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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
| **SECTION A. Does the curriculum content or submission include the**  **following information?** |  |  |  |
| 1. Does the center’s submission include a syllabus that provides an adequate level of understanding and detail of the curriculum content including training time per module? |  |  |  |
| 2. Does the curriculum include a description of the flight training equipment (simulator, FTD, aircraft) proposed to be used as part of the training program? |  |  |  |
| 3. Does the curriculum specify minimum instructor and evaluator qualifications? |  |  |  |
| 4. Does the center’s submission include initial and continuing instructor and evaluator training for each curriculum? |  |  |  |
| 5. Does the curriculum identify which course or courses are part of the overall curriculum if more than one course makes up the overall requirements for certification testing? (i.e., separate GPS, aircraft differences, etc.) |  |  |  |
| 6. Does the curriculum include revision system (rev date, rev number, log) and List of Effective Pages? |  |  |  |
| 7. Are descriptions or pictorial depiction of maneuvers and procedures to be accomplished included? |  |  |  |
| 8. Does the curriculum submission include the courseware and supporting training materials? |  |  |  |
| 9. Does the curriculum indicate the manner in which preflight inspections are to be accomplished? |  |  |  |
| 10. Does the curriculum describe the manner in which training status, progress, and completion of student training are recorded? |  |  |  |
| 11. Does the curriculum require evaluation of subject areas for which the center  does not provide actual structured formal training? |  |  |  |
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| (Section A. continued on page 2) |  |  |  |

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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
| **SECTION A. Does the curriculum content or submission include the**  **following information? (continued)** |  |  |  |
| 12. Does the curriculum submission include a quality assurance system, which includes standardization of instructors and courseware accountability and control? |  |  |  |
| 13. Does the curriculum and training materials accurately provide an adequate level of understanding between the center and FAA as to how the training and qualification will be accomplished? |  |  |  |
| 14. Does the curriculum describe how student performance and progress will be evaluated during the training phase? Are written tests to be used that cover each topic or module? |  |  |  |
| 15. Does the curriculum address differences between aircraft model series and variations—differences training (separate curriculum or integrated) vs. flight training equipment to be used? |  |  |  |
| 16. Does the curriculum cover training in all the equipment installed in the flight training equipment to be used? (FMS, HGS, EFIS, etc.) |  |  |  |
| 18. Is supporting course hardware such as CPTs, specialized computer hardware/software, levels 1 through 5 FTDs, CBI elements/modules, etc., to be used during training identified? |  |  |  |
| 19. Does the curriculum submission include an aircraft checklist that reflects the simulator and/or FTDs and aircraft (if required) that will be used during training and evaluations? |  |  |  |
| 20. Does the curriculum submission include the flight crews standard operating procedures that are necessary to accomplish the training objectives? |  |  |  |
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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
| **SECTION B. Does the curriculum contain an introduction section that**  **describes the general content or overview of the training?** |  |  |  |
| 1. Does the curriculum title accurately reflect and describe the training objective and aircraft type/model/series as appropriate? |  |  |  |
| 2. Does the title indicate whether it is a core or specialty curriculum? |  |  |  |
| 3. Does the curriculum identify the crewmember position for which the student is enrolled? |  |  |  |
| 4. Does the curriculum state which requirements of 14 CFR part 61 the curriculum is designed to meet as well as which portions it will not meet? |  |  |  |
| 5. Does the curriculum provide a general description of the training and state specific training objectives? |  |  |  |
| 6. Does the curriculum provide for training in aircraft only without the use of advanced flight training equipment (FTD level 6 and 7 or simulator)? |  |  |  |
| 7. Does the curriculum identify what versions (MMS) of the aircraft the training covers (perhaps S/N limitations)? |  |  |  |
| 8. Does curriculum include training in all of the equipment installed on the training devices (FTDs & Simulators) that will be used during training (MMS, S/N, installed equipment, mod status, etc.) ? |  |  |  |
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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
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| **SECTION C. Does the curriculum contain a section that describes the prerequisites for enrolment to receive the training described**  **by the curriculum?** |  |  |  |
| 1. Are the student’s pre enrolment qualifications clearly identified? For example; airman certification, qualification or knowledge, and expected proficiency level? |  |  |  |
| 2. Does the curriculum contain a definitive statement of the minimum airman experience or knowledge requirements for course enrollment? Such as FMS or EFIS experience/knowledge or additional training? |  |  |  |
| 3. Does the curriculum contain any student allowances for deviations, modifications, or waivers especially if prior experience is credited without FAA concurrence? |  |  |  |
| 4. For aircraft capable of operating over 25,000 feet, does the curriculum require compliance with 61.31? |  |  |  |
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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
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| **SECTION D. Does the curriculum contain a section that describes the ground training that will be given?** |  |  |  |
| 1. Does the curriculum contain a detailed description of the programmed training hours? |  |  |  |
| 2. Does the curriculum contain programmed training hours that are less than the FAA regulatory established minimums or National norms? |  |  |  |
| 1. Does a curriculum that provides for airman certification or proficiency contain all required ground training for general operational subjects (GOS)?    * Preflight inspection (aircraft and cockpit)    * Weight and balance (AFM not operator specific)    * Aircraft performance and flight planning    * Flight manual/operating manual    * Adverse weather operations    * QRH    * CRM    * MEL    * CFIT    * RVSM (incl. equipment failureavionics)    * Wind shear (generic or aircraft specific, incl. aircraft equipment)    * Aircraft servicing  * Other FAA required training areas not in the test standard |  |  |  |
| 4. Does a curriculum that provides for airman certification or proficiency contain all of  the required aircraft systems ground training? |  |  |  |
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| (Section D continued) |  |  |  |
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| **SECTION D. Does the curriculum contain a section that describes the**  **ground training that will be given? (continued)** |  |  |  |

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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
| 1. Does the system module address areas such as:    * Major system components identified and described    * Overall system description and normal operations    * Controls, indications and warning    * Abnormal/emergency configuration and ops    * Limitations & Other areas appropriate to the system |  |  |  |
| 1. Does a core curriculum that provides for airman certification or proficiency contain all required ground training for systems integration training (SIT)?    * Cockpit familiarization    * Normal procedures checklist and systems checks    * Standard operating procedures    * Abnormal and emergency procedures checklist |  |  |  |
| 7. Does the curriculum contain/count training time accomplished after the completion of General Operational Subjects (GOS), Aircraft Systems (AS), Systems Integration Training (SIT) and appropriate emergency procedures.as ground training? |  |  |  |
| 8. Is simulator brief/debrief time incorrectly counted toward the ground training hours? |  |  |  |
| 9. Does the curriculum contain training in GPS/FMS appropriate to equipment in the center or in the simulator? |  |  |  |
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| 10. Does the curriculum contain training in CRM? |  |  |  |
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| (Section D continued) |  |  |  |
| **SECTION D. Does the curriculum contain a section that describes the ground training that will be given? (continued)** |  |  |  |

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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
| 11. Does the curriculum contain provision for the use of an actual aircraft for preflight inspection when an aircraft will be used in conjunction with advanced flight training equipment for airman qualification? |  |  |  |
| 12. Does the curriculum contain an approved home study/distance learning modules/elements and are the topics covered by home study clearly identified? |  |  |  |
| 12-1. If authorized do the approved modules/elements comply with the terms of their approval and is there is there an evaluation of the home study/distance learning subjects prior to course entry (verified and tested)? |  |  |  |
| 13. Does curriculum contain time in the programmed training hours for the end of course test or check? |  |  |  |
| 14. Does curriculum contain the ability to complete the curriculum in less time than required by the curriculum? |  |  |  |
| 15. Does curriculum require satisfactory completion of all ground training prior to the start of flight training? |  |  |  |
| 16. Are written tests used to determine ground training completion standards and if so is the minimum pass grade 80 percent? |  |  |  |
| 16-1. If the airman does not get 80 percent, what happens? |  |  |  |
| 16-2. Are there multiple tests for retesting? |  |  |  |
| 16-3. Does the center have a review process to ensure incorrect answers are corrected before continuing to the next phase of training? |  |  |  |
| 17. Does the training day exceed 8 hours? (A maximum of 10 minutes for each hour of training may be counted in the 8 hour day. Lunch break may not be counted in the calculation) |  |  |  |
| 18. Are written tests provided for each lesson or system? |  |  |  |
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| **SECTION E. Does the curriculum contain a section that describes the flight training that will be given?** |  |  |  |

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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
| 1. Does the curriculum contain a detailed list of programmed training hours? |  |  |  |
| 2. Does the curriculum contain programmed training hours for each pilot that is less than minimum training hours established by Part 61 and/or FAA Order 8400.10? |  |  |  |
| 3. Does the curriculum contain any training in operations outside the operational authority, such as approach and landing below established minimums? |  |  |  |
| 4. Does the curriculum contain for each flight training equipment session specific maneuvers and procedures to be accomplished during the session? |  |  |  |
| 5. Does the curriculum contain no more than one session permitted for unstructured practice or review prior to testing? |  |  |  |
| 6. Does the curriculum contain a LOFT period for all curriculums that are designed for 100% simulator qualification (I.E an actual aircraft training/testing is not specified by the curriculum) ? |  |  |  |
| 7. Does the curriculum appropriately identify training and the demonstration of single- pilot competence if the aircraft is type certificated for single-pilot operations? |  |  |  |
| 8. Does the curriculum contain all maneuvers and procedures specified by the PTS and associated AFM ? |  |  |  |
| 9. Does the curriculum correctly identify the specific types of approaches that will be accomplished durring each training period?  Comment: It is acceptable to use generic terminology such as “non-precision approach” or “precision approach” in the curriculum if, the specific type of approaches i.e. ILS, LPV, VOR etc., to be practiced and subsequently evaluated are referenced in the lesson plans. |  |  |  |
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| **Requirement(s)** | **Req. Action** | | **Comments**  **(Returned to center, disapproved, etc.)** |
| **Yes** | **No** |
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