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Thomas J. Connolly

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institutions are doing exemplary work, others are just beginning to explore the possibilities, but others have yet to begin. With

the help of all UAA member institutions working with other aviation organizations we can make young people in this

country more aware of aviation, including its career opportunities.



PROFESSIONAL ACCREDITATION OF NON-ENGINEERING COLLEGIATE AVIATION PROGRAMS

Thomas J. Connolly

The primary objective of our colleges and universities is to present undergraduate and graduate instruction to qualified students in the liberal arts and the sciences, in applied fields, and in the professions, including the aviation profession. On many college campuses, research of a basic or applied nature has major significance. Most colleges consider extension programs, seminars, and other specialized education activities as their normal function.

Aviation by its very nature is a many-faceted activity, blending well into the broad and flexible organization of the college and university system. The capacity of the institutions of higher learning to address professional requirements is tremendous, and if adequate support is provided, any specific need in aviation can be met.

According to information available from the University Aviation Association (UAA) there are currently at least 400 colleges, including community colleges, and universities offering non-engineering aviation degree programs. Many of us recognize that the rapid development of technology combined with the increasing complexity of both the air traffic control system and the airborne equipment can only mean that the higher education resource is the most likely source of employees for the aviation industry of the future.

Unfortunately a "Professional Pilot" program, for example, be-

ing offered at any given college is not of itself a guarantee that the institution has specific courses or course patterns leading to a fully qualified entry level professional pilot. A nationwide analysis conducted by the UAA revealed a wide variety of academic course work, some of it with rather limited application to the professional pilot occupation.

The analysis also found that in many cases the actual flight training focused on the FAA minimum standards specified for certification as a Commercial Pilot.

Obviously, in the past, employers of entry level pilots have not, by any means, restricted their hiring to collegiate aviation school graduates. Indeed, even if the employees had wanted to, they would have found the supply of aviation graduates from college programs simply wasn't sufficient to satisfy the demand for entry level pilots. The needs of the industry for

new pilots are changing and embrace a broad spectrum of talent.

Consequently I believe we will see an increasing industry interest in the college educated aviation professional and along with that interest a pressing need for a definite set of program standards and criteria for evaluation.

A number of aviation professionals have recognized the need for academic standards for quite some time. As far back as 1987, a Professional Accreditation Task Force was appointed by the President of the UAA to further evaluate the feasibility of formal aviation program accreditation. A survey of UAA institutional members in the spring of 1988 showed general support for the establishment of a formal accrediting organization for aviation programs.

The Task Force determined from the survey of UAA institutional members that there was general consensus of need for

specialized accreditation of non-engineering aviation program and that there was no existing accrediting organization with the appropriate statement of purpose and experience to carry out such accreditation. The Task Force then proceeded to develop an initial draft of what would serve as the foundation of an accreditation standards manual including rationale and goals for accreditation, overall philosophy, the definition of an aviation professional, and an outline of topics to be encompassed in the standards manual.

The Council on Aviation Accreditation (CAA) was established on October 18, 1988, at the UAA Annual Meeting in Dallas. After official action by the UAA Board of Trustees the CAA was declared to be the national accrediting body for non-engineering collegiate aviation. The CAA, under the leadership of its Chairman, Dr. Paul Whelan, has published an "Accreditation Standards Manual." The manual represents extensive input from the education community and industry and is the primary source of information for this paper.

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

The bodies conducting institutional accreditation are national or regional in scope, and are comprised of institutions that have achieved and maintain accreditation. A specialized body

conducting accreditation of a program preparing students for a profession or an occupation is often closely associated with professional associations in the field.

The following goals have been established for collegiate aviation accreditation:

1. Encourage collegiate aviation academic program excellence by establishing uniform minimum educational quality standards.

2. Stimulate collegiate aviation program excellence and self improvement.

3. Increase the credibility, integrity, and acceptance of collegiate aviation programs within institutions and the higher education and aviation communities.

Accreditation is a time-honored process for evaluating and substantiating academic programs. An effective accrediting process ensures and promotes high quality educational programs. An aviation program that meets or exceeds stated criteria becomes more creditable in the eyes of those considering enrollment in the program as well as those who are providing support for the program on the campus.

The council on Aviation Accreditation will:

1. Evaluate for accreditation only those programs at institutions with regional or equivalent accreditation and State Department of Education recognition.

2. Accredite only those programs in full compliance with the criteria specified CAA.

3. Invite institutions to seek accreditation of their aviation programs but not attempt to persuade or pressure them to do so.

4. Accredite based on well-defined standards and criteria and encourage innovation and experimentation.

5. Encourage the development of new, creative programs that advance aviation as an academic discipline.

6. Not accredit programs deficient in any area of competency that graduates should reasonably be expected to have.

7. Require accredited programs to state requirements and accreditation status in an accurate and straight-forward manner.

8. Insist that evaluations be objective and fair, but reserve the right to be final authority on matters which are qualitative in nature.

9. Publish a list of accredited programs at least once a year.

The accreditation period will be for five years, with reaccreditation visits every five years.

The CAA will treat evaluation reports in a confidential, responsible manner. Prior to any decision "to not accredit," an institution will have ample opportunity to respond to recommendations and suggestions made by the accrediting team.

Members of the accreditation visiting teams will be selected from the membership of institutions which make up the CAA and the aviation higher education community at large. Just as the CAA has professional representation from the greater aviation community, so too will the visiting team. Visiting team members will have different areas of interest and competence so that the institution's programs will be subject to a thorough and rigor-

ous review. This segment of the evaluation process has three major purposes:

1. To examine in detail the information provided by the institution and to determine if the information is a reasonable and accurate assessment of the institution, particularly with regard to:
 - (a) Organization, control, and administrative support for the institution and for the specific program(s),
 - (b) breadth, depth, and quality of the aviation academic program(s),
 - (c) breadth, depth, and quality of faculty, staff, and administration,
 - (d) admission, retention, and graduation criteria, and number of students admitted, enrolled, and graduated,
 - (e) career opportunities and student placement,
 - (f) faculty teaching loads, research commitments, and non-teaching requirements,
 - (g) physical facilities and support, and
 - (h) financial support.

2. To evaluate intangible qualities which do not lend themselves to quantitative

analysis. Issues of faculty, staff, and student morale; intellectual atmosphere; caliber of the faculty, staff, and students; character and caliber of faculty and student work, are intangible factors which are difficult to document yet have profound effects on the overall quality and conduct of the programs.

3. To assist the institution in identifying and assessing its weaknesses and strengths.

In order to be considered for accreditation, collegiate aviation programs must be designed to prepare graduates to function at the level of aviation professional.

DEFINITION OF AN

AVIATION PROFESSIONAL

An aviation professional is one who employs a common body of knowledge gained by study, experience, and practice, and applies it with imagination, intuition, judgment, competence, reason, ethics, integrity, and responsibility, to the design, management, and operation of the safe and efficient national

and international aviation and aerospace systems, for the benefit of mankind.

Interpretive Notes: This definition implies the safe and efficient management and operation of the vehicle in the aviation and aerospace systems, and the design, management, and operation of the safe and efficient aviation and aerospace systems in which the vehicle operates.

The collegiate aviation accreditation process acknowledges the need for broadly educated individuals who are specifically qualified in aviation, requiring the preparation afforded by a traditional four year baccalaureate program experience. It is time for the aviation education profession to assume responsibility for establishing a set of professional standards and criteria for aviation education. The CAA "Accreditation Standards Manual" represents a praise worthy response to this challenge.



JOURNAL OF AVIATION/AEROSPACE EDUCATION AND RESEARCH: A WHY, WHAT, AND HOW STORY

Henry R. Lehrer

The "publish or perish" question has finally found its way into this nation's college and university aviation programs. No longer is a charming personality, longevity, or total flight hours going to "cut the mustard" in academe. Collegiate faculty members are going to have to be able to write and do research and then get their ideas published. This may sound like a simple order, but there are several problems in the process that I would like to share with you.

The first is that many college and university aviation faculty members have let their writing skills fall somewhat into a state

of disrepair. The second is that there are few if any scholarly journals that are interested in aviation or aerospace issues.

The what question is "What kind of aviation publication would be interested in the scholarly work of a college professor?"