



GAC Tools and Techniques for Conducting Effective Accreditation Visits

Each of the GAC Accreditation Standards' Elements has related questions, observation, and inspection techniques. The top-level techniques are highlighted in the GAC Online Training Modules and the GAC Standards Review Worksheet. This Tools and Techniques document provides more in-depth resources and information regarding Team activities during the visit, including:

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CHART 1: Additional (Optional) Questions

The following Interviewee review questions can be used by Teams at their discretion during the visit. The questions are arranged by GAC Accreditation Standard Element and interview group. Questions are optional.

GAC Accreditation Standard Element:	Additional (Optional) Interview Questions:
D.1: Program Mission <ul style="list-style-type: none"> • D.1.1: Evidence that the program has a mission statement and that it is publicly available. 	No additional questions beyond GAC Standards Review Worksheet

<ul style="list-style-type: none"> D.1.2: Description of how the program's mission is aligned with the mission and/or vision of the academic institution. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How does the mission of the program tie to the institution's mission? How was the program's mission developed? What are the greatest achievements of the program?
<ul style="list-style-type: none"> D.1.3: Description of how the program's mission is relevant to the project management profession. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How do you believe the mission statement results in the attainment and maintenance of excellence in education related to the management of projects? What is the envisioned future of this program? Describe the overall value of the project management curriculum.
	Students/Alumni	<ul style="list-style-type: none"> Can you speak to the relevance of your studies to the management of projects discipline?
	Industry Representatives	<ul style="list-style-type: none"> Discuss the program's overall reputation in the local business community. Which skills taught in the program does the marketplace recognize, value, and reward? Has anyone in your organization completed the program? If so, how did their skills as a project manager change? What do you feel are the program's biggest strengths? Why? What is the one thing you would change about this program? Why? Have you been consulted regarding the program's overall direction or specific course direction?

<ul style="list-style-type: none"> D.1.4: Description of how the program’s mission contributes to society. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> In what way does the program mission prepare students to contribute to society?
<ul style="list-style-type: none"> D.1.5: Description and evidence of regular assessment of the program’s mission ensuring relevance to the project management profession. 	Provost, Dean, Program Director	<ul style="list-style-type: none"> When was the last time the program mission was reviewed? Who was involved? What was the outcome? What is the cycle for review?
<p>D.2: Curricula and Student Achievement of Learning Outcomes</p> <ul style="list-style-type: none"> D.2.1: Description of the academic degree or award including: <ul style="list-style-type: none"> D.2.1.1: How it executes its mission D.2.1.2: How it reflects professional standards and/or frameworks utilized in the curricula D.2.1.3: How it serves potential and current students 	Interviewee	Optional Questions
	Provost, Dean, Program Director & Faculty	<ul style="list-style-type: none"> What are the strengths of the courses being offered? Describe the order that students take the program’s courses. Why? How were elective course topics determined? Describe the typical student who enrolls in the program.

<ul style="list-style-type: none"> D.2.2: List the program learning outcomes reflecting the academic degree or award level and the knowledge, skills, and/or competencies acquired throughout the program. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> Describe how your program's learning outcomes reflect its academic program level. Describe what students should know and be able to do on completion of the academic degree or award.
	Faculty	<ul style="list-style-type: none"> Can you speak to how the learning outcomes reflect the appropriate degree/award level & describe what students should know and be able to do upon completion of the program?
<ul style="list-style-type: none"> D.2.3: A chart for each degree or award that cross-references the program learning outcome with GAC core areas of focus. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How is the content of each course reviewed to ensure it addresses the GAC core areas of focus in GAC Accreditation Standard D.2?
	Faculty	<ul style="list-style-type: none"> Describe examples of specific assignments and deliverables for courses that demonstrate how the program learning outcomes are aligned with the GAC core areas of focus.
<ul style="list-style-type: none"> D.2.4: A chart for each degree or award that cross-references each course or subject with the program learning outcomes. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How do you ensure the courses/subjects enable students to accomplish the program learning outcomes?
	Faculty	<ul style="list-style-type: none"> What type of learning activities (i.e. team projects, individual presentations, research projects, examinations, group discussions) do you use to help students gain an understanding of the concepts being taught? Describe examples of specific assignments and deliverables for courses that demonstrate how the course

		learning outcomes are aligned with the program's learning outcomes.
	Students/Alumni	<ul style="list-style-type: none"> Identify one of the most important concepts you learned in the program. Why? What is/was your favorite course in the program? Why? (Alumni) Does your employer value the knowledge you gained in this program? Why do you say that? Identify one of the program's key strengths? Would you or have you recommended this program to others? Why? What is the one thing you would change about this program? Why?
<ul style="list-style-type: none"> D.2.5: Description and evidence of how curricula facilitate student engagement including collaborative activities, integrative activities, and/or environments designed to enhance student learning. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> Can you speak to how the curricula facilitate student engagement in learning?
	Faculty	<ul style="list-style-type: none"> What type of learning activities (i.e. team projects, individual presentations, research projects, examinations, group discussions) do you use to help students gain an understanding of the concepts being taught?
	Students/Alumni	<p>Same questions as D.2.4</p> <ul style="list-style-type: none"> Identify one of the most important concepts you learned through your participation in the program. Why? What was your favorite course in the program? Why? (Alumni) Does your employer value the knowledge you gained in this program? Why do you say that? Identify one of the program's key strengths.

		<ul style="list-style-type: none"> • Would you or have you recommended this program to others? Why? • What is one thing you would have change about this program? Why?
<ul style="list-style-type: none"> • D.2.6: Description and evidence of how curricula provide a summative experience(s) that incorporates the appropriate management of projects based on the knowledge, skills, and competencies acquired throughout the program. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> • Describe how summative experiences based on processes, knowledge & competencies acquired throughout the program are built into courses.
	Faculty	<ul style="list-style-type: none"> • Can you speak about how you build summative experiences into the courses you teach? • What is the most important skill(s) a student will gain upon successful completion of each course in the program you teach?
	Students/Alumni	<ul style="list-style-type: none"> • Can you give some examples of summative experiences you have had in your studies based on processes, knowledge & competencies acquired throughout the program?
<ul style="list-style-type: none"> • D.2.7: Description of how curricula include academic content, rigor, and quality appropriate for the degree or award levels as noted in GAC Expected Levels of Academic Achievement. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> • How do you ensure the program courses/subjects include the appropriate rigor for the degree/award?
	Faculty	<ul style="list-style-type: none"> • How do you ensure your courses/subjects include the rigor appropriate for the degree/aware level? • What is the typical distribution of grades in your course(s)? What does it take to earn an A?
	Students/Alumni	<ul style="list-style-type: none"> • How does the rigor of your courses in the management of projects compare to the other courses you have taken?

		<ul style="list-style-type: none"> How has the program helped you develop the knowledge and skills required for a project management professional?
<ul style="list-style-type: none"> D.2.8: A detailed outline for each course or subject (e.g., course description, learning outcomes, assessment methods, reading, and resources) relevant to the management of projects. 	No additional questions beyond GAC Standards Review Worksheet	
<ul style="list-style-type: none"> D.2.9: Description and evidence of consistent delivery of curricula across all locations and delivery modalities including regular, substantive interactions between faculty and students. 	Interviewee	Optional Questions
	Provost, Dean, Program Director, Faculty	<ul style="list-style-type: none"> How do you ensure consistent content and quality of the same course being taught by different instructors or in different locations? How do you assess faculty and student interaction in distance education and hybrid courses? (if relevant)
<ul style="list-style-type: none"> D.2.10: Description and evidence of how Interviewees are involved in the curricula continuous improvement process. 	Provost, Dean, Program Director, Faculty	<ul style="list-style-type: none"> What is your involvement in the program improvement process?
<ul style="list-style-type: none"> D.2.11: Description and evidence provided in chart of how the achievement of program learning outcomes are assessed for each academic degree or award 	Provost, Dean, Program Director	<ul style="list-style-type: none"> How does the program determine if all its graduates have achieved the program's learning outcomes? Describe the program's continuous improvement process? What are the results of program learning outcomes? How are the results of program assessment used? What actions are taken if a potential graduate has not achieved the program learning outcomes?

<p>using direct and indirect measures of assessment. The description must include:</p> <ul style="list-style-type: none"> • D.2.11.1: Description of documented assessment process including, for example: what data are collected, who is responsible for collecting the data, when the data are collected, the performance targets or benchmarks of achievement, how data are analyzed, and how the results are used for program improvement. • D.2.11.2: Evidence of the analysis of assessment data showing the extent to which students have achieved the GAC core areas of focus for all program learning outcomes. • D.2.11.3: Evidence of the use of these data for continuous program improvement. 		<ul style="list-style-type: none"> • What examples can you provide of improvements to the program?
	Faculty	<ul style="list-style-type: none"> • How do you assess student achievement of program learning outcomes in each course that you instruct? • What happens if a student does not meet your performance expectations? • Describe the program's continuous improvement process? • What are the program learning outcome assessment results for your respective courses or assessments? • How are the program assessment results used? • What examples can you provide of improvements to the program?
	Students/Alumni	<ul style="list-style-type: none"> • What would you tell a friend about this program? • What opportunities do you have to provide feedback regarding the program? • Tell us about how the program is meeting your expectations in light of the program's learning outcomes.

D.3: Program Information	Interviewee	Optional Questions
Integrity <ul style="list-style-type: none"> D.3.1: Description and evidence of the communications provided to the public and relevant individuals about the academic degree or award. 	No additional questions beyond GAC Standards Review Worksheet	
<ul style="list-style-type: none"> D.3.2: Description and evidence that program information is regularly assessed to ensure their accuracy, consistency, and relevance. 	Provost, Dean, Program Director, Faculty	<ul style="list-style-type: none"> What is your role in reviewing program information? What is the frequency of review? What is the process for review?
D.4: Faculty and Staff <ul style="list-style-type: none"> D.4.1: Description of the program leadership's and support staff's roles and responsibilities to demonstrate an adequate staffing structure. 	Students/Alumni	<ul style="list-style-type: none"> Where do you go to find information about the program? How accurate is information about the program?
	Interviewee	Optional Questions
<ul style="list-style-type: none"> D.4.2: Description and evidence of the faculty workload. 	Provost, Dean, Program Director	<ul style="list-style-type: none"> What percent of the students are taught by full-time faculty? How do you determine which courses full-time, part-time, or adjunct faculty teach? What is the teaching load per semester? What is the balance between full-time, part-time, and adjunct faculty?

		<ul style="list-style-type: none"> What is the distribution of effort between teaching and other responsibilities of each faculty member?
	Faculty	<ul style="list-style-type: none"> How much time do you spend teaching, researching, and/or practicing project management (as relevant to the program mission)? How adequate is the faculty workload policy to enable you to balance teaching, research, and other duties as relevant to your role?
<ul style="list-style-type: none"> D.4.3: Description and evidence of the institutional/program standards for hiring and retaining faculty. 	Provost, Dean, Program Director	<ul style="list-style-type: none"> What academic and professional standards does the program have for faculty and staff? Describe your hiring plan for full-time faculty. How do you retain faculty? How does the current staffing model compare to the current and projected needs of the program?
<ul style="list-style-type: none"> D.4.4: Curriculum vitae for program leadership demonstrating academic and/or professional qualifications in the management of projects, as appropriate to the program mission and objectives. 	Interviewee	Optional Questions
	Provost, Dean	<ul style="list-style-type: none"> What are the hiring criteria for program leadership? How do you ensure the program is headed by a qualified leader?
	Program Leader	<ul style="list-style-type: none"> How has your background prepared you to lead the program?
<ul style="list-style-type: none"> D.4.5: Curriculum vitae for all current faculty, demonstrating sufficient academic and/or professional qualifications in the management of projects, as appropriate to the program 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> What are the hiring criteria for faculty? How do you recruit qualified faculty? What challenges do you face in finding qualified faculty?
	Faculty	<ul style="list-style-type: none"> How has your background prepared you for the courses/subjects you teach?

<p>mission, expected levels of academic achievement, and assigned teaching responsibilities.</p>	<p>Students/Alumni</p>	<ul style="list-style-type: none"> Tell us about your thoughts on the faculty teaching in the program?
<ul style="list-style-type: none"> D.4.6: The courses/modules offered by year and term/semester over the past two years, including course title and assigned faculty. 	<p>Interviewee</p>	<p>Optional Questions</p>
	<p>Provost, Dean, Program Director</p>	<ul style="list-style-type: none"> What are the methods to ensure courses are offered on a consistent rotation to support student retention and completion? How do you ensure faculty are qualified for the courses they are assigned to teach?
	<p>Faculty</p>	<ul style="list-style-type: none"> Are courses offered on a consistent rotation to ensure student retention and completion? How has your background prepared you for the courses/subjects you teach?
	<p>Students/Alumni</p>	<ul style="list-style-type: none"> What is your experience with course scheduling?
<ul style="list-style-type: none"> D.4.7: The professional development and institutional engagement of faculty addressing the following: <ul style="list-style-type: none"> D.4.7.1: Description and evidence of policies or processes to support faculty in acquiring new skills and knowledge. 	<p>Interviewee</p>	<p>Optional Questions</p>
	<p>Provost, Dean, Program Director</p>	<ul style="list-style-type: none"> How do you support faculty and staff growth? What evidence do you see of faculty engagement in professional growth? How does the program interact or collaborate with other programs at the institution? What opportunities do you have to contribute to governance or decision-making at the institution? How do you contribute to the intellectual life of the institution?

<ul style="list-style-type: none"> • D.4.7.2: Description and evidence of faculty engagement in activities to acquire new skills and knowledge. • D.4.7.3: Description of the interaction between the program and other programs at the institution, as appropriate to the program mission. • D.4.7.4: Description of program leadership and faculty's contribution to the governance and intellectual life of the program and institution. 	Faculty	<ul style="list-style-type: none"> • How do you acquire new skills and knowledge? • Does your teaching load allow you time to enhance your professional development in the field? • Who funds your ongoing educational efforts? • What professional meetings do you attend? • How do you stay current with trends in project management (i.e. agile project management)? • What opportunities do you have to contribute to governance or decision-making at the institution? • How do you contribute to the intellectual life of the institution?
	Faculty	<ul style="list-style-type: none"> • What is your involvement with the project management professional community? • How do you contribute to society through your scholarship activities, leadership activities, or other professional contributions?
<ul style="list-style-type: none"> • D.4.8: The external engagement of faculty addressing the following: <ul style="list-style-type: none"> • D.4.8.1: Description of contribution to the professional community. • D.4.8.2: Brief description of contributions to society through scholarship, leadership, and other activities. 	Provost, Dean, Program Director	<ul style="list-style-type: none"> • How do you evaluate faculty effectiveness? • How are the results of faculty effectiveness used?

<ul style="list-style-type: none"> D.4.9: Description and evidence of how the effectiveness of faculty is evaluated and used to inform continuous improvement. 	Faculty	<ul style="list-style-type: none"> How is your teaching effectiveness evaluated? How do you use the results of this evaluation?
<p>D.5: Student Support</p> <ul style="list-style-type: none"> D.5.1: Description and evidence of clear policies for program admission, as relevant to the expected level of academic achievement. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How are students selected for the program? How does the student selection process for the program compare to similar programs at the institution? What is the average graduating class size? What are the program's minimum graduation standards?
	Students/Alumni	<ul style="list-style-type: none"> What is your educational background? What is your professional background? Describe how your education and professional background (if relevant) has prepared you for the program? Why did you choose to enroll in this program?
<ul style="list-style-type: none"> D.5.2: Description and evidence of clear policies for academic performance and progress, as relevant to the expected level of academic achievement. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How are policies related to student academic performance determined? How do policies regarding student academic performance relate to the expected levels of student achievement?
	Faculty	<ul style="list-style-type: none"> What input do you have regarding policies related to student performance?
Students/Alumni	<ul style="list-style-type: none"> Where would you find policies related to academic performance? How clear are policies related to student academic performance? 	

<ul style="list-style-type: none"> D.5.3: Description and evidence of the academic advisement provided to students necessary to complete the program. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> Describe the access students have to advising services. Who provides academic advising?
	University Support Staff	<ul style="list-style-type: none"> Describe the access students have to advising services. Who provides academic advising?
	Students/Alumni	<ul style="list-style-type: none"> Who provides academic advising? How accessible are advising resources?
<ul style="list-style-type: none"> D.5.4: Description and evidence of the student support services provided to meet the needs of students as appropriate to the program mission. 	Provost, Dean, Program Director	<ul style="list-style-type: none"> What support services are available to students? Who provides support services? How are support services related to the mission of the program?
	University Support Staff	<ul style="list-style-type: none"> What type of support is available to students? How are the support services related to the program mission?
	Students/Alumni	<ul style="list-style-type: none"> What support services are available? How accessible are student support services? What has your experience been with student support services?
<ul style="list-style-type: none"> D.5.5: Description and evidence of adequate and accessible library resources to support the expected level of academic achievement, including library services, holdings, and digital resources. 	Interviewee	Optional Questions
	Provost, Dean, Program Director	<ul style="list-style-type: none"> How adequate are library staff, services, holdings, and digital resources for the current and projected needs of the program? What is the library/learning resource center's strategy for obtaining materials to support the project management program? In what way do library resources support faculty research (if relevant to the program mission)? What input do you have regarding library resources?

		<ul style="list-style-type: none"> • What library resources are available to support the program outcomes and program(s) expected level of achievement? • How are resources made available equally to students on campus and those accessing the library remotely/online?
	Faculty	<ul style="list-style-type: none"> • How adequate are library staff, services, holdings, and digital resources for the current and projected needs of the program? • How are resources made available equally to students on campus and those accessing the library remotely/online? • Describe how you use the materials and services provided by the library/learning resource center. • In what way do library resources support faculty research (if relevant to the program mission)?
	University Support Staff	<ul style="list-style-type: none"> • What is the library/learning resource center's strategy for obtaining materials to support the project management program? • How are library resources made available to students on campus and those accessing the library remotely/online?
	Students/Alumni	<ul style="list-style-type: none"> • What is your experience with using library resources to support your program requirements? • How did you access library resources?
<ul style="list-style-type: none"> • D.5.6: Description and evidence of adequate and accessible facilities and technology to support the program and the needs of the students. 	Interviewee	Optional Questions
	Provost, Dean, Program Director, & Faculty	<ul style="list-style-type: none"> • How do facilities and technology support the program? • How is technology accessed by students in online programs (if relevant)? • What are the project plans for facilities and technology?
	Students/Alumni	<ul style="list-style-type: none"> • How accessible are facilities and technology? • How well do the facilities and technology meet your needs related to your program?

	Provost, Dean, Program Director, & Faculty	<ul style="list-style-type: none"> • What opportunities are provided for students to participate in student and/or professional societies and activities? • Who provides student activities? • How do student activities contribute to student professional preparation and/or societal impact?
<ul style="list-style-type: none"> • D.5.7: Description of opportunities for students to participate in student and/or professional societies and activities that contribute to professional preparation and/or societal impact. 	University Support Staff	<ul style="list-style-type: none"> • What opportunities are provided for students to participate in student and/or professional societies and activities? • Who provides student activities? • How do student activities contribute to student professional preparation and/or societal impact?
	Students/Alumni	<ul style="list-style-type: none"> • What opportunities are provided to participate in student and/or professional societies and activities? • Who provides student activities? • How do activities contribute to student professional preparation and/or societal impact? • What is your experience with student activities or professional societies?
	Provost, Dean, Program Director, & Faculty	<ul style="list-style-type: none"> • How are student support services assessed? • Who assesses student support services? • What are the results of assessment? • How are assessment results used?
<ul style="list-style-type: none"> • D.5.8: Description and evidence of regular assessment of student support services. 	University Support Staff	<ul style="list-style-type: none"> • How are student support services assessed? • Who assesses student support services? • What are the results of assessment? • How are assessment results used?
	Students/Alumni	<ul style="list-style-type: none"> • What opportunities do students have to give input regarding satisfaction with student support services? • What are the strengths and weaknesses of student support services?

D.6 Financial Resources	Interviewee	Optional Questions
<ul style="list-style-type: none"> D.6.1: Description and evidence of financial resources to execute and sustain the program. 	Provost, Dean, Program Director	<ul style="list-style-type: none"> How is the program funded? How does the funding compare to other programs within the institution? How will this program be funded in the foreseeable future? Describe any current or future endowment, scholarship or development activities specific to the program.
<ul style="list-style-type: none"> D.6.2: Description and evidence that the program's financial resources are regularly assessed to ensure sustainable support for the program faculty, student learning, and services. 	Faculty	<ul style="list-style-type: none"> How adequate is the program funding to support quality education? What is the commitment on the part of the institution to funding the program's needs?
<ul style="list-style-type: none"> D.6.2: Description and evidence that the program's financial resources are regularly assessed to ensure sustainable support for the program faculty, student learning, and services. 	Provost, Dean, Program Director, Faculty	<ul style="list-style-type: none"> How are the program's resources assessed? What input do you have to into the resources needed to ensure program quality? How are the results of the assessment of resources used to inform program improvement?

CHART 2: Interviewee Groups Grid: Areas of Inquiry and Composition

This grid assists teams in understanding the inquiry areas, recommended group size, appropriate representation, and any special instructions for each group that is interviewed during the visit.

Interviewee	Specific Parameters
CURRENT STUDENTS	<ul style="list-style-type: none"> Inquire about: Satisfaction, strengths of the program, suggestions for improvement Recommended Group Size: 6-12 Must Represent: Each program, location, and delivery modality for the program (i.e. face-to-face, online, blended)

	<ul style="list-style-type: none"> • Special Instructions: Must be currently enrolled in the program. If unrelated programs are being reviewed, a separate group may be interviewed for each program. Exclude participants that are members of the program’s faculty, administration, or staff • Optional: Observe class & randomly interview student
RECENT ALUMNI	<ul style="list-style-type: none"> • Inquire About: Satisfaction, strengths of the program, suggestions for improvement, employment opportunities post-graduation • Recommended Group Size: 6-7 • Must Represent: Each program, location, and delivery modality for the program (i.e. face-to-face, online, blended) • Special Instructions: The majority of participants should have graduated within the last 3 years. If unrelated programs are being reviewed, a separate group may be interviewed for each program. Exclude participants that are members of the program’s faculty, administration, or staff
INDUSTRY REPS (If relevant)	<ul style="list-style-type: none"> • Inquire About: Job preparedness, program strengths and areas for improvement, involvement and input in the program • Recommended Group Size: 6-8 • Suggestions for Representation: External advisory group; representatives from firms who hire/employ graduates/students; project management professional association local chapter representatives. • Special Instructions: May be alumni other than those participating in alumni session and may be combined with alumni group. Exclude participants that are members of the program’s faculty, administration or staff
PROGRAM DIRECTOR	<ul style="list-style-type: none"> • Inquire About: Self-assessment process, mission connectivity, program strengths, faculty sufficiency, faculty development, student support, student achievement, curriculum content and program learning outcomes, continuous quality improvement, institutional support, team areas of concern
FACULTY	<ul style="list-style-type: none"> • Inquire about: Course content, professional development, workload teaching and learning methods, assessment methods, currency with industry trends • Recommended Group Size: Adequate faculty (representing full-time, part-time/adjunct faculty) dependent on size of program

	<ul style="list-style-type: none"> • Must Represent: All faculty teaching in the program invited, specific emphasis on those teaching core management of project courses • Special Instructions: Ensure faculty from all sites and delivery modalities represented. If unrelated programs are being reviewed, a separate group may be interviewed for each program. Exclude participants that are members of the program's administration or staff
UNIVERSITY ADMIN/SUPPORT STAFF	<ul style="list-style-type: none"> • Inquire about: Services provided to program student and faculty, budget support, strengths and planned improvements, team areas of concern • Recommended Group Size: No minimum size • Must Represent: People that students interface with regularly • Special Instructions: Based on program

CHART 3: Materials to be Reviewed for Visit

The Team will inspect documents and records to validate statement made in the Self-Assessment Report. Below is a listing of types of materials to inspect as well as guidelines on selecting and inspecting samples to review

Materials to be Reviewed During Visit	
Type of Materials (Records and Documents)	Inspection of Documents and Records Details:
Current Course Syllabi	<ul style="list-style-type: none"> • Review Syllabi from all courses or subjects relevant to the management of projects • With attention directed to learning outcomes and topical outlines
Course Materials	<ul style="list-style-type: none"> • Textbooks • Lecture Notes • Handouts • Examinations • Etc.

<p style="text-align: center;">Sample Student Work</p>	<ul style="list-style-type: none"> • Can include: <ul style="list-style-type: none"> ○ Assignments ○ Presentations ○ Case Study Analysis ○ Online forums/discussions/blogs • Thesis • Research papers • Capstone projects • Other items which provide evidence of alignment with achievement of the program’s learning outcomes • From all locations and delivery modalities
<p style="text-align: center;">Other Items</p>	<ul style="list-style-type: none"> • Other items the Team will inspect include: <ul style="list-style-type: none"> ○ Evidence that assessment data is being used for program improvement ○ Evidence that student feedback is considered in program improvement ○ Externally available program information via website or other material ○ Internship-related materials ○ Faculty CV’s
<p>Key Guidelines for Selection of Sample Materials</p>	
<ul style="list-style-type: none"> • Review the first course or subject in the program. • Review at least one more “core” course or subject. • Review the final or “capstone” course or subject. • Additional courses should be selected for inspection based on the Self-Assessment Report. • Expand the sample as necessary to ensure adequate coverage or to explore concerns. 	

Key Guidelines for Inspection Sample Materials

- Textbooks are recent editions.
- Learning outcomes must be stated in each syllabus.
- Course syllabi can differ from section to section, but the same learning outcomes are addressed across all sections of the same course.
- Syllabus or learning management system contain assignments that measure student achievement of course learning outcomes.

CHART 4: Code of Good Practice and Visit Etiquette

[PMI's Cultural Values](#) guide all work by GAC Team Members. GAC also subscribes to a Code of Good Practice as outlined in the *GAC Handbook of Accreditation for Academic Programs in Project Management and Related Programs*. Finally, Team Members are ambassadors and representatives of GAC and must conduct visits as collegial reviews adhering to the following visit etiquette.

GAC Code of Good Practice:

1. 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.
2. Fosters the pursuit of excellence and assists in the improvement of academic programs in the field.
3. Designs the accreditation process to stimulate continuous improvement.
4. Ensures that the accreditation processes recognize the diversity of academic programs related to the management of projects* around the world.
5. Encourages sound educational experimentation and innovation.

6. Recognizes that accreditation is a dynamic process and that a program's accreditation status is to be reviewed regularly.
7. Ensures the effectiveness and objectivity of accreditation processes, using relevant information and utilizing experienced and qualified evaluators.
8. Regards the text of the evaluation reports and all other communications relating to programs as confidential.
9. 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 program's demonstrated qualification for accreditation.

Accreditation Visit Team Etiquette

1. Refrain from comparing the program under review with other programs. Each program must be evaluated in light of its mission and goals.
2. Follow PMI's Volunteer Travel Policy and steward the program's resources in all travel expenses.
3. Conduct a collegial review with a focus on continuous improvement.
4. Be gracious, respectful, grateful, and professional in all interactions with program representatives and team members.