

AABInternational

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1.0 INTRODUCTION

This publication describes the criteria used by the Aviation Accreditation Board International (AABI) in the accreditation of associate and baccalaureate aviation programs and their international equivalent. The criteria, along with the accreditation policies and procedures, serve as the basis to evaluate the quality of the educational program offered and to hold the program accountable to the educational community, the aviation profession, and the public. The criteria are written as broad statements that embrace several areas of expected institutional performance. Their purpose is to strengthen aviation programs, elevate the aviation profession by promoting ethical and professional practices, and serve as the field's primary vehicle for quality assurance and self-regulation.

All programs seeking AABI accreditation are expected to meet the criteria presented in this document. Institutions being evaluated for accreditation **MUST** comply with AABI recommendations. Recommendations may be cited for program weaknesses or from failure to comply with a "MUST" statement in the AABI Criteria. Program compliance promotes excellent educational practices in the field of aviation and thus enables AABI to grant or reaffirm accreditation.

2.0 BACCALAUREATE DEGREE PROGRAMS

In order to be considered for accreditation, collegiate aviation programs **MUST** be designed to prepare graduates to function as aviation professionals.

It is the responsibility of the institution seeking accreditation of one or more programs to identify the specific AABI Program (i.e. Aviation Management, Aviation Maintenance, Aviation Electronics, Aviation Studies, Flight Education, or Safety Science) that applies to each degree program. The title of each institution's program **MUST** be consistent with the name of the applicable AABI Program under which accreditation is being sought and the program **MUST** meet the criteria for that AABI Program.

The institution may submit a program that includes degree program components such as minors, tracks, options, or concentrations that fall within the scope of another AABI Program. In this case, the institution **MUST** show that each minor, track, option, or concentration meets the applicable criteria specified for the selected AABI Program. If the institution wishes to have a program with a particular minor, track, option or concentration individually accredited, then it **MUST** submit each minor, track, option, or concentration as a separate program.

It is the responsibility of the institution seeking accreditation of an aviation program to demonstrate clearly that the program meets the following criteria.

Criterion 2.1 Students

The quality and performance of the students and graduates are important considerations in the evaluation of an aviation program. The institution **MUST**:

- a. Evaluate, advise, and monitor students to determine its success in meeting program objectives
- b. Have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere
- c. Have and enforce procedures to assure that all students meet all program requirements
- d. Publish standards for the selection and admission of students which are related to the educational mission and purposes of the institution
- e. Maintain recent examples of student work, to include examinations, homework problems, laboratory exercises, and reports. These items will include evidence of student competence in both subject matter areas and communications skills
- f. Assess the effectiveness of its validation methods in granting credit for non-collegiate achievement
- g. Produce records reflecting the employment or continuing education experience of students graduating from the program during each of the preceding five years

Criterion 2.2 Program Educational Objectives

The aviation program **MUST** have a mission statement that reflects an educational philosophy, goals, purposes, and general intent, and that clearly complements the institutional mission. The mission statement **MUST** be published and widely available to the institution's constituents. The administration of the institution **MUST** enable the aviation program to develop and to carry out fully its unique responsibilities as defined by its stated mission. The aviation program for which an institution seeks accreditation or reaffirmation **MUST** have in place:

- a. Published educational objectives, having sufficient detail to be measured, that are consistent with the mission of the institution and these criteria
- b. A process based on the needs of the programs' various constituencies in which the objectives are determined and periodically evaluated
- c. A curriculum and process that ensure the achievement of these objectives
- d. A system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the program

Criterion 2.3 General Outcomes

Aviation programs MUST demonstrate that graduates are able to:

- a. apply mathematics, science, and applied sciences to aviation-related disciplines
- b. analyze and interpret data
- c. work effectively on multi-disciplinary and diverse teams
- d. make professional and ethical decisions
- e. communicate effectively, using both written and oral communication skills
- f. engage in and recognize the need for life-long learning
- g. assess contemporary issues
- h. use the techniques, skills, and modern technology necessary for professional practice
- i. assess the national and international aviation environment
- j. apply pertinent knowledge in identifying and solving problems
- k. apply knowledge of business sustainability to aviation issues

Criterion 2.4 Curriculum

The curriculum requirements specify components appropriate to aviation programs, but do not prescribe specific courses. The program's faculty MUST ensure that the aviation curriculum specifies outcomes appropriate to each component, consistent with the objectives of the program and institution. Students MUST be prepared for careers in aviation and aerospace through the curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. The institution MUST assure that student learning in the classroom is well integrated with learning in the associated laboratory for aviation courses. The curriculum MUST address:

- a. Outcomes in college level mathematics and basic sciences appropriate to the program
- b. Outcomes in general education that complement the technical content of the curriculum and are consistent with the program and institution objectives
- c. Outcomes appropriate to the following aviation core topics:
 1. Attributes of an aviation professional, career planning, and certification
 2. Aircraft design, performance, operating characteristics, and maintenance
 3. Aviation safety and human factors

4. National and international aviation law, regulations, and labor issues
 5. Airports, airspace, and air traffic control
 6. Meteorology and environmental issues
- d. Outcomes appropriate to the program-level criteria

Criterion 2.5 Faculty

Full-time and adjunct faculty directly involved in an aviation program **MUST** meet at least the minimum standards for academic credentials specified by the institution and required by the regional or national accrediting agency. The faculty **MUST** be of sufficient number as determined by student enrollment and the expected outcomes of the program. Each program **MUST** have at least one dedicated full-time faculty member. Faculty **MUST** engage in teaching, service, and scholarship. Flight instructional, and other laboratory staff, not holding full-time faculty appointments and rank are not considered faculty for the purposes of this section.

The institution **MUST** demonstrate an appropriate mix of full-time and adjunct faculty necessary to fulfill its stated program outcomes.

2.5.1 **Qualifications.** The mission of a particular aviation program will directly affect the makeup of the faculty who participate in the program. The faculty **MUST** have sufficient qualifications to develop, guide, deliver, evaluate, and improve the program. The overall qualifications of the faculty may include such factors as education, diversity of backgrounds, applicable experience, teaching performance, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and applicable certifications, registrations, or licenses.

2.5.2 **Recruitment and Selection.** Recruitment and selection of faculty members **MUST** be consistent with institutional, regional, and national mandates. Candidates **SHOULD** be sought with degree(s) from other than the parent institution to encourage a cross-fertilization of ideas and maintenance of high quality program standards.

2.5.3 **Rank, Promotion, and Tenure.** Opportunities for appointment at all institutional ranks, as well as opportunities for promotion and tenure (for tenure-track faculty), **MUST** be consistent with those for full-time faculty across other units of the institution. In addition, the uniqueness of the professional qualifications required for participation in the many facets of collegiate aviation **MUST** be considered when making these judgments.

2.5.4 Salaries and Working Conditions. Salaries for aviation faculty MUST fall into the same ranges as those offered to other faculty members of the institution in comparable disciplines. Aviation faculty teaching loads MUST be in accordance with the institution's standards.

2.5.5 Support Personnel. The administration MUST provide for an adequate number and quality of support staff. An adequate number of technical, flight and ground instructors whose academic credentials are consistent with the needs of the program MUST be available. Support personnel MUST also have proper certification and/or appropriate experience for the program.

2.5.6 Faculty and Instructional Staff Evaluation. Institutions MUST have a process for faculty evaluation to include all full-time and adjunct aviation faculty.

Ongoing evaluations of all full-time aviation faculty, along with appropriate follow-up actions where necessary, MUST ensure teaching effectiveness, service accountability, professional development and scholarship and lead to continued program improvement.

2.5.7 Faculty Development. All institutions MUST have a policy that supports active faculty development. All full-time and adjunct faculty members SHOULD be encouraged to further their professional academic development, thus enhancing their individual contributions to the institution, the program, and the students. Professional development of aviation faculty includes opportunities available to all faculty and also those which may be unique to the aviation field.

Examples of acceptable and desirable forms of faculty development include but are not limited to:

- Acquisition of advanced degrees;
- Acquisition of advanced aviation certification;
- Membership and participation in professional aviation associations;
- Participation in community, regional, and national aviation functions;
- Cooperative efforts with area schools in furthering aviation education faculty exchange programs;
- Sabbatical and/or professional development leaves.

Criterion 2.6 Facilities, Equipment, and Services

Classrooms, laboratories, and associated equipment MUST be adequate to accomplish the program objectives and provide an atmosphere conducive to learning. Appropriate facilities MUST be available to foster faculty-student interaction and to create a climate that encourages professional development and

professional activities. Programs **MUST** provide opportunities for students to learn the use of modern applicable instruments and equipment. Computing and information infrastructures **MUST** be in place to support the scholarly activities of the students and faculty and the educational objectives of the institution. The quality of off-campus aviation courses at remote facilities or airport locations **MUST** be maintained at least to the level of on-campus courses.

2.6.1 Laboratory Facilities. The size of an institution, the scope and emphasis of its academic program, and its declared purposes and objectives are factors to be taken into account with respect to facilities and equipment considerations. Certain programs in aviation require substantial laboratory and classroom facilities to serve the objectives of both teaching and research. Laboratory equipment, computers, etc., **MUST** be appropriate to the program objectives and **SHOULD** be the type encountered in industry and practice. Support and instructional personnel **MUST** be provided to implement and maintain the laboratory component of the program. Pre- and post-briefing rooms **SHOULD** afford privacy and **MUST** be sufficient in number to handle the instructor-student pairs using the facility at any one time.

2.6.2 Flight Equipment. Careful consideration **MUST** be given to the number of aircraft available to ensure that students can complete the program in a reasonable period of time. The institution **MUST** provide an adequate number of safe, reliable, and appropriately equipped and maintained aircraft to satisfy program objectives.

2.6.3 Library. Access to appropriate reference materials **MUST** be adequate for the aviation program(s).

Criterion 2.7 Institutional Support and Financial Resources

Institutional support, financial resources, and constructive leadership **MUST** be adequate to assure the quality and continuity of the aviation program throughout the period of accreditation. Resources **MUST** be sufficient to attract, retain, and provide for continued professional development of a well-qualified faculty. Resources **MUST** be sufficient to acquire, maintain, and operate facilities and equipment appropriate for the aviation program. In addition, support personnel and institutional services **MUST** be adequate to meet the program needs.

Criterion 2.8 Complementary Degree Programs

Complementary degree programs involve two or more institutions working together to offer a degree program, and the degree granting institution does not

offer all elements of the program. In these circumstances the following criteria MUST be met:

2.8.1 Approach Options. One of two approaches can be used to achieve accreditation:

2.8.1.1 When applying for accreditation the participating programs may write a joint SELF-STUDY, and will be reviewed by a team that will visit all institutions involved and write a comprehensive report. The Board will review and act on the entire report.

2.8.1.2 If the degree granting institution uses only partner institutions with corresponding AABI-accredited programs, then only the degree granting institution will be reviewed.

2.8.2 Unit Offering Degree. The academic unit offering the degree program must be clearly and distinctly identified with an aviation orientation.

2.8.3 Students Transferring. If the degree granting institution accepts students from other than the complementary programs, these students must be enrolled in a separately designated program.

Criterion 2.9 Credit for Non-Collegiate Achievement

For credits that are neither covered by articulation agreements nor determined by the degree granting institution to be substantially similar to courses it offers at the lower-division level, the degree granting institution MUST establish validation procedures if advanced placement, waiving of requirements, or granting of credit for experience is offered. Validation techniques such as standardized and/or locally prepared examinations, successful completion of advanced courses in the institution, and interviews may be used to meet this criterion. Each institution MUST maintain published non-collegiate credit policies and adequate records to evaluate the effectiveness of the validation techniques used.

2.9.1 Credit for Aviation Credentials. Entering students who have aviation credentials may elect to challenge the appropriate courses. Institutions which recognize aviation credentials as a measure of requisite knowledge, skill, and experience MUST establish validation procedures to ensure that the student meets or exceeds the standards of the institution's courses. The validation procedures MUST include documentation of the student's competency appropriate to the aviation credentials held.

Criterion 2.10 Aviation Safety Culture and Program

To foster an effective safety culture, the institution **MUST** have, and actively use, a verifiable formal aviation safety program that actively involves students, faculty, and staff for operations involving flight, maintenance, avionics, and other aviation laboratories.

Criterion 2.11 Program-level Criteria

Each program **MUST** satisfy applicable program-level and general criteria. Program-level criteria provide the specificity applicable to a given discipline. A program offered by an institution **MUST** be taught by the institution with its own personnel.

Criterion 2.12 Continuous Assessment and Improvement

Each program **MUST** have an assessment process that includes a written plan with documented results. This process **MUST** incorporate relevant evidence used to regularly assess program objectives and outcomes, and to evaluate the extent to which they are being met. Evidence that may be used includes, but is not limited to, the following: student portfolios, including graded assignments and/or projects; nationally normed subject content examinations; alumni surveys that document professional accomplishments and career development activities; placement data of graduates; and employer surveys. The results of the assessment **MUST** be used to effect continuous improvement of the program.

3.0 ASSOCIATE DEGREE PROGRAMS

It is the responsibility of the institution seeking accreditation of one or more programs to identify the specific AABI Program (i.e. Aviation Management, Aviation Maintenance, Aviation Electronics, Aviation Studies, Flight Education, or Safety Science) that applies to each degree program. The title of each institution's program **MUST** be consistent with the name of the applicable AABI Program under which accreditation is being sought and the program **MUST** meet the criteria for that AABI Program.

The institution may submit a program that includes degree program components such as minors, tracks, options, or concentrations that fall within the scope of another AABI Program. In this case, the institution **MUST** show that each minor, track, option, or concentration meets the applicable criteria specified for the selected AABI Program. If the institution wishes to have a program with a particular minor, track, option or concentration individually accredited, then it **MUST** submit each minor, track, option, or concentration as a separate program.

It is the responsibility of the institution seeking accreditation of an academic aviation program to demonstrate clearly that the program meets the following criteria.

Criterion 3.1 Students

The quality and performance of the students and graduates are important considerations in the evaluation of an aviation program. The institution **MUST**:

- a. Evaluate, advise, and monitor students to determine its success in meeting program objectives
- b. Have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere
- c. Have and enforce procedures to assure that all students meet all program requirements
- d. Publish standards for the selection and admission of students which are related to the educational mission and purposes of the institution
- e. Maintain recent examples of student work, to include examinations, homework problems, laboratory exercises, and reports. These items, **MUST** include the competence of students in both subject matter areas and communications skills
- f. Assess the effectiveness of its validation methods in granting credit for non-collegiate achievement
- g. Produce records reflecting the employment or continuing education experience of students graduating from the program during each of the preceding five years.

Criterion 3.2 Program Educational Objectives

The aviation program **MUST** have a mission statement that reflects an educational philosophy, goals, purposes, and general intent, and that clearly complements the institutional mission. The mission statement **MUST** be published and widely available to the institution's constituents. The administration of the institution **MUST** enable the aviation program to develop and to carry out fully its unique responsibilities as defined by its stated mission. The aviation program for which an institution seeks accreditation or reaffirmation **MUST** have in place:

- a. Detailed published educational objectives that are consistent with the mission of the institution and these criteria
- b. A process based on the needs of the program's various constituencies in which the objectives are determined and periodically evaluated
- c. A curriculum and process that ensures the achievement of these objectives

- d. A system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the program

Criterion 3.3 General Outcomes

Associate degree programs in aviation **MUST** demonstrate that their graduates are able to:

- a. apply mathematics to aviation-related disciplines
- b. identify, formulate, and solve applied aviation problems
- c. work effectively on multi-disciplinary and diverse teams
- d. make professional and ethical decisions
- e. communicate effectively, using both written and oral communication skills
- f. engage in and recognize the need for and life-long learning
- g. assess contemporary issues
- h. use the techniques, skills, and modern tools in aviation for professional practice

Criterion 3.4 Curriculum

The curriculum requirements specify components appropriate to aviation subjects but do not prescribe specific courses. The faculty **MUST** assure that the program curriculum specifies outcomes appropriate to each component, consistent with the objectives of the program and institution. The institution **MUST** assure that student learning in the classroom is well integrated with learning in the associated laboratory for aviation courses. The curriculum **MUST** address:

- a. Outcomes in college level mathematics and basic sciences appropriate to the program
- b. Outcomes in general education that complement the technical content of the curriculum and are consistent with the program and institution objectives.
- c. Outcomes appropriate to the following aviation core topics:
 1. Attributes of an aviation professional, career planning, and certification
 2. Aircraft design, performance, operating characteristics, and maintenance
 3. Aviation safety and human factors
 4. National and international aviation law, regulations, and labor issues
 5. Airports, airspace, and air traffic control
 6. Meteorology and environmental issues
- d. Outcomes appropriate to the program-level criteria

Criterion 3.5 Faculty

Full-time and adjunct faculty directly involved in an aviation program MUST meet at least the minimum standards for academic credentials specified by the institution and required by the regional or national accrediting agency. The faculty MUST be of sufficient number as determined by student enrollment and the expected outcomes of the program. The aviation unit MUST have at least one dedicated full-time faculty member. Faculty MUST engage in teaching and service. Flight instructional, and other laboratory staff, not holding full-time faculty appointments and rank are not considered faculty for the purposes of this section.

The institution MUST demonstrate an appropriate mix of full-time and adjunct faculty necessary to fulfill its stated program outcomes.

3.5.1 Qualifications. The mission of a particular aviation program will directly affect the makeup of the faculty who participate in the program. The faculty MUST have sufficient qualifications to develop, guide, deliver, evaluate, and improve the program. The overall qualifications of the faculty may include such factors as education, diversity of backgrounds, applicable experience, teaching performance, ability to communicate, enthusiasm for developing more effective programs, participation in professional societies, and applicable certifications, registrations, or licenses.

3.5.2 Recruitment and Selection. Recruitment and selection of faculty members MUST be consistent with institutional, regional, and national mandates.

3.5.3 Rank, Promotion, and Tenure. Opportunities for appointment at all institutional ranks, as well as opportunities for promotion and tenure (for tenure-track faculty), MUST be available for full-time aviation faculty members consistent with those for full-time faculty across other units of the institution. In addition, the uniqueness of the professional qualifications required for participation in the many facets of collegiate aviation MUST be considered when making these judgments.

3.5.4 Salaries and Working Conditions. Salaries for aviation faculty MUST fall into the same ranges as those offered to other faculty members of the institution in comparable disciplines. Aviation faculty teaching loads MUST be in accordance with the institution's standards.

3.5.5 Support Personnel. The administration MUST provide for

an adequate number and quality of support staff. An adequate number of technical, flight and ground instructors whose academic credentials are consistent with the needs of the program MUST be available. Support personnel MUST also have proper certification and/or appropriate experience for the program.

3.5.6 Faculty and Instructional Staff Evaluation. Institutions MUST have a process for faculty evaluation to include all full-time and adjunct aviation faculty.

Ongoing evaluations of all full-time aviation faculty members, along with appropriate follow-up actions where necessary, MUST ensure teaching effectiveness, service accountability, and lead to continued program improvement.

3.5.7 Faculty Development. All full-time and adjunct faculty members SHOULD be encouraged to further their professional academic development, thus enhancing their individual contributions to the institution, the program, and the students. Professional development of aviation faculty includes opportunities available to all faculty and also those which may be unique to the aviation field.

Examples of acceptable and desirable forms of faculty development include but are not limited to:

- Acquisition of advanced degrees;
- Acquisition of advanced aviation certification;
- Membership and participation in professional aviation associations;
- Participation in community, regional, and national aviation functions;
- Cooperative efforts with area schools in furthering aviation education faculty exchange programs;
- Sabbatical and/or professional development leaves.

Criterion 3.6 Facilities, Equipment and Services

Classrooms, laboratories, and associated equipment MUST be adequate to accomplish the program objectives and provide an atmosphere conducive to learning. Appropriate facilities MUST be available to foster faculty-student interaction and to create a climate that encourages professional development and professional activities. Programs MUST provide opportunities for students to learn the use of modern applicable instruments and equipment. Computing and information infrastructures MUST be in place to support the scholarly activities of the students and faculty and the educational objectives of the institution. The quality of off-campus aviation courses at remote facilities or airport locations MUST be maintained at least to the level of on-campus courses.

3.6.1 Laboratory Facilities. The size of an institution, the scope and emphasis of its academic program, and its declared purposes and objectives are factors to be taken into account with respect to facilities and equipment considerations. Certain programs in aviation require substantial laboratory and classroom facilities to serve the objectives of the program. Laboratory equipment, computers, etc., **MUST** be appropriate to the program objectives and **SHOULD** be the type encountered in industry and practice. Support and instructional personnel **MUST** be provided to implement and maintain the laboratory component of the program. Pre- and post-briefing rooms **SHOULD** afford privacy and **MUST** be sufficient in number to handle the instructor-student pairs using the facility at any one time.

3.6.2 Flight Equipment. Careful consideration **MUST** be given to the number of aircraft available to ensure that students can complete the program in a reasonable period of time. The institution **MUST** provide an adequate number of safe, reliable, and appropriately equipped and maintained aircraft to satisfy program objectives.

3.6.3 Library. Access to appropriate reference materials **MUST** be adequate for the aviation program(s).

Criterion 3.7 Institutional Support and Financial Resources

Institutional support, financial resources, and constructive leadership **MUST** be adequate to assure the quality and continuity of the associate degree program in aviation. Resources **MUST** be sufficient to attract, retain, and provide for continued professional development of a well-qualified faculty. Resources also **MUST** be sufficient to acquire, maintain, and operate facilities and equipment appropriate for the program. In addition, support personnel and institutional services **MUST** be adequate to meet program needs.

Criterion 3.8 Complementary Degree Programs

Complementary degree programs involve two or more institutions working together to offer a degree program, and the degree granting institution does not offer all elements of the program. In these circumstances the following criteria **MUST** be met:

3.8.1 Approach Options. One of two approaches can be used to achieve accreditation:

3.8.1.1 When applying for accreditation the participating programs may write a joint SELF-STUDY, and will be reviewed by a team that will visit all institutions involved and write a

comprehensive report. The Board will review and act on the entire report.

3.8.1.2 If the degree granting institution uses only partner institutions with corresponding AABI-accredited programs, then only the degree granting institution will be reviewed.

3.8.2 Unit Offering Degree. The academic unit offering the degree program must be clearly and distinctly identified with an aviation orientation.

3.8.3 Students Transferring. If the degree granting institution accepts students from other than the complementary programs, then these students must be enrolled in a separately-designated program.

Criterion 3.9 Credit for Non-Collegiate Achievement

For credits that are neither covered by articulation agreements nor determined by the degree granting institution to be substantially similar to courses it offers at the lower-division level, the degree granting institution **MUST** establish validation procedures if advanced placement, waiving of requirements, or granting of credit for experience is offered. Validation techniques such as standardized and/or locally prepared examinations, successful completion of advanced courses in the institution, and interviews would be considered. Each institution **MUST** maintain published non-collegiate credit policies and adequate records to evaluate the effectiveness of the validation techniques used.

3.9.1 Credit for Aviation Credentials. Entering students who have aviation credentials may elect to challenge the appropriate courses. Institutions which recognize aviation credentials as a measure of requisite knowledge, skill, and experience **MUST** establish validation procedures to ensure that the student meets or exceeds the standards of the institution's courses. The validation procedures **MUST** include documentation of the student's competency appropriate to the aviation credentials held.

Criterion 3.10 Aviation Safety Culture and Program

To foster an effective safety culture, the institution **MUST** have, and actively use, a verifiable formal aviation safety program that actively involves students, faculty, and staff for operations involving flight, maintenance, avionics, and other aviation laboratories.

Criterion 3.11 Program-level Criteria

A program is a clearly delineated major, degree, or option or combination of options within a major or degree as defined by the institution.

Each program **MUST** satisfy applicable program-level and general criteria. Program-level criteria provide the specificity applicable to a given discipline. A program offered by an institution **MUST** be taught by the institution with its own personnel and resources, except as specifically provided for elsewhere in the AABI Criteria.

Criterion 3.12 Continuous Assessment and Improvement

Each program **MUST** have an assessment process that includes a written plan with documented results. This process **MUST** incorporate relevant evidence used to regularly assess program objectives and outcomes, and to evaluate the extent to which they are being met. Evidence that may be used includes, but is not limited to, the following: student portfolios, including graded assignments and/or projects; nationally normed subject content examinations; alumni surveys that document professional accomplishments and career development activities; placement data of graduates; and employer surveys. The results of the assessment **MUST** be used to effect continuous improvement of the program.

4.0 PROGRAM CRITERIA

4.1 Program Criteria for Aviation Management

These criteria apply to Aviation Management and similarly named applied programs such as: Air Carrier Management, Airway Science Management, Airport Management, Flight Operations Management, and Maintenance Management.

4.1.1 Baccalaureate Programs. The aviation faculty **MUST** develop each program with advice from appropriate industry associations and professionals in the field. Each program **MUST** provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as a manager in the aviation industry. Each program may be oriented toward a segment of the industry, such as airlines, general aviation, or airports; or towards a specific area, such as flight operations management or aircraft maintenance management, or may be of a general nature. Additionally, each program **MUST** provide evidence that its graduates demonstrate competency in program objectives.

Each program **MUST** provide evidence of a significant culminating upper division experience in aviation management. Examples of a culminating

experience include a capstone course, an internship, or a special project that builds on prior course work. Evidence may include student portfolios and other records of student achievement.

4.1.2 Associate Programs. An Aviation Management program **MUST** prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program. Each program may be oriented toward a segment of the industry, such as airlines, general aviation, or airports; or toward a specific area, such as flight operations management or aircraft maintenance management, or may be of a general nature. Each program **MUST** provide evidence that its graduates demonstrate competency in program objectives.

4.2 Program Criteria for Aviation Maintenance

These criteria apply to Aviation Maintenance and similarly named applied programs such as: Aviation Maintenance/Manufacturing, Aeronautical Technology, and Airway Science Maintenance.

4.2.1 Baccalaureate Programs. The aviation faculty **MUST** develop each program with advice from appropriate industry associations and professionals in the field. Each program **MUST** provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as a maintenance professional in the aviation industry.

An Aviation Maintenance program is designed to prepare the graduate for a position in aviation maintenance or manufacturing. Classroom and laboratory topics **MUST** lead to appropriate national certification. The program objectives **MUST** include certification/licensure as an Aviation Maintenance Technician with airframe and/or powerplant ratings, or national equivalent. It is anticipated that many schools will develop a single aviation maintenance degree program that permits students to select from a variety of course sequences to provide the required breadth and depth of knowledge. These focus areas may be oriented toward a segment of the aviation industry, such as air carriers or general aviation, or toward a specific area, such as electronics, materials, propulsion, or logistics. Each program **MUST** provide evidence that its graduates demonstrate competency in program objectives.

Each program **MUST** provide evidence of a significant culminating upper division experience in aviation maintenance. Examples of a culminating experience include a capstone course, an internship, or a special project

that builds on prior course work. Evidence may include student portfolios and other records of student achievement.

4.2.2 Associate Programs. An Aviation Maintenance Technology program MUST prepare the graduate for a position in the aviation maintenance industry or transfer to a baccalaureate degree program. Classroom and laboratory topics MUST lead to appropriate national certification as an Aviation Maintenance Technician with airframe and/or powerplant ratings, or national equivalent. The focus of the program MUST be oriented toward a segment of the aviation industry, such as air carriers or general aviation, or toward a specific area, such as electronics, materials, propulsion, or logistics. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

4.3 Program Criteria for Aviation Electronics

These criteria apply to Aviation Electronics and similarly named applied programs such as: Avionics Technology, Airway Electronics, or Aviation Technology.

4.3.1 Baccalaureate Programs. The aviation faculty MUST develop each program with advice from appropriate industry associations and professionals in the field. Each program MUST provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as an aviation electronics professional in the aviation industry.

An Aviation Electronics program is designed to prepare the graduate for a position in general, commercial, or military aviation, aerospace, and aviation related government agencies. Graduates MUST be able to apply science and technology to current problems in the aviation and the aviation electronics industry. The topical content of an Aviation Electronics program will depend on the area of specialization. However, graduates of all specializations MUST demonstrate a basic foundation in the electronics technologies. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

Each program MUST provide evidence of a significant culminating upper division experience in aviation electronics. Examples of a culminating experience include a capstone course, an internship, or a special project that builds on prior course work. Evidence may include student portfolios and other records of student achievement.

4.3.2 Associate Programs. An Aviation Electronics program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

4.4 Program Criteria for Aviation Studies

These criteria apply to Aviation Studies and similarly named applied programs such as: Airway Computer Science, Aviation Science, Air Traffic Control, Safety, Security, Atmospheric Science, Aviation Meteorology, or Aviation Human Factors. These criteria address programs not described in other program criteria.

4.4.1 Baccalaureate Programs. The aviation faculty MUST develop each program with advice from appropriate industry associations and professionals in the field. Each program MUST provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as a professional in the aviation industry.

The Aviation Studies option provides baccalaureate courses in a coherent sequence to prepare the graduate for a position in the aviation industry and aviation related government agencies, requiring either broad or specialized educational preparation. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

Each program MUST provide evidence of a significant culminating upper division experience in aviation studies. Examples of a culminating experience include a capstone course, an internship, or a special project that builds on prior course work. Evidence may include student portfolios and other records of student achievement.

4.4.2 Associate Programs. An Aviation Studies program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

4.5 Program Criteria for Flight Education

These criteria apply to Flight Education and similarly named programs such as: Aircraft Systems Management, Flight Operations, Career Pilot, Professional Pilot, or Aeronautical Science.

4.5.1 Baccalaureate Programs. The aviation faculty MUST develop each program with advice from appropriate industry associations and

professionals in the field. Each program MUST provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as professional pilots in the aviation industry.

Classroom and laboratory topics MUST lead to appropriate national certification. The program objectives MUST include certification/licensure as a Commercial Pilot with an instrument rating, and multiengine land rating or flight instructor. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

Each program MUST provide evidence of a significant culminating upper division experience in flight education. Examples of a culminating experience include a capstone course, an internship, or a special project that builds on prior course work. Evidence may include student portfolios and other records of student achievement.

4.5.2 Associate Programs. A Flight Education program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

Classroom and laboratory topics MUST lead to appropriate national certification. The program objectives MUST include certification/licensure as a Commercial Pilot with an instrument rating. Each program MUST provide evidence that its graduates demonstrate competency in program objectives.

4.5.3 Baccalaureate and Associate Programs: Instructional Control, Safety, and Oversight.

- a. Institutions that utilize either internal or contract flight training as part of an aviation program MUST assure that:
 1. Student learning in the classroom is well integrated with learning in the laboratory.
 2. There is a common approach to safety with a single, integrated, and verifiable formal aviation safety program.
 3. Training equipment is acquired or upgraded to reflect current industry practice.
 4. Students have adequate access to training equipment and resources.
- b. The institution MUST teach all academic and "ground school" courses using faculty and instructional staff employed by the institution.

- c. "Flight laboratory" (hands-on instruction in aircraft and training devices or simulators) may be taught by either an institution's instructional staff OR by one or more qualified contractors.
- d. If the institution uses one or more qualified contractors to offer flight laboratory instruction, the institution MUST through a formal contract or written agreement:
 - 1. Designate an appropriately qualified regular Full Time Equivalent (FTE) aviation faculty member to administer the Flight Education option and to provide responsible oversight of the contractor(s) to assure that the program meets or exceeds the performance requirements set forth in these Criteria.
 - 2. Employ (as regular faculty, adjunct faculty, or as a consultant) a qualified flight standards pilot, who has no business or employment relationship to the independent contractor(s). The flight standards pilot MUST conduct periodic flight standards evaluations to determine that students enrolled in the Flight Education option meet or exceed the performance standards set forth by the institution and AABI Criteria for the option. Every academic semester or quarter, as appropriate, the flight standards pilot MUST conduct a formal evaluation of at least one student completing each flight course in the AABI-accredited curriculum.
 - 3. Ensure that flight instructors possess the appropriate aeronautical certificates and ratings.
 - 4. Ensure that flight instructors meet the employment requirements of the institution for an equivalent position.
- e. The relationship with the contractor MUST be expressed in document form and be available for review by all interested parties, including students, parents, institution departments, faculty, and accreditation agencies. The document MUST include at least the following:
 - 1. A description of the relationship between the provider of flight training and the academic department(s) involved in supporting and relating curricula.
 - 2. A description of the committee and meeting structure specifying regular interchange of curricular requirements and suggestions between the academic faculty and the provider of flight training.
 - 3. The means of scheduling flight training in use by the institution and provider of flight training.
 - 4. The means of selecting flight training instructors for students, and the process available to students for changing instructors.
 - 5. The means for reviewing student performance in flight training, with their advisor.

6. The means for curriculum and flight training program changes as a result of equipment and technology changes that may occur in both the flight training and academic curricula.

4.6 Program Criteria for Safety Science Programs

These criteria apply to Safety Science and similarly named programs such as: Aviation Safety, Flight Safety, or Industrial Safety.

4.6.1 Baccalaureate Programs. The faculty **MUST** develop each program with advice from appropriate industry associations and professionals in the field. Each program **MUST** provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as safety professionals in the aviation industry.

Each program **MUST** provide evidence that graduates are able to anticipate, recognize, and evaluate hazardous conditions and practices affecting people, property, and the environment; develop and evaluate appropriate strategies designed to mitigate risk; and apply principles of safety and health in a non-academic setting through an intern, cooperative, or supervised experience.

Each program **MUST** provide evidence of a significant culminating upper division experience in safety science. Examples of a culminating experience include a capstone course, an internship, or a special project that builds on prior course work. Evidence may include student portfolios and other records of student achievement.

4.6.2 Associate Programs. A Safety Science program **MUST** prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program. Each program **MUST** provide evidence that its graduates demonstrate competency in program objectives.

4.7 Program Criteria for Air Traffic Control

These criteria apply to Air Traffic Control, Air Traffic Management or similarly named programs.

4.7.1 Baccalaureate Programs. The faculty **MUST** develop each program with advice from appropriate industry associations and professionals in the field. Each program **MUST** provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as air traffic controllers. Each program

MUST meet requirements equivalent to those established by the FAA in the Air Traffic-Collegiate Training Initiative (AT-CTI) partnership agreement, or by the appropriate national regulatory agency.

Each program MUST provide evidence that graduates are able to anticipate, recognize, and evaluate potential situations in the en route or terminal environments; develop and act on appropriate strategies to alleviate conflicts; and apply principles of safe, expeditious, and orderly air traffic control rules to the flow of traffic.

Each program MUST provide evidence of a significant culminating upper division experience in air traffic management. An example of a culminating experience includes a capstone course that builds on prior course work. Evidence may include student portfolios, and other records of student achievement.

4.7.2 Associate Programs. An Air Traffic Management program MUST prepare the graduate for a position in the aviation industry that meets requirements equivalent to those established by the FAA in the AT-CTI program (or by the appropriate national regulatory agency) or transfer to a baccalaureate degree program.