

**PACIFIC REGION**

**FLIGHT INSTRUCTOR REFRESHER COURSE**

**Original Approval Date of FIRCs November, 1996**

**RENEWAL DATE:**

**CIVIL AIR PATROL**  **Contact:** Lt Col Wm. Cumming

Pacific Region Headquarters 13428 Maxella Ave. #304

c/o Bill Cumming Marina Del Rey, CA 90292

P.O. Box 9149

Marina del Rey, CA 90295 Telephone 310 463 0303

**Mailing address: (same)** Email: bcumming@earthlink.net

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**ACR REPRESENTATIVE**

**LTC Bill Cumming**

**CIVIL AIR PATROL**

**13428 Maxella Ave., #304**

**Marina del Rey, CA 90292**

Cell 310-463-0303

Home 310-301-9242

E-Mail: bcumming@earthlink.net

**RECORD OF REVISIONS – AC 61-83H**

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**FACILITIES and TRAINING AIDS**

It shall be the responsibility of the Chief Instructor to ensure that for each pilot course given under this approved syllabus the following items will be accomplished in accordance with FAA Advisory Circular 61-83H.

1. The class rooms will be large enough for the number of attendees and staff so that there is no impression of being cramped or confined. Classrooms will be well lighted. An air conditioned room with ambient temperature and humidity is essential. The classroom environment must be quiet and free of distractions. Window covers are mandatory to reduce glare and for dimming the projection screen during A/V presentations. Banquet tables arranged in a “U” shape are essential. In any event, attendees must be provided with desk or table space large enough on which to arrange course material, take notes, etc. The Chief instructor and staff need to be especially aware of these points due to the various locations within the Pacific Region where this course may be presented.
2. Proper support equipment will be available and in good working order. All of the equipment will be checked out to be in good working order the day before the program. A multimedia projector with computer and video input ports is required as is a DVD player, projection screen, and white board with pens and eraser. A flip chart may also be used. Backup computer(s) and replacement projector bulb(s) are essential. Primary backup for all of the course material will be the attendee handouts, which contain printed copies of all of the graphic presentation material.
3. Messing provisions – on or off base messing facilities and transportation arrangements. The Chief Instructor and staff should be mindful of travel times to the messing facilities due to the schedule of events. A catered lunch is strongly encouraged due to the tight schedule.
4. Verify course currency and qualifications of any instructors for staff duty with FIRC program Chief Instructor prior to acceptance. Currency must be IAW IAW AC61-83H month recurrent, major change briefings.)
5. Assure that each participant receives a copy of the Pacific Region Pilot FIRC Course Outline (without test questions) upon registration.
6. Invite FAA participation when available.

**PREREQUISITES**

Attendance at this course is by reservation only. Although this course is open to all Civil Air Patrol (CAP) members, it is primarily intended CFI’s.

The most effective practical method for assessing the retention of material presented during the FIRC is a knowledge test. The expectation of a test at the conclusion of any course of study will motivate a student to increased levels of attention. Written tests will consist of a minimum of at least 60 multiple choice questions relating to the material covered. The minimum of 30 questions must be in the form of a comprehensive final test given at the conclusion n of the training.

Note: Attendees who are holders of valid current CFI certificates and who complete this course prior to expiration of their CFI certificates will be eligible for CFI certificate renewal.

**END OF COURSE CERTIFICATION**

Upon course completion each candidate will have accomplished at least 70% on each quiz. Remedial training for missed questions on quizzes will consist of a review of each question missed understanding of the material on which the question was missed through oral questioning and the answers provided.

The Chief Instructor or Assistant Chief Instructor sign and issue the numbered course completion certificates.

**QUALIFICATION OF INSTRUCTORS**

**§141.35 Chief instructor qualifications.**

(a) To be eligible for designation as a chief instructor for a course of training, a person must meet the following requirements:

(1) Hold a commercial pilot certificate or an airline transport pilot certificate, and, except for a chief instructor for a course of training solely for a lighter-than-air rating, a current flight instructor certificate. The certificates must contain the appropriate aircraft category and ass ratings for the category and class of aircraft used in the course and an instrument rating, if an instrument rating is required for enrollment in the course of training;

(2) Meet the pilot-in-command recent flight experience requirements of §61.57 of this chapter;

(3) Pass a knowledge test on-

(i) Teaching methods;

(ii) Applicable provisions of the "Aeronautical Information Manual";

(iii) Applicable provisions of parts 61, 91, and 141 of this chapter; and

(iv) The objectives and approved course completion standards of the course for which the person seeks to obtain designation.

(4) Pass a proficiency test on instructional skills and ability to train students on the flight procedures and maneuvers appropriate to the course;

(5) Except for a course of training for gliders, balloons, or airships, the chief instructor must meet the applicable requirements in paragraphs (b), (c), and (d) of this section; and

(6) A chief instructor for a course of training for gliders, balloons or airships is only required to have 40 percent of the hours required in paragraphs (b) and (d) of this section.

(b) For a course of training leading to the issuance of a recreational or private pilot certificate or rating, a chief instructor must have:

(1) At least 1,000 hours as pilot in command; and

(2) Primary flight training experience, acquired as either a certificated flight instructor or an instructor in a military pilot flight training program, or a combination thereof, consisting of at least-

1. *2 years and a total of 500 flight hours; or*
2. *1,000* flight hours.

**QUALIFICATION OF INSTRUCTORS**

**§141.35 Chief instructor qualifications (continued)**

(c) For a course of training leading to the issuance of an instrument rating or a rating with instrument privileges, a chief instructor must have:

(1) At least 100 hours of flight time under actual or simulated instrument conditions;

(2) At least 1,000 hours as pilot in command; and

(3) Instrument flight instructor experience, acquired as either a certificated flight instructor – instrument or an instructor in a military pilot flight training program, or a combination thereof, consisting of a least –

(i) 2 years and a total of 250 flight hours; or

(ii) 400 flight hours.

(d) For a course of training other than one leading to the issuance of a recreational or private

 pilot certificate or rating, or an instrument rating or a rating with instrument privileges, a

 chief instructor must have:

(1) At least 2,000 hours as pilot in command; and

(2) Flight training experience, acquired as either a certificated flight instructor or an instructor in a military pilot flight training program, or a combination thereof, consisting of at least-

(i) 3 years and a total of 1,000 flight hours; or

(ii) 1,500 flight hours.

(e) To be eligible for designation as chief instructor for a ground school course, a

 person must have 1 year of experience as a ground school instructor at a

 certificated pilot school.

**QUALIFICATION OF INSTRUCTORS**

**§141.36 Assistant chief instructor qualifications.**

1. To be eligible for designation as an assistant chief instructor for a course of training,

 a person must meet the following requirements:

(1) Hold a commercial pilot or an airline transport pilot certificate and, except for the assistant chief instructor for a course of training solely for a lighter-than-air rating, a current flight instructor certificate. The certificates must contain the appropriate aircraft category, class, and instrument ratings if an instrument rating is required by the course of training for the category and class of aircraft used in the course;

(2) Meet the pilot-in-command recent flight experience requirements of §61.57 of this chapter;

(3) Pass a knowledge test on-

(i) Teaching methods;

(ii) Applicable provisions of the "Aeronautical Information Manual";

(iii) Applicable provisions of parts 61, 91, and 141 of this chapter; and

(iv) The objectives and approved course completion standards of the course for which the person seeks to obtain designation.

(4) Pass a proficiency test on the flight procedures and maneuvers appropriate to that course; and

(5) Meet the applicable requirements in paragraphs (b), (c), and (d) of this section. However,

 an assistant chief instructor for a course of training for gliders. balloons, or airships is

 only required to have 40 percent of the hours required in paragraphs (b) and (d) of this

 section.

(b) For a course of training leading to the issuance of a recreational or private pilot certificate or rating, an assistant chief instructor must have:

(1) At least 500 hours as pilot in command; and

(2) Flight training experience, acquired as either a certificated flight instructor or an

 instructor in a military pilot flight training program, or a combination thereof,

 consisting of at least-

(i) 1 year and a total of 250 flight hours; or

1. 500 flight hours.

**QUALIFICATION OF INSTRUCTORS**

**§141.36 Assistant chief instructor qualifications (continued)**

1. For a course of training leading to the issuance of an instrument rating or a rating with instrument privileges, an assistant chief flight instructor must have:

(1) At least 50 hours of flight time under actual or simulated instrument conditions instrument conditions;

 (2) At least 500 hours as pilot in command; and

(3) Instrument flight instructor experience, acquired as either a certificated flight instructor – instrument or an instructor in a military pilot flight training program, or a combination thereof, consisting of a least –

 (i) 1 year and a total of 125 flight hours; or

(ii) 200 flight hours.

(d) For a course of training other than one leading to the issuance of a recreational or private pilot certificate or rating, or an instrument rating or a rating with instrument privileges, an assistant chief instructor must have:

(1) At least 1,000 hours as pilot in command; and

(2) Flight training experience, acquired as either a certificated flight instructor or an instructor in a military pilot flight training program, or a combination thereof, consisting of at least-

(i) 1years and a total of 500 flight hours; or

(ii) 750 flight hours.

(e) To be eligible for designation as an assistant chief instructor for a ground school course, a person must have 6 months of experience as a ground school instructor at a certificated pilot school.

**QUALIFICATIONS OF INSTRUCTORS**

**Instructors - Presenters**

The basic qualification of each instructor should meet the same requirements of the assistant chief instructor.

Instructors for this course are qualified by the Chief Instructor according to the following:

1. Hold a commercial pilot and valid, unexpired CFI certificate and,
2. Are recognized experts in aviation subjects and instruction and,
3. Are graduates of this course or,
4. Have actively participated in developing and/or maintaining course presentation materials/visual aids, etc. or,
5. Have demonstrated understanding of the contents of this course by presenting them in a manner acceptable to the Chief Instructor in a simulated or actual classroom environment.
6. Meet the requirements of the assistant chief instructor.

Course instructors maintain their qualification by actual presentation of course material in a manner acceptable to the Chief Instructor at least once every 12 months. In addition, the Chief Instructor ensures all course instructors are kept advised of revisions/changes in course material content through use of an Email distribution list and return receipts. In addition, the Chief Instructor reviews updated course material with course instructors to determine understanding prior to actual classroom presentation.

**QUALIFIED INSTRUCTOR LIST**

(See appendix for qualifications)

**CHIEF INSTRUCTOR**

Lt. Col. Wm. R. Cumming, MBA, JD

13428 Maxella Ave. #304

Marina Del Rey, CA

Home 310-301-9242

Cell 310-463-0303

E-Mail bcumming@earthlink.net

**ASSISTANT CHIEF INSTRUCTOR**

Capt. William Schroeder, MS

PO Box 3829

Carson City, NV 89702

**CALIFORNIA WING**

Captain Jan S. Archibald

23870 Mariano St.

Woodland Hills, CA 91367

Maj. John Lewis

1363 University Ave.

San Jose, CA 94501

LTC. Ray Peterson

636 Gossage Ave.

Petaluma, CA 94952

Capt. Mark Robinson

6718 Rycroft

Riverside, CA 92506

LTC Michael J. Watkins

16192 Pitman Lane

Huntington Beach, CA 92647

**QUALIFIED INSTRUCTOR LIST**

(See appendix for qualifications)

Maj. Phil Blank, MA

1339 Hearst Drive

Pleasanton CA 94566

Capt. Thomas O’Connor Jr.

P.O. Box 1390

Temecula, CA 92593

Captain Raymond Woo

1907 Embarcadero Road

Palo Alto, CA 94303

**NEVADA WING**

Capt. William Schroeder

PO Box 3829

Carson City, NV 89702

LTC Michael P. Wojcik

4275 Ross Drive

Reno, NV 89519

Capt. Robert Willard

8325 Granite Peak CT.

Las Vegas, NV 89145

Ltc. Joseph M. Vallone

11231 Blanc Vinyard Court

Las Vegas, NV 89138

Maj. Rob D. Brandt

1494 Silver Rain Ave.

Las Vegas, NV 98123

Ltc. David A. Widrig

490 Buttonwood Dr.

Brea, CA 92812

**QUALIFIED INSTRUCTOR LIST**

(See appendix for qualifications)

**OREGON WING**

Maj. Arnold H. Rosenthal

1340 Sunny Slope Dr.

Grants Pass, OR 97527

**ALASKA WING**

Capt. Douglas G. Ankney Jr.

7028 Linden Circle

Anchorage, AK 99502

**WASHINGTON WING**

Ltc. James D. Carpenter

13327 81st Ave. Ct E

Puyallup, WA 98373

**HAWAII WING**

LtC William K. Enoka Jr.

5135 Hekili Rd.

Kapaa, HI 96746



**SCHEDULE OF INSTRUCTION**

**CIVIL AIR PATROL**  **Contact:** Lt Col Wm. Cumming

Pacific Region Headquarters 13428 Maxella Ave., #304

c/o LTC Bill Cumming Marina Del Rey, CA 90292

13428 Maxella Ave., #304 Telephone: 310-463-0303

Marina del Rey, CA 90295 Email: bcumming@earthlink.net

**Mailing address: as above**

**SCHEDULE OF INSTRUCTION**

 **TIME SUBJECT**

FIRST DAY

8:00 - 8:30 Sign-in

8:30 – 8:50 Welcome and introduction

 Course curriculum, objectives and ground rules

 08:50 – 10:10 (80 min.) “How to Teach Effectively” and build a culture of

 Safety” (core)

 10:10 – 10:20 (10 min.) Break

10:20 – 11.40 (80 min.) “How to give an Effective and Useful Instrument

 Proficiency Check (IPC) and Flight Review” (core)

 11:40 – 12:40 (60 min.) “Transportation Security Administration (TSA)” What

 Flight Instructors Have to Know to Stay Out of

 Trouble (core)

12:40 – 13:40 (60 min) Lunch Break

 13:40 – 15:00 (80 min.) “Pilot Deviations” “Their Causes and How to Teach

 your Students to Plan Ahead to Avoid them (core)

 15:00 – 15:50 (50 min) “Navigating in the 21st Century – Pilotage to GPS;” Technically Advance Aircraft (TAA) and Automation (core)

15:50 – 16:00 (10 min.) Break

**SCHEDULE OF INSTRUCTION**

 **TIME SUBJECT**

FIRST DAY

16:00 – 17:00 (60 min.) “Security-Related Special Use Airspace;” What’s Going on Where and How to Stay Clear (core) “

17:00 – 18:00 (60 min.) Loss of Control (LOC) (core)

18:00 – 18:10 (10 min.) Break

18:10 – 18:30 (20 min.) Quiz

18:30 Adjourn

First Day – Total time

 Classes -470 minutes

 Quiz - 20 minutes

 Breaks -30 minutes

 Lunch - 60 minutes

 Total time for day – 580 minutes

**SCHEDULE OF INSTRUCTION**

 **TIME SUBJECT**

SECOND DAY

07:00 – 07:30 Daily Sign-in

07:30 – 09:00 (90 min.) “Regulatory, Policy, and Publications Changes” (core)

09:00 – 10:00 (60 min.) “Ethics and Professionalism” in the Role of the Flight

 Instructor (core)

10:00 – 10:10 (10 min.) Break

10:10 – 11:00 (50 min.) FAA Industry Training Standards (FITS) (elective)

11:00 – 12:00 (60 min.) “Human Factors, Judgment, (elective)

12:00 – 13:00 (60 min.) Lunch

13:00 – 13:10 (10 min.) Quiz

13:10 – 14:10 (60 min) Teaching and Evaluating Maneuvers

 14:10 – 15:00 (50 min.) “Crew Resource Management (CRM) (elective)

15:00 – 16:20 (80 min.) “Safety Trends in General Aviation;” How CFI’s Can

 Directly Contribute to Aviation Safety (core)”

16:20 – 16:30 (10 min) Break

16:30 – 17:20 (50 min.) “How to Make the Best Use of the FAA Safety Team

 (FAAS Team) and the Pilot Proficiency Program

 (WINGS) in Your Program of Instruction (core)”

17:20 – 17:40 (20 min) Quiz

17:40 – 18:00 (20 min.) Summary and Pass out certificates

**SCHEDULE OF INSTRUCTION**

 **TIME SUBJECT**

SECOND DAY

Second Day – Total Classroom time

 Classes -500 minutes

 Quiz - 30 minutes

 Graduation certificates -20 minutes

 Breaks -30 minutes

 Lunch - 60 minutes

 Total time for the day - 640 minutes

Total Times for Both Days

 Classes -970 minutes - 16.2 hours

 Quiz - 50 minutes - .8 hours

 Graduation certificates -20 minutes - .3 hours

 Breaks -60 minutes - 1.0 hour

 Lunch - 120 minutes - 2.0 hours

 Total time for the day - 1,220 minutes - 20.3 hours



**LESSON PLANS**

**CIVIL AIR PATROL**  **Contact:** Lt Col Wm. Cumming

Pacific Region Headquarters 13428 Maxella Ave., #304

c/o LTC Bill Cumming Marina Del Rey, CA 90292

13428 Maxella Ave., #304 Telephone: 310-463-0303

Marina del Rey, CA 90295 Email: bcumming@earthlink.net

**LESSON PLAN 1**

**NAVIGATING IN THE 21ST CENTURY**

**Pilotage to GPS**

**Technically Advanced Aircraft (TAA) and Automation**

(Core Subject)

Lesson Presentation time: 50 minutes

**LESSON OBJECTIVE**:

At the completion of this lesson, the Flight Instructor will:

* Understand both the advantages of GPS navigation and the risks inherent in utilization of technology, especially the danger of over-dependence on electronic navigation aids.
* Understand what constitutes technically advanced aircraft (TAA) and automation
* Flight Instructor understands the importance of instilling in their students the importance of maintaining proficiency in basic navigation skills to include dead reckoning and pilotage.

**SUBJECT MATTER ELEMENTS**

* Evolution of aids to navigation, both on the ground and in the cockpit
* The arrival of GPS and its effect on the pilot population.
* Glass cockpits in many general aviation aircraft
* [Next Generation](http://www.bizjournals.com/profiles/company/us/va/springfield/next_generation_media_corp/1844091) air traffic control systems
* ADSB mandatory in a few short years
* Risk management related to technology
* Fixation
* VFR ops in congested airspace
* Night operations
* Overdependence – no one level of automation is appropriate for all flight situations.
* Erosion of chart, compass, and time-related navigation skills
* Pilots transitioning to TAA or any unfamiliar aircraft, should receive specialized

 transition training from a qualified CFI with experience in the specific Aircraft’s

 make, model and equipment.

* Training and evaluation considerations and practices.
* Roles and objectives of FAASTeam Program Managers and industry volunteers
* FAASTeam resources available

**LESSON PLAN 1 (continued)**

**NAVIGATING IN THE 21ST CENTURY**

**Pilotage to GPS**

**Technically Advanced Aircraft (TAA) and Automation**

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**COMPLETION STANDARDS**

Attendees will complete the lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety:
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final, multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 2**

**HOW TO MAKE THE BEST USE OF THE FAASTeam AND THE WINGS PILOT PROFICIENCY PROGRAM IN YOUR PROGRAM OF INSTRUCTION**

(Core Subject)

Lesson Presentation time: 50 minutes

**LESSON OBJECTIVE**

At the completion of this lesson, the Flight instructor will have achieved a working knowledge and purpose of the FAAST Team and their purpose to include the WINGS program and the advantages it offers in maintaining proficiency and in meeting flight review requirements. The Flight Instructor becomes an advocate for the program in the aviation community.

**SUBJECT MATTER ELEMENTS**

* Roles and objectives of FAASTeam Program Managers and industry volunteers
* FAASTeam resources available to the Flight Instructor
* How to actively participate in the FAASTeam program
* Incorporating the WINGS program in the Flight Review process
* WINGS levels of achievement
* Advantages of incorporating WINGS into a personal proficiency portfolio
* Making students aware of the FAASTeam and WINGS programs and their value to the pilot community.

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 2 (continued)**

**HOW TO MAKE THE BEST USE OF THE FAASTeam AND THE WINGS PILOT PROFICIENCY PROGRAM IN YOUR PROGRAM OF INSTRUCTION**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides and handouts to be used in obtaining a working knowledge of the program and its advantages. Wherever possible, utilize an active FAASTeam member to conduct both phases of this lesson. A FSDO representative is even better, if available.

**COMPLETION STANDARDS**

Attendees will complete the lesson when:

The attendee demonstrates understanding by answering at least 80 percent of spot quiz questions on this subject correctly and positively and by responding correctly to interactive questioning during presentation.

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or her exams

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 3**

**HOW TO TEACH EFFECTIVELY AND BUILD A CULTURE OF SAFETY IN STUDENTS AND IN THE WORKPLACE**

(Core Subject)

Lesson Presentation time: 80 minutes

**LESSON OBJECTIVE**

At the completion of this lesson, the Flight instructor attendees will understand how to effectively convey their knowledge, experience, professionalism, and dedication to safety to their students through use of both professional teaching techniques and taking a deep personal interest in each student’s attitudes toward goals, self-worth and their own vulnerability.

**SUBJECT MATTER ELEMENTS**

* A Learning and Teaching Process that works! Going beyond the fundamentals.
* Teaching as a “people skill”
* How we learn and how both personality and circumstance can affect our learning success.
* The Flight Instructor as a “practical psychologist”
* Critiquing and evaluating students and self
* The importance of demonstrating a commitment to safety to the student in all actions deeds and words.
* “Culture of Safety” defined – the five components and how each is applied
* Effective communication and the values and limitations of sharing personal experiences, “war stories” and discussion of recent accidents and their causes.

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 3 (continued)**

**HOW TO TEACH EFFECTIVELY AND BUILD A CULTURE OF SAFETY IN STUDENTS AND IN THE WORKPLACE**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides and handouts that are discussed as to their application in everyday flying and CAP operations. The personal experiences, styles and techniques of the Instructors and the attendees should also be incorporated to the extent possible. Discussion of discovering possible “bad attitudes” in students and the means and ways of dealing with them.

**COMPLETION STANDARDS:**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 4**

**SECURITY-RELATED SPECIAL USE AIRSPACE, WHEN AND WHERE, AND HOW TO STAY CLEAR**

(Core Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVES**

At the completion of the lesson, the attendee will:

* Understand the critical nature of teaching Security-related special use airspace.
* Understand the purpose and nature of special use airspace.
* Be able to ascertain and determine what comprises special use airspace as part of any pre-flight planning and / or enroute flights.
* Be able to teach students alternatives to stay clear of security-related and special use airspace.

**SUBJECT MATTER ELEMENTS**

* Purposes and types of Special-use airspace
* Enforcement consequences related to Special-use airspace
* Available information sources related to Special-use airspace
* Procedures to follow if intercepted
* What to do after a TFR violation
* Training and evaluation considerations and practices

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 4 (continued)**

**SECURITY-RELATED SPECIAL USE AIRSPACE, WHEN AND WHERE, AND HOW TO STAY CLEAR**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides, handouts and/or videos that are discussed as to their practical application to the instruction/evaluation process and to everyday flying.

**COMPLETION STANDARDS:**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 5**

**TRANSPORTATION SECURITY ADMINISTRATION (TSA)**

**What Flight Instructors need to know to stay out of trouble?**

(Core Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVES**

Flight instructors understand TSA requirements and considerations and appreciate the importance of incorporating them in the Flight School environment.

**SUBJECT MATTER ELEMENTS**

* The role of the TSA in flight training
* Airman certificates of interest to TSA
* Requirements for citizenship documentation and other required records and certificates of pilot applicants
* Security awareness considerations and training and documentation for CFIs and Flight Schools.
* Overall security awareness within the airport environment to include but not limited to suspicious activities.
* Consequences related to TSA requirements.

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 5 (continued)**

**TRANSPORTATION SECURITY ADMINISTRATION (TSA)**

**What Flight Instructors need to know to stay out of trouble?**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable**):

In addition to appropriate graphics, handouts and interactive discussions, presentation of the on-line TSA training module for CFIs and Flight School personnel is highly effective and used where available.

**COMPLETION STANDARDS**:

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 6**

**PILOT DEVIATIONS: THEIR CAUSES AND HOW TO TEACH**

**TO PLAN AHEAD TO AVOID THEM**

(Core Subject)

Lesson Presentation time: 80 minutes

**LESSON OBJECTIVE**:

The lesson will transfer to the attendees meaningful and most up-to-date information at an advanced level designed to help CFI’s carry out their role in developing a safety culture in teaching students to avoid deviations to enhance safety.

The lesson will address the need for instructors to understand that English language proficiency (ELP) directly affects a pilot’s ability to avoid runway incursions and other potential deviations.

The lesson will provide CFI’s with new, challenging, meaningful and pertinent information at an advanced level to better convey mitigation tactics to their students. This includes being able to teach their students to avoid deviations such as runway incursions while promoting a continuous safety culture. Safety enhancement at all levels of aviation is essential considering more than 78% of the pilot deviations are from general aviation.

**SUBJECT MATTER ELEMENTS**

* Ignorance of the law is no excuse – know the Regulations and keep them in mind at all times.
* The importance of setting a positive example.
* How to determine the student’s attitude(s) toward the law in general. Does their driving record pertain?
* Need and importance of stressing (ELP) English Language Proficiency
* The importance of planning in advance and considering all the “what ifs”
* Need for intimate knowledge of the causes and the development of tactics to avoid them.
* Principal airborne factors are altitude, course and airspace. Explore each for the causal factors.
* The consequence(s) of deviations – accidents can result and enforcement actions may result in loss of piloting privileges.

**LESSON PLAN 6 (continued)**

**PILOT DEVIATIONS: THEIR CAUSES AND HOW TO TEACH**

**TO PLAN AHEAD TO AVOID THEM**

(Core Subject)

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees.

**COMPLETION STANDARDS**:

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 7 – Part 1**

**REGULATORY, POLICY, AND PUBLICATIONS CHANGES AND UPDATES**

**How CFI’s can stay updated with regulations, policies and recent publications**

(Core Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVES**

During this lesson presentation, Flight Instructor attendees will be advised of changes/revisions during the last two years to Federal aviation regulations, Advisory circulars, the Airman’s Information Manual (AIM), Practical Test Standards, and other publications pertinent to their duties as an aviation professional.

**SUBJECT MATTER ELEMENTS**

* Update of Regulatory changes
* Part 61
* Part 91 –
* PTS standards for private pilot and instrument ratings
* Emphasis, on airspace and PTS stand
* PTS revisions
* FAA Mexpress
* Small Unmanned Drone registration
* Student pilot application requirements
* Others as pertinent i.e. aircraft maintenance, medical certification, etc.
* Review of changes to non-regulatory publications
* AIM
* Others as pertinent i.e. aircraft maintenance, medical certification, etc.
* Information published by FAA
* New FAA compliance philosophy
* AC’S – 61-65F - Certification of pilots and flight and ground instructors
* AC’S – 61-98C - Currency Requirements and Guidance for Flight
* Reviews and Proficiency Checks. Methods for keeping current – newsletters, industry magazines, professional contacts, etc.

**LESSON PLAN 7 – Part 1 (Continued)**

**REGULATORY, POLICY, AND PUBLICATIONS CHANGES AND UPDATES**

**How CFI’s can stay updated with regulations, policies and recent publications**

(Core Subject)

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees.

**COMPLETION STANDARDS**:

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

 her exams.

**TESTING PROCEDURE**

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 7 – Part 2**

**REGULATORY, POLICY, AND PUBLICATIONS CHANGES AND UPDATES**

**THE FAA COMPLIANCE PHILOSOPHY**

(Core Subject)

Lesson Presentation time: 30 minutes

**LESSON OBJECTIVE**

At the completion of this lesson, the attendee will understand the FAA Compliance Philosophy as to what it is, and how it applies to CFI’s. This includes:

* The difference between compliance and enforcement;
* The reasons, and FAA’s expectations, for the CP;
* Information on how the CP relates to the attendee’s role as an instructor;
* Recognizing that the FAA CP is part of Safety Management (and Risk Based Decision Making);
* An overview of Remedial Training, including the role flight instructors can play in this program
* That the attendee becomes aware of guidance material, pertaining to the Compliance Philosophy, for further reading.

**SUBJECT MATTER ELEMENTS**

* What is the Compliance Philosophy (Overview)?
* Detailed discussion of FAA Order 8000.373
* How CP Applies to Instructors
* Guidance material for the Compliance Philosophy

* Recognizing that the FAA CP is part of Safety Management (and Risk Based Decision Making);
* An overview of Remedial Training, including the role flight instructors can play in this program
* That the attendee becomes aware of guidance material, pertaining to the Compliance Philosophy, for further reading.

**LESSON PLAN 7 – Part 2 (continued)**

**REGULATORY, POLICY, AND PUBLICATIONS CHANGES AND UPDATES**

**THE FAA COMPLIANCE PHILOSOPHY**

(Core Subject)

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable)**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. Incorporation of the latest Nall Report and its statistics is a valuable inclusion as is discussion of recent, local accidents.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the FAA CP its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**LESSON PLAN 7 – Part 2**

**REGULATORY, POLICY, AND PUBLICATIONS CHANGES AND UPDATES**

**THE FAA COMPLIANCE PHILOSOPHY**

(Core Subject)

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

**LESSON PLAN 8**

**HOW TO GIVE AN EFFECTIVE AND USEFUL INSTRUMENT PROFICIENCY CHECK (IPC) and FLIGHT REVIEW**

(Core Subject)

Lesson Presentation time: 80 minutes

**LESSON OBJECTIVE**

Upon completion of this lesson, Flight Instructors will recognize the importance of the conducting an effective and useful instrument proficiency check (IPC) Flight Review process in improving and maintaining aviation safety via updating piloting knowledge and skills. Flight Instructors will be provided useful methods of determining the best content for the review in light of the pilot’s recent piloting activities and overall level of experience.

**SUBJECT MATTER ELEMENTS**

* Review of the most recent AC 61-98C – Currency Requirements and Guidance for Flight Reviews and Proficiency Checks. Methods for keeping current – newsletters, industry magazines, professional contacts, etc.
* The goal of an IPC is to help the CFI-I determine that a pilot seeking an IPC endorsement has both the knowledge and skills to conduct safe flight in all aspects of instrument flying.
* CFI’s must know how to conduct an IPC effectively.
* Practical test standards (PTS), or equivalent stipulates that the flight portion of an IPC must include certain aeronautical tasks specific to instrument flying.
* The maneuvers and procedures selected for the IPC must include those listed in the Rating task Table in the current edition of the PTS guide.
* The CFI conducting the IPC should know that he or she has the discretion to require any other maneuver(s) necessary to determine that the pilot can operate under instrument flight conditions in a broad range of conditions appropriate to the aircraft flown and the ATC environment selected.

**LESSON PLAN 8 – (Continued)**

**HOW TO GIVE AN EFFECTIVE AND USEFUL INSTRUMENT PROFICIENCY CHECK (IPC) and FLIGHT REVIEW**

(Core Subject)

**SUBJECT MATTER ELEMENTS (continued)**

* The Flight Review as a valuable opportunity to look at a licensed pilot’s skills, knowledge and attitudes related to safety and proficiency.
* The Flight Review as an awesome responsibility for the Flight Instructor
* The Human Factor – the Pilot’s attitude toward the Flight Review requirement – a great experience or a bother? (Attitude)
* Tailoring the review to each pilot - doing something out of the ordinary and/or routine. Do they fly often or only on weekends? Any violations or “chewing out” by controllers? Any close calls? Unfamiliar airports? Recent air work?
* Review of AC 61-98C and the related check
* FAA publications on conducting flight reviews and instrument proficiency checks
* Not a test, but the pilot is not safe:
* Don’t endorse their logbook
* Work up a plan of recommended remedial action and give it to the pilot
* Interactive discussion period - experiences, war stories, scenario based training, basket cases, etc.

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 8 – (Continued)**

**HOW TO GIVE AN EFFECTIVE AND USEFUL INSTRUMENT PROFICIENCY CHECK (IPC) and FLIGHT REVIEW**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable**):

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. A professional video on the subject may also be effective.

**COMPLETION STANDARDS**:

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 9**

**ETHICS AND PROFESSIONALISM IN THE ROLE OF THE FLIGHT INSTRUCTOR**

(Core Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVE**

Emphasize to attendees the importance of maintaining the highest level of ethics in everything they do while looked at by others in high esteem for their professionalism.

**SUBJECT MATTER ELEMENTS**

* What are “Ethics” and why are they important?
* One definition – “doing the right thing when no one is watching”
* Another – “integrity” (define)!
* What is “Professionalism” and why is it important?
* Appearance?
* Knowledge?
* Demeanor and regard for self and others?
* Accomplishments?
* Friendly but firm!
* The importance of first impressions.
* How to set the example and how to make the student want to follow that example
* Does compensation play into the definition of professionalism?

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 9 (continued)**

**ETHICS AND PROFESSIONALISM IN THE ROLE OF THE FLIGHT INSTRUCTOR**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides, handouts and appropriate video material followed by interactive discussion between instructors and course attendees.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

 End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 10**

**SAFETY TRENDS IN GENERAL AVIATION**

**How CFIs can directly contribute to Aviation Safety**

(Core Subject)

Lesson Presentation time: 80 minutes

**LESSON OBJECTIVE**

Flight Instructors understand and appreciate their role in teaching and practicing risk management practices and techniques, and in evaluating their trainees’ attitudes toward risk-taking. The objective is to teach the CFI’s to be more effective by providing instruction that reduces accidents and incidents.

**SUBJECT MATTER ELEMENTS**

* The need to improve – a single fatality or injury is too many
* Causes of Accidents
* Recent Accident trends by type of Accident and phase of operation
* Emphasis on Runway Incursions
* NTSB findings, recommendations, reports and reported trends
* Nall reports
* All major trends, including loss of control
* Non-fatalities and fatalities by year
* General Aviation reports including General Aviation Steering Committee
* The role of the Flight Instructor in accident reduction and risk management
* Can Judgment be taught?
* How to anticipate and avoid dangerous situations
* Risk Management elements and methods

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 10 (continued)**

**SAFETY TRENDS IN GENERAL AVIATION**

**How CFIs can directly contribute to Aviation safety**

(Core Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable):**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. Incorporation of the latest Nall Report and its statistics is a valuable inclusion as is discussion of recent, local accidents.

COMPLETION STANDARDS: The attendee demonstrates understanding by answering at least 80 percent of spot quiz questions on this subject correctly and by responding correctly and positively to interactive questioning during presentation.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 11**

**LOSS OF CONTROL (LOC)**

(Core Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVE**

 At the completion of this lesson, the attendee will have been presented new, challenging and pertinent information commensurate to the level of a CFI. The attendee will also know the issues that are causing these accidents and the need to emphasize training to increase proficiency to teach their students the skills to prevent a loss of control.

**SUBJECT MATTER ELEMENTS**

* Emphasize proficiency and training programs
* Poor aeronautical decision making (ADM) poor weather conditions, runway incursions and poor aeronautical skills hold the potential to trigger Loss of Control (LOC)
* Traffic pattern operations
* Training that emphasizes establishing a stabilized approach and landing
* Training of go-arounds if the approach is not stabilized
* The effect of vertigo and the result of many accidents
* Instrument rated pilots not staying current and proficient
* Need to prioritize actions properly and utilize Crew Resource Management (CRM)
* Distractions and losing situational awareness.
* Base to final inadvertent cross control is the major trigger to base to final loss of control.
* Exceeding critical angle of attack is the cause for LOC
* Provide teaching tips to attendee as tools to teach students or other pilots how to reduce or mintage LOC, A stabilized approach is a tool to mitigate LOC
* Angle of attack systems - AOA systems for training and GA airplanes—FAA initiative for non- TSO AOA systems policy
* InFO are teaching tools
* InFO 14010 Web page https://www.nbaa.org/ops/safety/FAA-AOA-systems-201408.pdf
* An InFO contains valuable information for operators that should help them ... Background: The FAA is promoting the use of AOA-based systems to reduce GA LOC events.

**LESSON PLAN 11 (continued)**

**LOSS OF CONTROL (LOC)**

(Core Subject)

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable)**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. Incorporation of the latest Nall Report and its statistics is a valuable inclusion as is discussion of recent, local accidents.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**LESSON PLAN 11 (continued)**

**LOSS OF CONTROL (LOC)**

(Core Subject)

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 12**

**TEACHING AND EVALUATING MANEUVERS**

(Elective Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVE**

At the completion of this lesson, the attendee will be able to better understand the learning processes and how people learn which is affected by many factors. Emphasis will be placed on how we learn and how both personality and circumstance can affect the learning process.

This will help the attendees find the best ways to teach and evaluate each of their students.

**SUBJECT MATTER ELEMENTS**

Items covered will include the following:

* Relationship between behavioral and cognitive theories of learning
* How humans sense, interpret, and then store experiences
* Social interaction and how previous learning and experiences will affect perceptions and interpretation of new information, and how it assists or interferes with new learning.
* Personality traits have a lot to do with people learn best and therefore how students should be taught.
* Creating lessons around these objectives helps instructors to organize their thinking and helps students understand what they must do to succeed
* Develop means for instructors on how to set measurable, reasonable standards for student performance. All performance-based objectives have three elements: a description of the skill or behavior, the conditions under which the skill or behavior will be demonstrated, and criteria for determining whether the objective has been accomplished.
* Introduction of norm- and criterion- referenced testing and methods for constructing criterion-referenced tests.
* "Telling and Doing" methods for teaching maneuvers and explaining why each step is important to the learning process.

**LESSON PLAN 12 (continued)**

**TEACHING AND EVALUATING MANEUVERS**

(Elective Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES**

* Analysis and Performance of Maneuvers
* Guidance is provided in the PTSs
* Also in the Airplane Flying Handbook
* Stall / Spin Awareness Training
* Specific skills issues related to operating near the ground
* Maximum Performance Maneuvers
* High-density-altitude maneuvering
* Training and evaluation considerations and practices

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**LESSON PLAN 12 (continued)**

**TEACHING AND EVALUATING MANEUVERS**

(Elective Subject)

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 13**

**FAA/INDUSTRY TRAINING STANDARDS (FITS)**

(Elective Subject)

Lesson Presentation time: 50 minutes

**LESSON OBJECTIVE:**

At the completion of this lesson, the attendee will be able to understand the need for pilots to avail themselves of all pertinent information during pre-flight planning. This includes being able to describe the physical characteristics and cognitive elements of each activity. The attendee will be able to describe the training exercise and understand the underlying concepts, principles and procedures.

The CFIs will be able to see some of the updated techniques of training evolving from a skill-based instructional and examining activity; to one that uses scenario based training to integrate risk management, aeronautical decision-making (ADM), situational awareness, and single-pilot resource management (SRM) into every flight operation. FITS is the key to ensuring this change occurs in a structured manner, one that involves all facets of the general aviation community. The object of scenario-based training is a change in the thought processes, habits, and behaviors of the students during the planning and execution of each scenario. The CFI’s will come away from this session with new thoughts to better train their students.

**SUBJECT MATTER ELEMENTS**

* Basic tenets and concepts of the FITS program
* Parties to share information and build on each other’s experience.
* Scenario-based training
* Risk management
* Situational Awareness
* Single-pilot resource management
* Aeronautical decision-making

**LESSON PLAN 13 (continued)**

**FAA/INDUSTRY TRAINING STANDARDS (FITS)**

(Elective Subject)

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable)**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. Incorporation of the latest Nall Report and its statistics is a valuable inclusion as is discussion of recent, local accidents.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**LESSON PLAN 13 (continued)**

**FAA/INDUSTRY TRAINING STANDARDS (FITS)**

(Elective Subject)

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 14**

**HUMAN FACTORS and JUDGMENT**

(Elective Subject)

Lesson Presentation time: 60 minutes

**LESSON OBJECTIVE**

At the completion of this lesson flight instructors will have obtained several valuable tools used in recognizing problem attitudes and behaviors in student pilots and in pilots who come to them for flight reviews and and/or certificates and ratings. .Flight instructors understand that attitudes and judgment play a major factor in most aviation accidents; more so than stick-and-rudder skills.

**SUBJECT MATTER ELEMENTS**

* Causal factors in aviation accidents and incidents
* Recognizing problem attitudes, behaviors and actions in pilots and student pilots
* Techniques for dealing with problems related to the human element
* When to pull the plug; Who to notify, if anyone
* Interaction and discussion – true-life experiences are the best tools

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 14 (continued)**

**HUMAN FACTORS and JUDGMENT**

(Elective Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable)**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. Incorporation of the latest Nall Report and its statistics is a valuable inclusion as is discussion of recent, local accidents.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.

**LESSON PLAN 15**

**CREW RESOURCE MANAGEMENT**

(Elective Subject)

Lesson Presentation time: 50 minutes

**LESSON OBJECTIVE**

At the completion of this lesson, the attendee will be able to describe the basic tenets of CRM and its importance to flight safety, including its applicability to training in technically advanced aircraft. The attendee will understand how CRM differs between single-pilot and two-pilot environments. In addition, the attendee will have learned effective methods of managing the cockpit, including chart placement, note/clearance taking, and accessibility to alternate charts and flight information in the event the pilot must deviate to another airport. The instructor attendee will understand the importance of being able to effectively communicate this information to their students in a clear and concise manner

**SUBJECT MATTER ELEMENTS**

* Determine who is part of the team / crew
* Developing and maintaining definitive policies and procedures
* Techniques for dealing with problems.
* Practicing effective communications at all levels
* Interaction and discussion – true-life experiences are the best tools

**EQUIPMENT**

* Computers, projectors and screen
* PowerPoint Software
* Screen for PowerPoint and Short Videos
* Access to Internet
* Handouts
* Whiteboard

**LESSON PLAN 15 (continued)**

**CREW RESOURSE MANAGEMENT**

(Elective Subject)

**INSTRUCTIONAL TECHNIQUES / ALTERNATIVES (as applicable)**

The most effective presentation of this lesson is via the visual method using slides, handouts, a white board, and interactive discussion between instructors and course attendees. Incorporation of the latest Nall Report and its statistics is a valuable inclusion as is discussion of recent, local accidents.

**COMPLETION STANDARDS**

The attendee will complete this lesson when:

* The lesson content is presented to, and is completed by, the attendee in its entirety
* The attendee responds positively and correctly to interactive questioning during the presentation.
* The attendee understands the lesson content and its application; and
* The attendee receives a score of no less than 70% on each of his or

her exams.

**TESTING PROCEDURE**

The attendee demonstrates understanding by answering at least 70% on each quiz questions on this subject correctly and by responding accurately and positively to interactive questioning during presentation.

End of day of presentation and second day final; multiple choice closed book. End of day of presentation and second day final; multiple choice closed book. The attendee receives a score of no less than 70% on each of his or her exams.



**CHECK PILOT STANDARDIZATION COURSE**

**ATTACHMENTS**

**CIVIL AIR PATROL**  **Contact:** Lt Col Wm. Cumming

Pacific Region Headquarters 14010 Captain’s Row #350

c/o LTC Bill Cumming Marina Del Rey, CA 90295

P.O Box 9149 Telephone 310-463-0303

Marina del Rey, CA 90295 Email:cumming@earthlink.net

**ATTACHMENT ONE**

**DAILY QUIZZES AND ANSWERS**

There are two quizzes and a final exam on the following pages. There will be no less than a total of sixty multiple choice questions for the two quizzes and final exam as prescribed by AC 61-83H. The quizzes are presented at scheduled times during the course and cover the block of material immediately preceding the quiz. The exam not only covers material presented since the previous quiz but all of the material during the course.

The attendee will answer a series of multiple choice questions related to this topic at the end of the first day in which the topic was presented, and again during the middle of the class the second day with a final test at the end of the program which will consist of 31 questions. The test will be in printed form and handed to the applicant for completion.” This statement says that the provider will specifically test the applicant on this topic or module on two different occasions using a printed multiple choice format.

The quizzes are closed-book and are presented individually to the attendees on paper in a classroom setting. Attendees post their name and the date on each quiz. Upon completion, the quizzes are passed to adjacent attendees for grading. Attendees do not grade their own quizzes. Discussion and reconciliation of missed questions takes place during grading. At the conclusion of grading, the quizzes are collected by FIRC staff who tally the number and percentage of missed questions on each attendee’s quiz. Minimum passing score on each quiz is 70%.

Attendees who receive less than 70% on any one test will receive remedial training at the class and be re-tested by the FIRC Chief or Assistant Chief Instructor.

Upon completion of the FIRC, the Chief or Assistant Chief Instructor takes custody of the quizzes and retains them for three years. Attendees are not allowed to retain any of the quizzes or copies thereof.

The FIRC classroom presentations and tests will deliver a course that covers no less than 16 hours.

DATE\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DAY ONE (1) QUIZ, Page 1 of 8**

1. Flight Instructors can be more effective teachers by keeping in mind that people learn best through: (FAA – H - 8083-9A)
	1. What they hear
	2. What they see
	3. What they sense or feel
	4. b) and c)
	5. a) and b)
2. The five components of a Culture of Safety are: (circle five) (FAA Air Traffic Bulletin, March 2010)
	1. Reporting
	2. Just
	3. Judgment
	4. Informed
	5. Manage
	6. Learning
	7. React
	8. Flexible
	9. a), b), d), f, h
	10. c), d), f) g), h
3. Which of the following is not a part of a Safety Culture? (FAA Road Show pdf “Reducing Pilot Deviations”)
	1. Personal accountability
	2. Shared Vision
	3. Commitment to improve
	4. NASA reporting
	5. Pervasive safety thinking
	6. Making time to address risk
4. Flight Instructors can help create and maintain a culture of safety in their students by incorporating in every flight lesson two elements of risk management which are: (FAA-H-8083-2)
	1. Risk avoidance
	2. Risk Identification
	3. Risk Mitigation
	4. Risk Analysis
	5. a) and d)
	6. b) and c)
	7. b) and d)

**Day 1 Quiz, page 2 of 8**

1. AC 61-98C states the purpose of a flight review is:
	1. To test the pilot and his flying ability.
	2. To ascertain if the pilot is knowledgeable about all the regulations
	3. An evaluation of the pilot’s ability to conduct safe flight.
	4. A test to see if the pilot can fly to unfamiliar airports.
2. What is the difference in the FAA’s compliance philosophy between compliance and enforcement? (FAA order 8000.373-Compliance Philosophy)
	1. A kinder and gentler FAA as compared to enforcement
	2. A ‘get out of jail card to work closer with pilots vs enforcement
	3. Compliance with the regulations and established standards while recognizing enforcement is one of the tools that the FAA may use to ensure compliance.
	4. Ensures a problem solving culture vs. any enforcement unless the incident was egregious including severe recklessness.
3. A flight review should include many facets before the actual review. What items should be considered (AC 61-98C):
	1. Type of equipment to be flown and recency of flight experience
	2. Instructor qualifications
	3. Conduct of the review
	4. Nature of pilot’s flight operations
	5. a) b) c) and d)
4. Although flight review content can vary considerably from pilot to pilot, it should always determine the pilot’s level of skills in each of three areas (AC 61-98C)
	1. Air work, Attitude, Airspace
	2. Physical Airplane knowledge, Mental Airplane knowledge, Decision-making
	3. Coordination, Regulatory, Weather
	4. a) and b)
5. The CFI should tailor the flight review and any follow-up for training and proficiency on (AC 61-98C):
	1. Pilots skill, experience, aircraft being flown and personal goals
	2. What other pilots think of this pilots expertise and weaknesses
	3. The pilot’s total time and currency in the aircraft being flown.
	4. The pilot’s attitude towards suggestions for improvement

**Day 1 Quiz, page 3 of 8**

1. A review of the overall flight review between the CFI and applicant at the conclusion of the flight review should at least include (AC 61-98C)?
	1. Knowledge items of Part 91
	2. Applicants perspective of what he / she did well In their opinion
	3. Applicant’s perspective of what areas may need more work and training.
	4. Instructor’s perspective of what he / she did well and what areas need more work and training.
	5. a) b) c) and d)
2. Pilot deviations are broadly classified as either: (AC 61-83-H)
	1. Pilot-related or Aircraft-related
	2. Airborne or Surface-related
	3. VFR, IFR, or Surface
3. Pilot deviations could be what types of the following actions. (FAA publication “Avoiding Pilot Deviations”)
	1. Failure to comply with ATC clearance
	2. Failure to comply with ATC instructions
	3. Entering airspace that requires prior approval before entering
	4. Failure to do adequate pre-flight planning regarding events such as events at stadiums, TFR’s that show up just before the flight
	5. a) b) c) d
4. Pilot deviations are usually the result of: (FAASafety.gov – “flying lessons” 11-25-09)
5. Poor technique
6. Inattention
7. Failure to plan properly
8. a) b) c)
9. Runway incursions can be minimized by (FAASafety.gov – “flying lessons” 11-25-09)
10. Writing down the taxi clearance
11. Not assuming you will get the “normal” route
12. Having an airport diagram handy
13. a) b) c)

**Day 1 Quiz, page 4 of 8**

1. A pilot is needing to have a CFI work with him on an instrument proficiency check. What should the CFI consider as part of the instrument proficiency check (A/C 61-98C)?
2. Determine the pilot’s knowledge and understanding of Part 91 including subpart B, flight rules, subpart C, equipment, instrument and certificate requirements, subpart E, maintenance, preventive maintenance and alterations.
3. Determine the pilot’s Interpretation of enroute and approach charts including SIDS, STARS, RNAV, GPS and WAAS procedures
4. Determine the pilot’s ability to obtaining and analyzing weather information
5. Determine the pilot’s ability for pre-flight planning
6. Determine the pilot’s knowledge of aircraft systems related to IFR operations
7. Ascertain how familiar the pilot is with the aircraft flight instruments and navigation equipment.
8. Air Traffic procedures pertinent to the proposed flight under IFR with emphasis on elements of AT clearances and pilot/controller responsibilities.
9. a) b) c) d) e) f) g) h)
10. Manual flight planning by use of charts, protractor and clock is rendered obsolete by modern GPS systems and no longer needs to be taught or emphasized: (AC 61-83-H)
11. Manual planning is a thing of the past
12. Pilots still need to understand and practice the elements of manual X-country flight planning such as pilotage and dead reckoning.
13. GPS systems can do everything accurately and much faster.
14. Glass cock pits have replace the old methods of manual systems.
15. A pilot should be aware of many facets of loss of control. What item or item(s) noted below may not be relevant? (NTSB article on loss of control).
16. Aerodynamic stall and its relationship to load factors.
17. Pre-flight planning
18. Planning to fly to New York on American Airlines
19. Improve one’s realization of some ways pilots encounter VFR into IMC and that instrument rated pilots are not immune.
20. Realize the importance of maintaining pilot proficiency.

**Day 1 Quiz, page 5 of 8**

1. Loss of control accidents are: (FAA articles on Preventing Loss of Control Accidents).
2. Few and far between
3. Happen only to new pilots
4. Occur to pilots who are not that familiar with the aircraft
5. Number one cause of GA accidents (FAA articles on Preventing Loss of Control Accidents).
6. Loss of control accidents are: (FAA articles on Preventing Loss of Control Accidents).
7. Few and far between
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9. Occur to pilots who are not that familiar with the aircraft
10. Number one cause of GA accidents (FAA articles on Preventing Loss of Control Accidents).
11. Fatal general aviation accidents often result from which events? (FAA articles on Preventing Loss of Control Accidents).
12. Lack of situational awareness
13. Lack of a sterile cockpit
14. An unexpected event becomes an unexpected emergency
15. Lack of pilot experience
16. What can GA pilots do to best manage an unexpected events? (FAA articles on Preventing Loss of Control Accidents).
17. Think about abnormal events ahead of time.
18. Train and plan for emergencies with a CFI
19. Review emergency procedures for your aircraft on a regular basis
20. Sign up for the Wings Pilot Proficiency Program
21. a) b) c) and d)
22. What TSA rules pertain to individuals and flight schools if any? (AOPA on-line course)
23. They pertain only to Flight Schools that have more than six full time flight instructors
24. They pertain only to Flight Schools that instruct students that have come to the United States from a foreign country with a passport from a foreign country.
25. The rules apply to all certified flight instructors that provide instruction.
26. The rules apply only to flight schools.
27. The rules do not apply to anyone if one knows the pilot was born and raised in the United States.

**Day 1 Quiz, page 6 of 8**

1. Is any training or education required of certified flight instructors to understand and follow the TSA rules pertaining to individuals and flight schools and if so, what training is required? (AOPA on line course).
2. A CFI only need to become familiar with the information on a one time only basis.
3. A CFI is expected to go through an initial TSA program.
4. A CFI is expected to contact the TSA and review the program with them
5. A CFI is expected to complete an initial program and annually thereafter while maintaining documentation of the initial and most recent training.
6. A CFI need only go on line with the FAA or TSA to get updates of the program
7. An individual approaches a CFI wanting to get current and have a flight review conducted. The pilot is most difficult to understand as his primary language is Russian. The individual has his friend translate for better understanding who also indicates the pilot has a brand new Cirrus that is only nine months old with less than 50 hours. What procedures should the CFI undertake? (FAA 61-98C).
8. Set up a program with a few hours of review of the regulations before flying
9. Schedule a time to first review the regulations and develop a tailored program to meet the pilot’s needs.
10. Review the AC 60-28 and take the appropriate action as English language proficiency affects the safety of flight.
11. Take a preliminary flight in the new aircraft to first determine the pilot’s skills and aptitude for safety before scheduling a date for a flight review.
12. A CFI is in the process of conducting a flight review with his friend of twenty years. The friend is planning on taking his Cessna in two days to Texas from his base in California The friend was very sharp and knowledgeable of all the pertinent regulations and ground work as part of the Flight Review. The flight portion of the review did not meet the basic requirements of his FAA certificate. Issues included not holding altitudes by more than 200 feet; headings by 20+ degrees and issues finding local airports. A review of the flight review was conducted by the CFI. Since the pilot is his close friend of twenty years, what should the CFI do? (FAA 61-98C).
13. Endorse the evaluation as satisfactory as you know the pilot is a little rusty but you have flown with him for years.
14. Do not endorse the log book as the flight was unsatisfactory
15. Fly with the friend later in the day or the next day and then endorse his logbook since he is leaving in a couple of days for Texas.
16. Go on the flight while being cautious as his flight review does not expire for another 60 days.

**Day 1 Quiz, page 7 of 8**

1. A pilot can successfully complete a flight review through the Wings program. What are the procedures? (FAA 61-98C).
2. Attend four safety briefings by the FAA during the past 12 months
3. Complete one or more phases of the FAA-sponsored Wings program with the preceding 24 calendar months.
4. Attend an AOPA safety briefing and three FAA-sponsored FAA programs
5. Fly with a CFI to an early morning breakfast.
6. Loss of control accidents result from situations in which a pilot should have maintained (or should have regained) aircraft control. What are some of the areas pilots lose control in or near airports? (FAA 61-98C).
7. Lack of pilot proficiency
8. Departure stalls
9. Attempting to return to an airport after an engine failure
10. Base to final turn.
11. a), b), c), d
12. A CFII is approached by a pilot he has seen at the local airport to conduct an IPC in his relatively new Piper Mirage. The CFII is excited since he has never been in a Piper Mirage. What are the procedures the CFII should follow? (FAA A/C 61-98C)
13. Structure the IPC in a manner similar to the flight review.
14. Determine the pilot’s knowledge of the FAR’s along with the systems and various procedures of the Piper Mirage.
15. Thank the pilot for consideration but suggest he seek out another CFII for the review as the CFII is not familiar with the aircraft.
16. Complete a review of the FARS including Part 91; review the aircraft operating handbook and set up a time for the flying portion of the IPC.
17. A pilot who recently acquired his initial CFI certificate in a single engine aircraft is asked by an acquaintance to complete an IPC for him. The newly minted CFI is eager to help and become more involved in flight training. What steps should the CFI relate to his acquaintance? ((FAA A/C 61-195)
18. Set up a curriculum for the pilot and a time to conduct the IPC based upon the pilot’s experience.
19. Do not conduct the IPC as the CFI cannot comply with the FARs as he does not have a Flight Instructor, Instrument certificate.
20. Interview the pilot as to flying experience background and recency of experience before setting up a curriculum.
21. Tailor the check ride to the needs of the pilot with mutual agreement of the scope of the check and a plan of action for accomplish it.

**DAY ONE (1) QUIZ, Page 8 of 8**

1. A CFII is in the process of determining the pilot’s IFR knowledge as part of the IPC. It is determined by the CFII that the pilot is lacking knowledge of Part 91, especially part 91, flight rules, subpart C, equipment, and instrument and certificate requirements. Further discussion reveals the pilot has difficulty reading and understanding the charts. What should the CFII do at this time in this situation? ((FAA A/C 61-98C).
2. Continue the review with some coaching until the pilot has a better understanding and then go conduct the flying portion of the IPC.
3. Continue the review and then fly afterward while informing the pilot to come back after he has a better understating of the ground version at which time the CFII would endorse the pilot’s records.
4. The CFII should sign off the pilot who has indicated he never conducts flight in IFR conditions but just wants the IPC endorsement in case he gets near some clouds.
5. Provide the pilot a curriculum of study to bring him to a knowledgeable level to meet and exceed the knowledge standards of the IPC while setting up another meeting for continuing the review.
6. A CFI needs to set a good example at all times. What should be one of the first safety items a CFI should consider before a flight with a student? (FAA – AC 61-83H).
7. How long is this session going to be and what accomplishments are to be achieved?
8. Identify the potential risks, degree of risk and determine the best course of action.
9. Identify the practice area and the potential risk.
10. Planning on going to a practice area the student is familiar and comfortable.

**DAY TWO (2) AM QUIZ, Page 1 of 5**

1. The best way for Flight Instructors to remain current on new or revised FARs, FAA Policies and Publications is by: (Ref – Various).
	1. Subscribing to “FAA Safety Briefing
	2. Periodically consult <http://www.faa.gov/regulations_policies/>
	3. Subscribe to industry publication such as “AOPA Pilot” or Flying magazines
	4. Attend and be involved with the FAAST program.
	5. a), b), c), d)
2. Professionalism is normally demonstrated by (FAA H-8083-9A)
	1. Knowledge
	2. Appearance
	3. Sincerity
	4. Demeanor
	5. a), b), c), d)
3. The Webster definition of “Ethics” describes it as “The principal \_\_\_\_\_\_\_\_\_\_\_\_\_ governing an individual or group.
	1. Training
	2. Instruction
	3. Conduct
	4. Moral
4. What normally occurs with an increase in situational awareness?
	* + - 1. Very little if anything.
				2. Better decision making should increase situational awareness
				3. The pilot becomes more concerned.
				4. The pilot should be less concerned with his planning
5. Which of the following is not an ethical behavior by the Flight Instructor? (FIMCC) (FAA H-8083-9A)
6. Adhere to applicable laws and regulations
7. Act with responsibility and courtesy
8. Discuss the appropriateness of certain FARs with the student
9. Treat every student with courtesy and respect
10. Seek to prevent unsafe conduct by students and passengers.

**Day 2 AM Quiz, Page 2 of 5**

1. Which of the following does not belong in a definition of “Demeanor”: (FAA H-8083-9A 7-8)
2. Calm
3. Thoughtful
4. Motivating
5. Consistent
6. Fair
7. Judgment involves (AC 60-22)
8. Recognition, evaluation, & decisions
9. Research, analysis, and decisions
10. Analysis, application and decisions
11. What is scenario-based training (FAA publication FAA/Industry Standards – FITS)
	1. It is required as part of a Flight Test for private pilots.
	2. It is a training system that uses a highly structured of real world experiences to address flight-evaluation in an operational environment.
	3. It is a history of incidents and accidents to try and help students avoid accidents.
	4. It is a training program for pilots seeking an advanced license after one has secured a private pilot license.
12. The first line of defense against the poor judgment chain is: (Wally Miller/AOPA)
	1. Recognition that it exists
	2. Rapid intervention
	3. In-depth analysis of accidents
13. Pilots prone to having accidents have: (FAA-H-8083-2-2,4)
	1. Disregard for laws and regulations
	2. Poor driving records
	3. Personalities that exhibit thrill seeking
	4. A tendency to be impulsive rather than methodical and/or disciplined
	5. Reluctance to seek help or assistance
	6. a) b) c) d) e)
14. What is a technically advanced aircraft (TAA) (FAA publication FAA/Industry Standards – FITS)
	1. An aircraft with a glass cockpit
	2. An aircraft with a fixed GPS map.
	3. An aircraft with a GPS navigator with a moving map plus any additional systems such as an autopilot.
	4. An aircraft with a GPS and ADS-B
	5. An air

**Day 2 AM Quiz, Page 3 of 5**

1. What does good judgment do? (FAA PA-5740-53)
	1. It guarantees a safe flight.
	2. It will eliminate hazards.
	3. It can be the lifesaving edge in the midst of an unforeseen situation.
	4. Keeps pilots out of any issues or troubles whatsoever.
2. There is normally always room for improvement towards safety. What are some of the things that flight instructors can do to influence these trends? (FAA – AC 61-83H)
	1. Identify the hazards before a flight.
	2. Assess the risks before a flight
	3. Determine the best course of action
	4. a), b), c)
3. Seven of the top ten causal factors in GA accidents involve (FAA – 61-83H):
	1. Flying too fast on approach
	2. Low-altitude maneuvering and loss of control
	3. Inattention by pilot and crew
	4. Not doing a thorough pre-flight inspection of the aircraft
4. Teaching is an art. A CFI may have the knowledge and experience but may not have the ability to convey this knowledge and experience to other pilots. What is the purpose of a program of this nature on how to teach effectively? (FAA AC 61-83H)
	1. Let the students know verbally what to do
	2. Dictate the basic procedures need to pass the FAA tests.
	3. Build upon and extend further those skills necessary to effectively transfer knowledge to the pilots.
	4. Learn from other CFI’s and pilots in the program
	5. Exchange methods of teaching

**Day 2 AM Quiz, Page 4 of 5**

1. Drones are becoming very popular with the general public. By law, any aircraft in the national airspace requires a certificated and registered aircraft, a licensed pilot, and operational approval. What does the section 333 exemption provide operators? (FAA – Section 333 publication)
	1. Registers the pilot to fly drones
	2. Provides authorization for certain unmanned aircraft to perform commercial operations prior to the finalization of the Small US rule.
	3. Provides exemptions for individuals to fly drones anywhere outside of an airport traffic area.
	4. Allows only those people with exemptions to fly drones only in isolated areas.
2. What is the overall goal of human factors in the FAA? (FAA Publication of the Role of Human Factors in the FAA)
	1. Understand the contributors to human error.
	2. Support the attainment of high levels of human-system performance across all aviation domains.
	3. To develop a systemized approach for NextGen avionics.
	4. To reduce risks
3. Student pilot application requirements were changed. What are the changes (FAA A/C 61-65F)
	1. Student pilot applicants will apply directly to the FAA for a student pilot medical certificate.
	2. Student pilots can apply through a flight instructor who can submit a paper Form 8710-01 to the FAA.
	3. A flight instructor , who must register to use the FAA’s web-based integrated Airman Certification and / or rating application (IACRA) can apply for the applicant
	4. Complete an application through FAA inspectors at the local flight Standards District Office, designated pilot examiners or airman certificate representatives from a Part 141 flight school.
	5. Complete the paperwork at the offices of an aviation medical examiner
	6. b, c, d
	7. a, e

**Day 2 AM Quiz, Page 5 of 5**

1. The authorized individual processing an application for a student pilot must ensure the applicant meets the eligibility requirements of FAR 61.83 as well as verify the applicant’s identity. The individual processing the application should use AC 60-28 and the ICAO web site to prepare for the assessment. What should this assessment include and what should be the process to complete the application? (FAA 61-65F)
	1. Applicant needs to be at least 16 years of age other than the operation of a glider or balloon
	2. The applicant needs to be able to read, speak and understand the English language
	3. Answer the questions concerning FAA AAELP
	4. Check the rejected student application box if the applicant does not meet FAR 61.83
	5. Check the accepted box if the applicant meets all the requirements
	6. a, b, c, d, e
2. What are the FITS goals (FAA Training Standards-Fits Overview – FAA)
	1. Have everyone fly the same way
	2. Increase GA efficiency and standardization of pilot training and increase GA safety.
	3. Train more on maneuvers rather than ADM
	4. Spend more time on the basics rather than the new technologies.

**DAY TWO (2) FINAL EXAM, Page 1 of 6**

1. How a pilot interprets \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an important component of risk assessment: (FAA-H-8083, 6)
	1. Weather
	2. Hazards
	3. Environment
	4. Threats
2. A pilot faces a first-time situation of operating in a snow-covered environment. The first and key step in preparing for these conditions is: (FAA H-8083-2-3-8)
	1. Obtain advice from a local flight instructor
	2. Recognize personal limitations
	3. Remove frost from wing surfaces
3. Which of the following should be used in the de-briefing stage of a flight review: (FAA article by Susan Parson “Conducting an Effective Flight Review”)
	1. Replay how the flight and ground session went and analyze performance
	2. Reflect on what went well and what did not
	3. Develop a plan for maintaining proficiency
	4. All of the above
4. The most common VFR pilot deviation is: (“Flying Lessons”, Nov, 2009)
	1. Low level flight
	2. VFR into IMC
	3. Airspace violations
	4. Using out-of-date charts
5. The most common IFR pilot deviation is (“Flying Lessons”, Nov, 2009)
	1. Course violations
	2. Airspeed violations
	3. Altitude violations
	4. Missing a mandatory reporting point
6. Cockpit automation is a wonderful tool if properly used. There are situations that each pilot should be cognizant to maintain safety (FAA-H-8083-2, 7-7).
	1. Automation can decrease situational awareness.
	2. Automation makes flying easier
	3. Automation has allowed pilots to reduce stress
	4. Automation increases safety

**Final Exam, Page 2 of 6**

1. The pilot notices he has been intercepted by a US fighter aircraft enroute from Mexico to the United States. What should the pilot do? (NORAD / FAA Intercept procedures).
	1. Continue with the same altitude, heading, and airspeed
	2. Acknowledge the fighter by rocking the wings.
	3. Talk to ATC
	4. Talk to the fighter on 121.5
	5. Comply with instruction.
	6. a),, b), c), d), e)
2. As Professionals, Flight Instructors strive to maintain the highest level of: (FAA-H-8083-9A, 7-6)
	1. Knowledge
	2. Training
	3. Appearance
	4. Currency
	5. a), b), d)
3. Flight instructors are highly trained individuals. What are some of primary keys necessary for an instructor to be effective? (FAA 61-83H)
	1. Possess the skill to convey knowledge to the student
	2. Understand how people think and learn
	3. Possess some knowledge of psychological understanding
	4. a), b), c)
4. The WINGS program provides: (AC 61-91J)
	1. An added level of safety and professionalism through consistent recurrent training
	2. Completion of a Basic phase qualifies as a Flight Review
	3. a) and b)
5. Completion of a WINGS phase must be endorsed on-line by: (AC 61-91J)
	1. A FAA FAASTeam member
	2. A FAA Pilot Examiner
	3. A Flight Instructor familiar with your coursework
6. Once known as Aviation Safety Counselors, these volunteers are now known as: (http://www.faasafety.gov/)
	1. FAA Safety Investigators (FSI)
	2. General Aviation Safety Advisors (GASA)
	3. FAA Safety Team members (FAASTeam)

**Final Exam, Page 3 of 6**

1. While evaluating maneuvers, Flight Instructors should, as a minimum, address the pilot’s: (FAA-H-8083-3A-1,1)
	1. Coordination
	2. Timing
	3. Control touch
	4. Sense of speed
	5. All of the above
2. The highest percentage of GA accidents occurs during what phase of flight? (AC 60-22-iii)
	1. Takeoff/climb
	2. Descent/approach
	3. Cruise
	4. Landing
3. The DECIDE model of decision making involves: (AC 60-22)
	1. Detection, estimation, choosing, identifying, do, & evaluation
	2. Detection, evaluation, choose, intervention, damage control, & energizing
	3. Detection, energizing, converging, involvement, doing, & evaluating
4. The four foundational risk elements are: (AC 60-22)
	1. Pilot, Aircraft, Environment, and Type of Operation\*
	2. Mental health, emotional health, physical health, and type of operation
	3. Aircraft airworthiness, flight plan, accuracy of instruments, and type operation
5. Technically Advanced Aircraft, compared to the GA fleet have a Weather-related accident rate that is: (Nall Report)
	1. Much better
	2. Much worse
	3. About the same
6. Technically Advanced Aircraft, compared to the GA fleet have a fuel-management-related accident rate that is: (Nall Report)
	1. Much better
	2. Much worse
	3. About the same
7. Scenario-based training (SBT) is a training system that uses a highly structured script of \_\_\_\_\_\_\_\_\_\_\_\_ experiences to address flight-evaluation in an operational environment: (<http://www.faa.gov/training_testing/training/fits/media/fits_qa.pdf>)
	1. Actual
	2. Challenging
	3. Real-world

**Final Exam, Page 4 of 6**

1. An issue in building a culture of safety is situational awareness. (FAA aeronautical decision-making) What are some of the obstacles to maintaining situational awareness?
	1. Distractions
	2. Fatigue
	3. Stress
	4. Work load
	5. a), b), c), d)
2. The mission of Crew Resource Management has been conceived to? (FAA - AC120-51)
	1. Help Student Pilots
	2. Not help single pilot operations
	3. Prevent aviation accidents by improving crew performance through better crew coordination.
	4. Be applicable only to commercial operations.
3. Three elements of FITS are: (circle two) (Flight Instructor Training Module Volume 1- FAA/Industry Training Standards)
	1. Aeronautical decision making and a training syllabus
	2. Situational awareness
	3. Training syllabus, scenario based Training, single pilot resource management and learner centered grading

23 What is the mission of CRM training? (FAA AC 120-51E)

* 1. Learn what the airline crews are supposed to be doing?
	2. Help pilots develop situational awareness
	3. To prevent accidents by improving crew performance through better crew coordination.
	4. Help pilots do better preflight planning.
1. Risk management (RM) and risk intervention strategies are decision making processes designed to systematically identify hazards, assess the degree of risk and determine the best course of action. How can the flight instructor instill these skills in such a way the students absorb this knowledge to make them integral parts of their students mind sets? (FAA 61-86H)
	1. Flight instructors need to make these issues an integral part of everyday training.
	2. Flight instructors must be skilled in installing these issues into their students
	3. Have a continuous safety mindset with the students while not installing unreasonable fear into the students.
	4. a), b), c)

**Final Exam, Page 5 of 6**

1. An individual approaches a CFII wanting to secure his pilot’s license as he shows you his passport from Germany. The individual is a student at the local university. What is the first thing the CFII must do? (FAA A/C 61-65F and FAA 61.193(b)) FAA 61.83 and FAA A/C 60-28A).
	1. Sign the individual up to the program after describing the program including the time involved and the costs.
	2. Verify the individual’s identity and then complete the registration process.
	3. Establish eligibility in accordance with FAA part 61.83 and A/C 60-28A
2. How can the FAA Safety Team (FAASTeam) and the Wings Pilot Proficiency programs assist the CFI? (FAA A/C 61-91J)
	1. Assist airmen to find educational opportunities designed to help them apply the principles of risk assessment and risk management (RM).
	2. Assist in helping airmen apply the principles of risk management which in turn will help mitigate accident causal factors associated with common pilot errors, lack of proficiency, and faulty knowledge.
	3. Assist airmen to identify and evaluate the potential of risks prior to any potential flights.
	4. a), b), c), d)
3. What are the regulations if any when an individual acquires an unmanned drone and a one quarter scale P-51 aircraft as a hobby? (FAA publication on model aircraft operations).
	1. None – just fly preferably at an airpark for model aircraft
	2. Fly below 400’ with the model aircraft or drone in sight at all times.
	3. Fly anywhere so long as the area is clear of people and property such as a vacant field
	4. Do not fly near people or stadiums or manned aircraft operations
	5. Do not fly within 5 miles of an airport unless one contacts the airport and airport control tower before flying.
	6. b), d), e
4. Navigation in the 21st century is allowing all types of aircraft to be able to reach more runways in low visibility conditions than ever before. (FAA Publication “Next Gen Procedures for General Aviation – August 2015) What are the differences between ILS, WAAS LPV and WAAS LP approaches?
	1. WAAS LPV approaches provide similar level of service to Category 1 ILS services
	2. WAAS LP approach procedures are similar to Category 1 ILS services
	3. WAAS LP approach procedures provides the same lateral accuracy as a localizer approach but does provide the vertical guidance.
	4. a), c)
	5. a), b), c)

**Final Exam, Page 6 of 6**

1. There are multiple issues and accidents with general aviation aircraft in the landing configuration. There is published criteria pertaining to stabilized approaches conducted in general aviation aircraft (FAA AC 61-98C). A C-172 general aviation piston aircraft is approaching the airport. The approach is not stabilized and is descending too fast and off centerline and within 300 feet of the ground. What should the pilot do?
	1. Continue and land if it is VFR and a long runway
	2. Initiate an immediate go-around
	3. Make immediate corrections and land
	4. Conduct a go around only if the issue cannot be resolved in due time
2. The 3P model for decision making offers a simple practical and systematic approach that can be sued during all phases of flight. To use it, the pilot will (FAA publication of aeronautical decision-making)
	1. Perceive the given circumstances for a flight
	2. Plan out the flight
	3. Process the circumstances by evaluation their impact on flight safety
	4. Perform by implementing the best course of action
	5. Proceed with the flight without a whole lot of thought after the planning
	6. a), c), d
	7. a), b) e)

**ATTACHMENT # 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **DAY ONE** |  |  **DAY TWO - AM** |  |  **DAY TWO - FINAL** |
|  |  | **Answer** |  |  | **Answer** |  |  | **Answer** |
|  |  |  |  |  |  |  |  |  |
| Question 1 |  | e |  | Question 1 | e |  | Question 1 | b |
| Question 2 |  | I |  | Question 2 | e |  | Question 2 | b |
| Question 3 |  | D |  | Question 3 | c |  | Question 3 | d |
| Question 4 |  | F |  | Question 4 | b |  | Question 4 | c |
| Question 5 |  | C |  | Question 5 | c |  | Question 5 | c |
| Question 6 |  | C |  | Question 6 | c |  | Question 6 | a |
| Question 7 |  | E |  | Question 7 | a |  | Question 7 | f |
| Question 8 |  | B |  | Question 8 | b |  | Question 8 | e |
| Question 9 |  | A |  | Question 9 | a |  | Question 9 | d |
| Question 10 |  | E |  | Question 10 | f |  | Question 10 | c |
| Question 11 |  | B |  | Question 11 | c |  | Question 11 | c |
| Question 12 |  | e |  | Question 12 | c |  | Question 12 | c |
| Question 13 |  | d |  | Question 13 | d |  | Question 13 | e |
| Question 14 |  | d |  | Question 14 | b |  | Question 14 | d |
| Question 15 |  | H |  | Question 15 | c |  | Question 15 | a |
| Question 16 |  | b |  | Question 16 | b |  | Question 16 | a |
| Question 17 |  | c |  | Question 17 | b |  | Question 17 | b |
| Question 18 |  | d |  | Question 18 | f |  | Question 18 | a |
| Question 19 |  | d |  | Question 19 | f |  | Question 19 | c |
| Question 20 |  | D |  | Question 20 | b |  | Question 20 | e |
| Question 21 |  | e |  |  |  |  | Question 21 | c |
| Question 22 |  | c |  |  |  |  | Question 22 | c |
| Question 23 |  | d |  |  |  |  | Question 23 | c |
| Question 24 |  | c |  |  |  |  | Question 24 | d |
| Question 25 |  | b |  |  |  |  | Question 25 | c |
| Question 26 |  | b |  |  |  |  | Question 26 | d |
| Question 27 |  | e |  |  |  |  | Question 27 | f |
| Question 28 |  | c |  |  |  |  | Question 28 | d |
| Question 29 |  | b |  |  |  |  | Question 29 | b |
| Question 30 |  | d |  |  |  |  | Question 30 | f |
| Question 31 |  | b |  |  |  |  |  |  |

**ATTACHMENT # 2**

**GRADUATION CERTIFICATE**

**CIVIL AIR PATROL – PACIFIC REGION**

Pacific Region Headquarters

c/o LTC. Bill Cumming

13428 Maxella Ave. #304

Marina del Rey, CA 90292

**FLIGHT INSTRUCTOR REFRESHER COURSE**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_(**FULL NAME AND ADDRESS)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

has graduated from the FAA

**Flight Instructor Refresher Course - AFS – 800**

**Civil Air Patrol – Pacific Region**

at **\_\_\_\_\_\_(Location)\_\_\_\_\_\_\_\_**on **\_\_\_\_\_\_\_\_(Date)\_\_\_\_\_\_\_\_\_**

 This certificate expires 3 calendar months after the date of issuance

 \_\_\_\_(Sequential numbering)\_\_\_\_ \_\_\_\_ \_\_(Signature)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Certificate Number Chief Instructor

Note: The authenticity of this graduation certificate can be verified by telephone to the Pacific Region, Civil Air Patrol, chief instructor Bill Cumming, on 310-463-0303 Monday through Friday from 8:00 AM to 5:00 PM PDT.

**ATTACHMENT # 3**

**INSTRUCTOR QUALIFICATIONS**

**AND BACKGROUND**

**Chief Instructor**

Lt. Col. William Cumming, BS, MBA, JD

13428 Maxella ave., #304

Marina Del Rey, CA 90292

Mr. Cumming CERTIFIES HE MEETS AND EXCEEDS THE MINIMUM REQUIREMENTS IN ALL MATTERS in addressing the certificate and experience of a chief instructor in accordance with part 141, § 141.35(d) as a Chief Instructor as detailed on page 9 of this document.

This experience base as a certified flight instructor extends more than 35 years.

Certificates and Ratings:

Airline Transport Pilot

 Airplane Single and Multi-Engine Land

Certified Flight Instructor

 Airplane Single and Multi-Engine

 Instrument Airplane

Certificate Number 2052985

Total Flight Time: 25,000 + hours

BS UCLA

MBA Stanford University

JD Loyola,

PHD International Law, Georgetown

**ASSISTANT CHIEF INSTRUCTOR**

Capt. William Schroeder

PO Box 3839

Carson City, NV 89702

Mr. Schroeder CERTIFIES HE MEETS AND EXCEEDS THE MINIMUM REQUIREMENTS IN ALL MATTERS addressing the certificate and experience of an assistant chief instructor in accordance with part 141, § 141.36(d) as an Assistant Chief Instructor as detailed on page 11 of this document.

Certificates and Ratings:

Airline Transport Pilot

 Single and Multi-Engine

 Instrument Airplane

Certificate Number 1772350

Master Certified Flight Instructor

 Airplane Single and Multi-Engine

 Instrument Airplane

Total Flight Time: 6,700 + hours

Counselor – Flight Safety International

FAASTeam Lead Representative

National Instructor Safety Council

Master – National Association of Flight Instructors (NAFI)

FAA Designated Examiner

**PRESENTER**

Capt. Janet S. Archibald, MS

23870 Mariano St.

Woodland Hills, CA 91367

Certificates and Ratings:

Commercial Pilot

 Airplane Single Engine Land

Instrument Airplane

Certified Flight Instructor

 Airplane Single Engine

 Instrument Airplane

Total Flight Time: 3,100 + hours

Ventura Junior College professor of Mathematics (retired)

Aviation author

**PRESENTER**

Maj. Phil Blank, MA

1339 Hearst Drive

Pleasanton CA 94566

Certificates and Ratings:

Airline Transport Pilot

 Airplane Single and Multi- Engine Land

 Instrument Airplane

 Type rated: B727

 B737

 EMB 120

 CE 500

Certified Flight Instructor

 Airplane Single and Multi- Engine

 Instrument Airplane

Flight Engineer – Turbojet

Ground Instructor – Advanced & Instrument

Total Flight Time: 6,000 + hours

Master of Arts Degree – Comparative Literature

**PRESENTER**

Major Charles Russell

9931 Birchdale Ave.

Downey, CA 90292

Certificates and Ratings:

Airline Transport Pilot

Airplane Single & Multiengine Land

Type Rating: CE500

Commercial Pilot

 Airplane single engine Sea

 Instrument - helicopter

Lighter-than-air-airship

Certified Flight Instructor

 Airplane Single & Multiengine Land

Rotorcraft – helicopter

 Instrument Airplane & Helicopter

Total Flight Time: 19,000 + hours

Retired Airship Captain, Goodyear Tire & Rubber

**PRESENTER**

Maj. John Lewis

1363 University Ave.

San Jose, CA 94501

Certificates and Ratings:

Commercial

 Airplane Single Engine Land

 Instrument Airplane

Certified Flight Instructor

 Airplane Single Engine

 Instrument Airplane

Total Flight Time: 2900 + hours

**PRESENTE**R

LTC Ray Peterson

636 Gossage Ave.

Petaluma, CA 94952

Certificates and Ratings:

Commercial Pilot

 Airplane Single Land

 Instrument Airplane

Certified Flight Instructor

 Airplane Single Engine

 Instrument Airplane

Total Flight Time: 3,500+ hours

**PRESENTER**

Capt. Mark Robinson

6718 Rycroft Dr.

Riverside, CA 92506-5315

Certificates and Ratings:

Commercial Pilot

 Airplane Single Engine Land

 Instrument Airplane

 Glider

Certified Flight Instructor

 Airplane Single Engine

 Instrument Airplane

Ground Instructor

 Advanced

Total Flight Time: 3,000 + hours

Director of Standardization & Evaluation, California Wing

**PRESENTER**

Lt Col Michael J. Watkins

16192 Pitman Lane

Huntington Beach, CA 92647-3435

Certificates and Ratings:

Commercial Pilot

 Airplane Single Engine Land and Sea

 Instrument Airplane

Certified Flight Instructor

 Airplane Single Engine

 Instrument Airplane

Total Flight Time3,000+ hours

Associate in Arts Degree, Industrial Technology, El Camino College

Retired Technical Services Manager, So Cal Gas Co.

CAP Director of Safety, California Wing

**PRESENTER**

Capt. Thomas O’Connor

Certificates and Ratings:

Commercial Pilot

 Airplane Single Engine Land

 Instrument Airplane

Certified Flight Instructor

 Airplane Single Engine

 Instrument Airplane

Total Flight Time: 3,000 + hours

**PRESENTER**

Col. Ralph Miller, PhD

265 Lark Circle

Zephyr Cove, NV 89448

Certificates and Ratings:

Commercial

 Airplane Single and Multi-Engine Land

 Instrument Airplane

 Glider

Certified Flight Instructor

 Airplane Single and Multi-Engine

 Instrument Airplane

 Glider

Total Flight Time: 2,900 + hours

PHD Degree – MIT

**PRESENTER**

**LTC Michael Paul Wojcik, MBA**

4275 Ross Drive

Reno, NV 89519

Certificates and Ratings:

Commercial Pilot

Airplane Single Engine Land, Airplane Multiengine Land limited to center line thrust, Instrument Airplane

Certificated Flight Instructor

Airplane Single Engine Land, Airplane Multiengine Land limited to center line thrust, Instrument Airplane

Hours- 4,500

**PRESENTER**

**LTC. Joseph Mark Vallone, MBA**

11231 Blanc Vineyard Court

Las Vegas, NV 89138

Certificates and Ratings:

Airline Transport Pilot

Multiengine Land

Commercial Pilot

Airplane Single Engine Land & Sea

Instrument Airplane

Glider

Type Rating - A/CE-500

Certificated Flight Instructor

Airplane Single Engine Land & Sea,

Instrument Airplane

Glider

Total Hours- 6,000

**PRESENTER**

**Lt. Col. David Andrew Widrig**

490 Buttonwood Dr.

Brea, CA 92821-3522

Certificates and Ratings:

Airline Transport Pilot

Airplane Multiengine Land

Commercial Pilot

Airplane Single Engine Land

Instrument Airplane

Glider

Certificated Flight Instructor

Airplane Single & Multi Engine

Instrument Airplane

Glider

Total Hours- 6,000

**PRESENTER**

**Capt. Robert George Willard, BS**

8325 Granite Peak Court

Las Vegas, NV 89145

Certificates and Ratings:

Airline Transport Pilot

Multiengine Land

Commercial Pilot

Airplane Single Engine Land

Certificated Flight Instructor

Airplane Single Engine

Instrument airplane

Total Hours- 7,800

**PRESENTER**

**Maj. Rob Duncan Brandt**

1494 Silver Rain Ave.

Las Vegas NV 98123-3810

Certificates and Ratings:

Commercial Pilot

Airplane Single Engine Land & Sea

Airplane Multi Engine Land

Instrument Airplane

Glider

Certificated Flight Instructor

Airplane Single & Multi Engine

Instrument airplane

Glider

Total Hours- 4,000

**PRESENTER**

**Capt. Douglas G. Ankney Jr.**

7028 Linden Circle

Anchorage, AK 99502

Certificates and Ratings:

Airline Transport Pilot

 Airplane Multi Engine Land

Commercial Pilot

Airplane Single Engine Land & Sea

Private Pilot

 Glider

Certificated Flight Instructor

Airplane Single & Multi Engine

Instrument Airplane

Total Hours- 10,000+

**PRESENTER**

**LtC James D. Carpenter**

13327 81st Ave. Ct E

Puyallup, Wa 98383

Certificates and Ratings:

Commercial Pilot

Airplane Single & Multi Engine Land

Instrument Airplane

Private Pilot

 Glider

Certificated Flight Instructor

Airplane Single & Multi Engine

Instrument Airplane

Ground Instructor

 Advanced

 Instrument

Total Hours- 3,000+

**PRESENTER**

**LtC William K. Enoka Jr.**

5135 Hekili Rd.

Kapaa, Hi 96746

Certificates and Ratings:

Commercial Pilot

Airplane Single & Multi Engine Land

Instrument Airplane

Glider

Certificated Flight Instructor

Airplane Single & Multi Engine

Instrument Airplane

Glider

Mechanic

 Airframe

 Powerplant

Total Hours- 3,000+

**PRESENTER**

**Maj. Arnold H. Rosenthal**

1340 Sunny Slope Dr.

Grants Pass, OR 97527

Certificates and Ratings:

Airline Transport Pilot

 Airplane Multi Engine Land

Commercial Pilot

A/AVR-146, A/B-737, A/B-757, A/B-767, A/BAE-146, A/DHC-7, A/F-27

Certificated Flight Instructor

Airplane Single & Multi Engine

Instrument Airplane

Ground Instructor

 Advanced

 Instrument

Total Hours- 25,000+