CCBC
Community College
of Baltimore County

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November 19, 2020

Dr. James Fielder, Jr., Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

Dear Dr. Fielder,

The Community College of Baltimore County is proposing substantive program changes for the Lower Division Certificate (LDC) in Flight Training. This program was placed on suspension while undergoing significant curriculum revisions. A request to reactivate the program will be sent in a subsequent correspondence. Changes to the flight training program provide an efficient process for student accomplishment of Federal Aviation Administration (F.A.A.) pilot certifications.

Aviation Technology has been offered at The Community College of Baltimore County (CCBC) since 1974. Graduates of the Aviation Technology programs successfully find employment in the local economy, as there is a very large concentration of aviation activity in the metropolitan areas across the mid-Atlantic region. These programs directly support the college's mission by encouraging students to value lifelong learning, personal development, active citizenship, and educational and professional advancement.

Graduates of the Flight Training certificate program complete all academic, simulator and ground training required to be licensed as a commercial pilot. Pilots with these certificates may find employment in various passenger carrying air transport services such as corporate, business, contract, or airline flight operations. There is a strong demand for trained pilots nationwide, in the Baltimore-Washington region, and the global marketplace. The mid-Atlantic region is home to 20 of the busiest airports in the nation in terms of airline and corporate flight operators.

A check for fifty dollars has been forwarded to cover the payment for the substantial modification to existing certificate fee.

If you have any questions, please feel free to contact me at (443) 840-1020.

Sincerely,

Dr. Joaquin Martinez
Provost and Vice President of Instruction

cc: Jack McLaughlin
        Doug Williams
        Jennifer Kilbourne
        Lynn MacLaughlin
        Terry Hirsch
        Virginia Zawodny

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Community College of Baltimore County

*Each **action** below requires a separate proposal and cover sheet.*

○ New Academic Program   ○ Substantial Change to a Degree Program

○ New Area of Concentration   ○ Substantial Change to an Area of Concentration

○ New Degree Level Approval   ◉ Substantial Change to a Certificate Program

○ New Stand-Alone Certificate   ○ Cooperative Degree Program

○ Off Campus Program   ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ○ R*STARS ◉ Check	Payment Amount: $50	Date Submitted: 11/19/2020

Department Proposing Program	Aviation Technology	
Degree Level and Degree Type	Lower Division Certificate	
Title of Proposed Program	Flight Training	
Total Number of Credits	24	
Suggested Codes	HEGIS: 5011.07	CIP: 49.0101
Program Modality	◉ On-campus	○ Distance Education (*fully online*)
Program Resources	◉ Using Existing Resources	○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer	Year: 2021
Provide Link to Most Recent Academic Catalog	URL: **http://catalog.ccbcmd.edu/index.php**	

Preferred Contact for this Proposal	Name:	Jennifer M. Kilbourne
	Title:	Dean, Curriculum and Assessment
	Phone:	(443) 840-1246
	Email:	jkilbourne@ccbcmd.edu

President/Chief Executive	Type Name: Sandra Kurtinitis, Ph.D.
	Signature: *Kurtinitis* Date: 11/19/2020
	Date of Approval/Endorsement by Governing Board: 11/18/2020

Revised 3/2019

Flight Training Certificate Program
Substantial Modifications to an Existing Program

A. **Centrality to Institutional Mission and Planning Priorities:**

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

"The Community College of Baltimore County transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our Community."
(http://www.ccbcmd.edu/~/media/CCBC/About%20CCBC/Administrative%20Offices/PRE/strategic_plan.ashx)

The Aviation Technology program has been offered at The Community College of Baltimore County (CCBC) since 1974. Graduates of this program successfully find employment in the local economy as there is a very large concentration of aviation activity in the metropolitan areas across the mid-Atlantic region. The Flight Training lower division certificate program directly supports CCBC's mission by encouraging students to value lifelong learning, personal development, active citizenship, and educational and professional advancement. This proposal outlines substantial modifications to the Flight Training certificate program. The modifications involve removing 6 courses (AVMT 141, AVMT 142, AVMT 241, AVMT 242, AVMT 246, AVMT 247) and adding 10 new courses (AVMT 131, AVMT 132, AVMT 133, AVMT 231, AVMT 232, AVMT 233, AVMT 236, AVMT 237, AVMT 238, AVMT 257).

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The Flight Training certificate program directly supports CCBC's strategic priority of Transformational Academics. CCBC will provide "the highest quality instruction and student services to improve students learning, reduce barriers that interfere with successful learning, and help students reach their educational goals. We will offer cutting-edge, market viable academic programing that prepares students for employment, transfer and mastering techniques of lifelong learning".

http://www.ccbcmd.edu/~/media/CCBC/About%20CCBC/Administrative%20Offices/PRE/strategic_plan.ashx?la=en

The Flight Training certificate is designed to prepare students for employment as professional pilots with regional and major airlines, corporate flight departments, charter or cargo operators, agricultural flying, flight schools, or with a government agency or military service. Non-flying positions are also available with the Federal Aviation Administration or other federal, state and local aviation agencies.

Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

The Flight Training certificate program is currently under suspension, pending this substantial program modification approval. However, the program is adequately funded, within existing resources. The Aviation Technology program has full-time faculty, on-campus adjunct instructors, and Certificated Flight Instructors assigned to instructing and supporting the Flight Training certificate program.

3. Provide a description of the institution's commitment to:

    a) ongoing administrative, financial, and technical support of the proposed program

    b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The Flight Training certificate program has been successfully offered at CCBC since 2002 with over 30 students earning this certificate. It has been approved by CCBC's College Senate, President and Board of Trustees and adequate funding is in place for at least the next five years of program revision implementation.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State **in general** based on one or more of the following:

    a) The need for the advancement and evolution of knowledge

    b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

    c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

The Flight Training certificate program will promote Strategy 5 of the Maryland State Plan for Postsecondary Education: "Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students." Students, both traditional and non-traditional, in the Flight Training certificate program bring valuable experience to the program and can utilize that experience as they progress toward degree completion and entrance into the aviation field in the State of Maryland.

In addition, Strategy 8, "Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness. The contemporary workplace is

changing rapidly, and long-held beliefs", is addressed by the Flight Training certificate program by providing a pipeline of skilled and FAA certificated graduates prepared to enter the substantial aviation workforce in the Baltimore-Washington Region.

The modifications to the CCBC Flight Training certificate offering in this proposal will continue to meet the statewide and regional need for trained aviation professionals. The CCBC Aviation Technology Program is the only two-year collegiate aviation program in the state of Maryland and is the largest in a four-state region.

C. **Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

   Commercial pilots may find employment in various passenger carrying air transport services such as corporate, business, contract, or airline flight operations. There is a strong demand for trained pilots nationwide, in the Baltimore-Washington region, and the global marketplace. The mid-Atlantic region is home to twenty (20) of the busiest airports in the nation in terms of airline and corporate flight operators.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

   The FAA's ***Aerospace Forecast FY 2019-2039*** predicts that commercial air travel and cargo operations will increase by 36% in the next two decades with commercial aircraft fleets increasing by 15,590 airplanes. Assuming typical crew ratios and forecast airline pilot retirements, 175,000 new pilots will be required. The commercial airlines and corporate operators primarily hire pilots who have been trained by collegiate aviation programs or the military. Maryland has one of the highest concentrations of aviation activity in the nation with four major airport hubs located in the Baltimore-Washington-Philadelphia region.

3. Discuss and provide evidence of market surveys that clearly provide **quantifiable** and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

   Table 1 below demonstrates Maryland's potential demand for graduates from the Flight Training certificate program. The evidence provided is based upon the program's proposed Classification of Program (CIP) code of 53-2011, Airline Pilots, Copilots, and Flight Engineers and 53-2012, Commercial Pilots.   These are cross referenced with the Bureau of Labor Statistics Standard Occupational Classifications (SOC) that classify and indicate the professions and occupations of graduates of programs with this CIP code are likely to pursue.

SOC	Occupation Title	Employment			Openings	
		2018	2028	Change	Growth Openings	Total
53-2011	Airline Pilots, Copilots & Flight Engineers	1,300	1,355	55	1,349	1,404
53-2012	Commercial Pilots	579	649	70	624	694

Table 1: Maryland Occupational Projections 2018-2028 for Airline and Commercial Pilots

Data source: https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

Table 1 data evidences the potential for 2,098 new jobs and additional positions due to exits and transfers in occupations for which the Flight Training certificate prepares graduates over ten years; this forecasts an average of 209 positions per year.

4. Provide data showing the current and projected supply of prospective graduates.

See Table 2 below.

Table 2: Annual Graduations from Programs in Maryland Institutions with the CIP designation 53-2011 Airline Pilots, Copilots & Flight Engineers and 53-2012 Commercial Pilots

School Name	Degree Level	Program ID (HEGIS)	Program Name	CIP	Approved (A)/ Discontinued (D)	2015	2016	2017	2018	2019
Community College of Baltimore County	Lower Division Certificate	53-5302	Flight Training	49-0102	A-2002	2	2	1	0	0
Community College of Baltimore County	Associate of Applied Science Degree	53-5302	Professional Pilot Airplane	49-0102	A-2015	8	5	12	17	9
University of Maryland, Eastern Shore	Bachelor of Science Degree	53-5302	Aviation Science, Pilot Option	49-0102	A-1988	16	8	3	11	11

Table 2 outlines the current supply of graduates from Maryland programs with the CIP taxonomy of 49-0102, Airline/Commercial Pilot. This data reveals that in 2019, Maryland institutions produced 20 graduates in Aviation Science / Professional Pilot programs. It also illustrates that the State has only three (3) programs in this area available for the certificate being proposed.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

   There is only one similar program in Maryland to the CCBC Flight Training certificate program, the Aviation Science Bachelor's degree offered at the University of Maryland, Eastern Shore (refer to Table 2 above). While the Flight Training program is a certificate, courses may transfer on upon transcript review at the University of Maryland, Eastern Shore.

2. Provide justification for the proposed program.

   The proposed CCBC Flight Training certificate is the only certificate program available in Maryland. Students not requiring a Bachelor's degree will have the option of completing this certificate in order to improve their credentials in the aviation industry.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

   Table 2 demonstrates that the University of Maryland, Eastern Shore (UMES) offers a 4-year degree with similar courses to the revised CCBC Flight Training certificate. CCBC and UMES are geographically separated and the courses in this certificate will transfer to the Aviation program offered by the University of Maryland, Eastern Shore.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

   Courses in this certificate program will successfully transfer to the Aviation program offered by the University of Maryland, Eastern Shore.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

   Program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for its endorsement. The President has affirmed that the program is being implemented within existing institutional resources. Dr. Douglas Williams serves as the coordinator of Aviation Technology Program and oversees the Flight Training program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

   Flight Training Certificate Educational Outcomes:

   Upon completion of this program, graduate will:

   1. Be qualified for employment as a commercial pilot with regional and major airlines, corporate flight departments, business charter or cargo operators, and fixed base operators.
   2. Be qualified for employment for non-aviation positions available with other transportation related services, law enforcement, or other federal, state and local agencies.

   Flight Training Certificate Learning Outcomes: Upon successful completion of this degree program, students will be able to:

   1. demonstrate leadership, teamwork, managerial, and organizational skills within the aviation industry;
   2. analyze and assess airline and corporate flight operations, government regulations, and safety and environmental concerns to plan and implement appropriate strategic and tactical business methodologies;
   3. measure the impact of global competition and security issues on the U.S. aviation industry, identify progressive actions to overcome these issues, and utilize technology to enhance efficiency and competitiveness;
   4. respond to changing paradigms and unique challenges associated with a culturally diverse workforce; and
   5. speak and write effectively for professional business communication in the aviation industry.

3. Explain how the institution will:

   a) provide for assessment of student achievement of learning outcomes in the program

CCBC has a noteworthy student learning outcomes assessment program that received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review. The course level assessment process utilizes externally-validated assessments that directly measure student learning at the course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
Stage 2: Implementing the Design and Collecting and Analyzing the Data
Stage 3: Redesigning the Course to Improve Student Learning
Stage 4: Implementing Course Revisions and Reassessing Student Learning
Stage 5: Final Analysis and Reporting Results

Learning outcomes assessment provides a mechanism for continuous improvement.

   b) document student achievement of learning outcomes in the program

Program outcomes assessment is a primary focus for CCBC. Academic programs are evaluated through a committee-driven program review process in a five-year cycle. Program review includes curriculum assessment as well as market feasibility analyses. In addition, Aviation Technology has an established an Advisory Board. The Advisory Board is comprised of faculty, student and alumni representatives, professionals in the field and workforce advocates. This group meets twice each year to review the programmatic outcomes and to provide guidance for future directions of the program.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Table 3: Flight Training Certificate Curriculum Outline

Current Flight Training Certificate			Proposed Flight Training Certificate		
Program Requirements			**Program Requirements**		
Course	Title	Cr	Course	Title	Cr
AVMT 141	Private Pilot Ground School	3	AVMT 131	Private Pilot Ground School	3
AVMT 142	Private Pilot Certification-Airplane	3	AVMT 132	Private Pilot Certification Airplane I	2
			AVMT 133	Private Pilot Certification Airplane II	2

AVMT 241	Instrument Pilot Ground School	4	AVMT 231	Instrument Pilot Ground School	4
AVMT 242	Instrument Pilot Rating-Airplane	3	AVMT 232	Instrument Pilot Rating-Airplane I	2
			AVMT 233	Instrument Pilot Rating-Airplane II	2
AVMT 246	Commercial Pilot Ground School	4	AVMT 236	Commercial Pilot Ground School	3
AVMT 247	Commercial Pilot Certification-Airplane	3	AVMT 237	Commercial Pilot Certification-Airplane SE I	2
			AVMT 238	Commercial Pilot Certification-Airplane SE II	2
			AVMT 257	Commercial Pilot Certification-Airplane ME	2
Total Program Requirements		**20**	**Total Program Requirements**		**24**

Course Descriptions:

AVMT 131 – Private Pilot Ground School – 3 credits - Provides all required ground instruction for the Federal Aviation Administration (FAA) Private Pilot Certificate. This course addresses both airplane and helicopter topics including aerodynamics, aircraft systems, aircraft control and operation, communications, airspace, navigation, weight and balance, aircraft performance, meteorology, regulations, and crew resource management. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): Approval from Aviation Program Director
Corequisite(s): ESOL 052 and ESOL 054 or ACLT 052 and MATH 082

AVMT 132 – Private Pilot Certification Airplane I – 2 credits - Provides the initial phase of flight and simulator training toward the completion of a Federal Aviation Administration (FAA) Private Pilot Certificate, Airplane category. Topics include preflight procedures, flight controls, aircraft systems, takeoffs, landings, slow flight, stalls, ground reference maneuvers, and emergency procedures. A valid FAA Second Class Medical Certificate is required. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 131 and approval of the Aviation Program Director

AVMT 133 – Private Pilot Certification Airplane II – 2 credits - Provides the final phase of flight and simulator training toward the completion of a Federal Aviation Administration

(FAA) Private Pilot Certificate, Airplane category. Topics include single pilot resource management, cross country flying, unusual flight attitudes, night flying, basic instrument flying, short and soft field takeoffs and landings, and FAA Airman Certification Standards. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 132 and approval of the Aviation Program Director

AVMT 231 – Instrument Pilot Ground School – 4 credits - Provides all required ground instruction for the Federal Aviation Administration (FAA) Instrument Rating. This course addresses both airplane and helicopter topics including flight by reference to instruments, navigation systems, instrument flight rules, weather, departures and arrivals, approach procedures, flight planning, safety, communications, and flight physiology. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 131 and approval of the Aviation Program Director

AVMT 232 – **Instrument Pilot Rating Airplane I** – 2 credits - Provides the initial phase of flight and simulator training toward the completion of a Federal Aviation Administration (FAA) Instrument Pilot Rating, Airplane category. Topics include preflight preparation, air traffic control communication, flight by reference to instruments, navigation systems, instrument maneuvers, partial panel flying, and emergency procedures. A valid FAA Medical Certificate is required. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 133 and approval of the Aviation Program Director
Corequisite(s): AVMT 231 and approval of the Aviation Program Director

AVMT 233 – Instrument Pilot Rating Airplane II – 2 credits - Provides the final phase of flight and simulator training toward the completion of a Federal Aviation Administration (FAA) Instrument Pilot Rating, Airplane category. Topics include instrument approach procedures, instrument cross county flying, air traffic control clearances, departure and arrival procedures, holding, lost communication procedures, and single pilot resource management. A valid FAA Medical Certificate is required. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 232 and approval of the Aviation Program Director

AVMT 236 – Commercial Pilot Ground School – 3 credits - Provides all required ground instruction for the Federal Aviation Administration (FAA) Commercial Pilot Certificate. This course addresses both airplane and helicopter topics including advanced aerodynamics, high performance aircraft, advanced aircraft systems, regulations, human factors, high altitude flight operations, turbine propulsion systems, safety, and Crew Resource Management (CRM). NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 231 and approval of the Aviation Program Director

AVMT 237 – Commercial Pilot Certification – Airplane I – 2 credits - Provides the initial phase of flight and simulator training towards completion of the Federal Aviation Administration (FAA) Commercial Pilot certificate, Airplane category, Single Engine (SE) class. Topics include specialty takeoffs and landings, commercial pilot maneuvers, cross country

flight operations, night flying, emergency procedures, and safety. A valid FAA Medical Certificate is required. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 233 and approval of the Aviation Program Director
Corequisite(s): AVMT 236 and approval of the Aviation Program Director

AVMT 238 – Commercial Pilot Certification – Airplane II – 2 credits **-** Provides the final phase of flight and simulator training required for the Federal Aviation Administration (FAA) Commercial Pilot certificate, Airplane category, Single Engine (SE) class. Refining the skills acquired in AVMT 237, students advance their skills in specialty takeoffs and landings, commercial pilot maneuvers, navigation, slow flight, stalls, spin awareness, emergency procedures, and safety. A valid FAA Medical Certificate is required. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 237 and approval of the Aviation Program Director

AVMT 257 – Commercial Pilot Certification – Airplane Multi-Engine – 2 credits - Provides academic, flight and simulator training required for the Federal Aviation Administration (FAA) Commercial Pilot Certificate, Airplane category, Multi- Engine (ME) class. Topics include pre-flight planning, specialty takeoffs and landings, commercial pilot multi-engine operations, maneuvers, instrument procedures, advanced navigation, slow flight, emergency procedures, safety, and post-flight procedures. A valid FAA Medical Certificate is required. This course has additional lab fees. NOTE: Course offered every fall, spring and may be offered during additional sessions.
Prerequisite(s): AVMT 238 or approval of the Aviation Program Director

5. Discuss how general education requirements will be met, if applicable.

   Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

   No specialized accreditation or certifications are required.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

   Please see contracts in Appendix A.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

   CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog:

http://catalog.ccbcmd.edu/index.php . Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as their measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements of the course, minimum technology expectations, learning management system basic requirements and instructions, links and instructions for all student support services including disability support services, financial aid, etc. The same information can be found on the CCBC Online website: http://www.ccbcmd.edu/Programs-and-Courses/CCBC-Online.aspx . Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades and final grades online. Links to academic support services are available at: http://www.ccbcmd.edu/resources-for-students. Information on financial aid and the cost of attending CCBC and its payment policies can be accessed here: http://www.ccbcmd.edu/costs-and-paying-for-college .

9. Provide assurance and any appropriate evidence that advertising, recruiting and admissions materials will clearly and accurately represent the proposed program and services available.

   Recruitment and admissions materials are revised each year when the CCBC catalog is finalized. Accurate admission information can be found at this site: http://www.ccbcmd.edu/get-started . The college catalog is updated yearly and all program and course information is current. The college catalog can be accessed at this link: http://catalog.ccbcmd.edu/index.php .

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

   Due to similarity in curricula and common FAA licensure, CCBC students successfully transfer to most four-year collegiate aviation programs. CCBC is now working with the University of Maryland, Eastern Shore and other aviation colleges to establish formal articulation agreements.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty members with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach (in this program).

   CCBC's Aviation Technology department Flight Training certificate program is supported by four (4) full-time faculty members, one (1) part-time faculty member, eight (8) on-campus adjunct/simulator instructors, and part time flight instructors.

Table 3: Aviation Technology Faculty

Faculty Member Name	Terminal Degree	Full-time, Adjunct or Part-time	Courses Taught
Douglas Williams, Program Director	Ph.D., Education	FT	AVMT 101, **131**, **132**, **133**. 134, 135, 161, 162, **231**, **232**, **233**, 234, 235, **236**, **237**, **238**, 239, 240, 258, 261, 262, 263, 264, 265
Christopher Komsa, Assistant Program Director	M.S., Aviation Safety Systems	FT	AVMT **131**, 211, 216, 231, 251, 256
Joe Eichelberger, ATC Program Manager	M.S., Distance Education & E-Learning	FT	AVMT 221, 226, 227, 228, 229, 230
Peter Waters, Aviation Safety Manager	M.S., Electrical and Computer Engineering	FT	AVMT 101, 221, 261, 263, 265
Aaron Kirzner, Aviation Operations	A.A.S., Professional Pilot Airplane, Unmanned Aircraft Systems	PT	AVMT 162
Mike Low	B.S., Aeronautical Science	Adjunct	AVMT 101, 216, 258, 259
Roger Cox	M.S., Aviation Safety	Adjunct	AVMT 216
Bruce Hollen	B.S., Airway Science	Adjunct	AVMT **131**, AVMT **231**
Shawn Ames	B.S., Aviation Science	Adjunct	AVMT 211, 251, 258, 259
Jeffrey Miller	B.S. Aviation Management	Adjunct	AVMT 251
Vince Corsaro	M.S., Aviation Safety	Adjunct	AVMT 256, 259
Susan Donovan	B.S., Transportation Science	Adjunct	AVMT 256
Frank Watson	B.S., Professional Aeronautics	Adjunct	AVMT 231

More than 50% of all AVMT courses are taught by full-time instructors. See Appendix B for part-time flight instructor credentials.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

   a)   Pedagogy that meets the needs of the students

b) The learning management system

c) Evidenced-based best practices for distance education, if distance education is offered.

The Center for Excellence in Teaching and Learning (CETL) provides ongoing professional development opportunities for faculty and staff throughout the academic year: http://www.ccbcmd.edu/About-CCBC/Administrative-Offices/Instruction/Center-for-Excellence-in-Teaching-and-Learning.aspx. Additional professional development is provided at yearly Fall Focus, Teaching Learning Fair, and Professional Development Day events. In addition, faculty are provided funding, on a regular basis, to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role.

CCBC expects that faculty teaching an online course complete training called the "Teaching Online Course". This is a five-week/twenty hour online course that provides training on how to facilitate an established online course. The institution also requires faculty to complete an eighty hour training in online course pedagogy and course design prior to the development of any new online course. Prerequisites for this training include Quality Matters training as well as Learning Management System (LMS) workshops through CETL and our LMS trainers. CCBC also has multiple online learning policies designed to foster best practices in online learning. These include policies include, but are not limited to a thirty percent (30%) authenticated assessment requirement, online office hours and a consistent LMS menu template.

J. **Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

Current library resources are sufficient and appropriate for the continuation of the Flight Training certificate program. The College also subscribes to several online databases that would be helpful to students in this program. The CCBC Libraries' collection includes over 75,000 e-books and access to over 64,000 different journals and magazines. Students can access these resources anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland Baltimore County, Albin 0. Kuhn Library and the University of Baltimore, Robert L. Bogomolny Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as well as the opportunity to check out books. The College also provides InterLibrary Loan service: CCBC Library ILL Webpage. In addition, to make library

services more accessible to students, the CCBC Library provides a virtual chat reference service through the [Library Webpage](#).

This revised certificate proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

    The revised Flight Training certificate program is being implemented within existing institutional resources. No additional physical facilities, infrastructure or instructional equipment are needed.

    After careful review by Senior Staff and endorsement by CCBC's Board of Trustees, the President has affirmed that the program can be implemented within existing institutional resources.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

    a)   An institutional electronic mailing system, and
    b)   A learning management system that provides the necessary technological support for distance education

    CCBC provides all students with a Microsoft Office email address and has a single sign on (SSO) login process for all technologies. CCBC currently uses Blackboard Learn 9.1 as its LMS. In Summer 2021, CCBC will move to Brightspace as a new LMS. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline: http://www.ccbcmd.edu/resources-for-students/technology-support .

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)
   1.   Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 5: RESOURCES Adequacy of financial resources for the Flight Training Certificate Program (as outlined in COMAR 13B.02.03.14)

Narrative: The following breakdown of costs is based on in-county tuition rates and having one student complete 15 credits total during the fall and spring semesters over a one-year period.

Tuition ($122 x 30)	$3,660.00
General Services Fee ($22 per billable hour)	660.00
Registration Fee ($55 per semester)	110.00
Capital Fee ($20 per semester)	40.00
Technology Fee ($15 per billable hour)	450.00
Activity Fee ($48 maximum per semester)	72.00
Total	$4,992.00
Graduation fee	$ 75.00

All students are eligible for regular CCBC financial aid or Veteran's Benefits.

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	$ 28,864	$ 28,864	$ 34,832	$ 44,816	$ 48,800
a. # F.T. Students	5	5	6	8	10
b. Annual Tuition/ Fee Rate	$ 4, 992	$ 4,992	$ 4,992	$ 4,992	$ 4,992
c. Annual Full Time Revenue (a x b)	$ 24,960	$ 24,960	$ 29,952	$ 39,936	$ 40,992

d. # Part Time Students	4	5	5	6	8
e. Credit Hour Rate	$ 122	$ 122	$ 122	$ 122	$ 122
f. Annual Credit Hours	8	8	8	8	8
g. Total Part Time **Revenue (d x e x f)**	$ 3,904	$ 4,880	$ 4,880	$ 5,856	$ 7,808
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	$ 28,864	$ 34,832	$ 34,832	$ 45,792	$ 48,800

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 6: EXPENDITURES for the Flight Training Certificate					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$ 16,647	$ 16,647	$ 17,660	$ 18,190	$ 18,736
a. # FTE	.25	.25	.25	.25	.25
b. Total Salary	$ 15,464	$ 15,428	$ 16,405	$ 16,897	$ 17,404
c. Total Benefits	$ 1,183	$ 1,219	$ 1,255	$ 1,293	$ 1,332
2. Admin. Staff (b+c below)	$ 0	$ 0	$ 0	$ 0	$ 0
a. # FTE	0	0	0	0	0

b. Total Salary	$ 0	$ 0	$ 0	$ 0	$ 0
c. Total Benefits	$ 0	$ 0	$ 0	$ 0	$ 0
3. Support Staff (b+c below)	$ 0	$ 0	$ 0	$ 0	$ 0
a. # FTE	0	0	0	0	0
b. Total Salary	$ 0	$ 0	$ 0	$ 0	$ 0
c. Total Benefits	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	0	0	0	0	0
5. Library	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8. TOTAL (Add 1 – 7)	$ 17,647	$ 17,647	$ 18,660	$ 19,190	$ 19,736

This proposed certificate program will not require any additional administrative or support staff. It will require faculty expenditures of .25 FTE per year (averaged).

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).
   1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

   Courses are evaluated using an online student evaluation tool (SmartEvals) on a regular basis. At this time, students have the opportunity to evaluate both course design and the course's instructor. Faculty participate in annual evaluations by submitting an annual professional summary that highlights achievement in professional assignment, college and community service, and professional growth activities.

   CCBC has a noteworthy student learning outcomes assessment program that received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review. The course level assessment process utilizes externally-validated assessments that directly measure student learning at the course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

   Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
   Stage 2: Implementing the Design and Collecting and Analyzing the Data
   Stage 3: Redesigning the Course to Improve Student Learning
   Stage 4: Implementing Course Revisions and Reassessing Student Learning
   Stage 5: Final Analysis and Reporting Results

   Learning outcomes assessment provides a mechanism for continuous improvement.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Full-time faculty prepare an Annual Professional Summary every year to document their achievements in the categories of professional assignment, college and community service, and professional growth. Supervisors use this information to complete annual evaluation of faculty performance. Students can also complete course evaluations on a regular basis. Courses are evaluated by anonymous comments/feedback offered by students through evaluation tools.

Assessment and documentation of student achievement will occur as part of CCBC's learning outcomes assessment and program review processes. Learning outcomes assessment occurs in discipline courses through a continuous improvement model outlined above. General Education courses are assessed for general education skills every three years. Academic programs are reviewed on a five-year cycle. Program review includes curriculum assessment as well as market feasibility analyses. As part of the program review, the flight training certificate program will participate in program outcome assessment projects. Program coordinators must document how student-learning outcomes were developed and validate how the outcomes relate to the College's mission. It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

N. **Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR

13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

CCBC is committed to ensuring equal opportunity and nondiscrimination in all practices. We are committed to equal treatment for all students and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation or any other basis protected by law. CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated Intercultural Engagement team who offer a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Learning (CRT-L) training program. The CRT-L program is a multi-faceted initiative that engages faculty, staff, administrators, and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student

success. It is noteworthy that CCBC received the Leah Meyer Austin Award at the Achieving the Dream Conference in 2015, and the CRT-L program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRT-L Program has led 500+ faculty and staff and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others, and the skills needed to implement new understandings through best practices of cultural competence.

O. Relationship to Low Productivity Programs Identified by the Commission:
   1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

   This certificate program has not been identified as a low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

   1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   CCBC is approved to offer distance education per COMAR 13B.02.03.22 as the institution was previously approved to offer a distance education program prior to January 1, 2018 and is eligible to offer distance education through our regional accreditor, the Middle States Commission on Higher Education. In addition, CCBC has been a member of National Council for State Authorization Reciprocity Agreements (NC-SARA) since July 1, 2019.

   2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

   CCBC's mission is to provide students accessible, affordable, and high quality education. Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training, technology as well as the promotion of a quality assurance process.

   CCBC has a dedicated, public facing webpage for online learning, which displays programs offered in an online format. It also provides both potential and current students with links to all of the services they might need. Potential students are provided with a questionnaire to help determine if online learning is right for them. Students also have access to technical requirements for online coursework and online class policies which they may need to know prior to admission. Academic requirements for online programs do not differ from traditional face-to-face programs.

   Potential and current students have access to links to all relevant student services, such as disability support services, financial aid, etc. In addition, each online course clearly identifies links to these same services for students.

CCBC is a Quality Matters (QM) institution, and as such uses the QM rubric as its basis for design, faculty training and quality assurance of all online course offerings. Faculty, as subject matter experts, are the principal course developers, while the DOL oversees the overall process and schedule of online course creation. Additionally, DOL provides the faculty mandatory training for course facilitation and course development. Online course development incorporates sound online learning pedagogy to provide students with the most appropriate experiences in the discipline. Additionally, the DOL has its own internal website pages dedicated to providing faculty with policy, training and best practice resources. CCBC has developed its own internal quality assurance process, now in its 5th year of reviews, using the Quality Matters as its backbone. This process leverages the content knowledge as well as the course design knowledge of the faculty, providing a high quality, fiscally responsible manner to increase the quality of the college's online learning courses.

Many of online learning policies have been vetted and approved by the CCBC College Senate. DOL is responsible for implementation of those polices. Additionally, shared governance is an integral part of the college's standard curriculum approval and review process for all of its courses, regardless of modality. Curricular expectations of online course do not differ from those in the traditional format. CCBC faculty and staff understand the challenges that online learning students face. Online course class sizes maximums are limited to 25. CCBC tracks success rates of online classes and compares that data to its face-to-face counterpart. CCBC uses Quality Matters standards, online faculty observations and student evaluations to monitor the effectiveness of the faculty member and the course design. Online courses are also subject to the college's standard evaluations, with the Common Course Outline reviewed on a regular basis. The institution also assesses general education outcomes for all General Education (Core) coursework on a three-year cycle and course-level objectives are assessed through learning outcomes assessment projects.

CCBC uses single-sign-on access for student email and college identification. The institution also has an authenticated assessment policy, to ensure integrity in the proctoring of major assessments. Faculty have access to the college's testing centers as well as a remote proctoring tool, vetted by faculty and staff, to ensure students have access to options for authenticated proctoring. CCBC's academic integrity policies and procedures are not just part of the college's catalog, but are incorporated into each faculty member's course and CCBC's student portal (MyCCBC).

Appendix A: Flight Training Certificate Contracts

Please see the following pages for contracts with 3 Flight Training Centers associated with this program. These Flight Training Centers are Brett Aviation, Middle River Aviation, and Advanced Aviation Group, dba Frederick Flight Center.

Contract Brett
Aviation

Contract Frederick
Flight Center

Contract Middle
River Aviation

Appendix B: Part-Time Aviation Instructors in Aviation Technology*

Name	Degree	Discipline/Licenses
Acton, Gregory	MA	Certificated Flight Instructor (CFI)
Adkins, Todd	MS	Communications Technology, CFI
Aiuto, Allegra	BS	Info Systems and Operations Management, CFI
Alberico, Michael	BA	Computer Art, CFI
Ashman, Marianne	BS	Business Marketing, CFI
Askew, Jason	BA	Accounting, Commercial Pilot, CFI
Ayers, Joshua	BS	Criminal Justice/Psychology, CFI
Barco-Gonzales, Juan	BS	Political Science Commercial Pilot, CFI
Baptiste, Irvin	BS	Civil Engineering, CFI
Bejarano, Oscar	BS	Marketing, CFI
Bell, Christopher	MA	International Policy & Practice, CFI
Bell, Scott	BS	Emergency Services Management, CFI
Benjamin, Mathew	AAS	Professional Pilot-Helicopter, CFI
Bernoni, Enrico	BS	Computer Science, Certificated Flight Instructor-Instrument (CFII)
Bevan, Vicki	BA	Communications, CFI, CFII
Beyer, David	HS	CFI, CFII
Billups, Kevin	MA	Aviation Management, Commercial Pilot, CFI, CFII
Blancard, Martanda	AA	Aviation Management, CFI, CFII
Bloecher, Carl	BS	Business Administration, Commercial Pilot CFI
Bobb, Adrian	AA	Professional Pilot Airplane, CFI
Brandenburg Jr, Harold	MA	International Relations, CFI, CFII
Brennan, Mark	HS	CFI
Bryant, Daun	BA	English Literature/International Trade, CFI
Burrs, Kenneth	BS	Occupational Safety & Health, CFI
Campana, Richard	BS	Professional Aeronautics, Commercial Pilot, CFI
Campbell, Rachel	BA	Commercial/Corporate Aviation, CFI
Catapano III, Salvatore	BA	Aviation Management with Flight, CFI
Cerrone, Brandon	BS	Geographic Information's Systems, CFI
Chiang, Jay	BA	History & Criminology, CFI

Chow, Matthew	BS	Professional Flight Technology, CFI
Cobb, Jason	BS	Aeronautical Science, CFI
Coletta, Alexander	BS	Aeronautical Science, CFI,
Creeron, Stephen	BA	Criminal Justice, Commercial Pilot, CFI
Crowley, John	BA	Intelligence Studies, CFI
D'Onofrio, Gregory	HS	CFI
Deitch, Edward	Ph.D.	Human Development, CFI, CFII
DeVinney, Kyle	BA	Business, CFI
Dill, Brandon	AA	Flight Training, Aircraft Dispatcher, Commercial Pilot, CFI, CFII
D'Onofrio, Stephen	BS	Commercial/Corporate Aviation, CFI
Dorthalina, Michael	BS	Aeronautical Science, CFI, CFII
Draiblate, Netanel	MA, Ph.D.	Music, CFI
Duane, Thomas	BA	Criminal Justice & Criminology, Commercial Pilot, CFI, CFII
Edwards, Mark	AAS	Professional Pilot Airplane, Commercial Pilot, CFI
Everhart, Corey	HS	Commercial Pilot, CFI, CFII
Falk, Tyler	HS	CFI, CFII, Certificated Flight Instructor, Multi-Engine (MEI)
Fasano, Michael	MBA	Business Administration, CFI
Fitch, Anthony	BS	Computer Science, CFI
Fitzmaurice, Andrew	AAS	Aviation Management Air Traffic Control, Aircraft Dispatcher
Flores, Christino	AAS	Professional Pilot Airplane, CFI
Frye, Nathaniel	AAS	Aviation Management, CFI, CFII
Garcia, Errigardo	MA	Professional Pilot Airplane, CFI
Gernatt, John	BS	Aeronautical Science, CFI
Gmitruk, Feliks	HS	CFI
Greig, Len	MS	Instructional Design, CFI
Guy, Joseph	BA	Commercial Pilot Certificate, CFI
Haq, Moiz	BS	Electrical Engineering and Technology, Aircraft Dispatcher
Hedum, Amanda	AAS	Professional Pilot Helicopter, CFI Helicopter
Hinshaw, Jerrold	HS	Commercial Pilot, CFI, Remote Pilot
Hollen, Robert	HS	CFI
Hoover, Rodney	AAS	Professional Pilot Airplane, CFI, CFII
Hughes, Connor	BA	Agribusiness Management & Rural Development Commercial Pilot, CFI
Ivovic, Ivan	BS	Kinesiology, CFI
Jackson, Jon	BS	Aeronautical Science, ATP, CFI, CFII, MEI

Jacobson, Bradley	BS	Economics, CFI
James, Larry	BA	Nursing, CFI
Johnson, James	HS	CFI, CFII
Johnson, Sheila	BS	Professional Aeronautics, Control Tower Operator (CTO)
Johnson, Todd	AA	Information Systems, CTO
Johnykutty, Rene	BS	Internal Medicine, Commercial Pilot, CFI
Joynes, Andrew	AA	Aviation Management, CFI, CFII
Kashuba, Joseph	HS	CFI, CFII
Kasler, Taylor	BA	Recreation Parks & Tourism Resources, CFI
Kaufman, Menachen	HS	Commercial Pilot, CFI
Kennedy, Frank	BA	CFI, CFII MEI, Airline Transport Pilot (ATP)
Kotkas, Erik	AA	General Studies, Commercial Pilot, CFI
Le Quang, Christopher	BS	Naval Architecture & Marine Engineering, CFI
Litton III, Leonard	MS	Business Management, CFI
Loeper, Lacey	BA	Business, Commercial Pilot, CFI
Lovelady, Jacob	BS/AAS	History, Professional Pilot Helicopter, CFI, CFII
Lozinak, Matt	AAS	Professional Pilot Airplane, CFI, CFII
Mansfield, Michael	BS	Exercise & Sport Science/Business Administration, CFI
McCarl, Taylor	BS	Aviation Maintenance Management, CFI
Mclean, Chelsea	BS	Aeronautical Science, CFI, CFII, Aircraft Dispatcher
Messer, Michael	MS	Operations Research, CFI
Miller, Bradley	BA	History, CFI
Miller, Brandon	BS	Engineering, CFI
Milliman, Gregory	AAS	Professional Pilot, CFI
Mischo, Christopher	AAS	Professional Pilot Airplane, CFI, CFII
Moore, Kristopher	AA	Aviation Management, CFI
Morris, Jonathan	AAS	Professional Pilot
Murphy, Douglas	MA	Systems Management, Commercial Pilot, CFI, CFII
Murray, Ryan	BA	Terrorism & Counter Terrorism, CFI
Neal, Brian	HS	Commercial Pilot, CFI
Neubauer, Thomas	BS	Homeland Security Commercial Pilot, CFI
Pardue, Roy	HS	CFI
Parks, Donald	HS	CFI, CFII
Patino-Velaso, Sebastian	BA	Business Administration/Information Technology Management, CFI

Pilkenton, Raina	BA	Communications Spanish, CFI
Pinko, Gilad	BS	Geographical Sciences, CFI
Porter, Ethan	BA	Aviation Technology, CFI, CFII
Prasek, David	MS	Forensic Science, CFI, CFII, MEI
Reid, Jason	HS	CFI
Repass, Lucas	HS	CFI, CFII
Roelker, William	MS	Aerospace Science & Technology, CFI
Rosemond, Julian	MS	Psychology, CFI, CFII
Rowe, Benjamin	BA	Music Education, CFI
Sakkal, Nadia	BA	Art History, CFI, CFII
Saunders II, Louis	AAS	Professional Pilot Airplane, CFI
Scarzello, Daniel	HS	CFI, CFII, MEI
Schapler, Robert	JD	Law; Commercial Pilot, CFI, CFII
Schultz, John	MS	Aeronautical Engineering, CFI, CFII
Schulze, Charles	MS	Strategic Studies, CFI, CFII
Selim, Youssef	HS	Commercial Pilot, CFI
Shambeau, Susan	MA	Special Education, CFI
Simon, Gev	HS	CFI, CFII
Song, Eric	MA	Organization Management; CFI, CFII
Souza, Rodrigo	HS	Commercial Pilot, CFI
Sowienske, Andrew	AAS	Aviation Technology , Commercial Pilot, CFI
Stewart, David	BS	Computer Info Systems, CFI
Stinchcomb, Joseph	BS	Aviation Science, Commercial Pilot, CFI, CFII, MEI
Symm, David	MA	Aviation Science, CFI
Summers, Clifford	HS	Commercial Pilot, Rotorcraft Helicopter, CFI
Tchaptchet, Franck	BS	Aviation Flight Management, CFI
Teesdale, Donald	BA	Music & Human Services, CFI, CFII
Thanos, Konstantinos	AAS	Professional Pilot Airplane; Commercial Pilot, CFI, CFII
Todorov, Miroslav	BA	Business Administration, CFI
Toskes, Jane	MS	Biological Sciences; CFI, Remote Pilot
Toskes, Joseph	AS	Business & Accounting; CFI
Varnon, Debbie	BS	Professional Aeronautics, ATP, CFI, Remote Pilot
Vilschick, Eli	BS	Aviation Management & Operations; Commercial Pilot, CFI
Wacker, David	BS	Physics, CFI

Wallace, Duane	MA	Business Administration, CFI
Wallace, Sean	AAS	Professional Pilot Helicopter, Commercial Pilot, CFI
Warren, Nathanael	HS	CFI
Whalen, Edward	MA	International Relations/Public Administration ATP, CFI
Winkler, Florina	HS	CFI, CFII, MEI
Wishart, Steven	BS	Information Technology, CFI
Wray, Andrew	BS	Aeronautics, Commercial Pilot, CFI
Yurovich, Douglas	Ph.D.	Organizational Management, CFI, CFII
Zink, Thomas	HS	Commercial Pilot, CFI, CFII
Zumbrun, Steven	Ph.D.	Molecular Biology, CFI,CFII, MEI

*Aviation Technology part-time flight instructors may teach as part of the Flight Training certificate, Professional Pilot-Airplane, Professional Pilot-Helicopter and/or Professional Pilot-Unmanned Aircraft Systems degree programs.

**All part-time flight instructors must carry the following FAA and Education qualifications:

Federal Aviation Administration (FAA) Flight Instructor requirements:
FAA Certificated Flight Instructor (CFI) with a minimum of 300 flight hours.
Current FAA Third Class Medical Certificate.
CFI-Instrument (CFII) preferred, CFI-Multi-Engine desirable.

Education requirements:
Associate's Degree preferred; experience as a US military or Airline Flight Instructor a plus.