. GAC Accreditation Decision.
7. Programs seeking reaffirmation of accreditation may be granted GAC accreditation for a maximum period of five (5) years. Upon grant of reaffirmation, the program's new GAC accreditation cycle would commence on the anniversary date of its original accreditation.
8. The reaffirmed GAC accredited program would then move forward with its continuing accreditation responsibilities for the remainder of the accreditation cycle, including the payment of any fees on the anniversary of its original accreditation as well as the submission of the annual report.
9. Please refer to the program fee schedule posted on the Apply for GAC Accreditation section of the GAC website (www.gacpm.org) for specific fees associated with each step of the accreditation process.

Appendix H: Review and Approval of Additional Academic Degrees or Awards After Primary Accreditation

GAC accredited programs may apply to have additional newly developed academic degrees or awards accredited.

In order for an individual review of the program to be completed, the following information regarding the new program must be submitted to GAC:

- Statement listing the full name of the new academic degree(s) or award(s) being submitted for GAC accreditation consideration.
- Description of how the new degree or award is offered: single or multiple campuses, or in different delivery modalities such as online, blended learning, and so forth.
- Name(s) of the program academic leadership.
- Entrance requirements for the degree program.
- Course structure and research requirement.

- Total number of academic credits and study hours required for completion of the degree or award and the total number of required academic credits and study hours devoted to management of projects* content.
- Listing of required and elective courses/subjects containing management of projects* content.
- Listing of courses that are part of the new academic degree or award that were not included during a previous accreditation review (provide complete information about content).
- Listing of any new faculty teaching in the program (provide curricula vitae and other descriptive information as to their roles in the program).
- Evidence that the new degree program is aligned with all of the GAC Accreditation Standards, and specifically, GAC Accreditation Standards D.2: Curricula and Core Areas of Focus for Program Learning Outcomes and D.7: Program Improvement.
- Evidence that at least one class has graduated.

Once the GAC Directors evaluate this information, a decision is made. The range of decisions can be:

- To accredit the new academic degree or award.
- To ask for more information.
- To request an onsite visit prior to further action.
- To require completion of the full accreditation process (Self-Assessment Report, Onsite Visit, etc.).

Appendix I: GAC Accreditation Appeals and Complaints Policies and Processes

GAC Policy:

Appeal of a Decision by GAC: The chief operational officer or other appropriate representative of a program may appeal any GAC accreditation decisions delineated in Section B.4 within 30 days of receipt of the written GAC decision. All appeals shall be addressed to GAC and clearly provide the following:

1. The specific grounds on which the appeal is being made.
2. All relevant supportive documentation demonstrating why the appellant feels that the GAC decision should be reconsidered.

Within 30 days of receipt of the written appeal, GAC shall forward the original decision, the appeal, and all supportive documentation to an ad hoc appeals panel, appointed by the GAC Directors, and comprised of three members having no affiliation with either the GAC decision, or the appellant. The appeals panel will consider all evidence and make its recommendation to the GAC Directors, which will render a final vote on the appeal.

GAC Process:

Appeal of a Decision by GAC: Please refer to GAC Accreditation Policies and Processes posted on the Apply for GAC Accreditation section of the GAC website (www.gacpm.org) for specific information regarding the appeals process.

GAC Policy:

Complaints Against a GAC Accredited Program: GAC is concerned with maintaining programmatic integrity and performance, consistent with its established policies and standards. Complaints will be considered only when made in

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*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

writing and with the complainant clearly identified. All complaints shall be addressed to GAC and clearly provide the following:

1. Substantial evidence, which supports any allegation that the accredited program is in violation of GAC policies and Accreditation Standards.
2. The complainant must demonstrate that a serious effort has been made to pursue all available review procedures, which are available within the subject program.
3. The complainant must grant permission to forward the complaint, in its entirety, to the subject program for comment.

If GAC ascertains that the complainant is in litigation with the program, no action shall be taken regarding the complaint while the matter is under legal review. The complainant must sign a statement stating that he or she is not aware of any pending litigation.

Both the complaint and any comments received from the subject program shall be placed on the agenda for the next GAC Directors' meeting. Both the complainant and subject program will then be notified in writing of any action(s) taken by the GAC Directors in response to the complaint.

GAC Process:

Complaints Against a GAC Accredited Program: Please refer to GAC Accreditation Policies and Processes posted on the Apply for GAC Accreditation section of the GAC website (www.gacpm.org) for specific information regarding the complaints process.

Glossary of Terms

Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) — specialized accrediting organization that accredits bachelor's, post graduate, and doctoral degrees in the management of projects* and related programs.

Academic — relating to educational institutions, namely colleges and universities.

Academic Award — conferred by an institution of higher education upon completion of a course of study at a college or university. A qualification given to a student upon completion of an undergraduate, post graduate, doctoral, or other equivalent program. The term "academic degree" is often used to signify an academic award.

Academic Credit — the unit of measuring educational credit. Different countries use different methods of calculating what is considered an academic credit (for example, ECTS, US Semester Credit, UK Credits). It is typically based on the number of hours of class/seminar time plus student preparation time.

Academic Degree — conferred by an institution of higher education upon completion of a course of study at a college or university. A qualification given to a student upon completion of an undergraduate, post graduate, doctoral, or other equivalent program. The term "academic award" is often used to signify an academic degree.

Academic Leadership — a competent administrator who has sufficient authority, support, and time to accomplish the education program's goals and objectives and who provides sufficient leadership and supervision to develop a strong academic program.

Accreditation — the designation conferred by GAC upon a management of projects* or related degree program that meets or exceeds the standards of performance established and defined by GAC and documented in the Handbook.

Annual GAC Accredited Program Report — a yearly report submitted to GAC by an accredited degree program, noting any changes/improvements in the accredited degree program or the institution where it is housed.

Applicant Program — a particular management of projects* or related degree program within an institution of higher education, which has met the GAC Eligibility Requirements and is put forward for GAC accreditation by the institution where it resides.

Bachelor's Degree — an academic degree conferred by a college or university upon those who complete the undergraduate curriculum.

Campus — Main, Satellite, Branch:

- Main Campus: The primary physical location where a program is offered by a university or college.
- Satellite or Branch Campus: A campus of a college or university that is physically at a distance from the original university or college area. This satellite/branch campus may be located in a different city, state, or country, and is often smaller than the main campus of an institution.

Continuous improvement — an ongoing effort to improve all aspects of a program, process, or service. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

Course/Coursework — a series of lectures or lessons on an individual subject recognized for credit toward the granting of a degree by an institution of higher education.

The UK, Australia, and Singapore equivalent is "module" or "unit."

Credit Hour — the unit of measuring educational credit usually based on the number of classroom hours out of class student work per week throughout a term.

Curricula — the totality of student experiences that occur in the educational process.

*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

Degree — the award conferred by an institution of higher education that indicates a course of study at a college or university, or the qualification given to a student upon completion of an undergraduate, post graduate, doctoral, or other equivalent program.

Delivery Modality — the mode used to deliver instruction to students. Examples are distance learning, face-to-face instruction, blended learning.

Diploma — a certificate awarded by a higher education institution certifying that the person has satisfactorily completed a course of study (undergraduate, post graduate, doctoral).

Doctorate — an academic degree or professional degree, usually the highest-ranking degree awarded by a university.

(Formal) Education — the process of receiving or giving systematic instruction at a school, college, or university. It requires a program written by the institution or the Ministry of Education, which determines the learning progress in all stages of formal education.

Faculty — individuals who teach in a college or university or in a department of a college or university.

In the European higher education system, faculty represents a group of departments in a college that specialize in a particular subject or a group of subjects. Faculty would be equivalent to academic staff (or academics) in that context.

Financial Resources — the funds available to a program to ensure it is able to operate efficiently and sufficiently well.

GAC Accreditation Standards — learning and performance objectives that an applicant program must meet or exceed in order to receive GAC accredited status.

GAC Core Areas of Focus for Learning Outcomes — generally accepted processes, knowledge, and competencies found within the management of projects* discipline and documented in professional standards. The three GAC core areas of focus are: Technical Expertise, Professional Behavior, and Strategic Awareness.

GAC Directors — governing body of the Global Accreditation Center for Project Management Education Programs (GAC) comprised of volunteer members representing the diverse interests of academia, industry, management of projects* stakeholders, and the public at large.

GAC Eligibility Requirements — set of requirements that a management of projects* or related academic degree or award must satisfy in order to be considered eligible to apply for GAC accreditation.

GAC Expected Levels of Academic Achievement — each applicant academic degree or award is required to demonstrate achievement of program learning outcomes that reflect appropriate levels of academic achievement related to the level of the degree/award (bachelor's, post graduate, doctoral). Refer to the "GAC Expected Levels of Academic Achievement" document in Appendix C of the Handbook.

Institutional Accreditation/Appropriate Government Authority — institutional accreditation considers the characteristics of whole institutions, rather than specific programs within an institution. An institutional accrediting body reviews not only the educational offerings of the institutions it accredits, but also other institutional characteristics such as student personnel services, financial conditions, and administrative strength. Accrediting agencies or appropriate governmental authorities are organizations (or bodies) that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings.

Learning Outcomes — statements that describe what a learner is expected to know, understand, and be able to do upon graduating from a program.

Letter of Intent/Eligibility Application — the first step of the GAC accreditation process, a document demonstrating how prospective applicant programs meet the Eligibility Requirements for GAC accreditation.

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*For the ease of the reader, the terms "management of projects" and "project, program, and portfolio management" are used interchangeably.

Management of Projects — the term “management of projects” includes project and/or program and/or portfolio management.

Master’s Degree — an academic degree conferred by a college or university upon those who complete at least one year of prescribed study beyond the bachelor’s degree.

Onsite Visit — the third step of the GAC accreditation process; a visit to the institution hosting the applicant program by a team of independent reviewers/evaluators with the charge of verifying the findings of the Self-Assessment Report.

Period of Operation — the length of time that an academic degree or award has been offered by an academic program.

Post Graduate (studies, level) — studies done after receiving a bachelor’s degree.

Professional Behavior — GAC Core Area of Focus 2. Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork.

Professional Doctorate — equivalent to a doctorate (the highest-ranking degree awarded by a university) but with a focus on a specific professional content.

Program/Programme — an integrated course of academic studies that may house several individual academic degrees or awards. Within its Eligibility Requirements and Accreditation Standards, GAC also defines “program” as the department or business unit that is responsible for the project, program and/or portfolio management curricula, quality control, and resource allocation.

Program Continuous Improvement — an ongoing effort to improve all aspects of a program. These efforts can seek “incremental” improvement over time or “breakthrough” improvement all at once.

Program Mission — a written statement that defines the general values and principles that guide the program, including the stakeholders it is designed to serve. It is the basis for program guidance, planning, and implementation.

Public Domain — open and accessible to the general public; information that is publicly available on websites and other materials.

Public Member — the GAC Director who is not and has not been employed in the management of projects* field and is in good standing in his or her professional community.

Reaffirmation of Accreditation — process of re-evaluation that a GAC accredited program must undergo at the end of its current accreditation cycle in order to maintain its GAC accreditation.

Self-Assessment Report — a comprehensive analysis of the applicant program’s mission, curricula, and core areas of focus for program learning outcomes, faculty and staff, students, financial resources, and program improvement. This analysis is the basis for the document that is developed and sent to GAC during the second step of the GAC accreditation process. This report clearly demonstrates how the applicant program aligns with and achieves each of the GAC Accreditation Standards.

Sole Discretion of — the only person or entity with the freedom to decide how to act or what should be done in a particular situation.

Strategic Awareness — GAC Core Area of Focus 3. Contextual awareness and knowledge of the strategic and operational drivers required to inform decisions and deliver sustained competitive advantage.

Student — individual enrolled in a course of study within an institution of higher education.

Study Hour — the total number of actual hours spent by a student to complete a program of study. Study hours include time spent in lectures, seminars, independent study, preparation for and taking of examinations, and so forth. Typically, one hour per week of scheduled class/seminar time is expected to require a minimum of two hours of student preparation time.

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Sustainable — capable of being maintained and supported at a certain level with institutional commitment and funding.

Technical Expertise — GAC Core Area of Focus 1. Management of projects* to meet needs within constraints, with reference to professional standards and guides.

Undergraduate — a program leading to a bachelor's or associate's degree in a particular area of study.

Undergraduate (student) — a student who is studying for a first degree at a college or university.

Acknowledgments to the Fourth Edition

This Handbook supersedes the *GAC Handbook of Accreditation of Degree Programs in Project Management—Third Edition* (3.1), published in 2010.

As required of its programs, GAC engages in continual improvement, as can be seen by the periodic revision to its standards with the publication of this fourth edition.

These revisions to the GAC Eligibility Requirements and Accreditation Standards have been developed over the past two and a half years (2013–2015). During this process, the GAC Directors engaged with project management educational and industry stakeholders all over the world in face-to-face and virtual meetings, culminating in a public Call for Comment, where stakeholders had the opportunity to review the draft standards and make comments prior to final adjudication by the GAC Directors.

GAC's goal in this process was to ensure that the GAC Eligibility Requirements and Accreditation Standards reflect educational quality, opportunities for innovation, a focus on continuous improvement for accredited programs, as well as to reflect the most current thinking in the field of project, program, and portfolio management.

GAC wishes to acknowledge all of the individuals who contributed to this process.



GAC is the independent academic accreditation body of Project Management Institute.

Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)

THE PROJECT MANAGEMENT INSTITUTE GLOBAL ACCREDITATION CENTER FOR PROJECT MANAGEMENT EDUCATION PROGRAMS (GAC)

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