AABInternational

ACCREDITATION CRITERIA MANUAL

FORM 201

July 17, 2025

AVIATION ACCREDITATION BOARD INTERNATIONAL

1311 1st Avenue
Opelika, AL 36801

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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, baccalaureate and graduate aviation degree-granting 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. Each criterion includes an auxiliary verb, either "MUST" or "SHOULD". A "MUST" statement indicates a compliance criterion that is required to be met or exceeded by the program. A "SHOULD" statement indicates a criterion that is generally expected, but not required to be met by the program. If a program fails to comply with any criterion as evidenced by the Self-Study Report and/or the information obtained during the team visit, the visiting team will cite a Weakness. If the Weakness is a failure to comply with a "SHOULD" statement, the visiting team will write a Suggestion to be considered by the institution for continuous improvement. If the Visiting Team believes the perceived Weakness is a failure to comply with a "MUST" statement, the Team will write a Recommendation, citing the Criterion or Criteria that apply to that Weakness. Recommendations can be resolved by 1) an Institutional Response to the Recommendation that is accepted by the Board; 2) an Interim Report that is accepted by the Board, or 3) a Special Visit Report that is accepted by the Board. When the Board accepts responses to all Recommendations, the program is fully accredited or reaffirmed with no further response required.

Preamble

For the purposes of this document, when the word **"Institution"** is used, it is referring to the comprehensive organization (e.g., University, College, etc.) granting the degree. The word "**Program**" refers to the specific degree or specialization submitted for accreditation by AABI. If the Criteria references both, (e.g. institution/program) then the assurance of compliance may result from institutional processes and/or program processes.

As it relates to assessment, **"Plan"** specifically refers to the written documentation that defines goals and describes the processes involved in the assessment of those goals. "**Implementation**" specifically refers to the processes that are in place and functioning, as well as to the evidence that assessment is being conducted. When the Criteria use the term **"assessment processes"** they are referring to those sequential steps that are defined in the assessment plan and that are carried out in the implementation phase. The visiting

team will look for evidence indicating that the plan is being worked and data are being collected and used for continuous program improvement.

Instructional staff is defined as those persons not holding a faculty position, but employed to provide instruction. This may include laboratory staff, flight instruction staff, or other designated instructional positions.

Support staff refers to those staff person(s), whether full- or part-time, who provide administrative support for the department delivering the degree program.

Diversity is the representation of all our varied identities and differences (race, ethnicity, gender, religious beliefs, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals. Diversity means seeking to proactively engage, understand, and draw on a variety of perspectives.

Equity seeks to ensure just treatment, equality of opportunity, and fairness in access to information and resources for all persons.

Inclusion means building a culture of belonging by respecting each individual and actively inviting the contribution and participation of all people.

2.0 ASSOCIATE DEGREE PROGRAMS

It is the responsibility of the institution seeking accreditation of one or more programs to identify the specific AABI program (e.g. Aviation Management, Aviation Maintenance, Aviation Electronics, Aviation Studies, Flight Education, Aviation Safety Science or Air Traffic Control) 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 associate-degree aviation program to demonstrate clearly that the program meets Criteria 2.1-2.13.

Criterion 2.1 Students and Student Support Services

2.1.1 The performance and success of the students and graduates are important considerations in the evaluation of an aviation program. The institution/program MUST:

a. Publish standards for the selection and admission of students which are related to the educational mission and purposes of the institution.
b. Have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere.
c. Assess the effectiveness of its validation methods in granting credit for non-collegiate achievement.
d. Provide student support services.
e. Have, enforce, and document procedures to assure that all students meet all program requirements.

Criterion 2.2 Program Mission and Educational Goals

The aviation program MUST have a mission statement and educational goals that reflect an educational philosophy, purpose, and general intent, and that clearly complement the institutional mission.

2.2.1 Mission Statement. 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.

2.2.2 Program Educational Goals. The program educational goals MUST be published and widely available to the institution's constituents. Program educational goals MUST state what the program and curriculum will provide the students at the completion of degree requirements. Program educational goals MUST encompass at least those program goals listed under the corresponding AABI Program Criteria 5.0.

Criterion 2.3 Student Learning Outcomes

As part of establishing and assessing student learning outcomes, in support of continuous program improvement, the program MUST assess the student learning outcomes in Criteria 2.3.1 and 2.3.2, and when applicable 2.3.3.

2.3.1 Aviation Core. Each program submitted MUST demonstrate that graduates are able to:

a. Apply mathematics to aviation-related disciplines;
b. Identify, formulate, and solve applied aviation problems;
c. Work effectively on teams;
d. Make professional and ethical decisions;
e. Communicate effectively, using written communication skills appropriate to aviation-related disciplines;
f. Communicate effectively, using oral communication skills appropriate to aviation-related disciplines;
g. Explain the value of and need for life-long learning in aviation careers;
h. Use the techniques, skills and modern technology for professional practice in aviation;
i. Describe the professional attributes, requirements or certifications, and planning applicable to aviation careers.
j. Describe the principles of aircraft design, performance and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems.
k. Evaluate aviation safety and the impact of human factors on safety.
l. Discuss the impact on aviation operations of international aviation law, including applicable International Civil Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations and labor issues.
m. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System.
n. Discuss the impact of meteorology and environmental issues on aviation operations.

2.3.2 Program-Specific Criteria. Each program MUST develop student learning outcomes appropriate to satisfy applicable AABI program-specific criteria (see Criterion 5.0).

2.3.3 Other. When applicable, additional outcomes may be developed as appropriate to satisfy program, institutional and/or other accrediting body requirements.

Criterion 2.4 Curriculum

2.4.1. The curriculum MUST prepare students for careers in aviation and aerospace. The aviation program MUST assure that student learning in the classroom is well integrated with learning in any associated laboratory aviation courses. The program MUST provide evidence that the curriculum includes:

a. Components that satisfy AABI aviation core outcomes (see Criterion 2.3).
b. Components that satisfy AABI program-specific criteria (see Criterion 5.0).

Criterion 2.5 Faculty and Staff

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

2.5.2 Qualifications of Faculty. 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. 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.

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

2.5.4 Expectations for Faculty. Expectations for Aviation Faculty in terms of teaching, service, and scholarship MUST be consistent with the expectations for faculty across the institution. Aviation faculty teaching loads MUST be in accordance with the institution's standards for other faculty members in comparable disciplines.

2.5.5 Rank, Promotion, and Tenure of Faculty. 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.

2.5.6 Salaries and Working Conditions. Salaries and working conditions for aviation faculty MUST be consistent with those offered to other faculty members of the institution in comparable disciplines. Salaries and working conditions for aviation staff MUST be consistent with those offered to other staff members of the institution in comparable disciplines.

2.5.7 Instructional and Support Personnel. The administration MUST provide for an adequate number and quality of instructional and 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.

2.5.8 Faculty, Instructional Staff, and Support Staff Evaluation.

a. 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.
b. Institutions MUST have a process for instructional staff evaluation. Ongoing evaluations of all instructional staff (e.g., flight instructors and other laboratory staff), along with appropriate follow-up actions where necessary, MUST ensure teaching effectiveness.
c. Institutions MUST have a process for the evaluation of support staff.

2.5.9 Faculty Development. All institutions MUST have a policy that supports active faculty development. The program MUST ensure that faculty are provided with support and encouragement to expand their teaching skills and adopt innovative teaching and learning methods that promote academic quality. In addition, 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.

Criterion 2.6 Facilities and Equipment

2.6.1 Classrooms, laboratories, and associated equipment MUST be adequate to accomplish the program goals and provide an atmosphere conducive to learning. The size of an institution, the scope and emphasis of its academic program, and its declared purposes and goals 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 goals 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.

2.6.2 For flight programs, 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. 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 goals.

2.6.3 Programs MUST provide opportunities for students to learn the use of modern applicable instruments, tools and computing devices that are maintained and regularly updated.

2.6.4 Information technology and infrastructures MUST be in place to support the scholarly activities of the students and faculty and the educational goals of the institution.

2.6.5 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.

Criterion 2.7 Institutional Structure and Support

Institutional structure, 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 2.8 Aviation Safety Culture and Program

2.8.1 To foster knowledge of effective safety culture, all aviation students in all programs seeking accreditation/reaffirmation SHOULD participate within the institution's safety program. For programs which involve flight, maintenance, avionics and other aviation laboratories, the institution MUST have and use a verifiable formal aviation safety program that demonstrates the involvement of students, faculty and staff. The institution's aviation safety program MUST incorporate SMS key components appropriate to its national regulators' guidance and institution size and scope and SHOULD be coordinated with the institution's overall safety program.

Criterion 2.9 Relations with Industry

2.9.1. There MUST be evidence of a relationship between the aviation program seeking AABI accreditation/reaffirmation and the practicing professionals in the industry. The aviation faculty MUST develop and evaluate each program with advice from appropriate industry associations and/or professionals in the field.

Criterion 2.10 Diversity, Equity, and Inclusion (DEI)

2.10.1 Consistent with the mission and goals of the program and institution, the program SHOULD have a policy that supports active student, staff, and faculty development regarding diversity, equity, and inclusion.

2.10.2 Consistent with the mission and goals of the program and institution, the program SHOULD provide evidence for how diversity, equity, and inclusion topics are included in the curriculum.

2.10.3 Consistent with the mission and goals of the program and institution, the program's relationship with industry SHOULD reflect a diverse representation in experience and backgrounds.

Criterion 2.11 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 the program. The results of the assessment MUST be used to effect continuous improvement of the program.

2.11.1 Comprehensive Assessment Plan. The comprehensive assessment plan and process MUST address:

1. Students and Student Support Services
2. Program Mission and Educational Goals
3. Student Learning Outcomes
4. Curriculum
5. Faculty and Staff
6. Facilities and Equipment
7. Aviation Safety Culture and Program (if required under Criterion 2.8)
8. Relations with Industry
9. Diversity, Equity, and Inclusion (consistent with the mission and goals of the program and institution)

2.11.2 Assessment Plan, Process, and Implementation. The assessment plan, process, and implementation MUST include:

1. Measurable goals for each of the areas in Criterion 2.11.1.
2. Timelines, metrics and responsibilities for assessing the goals.
3. Evidence, and how it is collected, archived, and analyzed to assess the goals.
4. How the assessment results are used to improve program effectiveness and advance academic quality.

2.11.3 Public Information. Each AABI-accredited program MUST provide publicly available data on student achievement and information about how the program uses assessment data to advance academic quality, as required by the Council on Higher Education Accreditation (CHEA).

To satisfy these requirements, accredited programs MUST provide the following, publicly available information, and this information MUST be updated at least annually.

The report MUST include the revision date, and MUST include:

1. Student retention and graduation rates, including the percentage of students enrolled one year after starting the program, the number of degrees granted each year, and percentage of associate degree students graduating within three (3) years.
2. The employment or continuing education rates and types of employment (aviation, aviation-related, other, or unknown) within one (1) year of graduation.
3. A copy of the program's comprehensive assessment plan, as explained in section 2.11.

Criterion 2.12 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:

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

2.12.2 Students Transferring. If applicable, the degree granting institution/program MUST have and enforce policies for the admission of transfer students who have taken courses for credit elsewhere from other than the complementary programs. Otherwise, write "Not Applicable" in the Narrative.

Criterion 2.13 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. Each institution MUST maintain published non-collegiate credit policies and adequate records to evaluate the effectiveness of the validation techniques used.

2.13.1 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.

3.0 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 (e.g., Aviation Management, Aviation Maintenance, Aviation Electronics, Aviation Studies, Flight Education, Aviation Safety Science or Air Traffic Control) 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 a baccalaureate-degree aviation program to demonstrate clearly that the program meets Criteria 3.1-3.13.

Criterion 3.1 Students and Student Support Services

3.1.1 The performance and success of students and graduates are important considerations in the evaluation of an aviation program. The institution/program MUST:

a. Publish standards for the selection and admission of students which are related to the educational mission and purposes of the institution.
b. Have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere.
c. Assess the effectiveness of its validation methods in granting credit for non-collegiate achievement.
d. Provide student support services.
e. Have, enforce, and document procedures to assure that all students meet all program requirements.

Criterion 3.2 Program Mission and Educational Goals

The aviation program MUST have a mission statement and educational goals that reflect an educational philosophy, purpose, and general intent, and that clearly complement the institutional mission.

3.2.1 Mission Statement. 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.

3.2.2 Program Educational Goals. The program educational goals MUST be published and widely available to the institution's constituents. Program educational goals MUST state what the program and curriculum will provide the students at the completion of degree requirements. Program educational goals MUST encompass at least those program goals listed under the corresponding AABI Program Criteria 5.0.

Criterion 3.3 Student Learning Outcomes

As a part of establishing and assessing student learning outcomes, in support of continuous program improvement, the program MUST assess the student learning outcomes in Criteria 3.3.1 and 3.3.2, and when applicable 3.3.3.

3.3.1 Aviation Core. Each program submitted 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 teams;
d. Make professional and ethical decisions;
e. Communicate effectively, using written communication skills appropriate to aviation-related disciplines;
f. Communicate effectively, using oral communication skills appropriate to aviation-related disciplines;
g. Explain the value of and need for life-long learning in aviation careers;
h. Use the techniques, skills, and modern technology necessary for professional practice in aviation;
i. Identify and solve problems;
j. Apply knowledge of sustainability to aviation issues.
k. Describe the professional attributes, requirements or certifications, and planning applicable to aviation careers.
l. Describe the principles of aircraft design, performance and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems.
m. Evaluate aviation safety and the impact of human factors on safety.
n. Discuss the impact on aviation operations of international aviation law, including applicable International Civil Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations and labor issues.

o. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System.
p. Discuss the impact of meteorology and environmental issues on aviation operations.

3.3.2 Program-Specific Criteria. Each program MUST develop student learning outcomes appropriate to satisfy applicable AABI program-specific criteria (see Criterion 5.0).

3.3.3 Other. When applicable, additional outcomes may be developed as appropriate to satisfy program, institutional and/or other accrediting body requirements.

Criterion 3.4 Curriculum

3.4.1 The curriculum MUST prepare students for careers in aviation or aerospace, culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. The aviation program MUST assure that student learning in the classroom is well integrated with learning in any associated laboratory aviation courses. The program MUST provide evidence that the curriculum includes:

a. Components that satisfy AABI aviation core outcomes (see Criterion 3.3).
b. Components that satisfy AABI program-specific criteria (see Criterion 5.0).
c. A significant culminating upper-division experience (e.g., capstone course, internship, or a special project that builds on prior course work).

Criterion 3.5 Faculty and Staff

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

3.5.2 Qualifications of Faculty. 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. 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.

3.5.3 Recruitment and Selection of Faculty. 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.

3.5.4 Expectations for Faculty. Expectations for Aviation Faculty in terms of teaching, service, and scholarship MUST be consistent with the expectations for faculty across the institution. Aviation faculty teaching loads MUST be in accordance with the institution's standards for other faculty members in comparable disciplines.

3.5.5 Rank, Promotion and Tenure of Faculty. 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.

3.5.6 Salaries and Working Conditions. Salaries and working conditions for aviation faculty MUST be consistent with those offered to other faculty members of the institution in comparable disciplines. Salaries and working conditions for aviation staff MUST be consistent with those offered to other staff members of the institution in comparable disciplines.

3.5.7 Instructional and Support Personnel. The administration MUST provide for an adequate number and quality of instructional and 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.

3.5.8 Faculty, Instructional Staff, and Support Staff Evaluation.

a. 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.

b. Institutions MUST have a process for instructional staff evaluation. Ongoing evaluations of all instructional staff (e.g., flight instructors and other laboratory staff), along with appropriate follow-up actions where necessary, MUST ensure teaching effectiveness.
c. Institutions MUST have a process for the evaluation of support staff.

3.5.9 Faculty Development**.** All institutions MUST have a policy that supports active faculty development. The program MUST ensure that faculty are provided with support and encouragement to expand their teaching skills and adopt innovative teaching and learning methods that promote academic quality. In addition, 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.

Criterion 3.6 Facilities and Equipment

3.6.1 Classrooms, laboratories, and associated equipment MUST be adequate to accomplish the program goals and provide an atmosphere conducive to learning. The size of an institution, the scope and emphasis of its academic program, and its declared purposes and goals 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 goals 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.

3.6.2 For flight programs, 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. 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 goals.

3.6.3 Programs MUST provide opportunities for students to learn the use of modern applicable instruments, tools and computing devices that are maintained and regularly updated.

3.6.4 Information technology and infrastructures MUST be in place to support the scholarly activities of the students and faculty and the educational goals of the institution.

3.6.5 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.

Criterion 3.7 Institutional Structure and Support

Institutional structure, 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 3.8 Aviation Safety Culture and Program

3.8.1 To foster knowledge of effective safety culture, all aviation students in all programs SHOULD participate within the institution's safety program. For programs which involve flight, maintenance, avionics and other aviation laboratories, the institution MUST have and use a verifiable formal aviation safety program that demonstrates the involvement of students, faculty and staff. The institution's aviation safety program MUST incorporate SMS key components appropriate to its national regulators' guidance and institution size and scope, and SHOULD be coordinated with the institution's overall safety program.

Criterion 3.9 Relations with Industry

3.9.1 There MUST be evidence of a relationship between the aviation program seeking AABI accreditation/reaffirmation and the practicing professionals in the industry. The aviation faculty MUST develop and evaluate each program with advice from appropriate industry associations and/or professionals in the field.

Criterion 3.10 Diversity, Equity, and Inclusion (DEI)

3.10.1 Consistent with the mission and goals of the program and institution, the program SHOULD have a policy that supports active student, staff, and faculty development regarding diversity, equity, and inclusion.

3.10.2 Consistent with the mission and goals of the program and institution, the program SHOULD provide evidence for how diversity, equity, and inclusion topics are included in the curriculum.

3.10.3 Consistent with the mission and goals of the program and institution, the program's relationship with industry SHOULD reflect a diverse representation in experience and backgrounds.

Criterion 3.11 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 the program. The results of the assessment MUST be used to effect continuous improvement of the program.

3.11.1 Comprehensive Assessment Plan. The comprehensive assessment plan and process MUST address:

1. Students and Student Support Services
2. Program Mission and Educational Goals
3. Student Learning Outcomes
4. Curriculum
5. Faculty and Staff
6. Facilities and Equipment
7. Aviation Safety Culture and Program (if required under Criterion 3.8)
8. Relations with Industry
9. Diversity, Equity, and Inclusion (consistent with the mission and goals of the program and institution)

3.11.2 Assessment Plan, Process, and Implementation. The assessment plan, process, and implementation MUST include:

1. Measurable goals for each of the areas in Criterion 3.11.1.
2. Timelines, metrics and responsibilities for assessing the goals.
3. Evidence, and how it is collected, archived, and analyzed to assess the goals.
4. How the assessment results are used to improve program effectiveness and advance academic quality.

3.11.3 Public Information. Each AABI-accredited program MUST provide publicly available data on student achievement and information about how the program uses assessment data to advance academic quality, as required by the Council on Higher Education Accreditation (CHEA).

To satisfy these requirements, accredited programs MUST provide the following, publicly available information, and this information MUST be updated at least annually.

The report MUST include the revision date, and MUST include:

1. Student retention and graduation rates, including the percentage of students enrolled one year after starting the program, the number of

degrees granted each year, and percentage of baccalaureate degree students graduating within six (6) years.
2. The employment or continuing education rates and types of employment (aviation, aviation-related, other, or unknown) within one (1) year of graduation.
3. A copy of the program's comprehensive assessment plan, as explained in section 3.11.

Criterion 3.12 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:

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

3.12.2 Students Transferring. If applicable, the degree granting institution/program MUST have and enforce policies for the admission of transfer students who have taken courses for credit elsewhere from other than the complementary programs. Otherwise, write "Not Applicable" in the Narrative.

Criterion 3.13 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. Each institution MUST maintain published non-collegiate credit policies and adequate records to evaluate the effectiveness of the validation techniques used.

3.13.1 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.

4.0 GRADUATE DEGREE PROGRAMS

In order to be considered for accreditation, collegiate graduate aviation programs MUST be designed to prepare graduates to function as aviation professionals. Each master's level program must require a minimum of one year or 30 graduate credit hours of study beyond the baccalaureate-level, consisting of courses with increased depth and rigor. Each doctoral level program must require a minimum of three years or 90 graduate credit hours of study beyond the baccalaureate level with depth and rigor increased beyond the master's level.

It is the responsibility of the institution seeking accreditation of one or more programs to identify the specific AABI Program area that applies to each degree program. The institution MUST show that each track, option, or concentration meets the applicable criteria specified for the selected AABI Program.

It is the responsibility of the institution seeking accreditation of a graduate-degree aviation program to demonstrate clearly that the program meets Criteria 4.1-4.13.

Criterion 4.1 Students and Student Support Services

4.1.1 The performance and success of the students and graduates are important considerations in the evaluation of an aviation program. The institution/program MUST:

a. Publish standards for the selection and admission of students which are related to the educational mission and purposes of the institution. These standards will require the applicant to hold an earned baccalaureate degree that prepares them to successfully complete aviation courses at the masters and doctoral level. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.
b. Admitted students must hold an earned baccalaureate that prepares them to apply the basic principles of college-level mathematics and science. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.
c. Have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere
d. Assess the effectiveness of its validation methods in granting credit for non-collegiate achievement.
e. Provide student support services.
f. Have, enforce, and document procedures to assure that all students meet all program requirements

Criterion 4.2 Program Mission and Educational Goals

The aviation program MUST have a mission statement and educational goals that reflect an educational philosophy, purpose, and general intent, and that clearly complement the institutional mission as appropriate to the institution.

4.2.1 Mission Statement. 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.

4.2.2 Program Educational Goals. The program educational goals MUST be published and widely available to the institution's constituents. Program educational goals MUST state what the program and curriculum will provide the students at the completion of degree requirements. Program educational goals MUST encompass at least those program goals listed under the corresponding AABI Program Criteria 5.0.

Criterion 4.3 Student Learning Outcomes

As a part of establishing and assessing student learning outcomes, in support of continuous program improvement, the program MUST assess the student learning outcomes in Criteria 4.3.1 and 4.3.2, and when applicable 4.3.3.

4.3.1 Aviation Core. Each program submitted MUST demonstrate that graduates have completed studies beyond the basic levels and are able to:

a. Apply mathematics, science, and applied sciences to aviation-related disciplines at the master's or doctoral level, including an adequate foundation in statistics;
b. Analyze and interpret data at the master's or doctoral level;
c. Work effectively on teams;
d. Make professional and ethical decisions;
e. Communicate effectively, using written communication skills appropriate to aviation-related disciplines;
f. Communicate effectively, using oral communication skills appropriate to aviation-related disciplines;
g. Explain the value of and need for life-long learning in aviation careers;
h. Use the techniques, skills, and modern technology necessary for professional practice in aviation;
i. Identify and solve problems;
j. Apply knowledge of sustainability to aviation issues;
k. Apply advanced qualitative and quantitative problem-solving skills.

4.3.2 Program-Specific Criteria. Each program MUST develop student learning outcomes appropriate to satisfy applicable AABI program-specific criteria (see Criterion 5.0).

4.3.3 Other. When applicable, additional outcomes may be developed as appropriate to satisfy program, institutional and/or other accrediting body requirements.

Criterion 4.4 Curriculum

4.4.1. The curriculum MUST prepare students for careers in aviation, aerospace, and related disciplines, culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. The aviation program MUST assure that student learning is well integrated with learning appropriate to the degree sought. The program MUST provide evidence that the curriculum includes:

a. Components that satisfy AABI aviation core outcomes (see Criterion 4.3).
b. Outcomes appropriate to the graduate program-specific criteria (see Criterion 5.0)
c. A culminating experience at the master's or doctoral level that demonstrates mastery of subject matter. Assessment of these skills MUST include appropriate statistical foundations and applications, problem-solving skills at the advanced level and appropriate subject matter foundations.

Criterion 4.5 Faculty and Staff

4.5.1 Number and Composition of Faculty. Graduate aviation faculty MUST be of sufficient number as determined by student enrollment and the expected outcomes of the program. The institution MUST designate at least one full-time faculty member or administrator with faculty rank to manage and oversee each graduate program. The institution MUST demonstrate an appropriate mix of full-time and adjunct faculty necessary to fulfill its stated program outcomes.

4.5.2 Qualifications of Faculty. 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 qualifications of graduate aviation faculty will include factors such as education, academic credentials, applicable experience and scholarship. The minimum academic qualification for graduate aviation faculty MUST be an earned doctorate degree or qualification and credentials as specified by the institution and approved by the regional or national accrediting agency or other applicable governing agency.

4.5.3 Recruitment and Selection of Faculty. 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.

4.5.4 Expectations for Faculty. Expectations for Aviation Faculty in terms of teaching, service, and scholarship MUST be consistent with the expectations for faculty across the institution. Aviation faculty teaching loads MUST be in accordance with the institution's standards for other faculty members in comparable disciplines.

4.5.5 Rank, Promotion and Tenure of Faculty. 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.

4.5.6 Salaries and Working Conditions. Salaries and working conditions for aviation faculty MUST be consistent with those offered to other faculty members of the institution in comparable disciplines. Salaries and working conditions for aviation staff MUST be consistent with those offered to other staff members of the institution in comparable disciplines.

4.5.7 Instructional and Support Personnel. The administration MUST provide for an adequate number and quality of instructional and support staff.

4.5.8 Faculty, Instructional Staff, and Support Staff Evaluation.

a. Institutions MUST have a process for faculty evaluation to include all graduate faculty whether full-time or adjunct. Ongoing evaluations of all full-time aviation graduate faculty, along with appropriate follow-up actions where necessary, MUST ensure teaching and research effectiveness, service accountability, professional development and scholarship and lead to continued program improvement.
b. Institutions MUST have a process for instructional staff evaluation. Ongoing evaluations of all instructional staff (e.g., laboratory staff), along with appropriate follow-up actions where necessary, MUST ensure teaching effectiveness.
c. Institutions MUST have a process for the evaluation of support staff.

4.5.9 Faculty Development**.** All institutions MUST have a policy that supports active faculty development. The program MUST ensure that faculty are provided with support and encouragement to expand their teaching skills and adopt innovative teaching and learning methods that promote academic quality. In addition, 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.

Criterion 4.6 Facilities and Equipment

4.6.1 Classrooms, laboratories, and associated equipment MUST be adequate to accomplish the graduate program objectives and provide an atmosphere conducive to learning. 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 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.

4.6.2 Programs MUST provide opportunities for students to learn the use of modern applicable instruments, tools and computing devices that are maintained and regularly updated.

4.6.3 Information technology and infrastructures MUST be in place to support the scholarly activities of the students and faculty and the educational goals of the institution.

4.6.4 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.

Criterion 4.7 Institutional Structure and Support

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 4.8 Aviation Safety Culture and Program

4.8.1 To foster knowledge of effective safety culture, all aviation students in all programs SHOULD participate within the institution's safety program. For programs which involve flight, maintenance, avionics and other aviation laboratories, the institution MUST have and use a verifiable formal aviation safety program that demonstrates the involvement of students, faculty and staff. The institution's aviation safety program MUST incorporate SMS key components appropriate to its national regulators' guidance and institution size and scope, and SHOULD be coordinated with the institution's overall safety program.

Criterion 4.9 Relations with Industry

4.9.1 There MUST be evidence of a relationship between the aviation program seeking AABI accreditation/reaffirmation and the practicing professionals in the industry. The aviation faculty MUST develop and evaluate each program with advice from appropriate industry associations and/or professionals in the field.

Criterion 4.10 Diversity, Equity, and Inclusion (DEI)

4.10.1 Consistent with the mission and goals of the program and institution, the program SHOULD have a policy that supports active student, staff, and faculty development regarding diversity, equity, and inclusion.

4.10.2 Consistent with the mission and goals of the program and institution, the program SHOULD provide evidence for how diversity, equity, and inclusion topics are included in the curriculum.

4.10.3 Consistent with the mission and goals of the program and institution, the program's relationship with industry SHOULD reflect a diverse representation in experience and backgrounds.

Criterion 4.11 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 the program. The results of the assessment MUST be used to effect continuous improvement of the program.

4.11.1 Comprehensive Assessment Plan. The comprehensive assessment plan and process MUST address:

1. Students and Student Support Services
2. Program Mission and Educational Goals

3. Student Learning Outcomes
4. Curriculum
5. Faculty and Staff
6. Facilities and Equipment
7. Aviation Safety Culture and Program (if required under Criterion 4.8)
8. Relations with Industry
9. Diversity, Equity, and Inclusion (consistent with the mission and goals of the program and institution)

4.11.2 Assessment Plan, Process, and Implementation. The assessment plan, process, and implementation MUST include:

1. Measurable goals for each of the areas in Criterion 4.11.1.
2. Timelines, metrics and responsibilities for assessing the goals.
3. Evidence, and how it is collected, archived, and analyzed to assess the goals.
4. How the assessment results are used to improve program effectiveness and advance academic quality.

4.11.3 Public Information. Each AABI-accredited program MUST provide publicly available data on student achievement and information about how the program uses assessment data to advance academic quality, as required by the Council on Higher Education Accreditation (CHEA).

To satisfy these requirements, accredited programs MUST provide the following, publicly available information, and this information MUST be updated at least annually.

The report MUST include the revision date, and MUST include:

1. Student retention and graduation rates, including the percentage of students enrolled one year after starting the program, the number of degrees granted each year, and as applicable, the percentage of master's degree students graduating within three (3) years and the percentage of doctorate degree students graduating within six (6) years.
2. The employment or continuing education rates and types of employment (aviation, aviation-related, other, or unknown) within one (1) year of graduation.
3. A copy of the program's comprehensive assessment plan, as explained in section 4.11.

Criterion 4.12 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:

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

4.12.2 Students Transferring. If applicable, the degree granting institution/program MUST have and enforce policies for the admission of transfer students who have taken courses for credit elsewhere from other than the complementary programs. Otherwise, write "Not Applicable" in the Narrative.

Criterion 4.13 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.

5.0 PROGRAM CRITERIA

5.1 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.

5.1.1 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.

5.1.2 Baccalaureate Programs. 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.

5.2 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.

5.2.1 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.

5.2.2 Baccalaureate Programs. 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 goals 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.

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

a. Institutions that utilize either internal or contract maintenance 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 courses using faculty and instructional staff employed by the institution.
c. "Maintenance laboratory" (hands-on instruction in shops, aircraft, 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 maintenance laboratory instruction, the institution MUST through a formal contract or written agreement:
    1. Designate an appropriately qualified regular Full Time Equivalent (FTE) maintenance faculty/instructor to administer the Aviation Maintenance 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/instructor, adjunct faculty/instructor, or as a consultant) a qualified maintenance instructor, who has no business or employment relationship with the independent contractor(s). The institution’s maintenance faculty/instructor MUST conduct periodic evaluations to determine that students enrolled in the Aviation Maintenance 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 institution's maintenance faculty/instructor MUST conduct a formal evaluation of at least one student completing each maintenance course in the AABI-accredited curriculum.

3. Ensure that contract maintenance laboratory instructors possess the appropriate maintenance licenses, certificates, and ratings.
4. Ensure that contract maintenance laboratory 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 maintenance training and the academic program 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 program and the provider of maintenance training.
    3. The means of scheduling maintenance training in use by the institution and provider of maintenance training.
    4. The means of selecting maintenance training instructors for students, and the process available to students for changing instructors.
    5. The means for reviewing student performance in maintenance training with their advisor.
    6. The means for curriculum and maintenance training program changes as a result of equipment and technology changes that may occur in both the maintenance training and academic curricula.

5.3 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.

5.3.1 Associate Programs. An Aviation Electronics program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program.

5.3.2 Baccalaureate Programs. 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.

5.4 Program Criteria for Aviation Studies

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

5.4.1 Associate Programs. An Aviation Studies program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program.

5.4.2 Baccalaureate Programs. 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.

5.5 Program Criteria for Flight Education

These criteria apply to both Fixed-Wing Aircraft and Rotorcraft/Helicopter Flight Education and similarly named programs such as (but not limited to): Aircraft /Rotorcraft/Helicopter Systems Management, Flight Operations, Career Pilot, Professional Pilot, or Aeronautical Science.

5.5.1 Associate Programs. A Flight Education program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program.

a. For fixed-wing aircraft programs, classroom and laboratory topics MUST lead to appropriate national pilot certification/licensure for Commercial Pilot with an instrument rating.
b. For rotorcraft/helicopter programs, classroom and laboratory topics MUST lead to appropriate national pilot certification/licensure for Commercial Pilot, Rotorcraft/Helicopter.

5.5.2 Baccalaureate Programs. 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.

a. For fixed-wing aircraft programs, classroom and laboratory topics MUST lead to appropriate national pilot certification/licensure for Commercial Pilot with an instrument rating, and multiengine land rating or flight instructor.
b. For rotorcraft/helicopter programs, classroom and laboratory topics MUST lead to appropriate national pilot certification/licensure for Commercial Pilot, Rotorcraft/Helicopter, with Instrument—Helicopter rating.

5.5.3 Associate and Baccalaureate 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.
5. 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.

5.6 Program Criteria for Aviation Safety Science

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

5.6.1 Associate Programs. An Aviation Safety Science program MUST prepare the graduate for a position in the aviation industry or transfer to a baccalaureate degree program.

5.6.2 Baccalaureate Programs. 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 internship, cooperative or supervised experience.

5.7 Program Criteria for Air Traffic Control

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

5.7.1 Associate Programs. An Air Traffic Control 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.

5.7.2 Baccalaureate Programs. 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.

5.8 Program Criteria for Unmanned Aircraft Systems

These criteria apply to Unmanned Aircraft Systems (UAS) and similarly named programs:

5.8.1 Associate Programs. An Unmanned Aircraft Systems program MUST prepare the graduate for a UAS-related position in the industry or transfer to a baccalaureate degree program.

5.8.2 Baccalaureate Programs. Each program MUST provide evidence that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as UAS professionals in the Unmanned Aircraft Systems industry.

The Unmanned Aircraft Systems 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.

5.8.3 Associate, Baccalaureate, and Graduate Programs: Instructional Control, Safety, and Oversight.

a. Institutions that utilize either internal or contract Unmanned Aircraft Systems flight or simulator 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 appropriate access to training equipment and resources based on current export regulations.
    5. Government regulations and safety practices are included in the academic UAS curricula.
b. The institution MUST teach all academic and "ground school" courses using faculty and instructional staff employed by the institution.
    1. All UAS operations and simulations will conform to government regulations and safety practices.
c. "Flight laboratory" (hands-on instruction acting as a crewmember for an unmanned aircraft or simulator that is representative of one or more current classifications of UAS industry platform) 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 Unmanned Aircraft System flight or simulator laboratory instruction, the institution MUST through a formal contract or written agreement:
    1. Designate an appropriately qualified faculty member 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. Ensure that instructors possess the appropriate certification(s) or equivalent.
    3. Ensure that contract 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 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 training.

3. The means of scheduling flight training in use by the institution and provider of flight training.

5.9 Graduate Program Criteria

Each graduate program MUST be identified by one of the program criteria as specified above (5.1 through 5.8). A series of aviation-oriented components MUST be specific appropriate to the graduate aviation program. For master's and doctoral degrees, the required curriculum MUST meet at least the minimum duration and credit hours as specified by the institution and required by the regional or national accrediting agency.