

MI LLC TRAINING COURSE OUTLINE (TCO)
OPTION TO RENEW AN FAA CFI CERTIFICATE
IN CONJUNCTION WITH THE MCFI DESIGNATION
MASTER INSTRUCTOR CONTINUING EDUCATION PROGRAM™
(MICEP)

SUBMITTED TO AFS 810

JULY 2018



G. Alexander & JoAnn K Hill, MCFI-Es

1803 Signature Court

Longmont, CO 80504-2644

Phone: 303-485-8136

MasterInstrs@aol.com

www.MasterInstructors.org

<https://MICEP.FluidReview.com/>

MI LLC TRAINING COURSE OUTLINE

MASTER INSTRUCTOR CONTINUING EDUCATION PROGRAM™ (MICEP)

TABLE OF CONTENTS

I. Revision Summary Page	page 3
II. Overview of MICEP	page 4
III. Eligibility of MICEP Candidates (ref 61-83 H part8i)	page 5
IV. Requirements for MICEP Accreditation (ref 61-83-H part8k4)	page 6
V. MICEP / TCO Administrators (ref 61-83-H part 8g)	page 7
VI. MICEP / TCO Reviewers (ref 61-83-H part 8h)	page 8
VII. MI LLC / MICEP Training Course Outline (ref AC61-83H)	page 10 - 23
VIII. Graduation Certificate (ref AC61-83-H part 8m)	page 24
IX. Airman Certification Representative (ACR) / DPEs	page 25
X. List of AC61-83H components not relevant	page 26
XI. Appendix – Example Qualifying MI Activities	page 27 - 29

6. Revision Summary Page

Page	Revision	Date	Change Made
All pages	Original	14 Jan 2014	New MI LLC TCO
All pages	2 nd edition	26 Feb 2016	New MI LLC TCO
All pages	3 rd edition	5 Feb 2018	New MI LLC TCO
All pages	4 th edition	5 Jul 2018	Amended MI LLC TCO

II. Overview of MICEP

The Master Instructor Continuing Education Program™ is a national accreditation that may be earned by outstanding aviation educators. The designation is based on a system of advanced professional standards and peer review. It is granted by the Master Instructor Board of Review (BoR) and serves a dual purpose. First, it identifies and publicly recognizes those “Teachers of Flight” who are demonstrating an ongoing commitment to excellence, professional growth, and service to the aviation community. Second, it sets a professional standard to which all aviation educators can aspire. To date, more than 1800 Master Instructor accreditations have been granted to approximately 800 aviation educators worldwide.

The designation requires a rigorous process of continuing professional activity and, like a flight instructor certificate, must be renewed biennially. Unlike one-time awards for past achievements (e.g., Flight Instructor of the Year or a “Gold Seal” certificate), the Master Instructor designation acknowledges an individual’s continuing professional growth and involvement in a broad spectrum of aviation endeavors. Candidates must accumulate a minimum of 500 hours in five different activity categories over the course of 24 calendar months.

The five categories of activities in which time must be devoted and documented are listed on Portfolio of Professional Development forms. They are as follows:

- * **EDUCATOR** – A Master Instructor is first and foremost an aviation educator, a teacher of flight (minimum 250 hrs).

- * **SERVICE TO THE AVIATION COMMUNITY** – A Master Instructor offers professional services freely by doing *pro bono* activities for the good of the aviation community (minimum 30 hrs).

- * **CREATOR OF MEDIA** – A Master Instructor authors and shares information, ideas, methods, and original research through the use of various media forms (minimum 30 hrs).

- * **CONTINUING EDUCATION** – A Master Instructor is always learning and increasing his/her knowledge base and skills (minimum 30 hrs).

- * **PARTICIPANT** – A Master Instructor is involved with activities and organizations promoting aviation (minimum 30 hrs).

III. Eligibility of Candidates

Candidates must meet the following eligibility requirements. A candidate must:

- * subscribe to and abide by an aviation educator's Code of Ethics;
- * be of good moral character [*i.e., FAR 61.153©*];
- * have demonstrated involvement and leadership in the aviation community;
- * have Internet and e-mail access;
- * have held, **for a minimum of 48-calendar months** (4 yrs), a valid FAA-issued Flight Instructor Certificate, if applying for a Master Certificated Flight Instructor (MCFI), Master Certificated Flight Instructor- Aerobatic (MCFI-A) or Master Certificated Flight Instructor-Helicopter (MCFI-H) designation.

OR

- * have held, **for a minimum of 24-calendar months (2 yrs)**, a valid FAA-issued Flight Instructor Certificate **and** a Gold Seal, if applying for a Master Certificated Flight Instructor (MCFI), Master Certificated Flight Instructor- Aerobatic (MCFI-A) or Master Certificated Flight Instructor-Helicopter (MCFI-H) designation.

Further, a Master CFI-Aerobatic applicant must demonstrate that a minimum of 250 of the minimum 500 required hours are aerobatic in nature. A Master CFI-Helicopter applicant must demonstrate that a minimum of 250 of the minimum 500 required hours are specific to helicopters.

Master CFI applicants who also wish FAA CFI certificate renewal option must additionally demonstrate / document learning in the current FIRC Core Topics. Each core topic activity should offer verifiable training activities to ensure meeting the intent of FIRC core topic requirements.

IV. Requirements for MICEP Accreditation

Candidates must accumulate a minimum of 500 creditable hours during the 24-calendar months prior to issuance of the Master Instructor accreditation. The required minimum of 500 hours must meet the following criteria: **A)** at least 250 hours must be divided between at least two different **EDUCATOR** category activities, **B)** at least 30 hours must be divided between at least two different in *each* of the **SERVICE, MEDIA, CONTINUING EDUCATION** and **PARTICIPANT** categories, **C)** the remaining hours needed to equal 500 hours are considered electives and can appear in any of the five broad categories. If applying for a MCFI-A designation, at least half of the minimum 500 hours must be aerobatic in nature.

Each activity listed on a Portfolio of Professional Development (summary) page requires supporting documentation to validate the Activity and earn credit. An Activity Completion Form is required that names the category (Educator, Service, Media, Continuing Education or Participant), the activity, the inclusive dates (must be within the past 24 calendar months), the number of hours of involvement and the manner of documentation (e.g., logbook, completion certificate, WINGS transcript, copy of original work, etc). If information is lacking, the applicant is contacted and asked to submit it to the Board. With MI LLC's electronic submittal system, the applicant will not be permitted to proceed.

The documentation process for each activity can be accomplished in several different ways. Here are the most commonly used: graduation or completion certificates, grade reports or test results, course syllabus or outline, CFI sign-offs or logbook entries, class rosters or contracts, copies of FAA forms, WINGS transcripts, receipts or letters of verification. If the documentation provided is not sufficient the applicant is asked to provide additional supporting documentation.

V. MICEP Administrators / Reviewers / TCO Administrators

Chief Flight Instructor/Administrator/Reviewer:

Richard L “Rich” Stowell Jr, McCall ID (2006 Nat’l CFI of the Year & 2014 Nat’l FAASTeam Rep)
Commercial, Instrument, ASEL, CFI, 10,200 hrs total time, 9200 hrs instructional time
Complies with 14 CFR 141.35(d) “Chief flight instructor qualifications”
10-time Master CFI-Aerobatic (continuously accredited since March 1999)
Airman and CFI certificate number 2780766
FAAFTeam Representative (Boise FSDO)
Rich is a nationally known aerobatic flight instructor specializing in emergency maneuver training and spin recovery The 2006 National CFI of the Year and 2014 National FAAFTeam Representative of the Year as well as the nation’s first Master CFI-Aerobatic, he is also a noted aviation author and serves as a FAAFTeam representative in the FAA’s Boise FSDO area.

Assistant Chief Flight Instructor/Reviewer:

Lonnie L Hilkemeier, Boulder CO

Commercial, Instrument, ASEL, AMEL, CFI, CFI-II, MEI, Gold Seal, AIGI, 4320 hrs total time, 3625 hrs instructional time
Complies with 14 CFR 141.36(d) “Ass’t Chief flight instructor qualifications”
11-time Master CFI (continuously since November 1998)
Airman and CFI certificate number 3478549
FAAFTeam Representative (DEN FSDO)
Lonnie is Specialty Flight Training’s president and senior flight instructor specializing in mountain training at Boulder Municipal Airport (BDU). Colorado’s first Master CFI in 1998, he also serves as a FAAFTeam representative in the Denver FSDO area and was the 2005 Northwest Mountain Region CFI of the Year.

Program Administrator/Reviewer:

G Alexander “Sandy” Hill, Longmont CO

Commercial, Instrument, ASEL, AMEL, CFI, Gold Seal, AIGI
6-time Master CFI & Emeritus (continuously since January 2000)
National FAAFTeam Representative (DEN FSDO)
Sandy works as an administrator of the Master Instructor program and travels extensively doing seminars on flight instructor professionalism as well as the Master

Instructor designation. He also serves as a national FAASTeam representative and is a director emeritus for the national General Aviation Awards program.

Program Administrator/Reviewer:

JoAnn K Hill, Longmont CO

Commercial, Instrument, ASEL, CFI, Gold Seal, AIGI

6-time Master CFI & Emeritus (continuously since February 2000)

National FAASTeam Representative (DEN FSDO)

JoAnn works as an administrator of the Master Instructor program and travels extensively doing seminars on flight instructor professionalism as well as the Master Instructor designation. She also serves as a national FAASTeam representative and was the long-time chairperson of the National General Aviation Awards program.

VI. Additional MICEP / TCO Reviewers

The evaluation process is completed by either current Master Instructors or Masters Emeriti. The MCFI-Helicopter packets are reviewed by a MCFI with helicopter ratings and the MCFI applicants who are operating in the glider world are reviewed by a CFI-A/CFI-G. We as administrators are also a part of the review process for all portfolios. Our ACR is a long time (10 times) Master CFI and DPE with the Albuquerque FSDO.

The review process makes certain all the components are included in the application packet. For example, copies of all FAA certificates (front and back), a government-issued photo identification, a resume and biological data page, and then the Portfolio Page, Activity Completion forms and documentation. The reviewers ensure the applicant is eligible and meets all the minimum requirements for hours and timelines in each category. If the MCFI requests CFI renewal, they also audit the FIRC requirements established in this TCO.

Clifford F “Cliff” Chetwin, Santa Fe NM

Commercial, Instrument, ASEL, AMEL, CFI-II, MEI, Gold Seal, AIGI

6-time Master CFI (continuously since Feb 2007)

FAASTeam Representative (ABQ FSDO)

Cliff is a retired National Park Service regional chief pilot and aviation program manager. The president of Kestrel Aviation, he now works nationally as an aviation safety lecturer and a FAASTeam representative in the FAA's Albuquerque FSDO area.

Alan C Davis, Shepherdsville KY

Commercial, Instrument, ASEL, AMEL, CFI-II, MEI, Gold Seal, AIGI

6-time Master CFI & Emeritus (continuously since Sep 1998)

Alan, an independent flight instructor, served as director of safety and training at Integrated Airline Services. He was also a FAASTeam representative for the Denver FSDO area and was named the FAA's 2009 Northwest Mountain Region FAASTeam Representative of the Year.

Michael Maya Charles, Erie CO

ATP, Instrument, ASEL, AMEL, CFI-II, MEI, A&P

2-time Master CFI (continuously since Dec 2010)

FAASTeam Representative (DEN FSDO)

A noted aviation writer (<http://ArtfulPublishing.com/>) and retired FedEx pilot, Michael is an independent fixed and rotary wing flight instructor at Colorado's Erie Municipal Airport (EIK). He also serves as a FAASTeam representative in the FAA's Denver FSDO area. He specializes in MCFI-H activities and portfolios.

Michael L Phillips, Ventura CA

ATP, Instrument, ASEL, AMEL, CFI-II, MEI, AIGI, Gold Seal

6-time Master CFI (continuously since Feb 2008)

FAASTeam Representative (Van Nuys FSDO)

Michael (<http://AviationInstruction.biz/>) is a flight, ground, and simulator instructor with CP Aviation, a Cessna Pilot Center at Santa Paula Airport (SZP). A Marine Corps veteran, he also serves as a FAASTeam representative in the FAA's Van Nuys FSDO area.

Michael B Traud, Gold River CA

ATP, Instrument, ASEL, AMEL, CFI-II, MEI, DPE, AIGI, Gold Seal

8-time Master CFI (continuously since Feb 2004)

FAASTeam Representative (Sacramento FSDO)

Mike serves as the safety officer for the Sacramento County Sheriff's Air Squadron as well as a designated pilot examiner (DPE) in the FAA's Sacramento FSDO area.

Additionally, he is an aviation consultant who owns MTAaviation Services LLC at Sacramento Executive Airport (SAC).

Kenneth F. Wittekiend, Burnet TX

Commercial, Instrument, ASEL, ASES, CFI-II, DPE, Gold Seal, AIGI

8-time Master CFI (continuously since Oct 2004)

FAASTeam Representative (SAT FSDO)

Ken is a fulltime flight and ground instructor with Promark Aviation Services. He also works as a designated pilot examiner as well as an aviation lecturer and author. The president of Promark Aviation Services, he serves as a FAASTeam representative in the FAA's San Antonio FSDO area.

VII. Criteria for meeting MICEP/MI LLC TCO Core Topics from AC61-83H

A designated Master CFI is able to use MICEP / TCO for renewal of an unexpired CFI certificate through a mix of activities that address the FAA FIRC Core Subjects (see AC 61-83H issued 4 August 2015). Activities submitted for CFI renewal must demonstrate that the applicant has indeed *learned* and is well versed in each of the FIRC Core Subjects.

Key to satisfying this requirement is the documenting of activities wherein the applicant was in the role of a student / learner, not as an instructor / teacher. In other words, the applicant was the receiver of knowledge and expertise, not the provider. The intent is to increase aviation knowledge and enhance teaching skills. A minimum of 1.0 hour per topic is required. The 5 additional hours needed to equal the required 16 total hours will be made up by electives found in the Continuing Education section of the application which requires a minimum of 30 hours. Additionally, all activities must have been completed within the preceding 24 calendar months to qualify for our MICEP CFI renewal option.

Note: In order to use the MICEP CFI Renewal Option to renew an unexpired flight instructor certificate, applicants must submit their applications at least 45 days in advance of their FAA CFI expiration date.

Completion Standards for all core topics:

MICEP applicants for certificate renewal will complete the FIRC core topic study activity (at least one-hour study required) when:

- **The MICEP applicant for certificate renewal understands the FIRC core topic content and its application, and**
- **The MICEP receives verifiable documentation to confirm that the FIRC core topic study was adequately accomplished.**

Required Core Subjects & Representative Examples of Potentially Qualifying Activities

1. Navigating in the 21st Century: Pilotage to GPS: TAA and Automation

GPS is quickly becoming the principal means of navigation for many pilots. Additionally, pilots and aircraft owners are taking advantage of modern avionics and flight automation equipment. Glass cockpits are available for virtually every new aircraft, as well as for many legacy and experimental aircraft. GPS, positioning on a moving map, weather depiction, terrain/traffic awareness, and modern autopilots have made a significant presence to the General Aviation (GA) fleet. While this represents a significant improvement in GA and navigation, GPS is quickly becoming the principal means of navigation for many pilots. Additionally, pilots and aircraft owners are taking advantage of modern avionics and flight automation equipment. Glass cockpits are available for virtually every new aircraft, as well as for many legacy and experimental aircraft. GPS, positioning on a moving map, weather depiction, terrain/traffic awareness, and modern autopilots have made a significant presence to the General Aviation (GA) fleet. While this represents a significant improvement in GA and navigation, overdependency on automated systems also introduces a number of new potential hazards. Instructors should be aware of what the systems can and cannot do, and be well versed in the potential hazards that pilots may encounter due to the use of automation, such as excessive heads-down time, automation fixation, automation dependency, database currency and limits, etc. Pilots must learn their airplane's limitation, systems limitations, and all manufacturer's recommended procedures for its use before a pilot can fly the aircraft safely. This is especially important for TAA equipped with automated avionics and flight automation systems (e.g., flight management system (FMS) or coupled autopilots). Instructors must be able to quickly recognize systems automation-based risky behavior in their students and how to correct it. Instructors must also ensure that their students do not become overdependent on these systems to the exclusion of the more traditional methods of navigation, such as pilotage, dead reckoning, and Very high frequency Omnidirectional Range (VOR). Pilots using advanced automation must remain proficient in manual aircraft control to fly safely and not allow the use of the aircraft's automation to degrade their primary skills. Advanced avionics and flight automation offer many levels of automation. Pilots need to understand that no one level of automation is appropriate for all flight situations. If an automation system failure occurs, in whole or in part, the pilot should possess the knowledge and skill to address the situation. The FAA strongly recommends that pilots and certificated flight instructors (CFI) strive for proficiency in every aspect of the aircraft flown, which includes maintaining the pilot's proficiency in manual aircraft control to mitigate the risk of loss of aircraft control. 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. (AC -61-83H)

Objective: to gain skills needed to teach the newest technology available as well as becoming well versed in the potential hazards and risky behaviors their clients may exhibit (for example over dependence on automated systems).

Examples of verifiable activities –

- * Receive training in any manufacturer-approved GPS training program (with completion certificate or logbook entry)*
- * Research and write an article on navigation for an aviation publication*
- * Research (provide sources) and prepare a lesson plan on navigation or create navigation scenarios for your students*
- * Research and develop a safety seminar / webinar on navigation for your local FAA Team Safety Program Manager*

2. Security Related Special Use Airspace: What's Going on Where, & How to Stay Clear

Several significant airspace changes have resulted from the events of 9/11. Pilots in training depend on their instructors to guide them through the intricacies of the new and changing airspace regulations and to make them aware of the consequences of violating those airspaces. "Floating" temporary flight restrictions (TFR), particularly common during election years, are a significant challenge for pilots. Regulations regarding powerplants and stadiums are now in place. Instructors must have thorough knowledge about concepts entirely new to many General Aviation (GA) pilots, such as the Washington, DC Flight Restricted Zone (FRZ) and Special Flight Rules Area (SFRA), formally the Air Defense Identification Zone (ADIZ). In addition, all pilots must be made fully aware of intercept procedures. The consequences of violating airspaces have become much more severe and often allow little flexibility with respect to enforcement. (AC 61-83H)

Objective: to be informed and able to teach pilots how to avoid infractions to current special use airspace, including new concepts to TFR, FRZ, SFRA, intercept procedures and consequences to violations.

Examples of verifiable activities -

- * *Complete an online course with a completion certificate*
- * *Research (include sources) and develop a lesson plan on intercept procedures (provide lesson plan)*
- * *Complete FAAST WINGS credits (verified with transcript)*

3. Transportation Security Administration (TSA): What Flight Instructors Have to Know to Stay Out of Trouble

The TSA now has a role in flight training. Consequently, flight instructors should know which airman certificates the TSA is interested in. Instructors must also be aware of the requirements for citizenship documentation, recordkeeping, foreign student processing, flight instructor and flight school security awareness training, and more. FIRC providers should deliver up-to-date training designed to assist and ensure that the flight instructor attendee is fully aware of the latest TSA requirements. ... Not following the TSA guidelines properly can have serious consequences both for the student and for the flight instructor. (AC 61-83H)

Objective: to become informed of TSA's expanding role in flight training such as citizenship documentation, recordkeeping, foreign student processing, flight school / CFI awareness training and student pilot licenses.

Examples of verifiable activities -

- * *Complete an online TSA for CFIs program with completion certificate*
- * *Develop security protocols tailored to your flight school and/or home airport*
- * *Read General Aviation Security magazine and write a one-page report on how you will use information provided (GASecurityMagazine.Sharepoint.com)*

4. How to Teach Effectively and Build a Culture of Safety in Your Students and Your Workplace

Flight instructors are highly trained individuals. They hold vast amounts of knowledge gleaned during their own training and through their own experiences. Having a well-founded basis of knowledge is critical to being an effective instructor. However, if that highly trained and knowledgeable instructor is unable to convey their knowledge to a student, then he or she is ineffective as a flight instructor, regardless of knowledge and expertise. Teaching is an art. It requires not just an understanding of the topic, but an understanding of how people think and learn. It requires a

certain amount of psychological understanding. Virtually all instructors took coursework in the fundamentals of instruction, which offers a basic theoretical framework for the teaching and learning processes... this topic is expected to build upon and extend farther those skills necessary to effectively transfer knowledge to pilots. Incumbent upon this is building the instructor's ability to instill a culture of safety in the minds of their students, and to spread and support the safety mindset throughout their aviation workplace on an everyday and ongoing basis. (AC 61-83H)

Objective: to adopt new ideas and teaching methods that encourage and model safety in every aspect of aviation.

Examples of verifiable activities -

- * *Receive training in / learn about learner-centered grading, scenario-based training, PowerPoint presentations, or public speaking with a completion certificate*
- * *Read the Aviators Model Codes of Conduct and write a one-page report on how you will incorporate them into your teaching*
- * *Read books such as Train Like You Fly: A Flight Instructor's Guide to Scenario Based Training (A. McMahon) or Scenario-Based Training with X-Plane and Microsoft Flight Simulator (B. Williams) and write one-page report on how you will incorporate them into your teaching*
- * *Receive recurrent flight training in critical flight operations, emergency procedures, and common loss of control scenarios (logbook entries)*
- * *Receive a tailwheel endorsement, or checkout in an LSA or another unfamiliar aircraft*
- * *Complete any of a number of factory-authorized training programs (e.g., Cirrus, Avidyne, Cessna, FITS) (logbook or certificate)*
- * *Research and develop a training course outline to Part 141 standards*
- * *Receive mentoring from a Master Instructor (verification statement)*

5. Safety Trends in GA: How CFIs Can Directly Contribute to Aviation Safety

Over the last 20 years, GA accident rates have been continuing on a very slight downward trend, but there is still room for improvement. Even one fatality is too much. What are some of the causes of accidents? What types of accidents have declined? What kinds have increased and why? What are the things that flight instructors in particular can do to influence those trends? Seven of the 10 top causal factors in GA accidents involve low-altitude maneuvering and loss of control of the aircraft. These include takeoffs and landings, stall/spin accidents, initial climb, and

low-altitude maneuvering, among others. Instructors must be aware of the causal factors behind these accidents, such as excessive angle of attack, aircraft Weight and Balance (W&B), bank-induced G loading, and many others, and how to avoid them. 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. These processes begin with the identification of hazards, followed by assessments of the risks, analysis of the controls, making control decisions, using the controls, and monitoring the results. It is the responsibility of the flight instructor to instill these skills in their students and other pilots with whom they fly. However, to do so effectively, they must have the ability to clarify and present this knowledge in such a way that their students absorb the knowledge at a fundamental level so that when faced with a RM or risk intervention opportunity, they can respond quickly and accurately to mitigate or eliminate the risk. At the same time, instructors must also be skilled in instilling those RM mechanisms in such a way as to make them integral parts of their students' safety mindsets, yet not instill unreasonable fear in those students who may still be developing their skill sets. (AC 61-83H)

Objective: to become knowledgeable of common pilot accidents/incidents and teach to avoid them by emphasizing causal factors and risk management.

Examples of verifiable activities -

- * *Research, evaluate, and share an "I learned about flying" experience at a safety seminar / webinar or in an aviation publication*
- * *Research and assemble local safety procedures for your students / home airport (include copy)*
- * *Learn about / read all of the Aviators Model Codes of Conduct and write a one-page report on how you will incorporate them into your teaching*
- * *Participate in SAFE's Pilot Proficiency Project™*
- * *Read the Joseph T. Nall reports and write a one-page report on how you will incorporate them into your teaching*

6. Pilot Deviations: Their Causes and How to Teach Your Students to Plan Ahead to Avoid Them

A PD is defined as an action of a pilot that results in the violation of a Federal aviation regulation. PDs are broadly classified as either airborne deviations or surface deviations. Within each of these two broad classifications are a number of sub-

classifications. The principal areas of concern in the airborne classification include altitude deviations, course deviations, and airspace incursions. The principal area of concern within the surface deviation classification involves runway incursions, but surface deviations also include vehicle/pedestrian violations. While the outcomes of most PDs are benign, any deviation has the potential to be catastrophic. Because of this potential for catastrophic outcome, PDs are a major concern in both the aviation industry and within the FAA. For several years, PDs have been on the rise. Of particular concern is that a significant majority of all PDs (69 percent) are occurring during GA operations. Since all PDs involve pilots, and virtually all GA pilots receive training from flight instructors at some point, the flight instructor plays a critical role toward reducing the PD incident rate. This necessitates an intimate understanding on the part of the instructors of the causes of these incidents, and the development of tactics to recognize and avoid those situations that may have a potential to result in a PD. For example, CFIs should understand that English language proficiency (ELP) directly affects a pilot's ability to avoid runway incursions and other potential PDs. ELP ensures efficient communications for receiving and understanding a clearance issued by air traffic control (ATC). Thus, a CFI should consider the pilot's ELP during any flight evaluation or training event that he or she conducts. (AC 61-83H)

Objective: to become knowledgeable of common pilot deviations in order to teach to correct them and to become familiar with FAA's newly adopted Compliance Philosophy.

Examples of verifiable activities -

- * *Research, evaluate, and share an "I learned about flying" experience at a safety seminar / webinar or in an aviation publication*
- * *Prepare a list of common deviations that occur at your home airport / in the local area for your students (submit the list)*
- * *Complete an online course on runway incursions (completion certificate)*
- * *Research and develop a mentoring program for pilots who have committed deviations (submit a summary)*

7. How to Make the Best Use of the FAASTeam and the WINGS–Pilot Proficiency Program in Your Program of Instruction

Flight instructors have at their disposal a vast and totally free array of tools to help them better do their jobs both on the ground when conducting ground instruction,

as well as in the air during actual flight training. That resource is the FAASTeam. Each of the FAA's eight regions has a regional FAASTeam office dedicated to furthering GA safety. The FAASTeam has joined forces with individuals and the aviation industry to create a unified effort against accidents and to "tip" the safety culture in the right direction. These include FAASTeam members, those individuals who make a conscious effort to promote aviation safety and become part of the shift in safety culture; FAASTeam representatives, aviation safety volunteers who wish to work closely with FAASTeam Program Managers (FPM) to actively promote safety; and FAASTeam Industry Members (FIM), who include companies or associations of people that have a vested interest in aviation safety. One of the many tools available to the instructor through the FAASTeam is the WINGS. The WINGS program has been reengineered into a new model that offers three levels of achievement: Basic, Advanced, and Master. WINGS topics are designed to target specific emphasis areas derived from accident data and are available at <http://www.faasafety.gov>, as well as through frequent live seminars given throughout the United States. Pilots attain and maintain WINGS levels on a rolling basis based on very simple and easy to understand requirements (refer to http://www.faasafety.gov/WINGS/pub/learn_more.aspx). Recordkeeping and verification are online; however, WINGS applicants do not have to have Internet access to participate. As has been in the past, achievement of any level of the WINGS program will substitute for a flight review. Flight instructors need to be aware of and conversant in how this program works and how it and the many other resources available to them through the FAASTeam offices can benefit both their clients and themselves.

Objective: to become well versed with the benefits of these programs and to encourage increased safety through pilot participation.

Examples of verifiable activities -

- * Receive recurrent FAASTeam training, or training on IACRA (WINGS transcript)*
- * Receive training to become a FAASTeam Representative and participate in safety programs (WINGS transcript)*
- * Earn a WINGS level, attend seminars / webinars with your students / trainees (WINGS transcript)*
- * Research and prepare a safety seminar, or an analysis of local accidents, for your FAASTeam Program Manager*

8. Regulatory, Policy, and Publications Changes and Updates

Regulations, policies, and aviation safety-related publications are continually changing, and part of the job of the flight instructor is to keep him or herself up to date to ensure that what they are teaching their students is current and accurate. This can be difficult for flight instructors, whether they are part-time weekend instructors with jobs elsewhere, or very busy full-time instructors at flight schools with high activity levels. Nevertheless, this requirement remains critically important in the furtherance of flight safety (AC 61-83H).

Objective: to remain informed of and familiar with sources of updates and pass the information on to clients.

Example activities -

- * Research and prepare a summary of changes / updates to discuss with pilots receiving flight reviews (include copy)*
- * Research and generate an online post highlighting changes / updates to FARs and other publications (include link)*
- * Research and create a mechanism to alert fellow instructors about changes / updates*

9. How to Give an Effective and Useful Instrument Proficiency Check (IPC) and Flight Review

CFIs perform one of the most vital and influential roles in aviation. Along with training applicants to become first-time pilots, these aviation educators provide essential pilot evaluations and continuing training to ensure safe flight operations. CFIs influence the entire GA safety culture. CFIs are not only responsible for pilots to meet aviation proficiency standards, but also bear responsibilities for the safety of every passenger who entrusts his or her life to a pilot's knowledge, skill, and judgment...

The IPC. The CFI-instrument (CFI-I) who administers the IPC described in § 61.57(d) must know how to conduct an IPC effectively. Providers should ensure that CFIs receive the level of continuing training necessary to meet this goal. Practical test standards (PTS), or equivalent, for the instrument rating stipulates that the flight portion of an IPC must include certain aeronautical tasks specific to instrument flying. All CFIs must know that the PTS guide contains this information. 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, Instrument Rating Practical Test Standards for Airplane, Helicopter, and Powered Lift (FAA-S-8081-4) or equivalent. The CFI conducting the IPC should also know that he or she has the discretion to require any other maneuver(s) necessary to determine that the pilot can safely operate under instrument flight rules (IFR) in a broad range of conditions appropriate to the aircraft flown and the ATC environment selected. However, in any case, the CFI should pay particular attention to those areas within the PTS identified as “Special Emphasis.” The FAA also provides additional guidance in its March 2010 publication entitled Instrument Proficiency Check (IPC) Guidance. This guide offers additional FAA guidance, with special emphasis on conducting a thorough ground review and on administering IPCs in aircraft with advanced avionics. The goal is to help the CFI-I determine that a pilot seeking an IPC endorsement has both the knowledge and skills to conduct safe flight operation in all aspects of instrument flying.

The Flight Review. All active pilots must receive some level of refresher training on a regular basis in order to continue to exercise their pilot privileges. At a minimum, pilots may meet that requirement through a flight review, which must be conducted at least every 24 calendar-months, as established in § 61.56. The flight instructor typically conducts flight reviews. Many pilots never encounter a flight instructor except for that every 24 calendar-month requirement. Some flight instructors consider the flight review a chore that they would rather not do and are often unclear as to how to properly conduct one when they do. The instructor should understand that the authority to conduct a flight review, and thereby allow a pilot to continue to exercise his or her privileges as pilot, is a major responsibility and offers them an opportunity to assess and enhance a pilot’s aviation skills, and thus contribute directly to the safety of GA. The CFI should also understand that the flight review is not to be construed or conducted as a test, that there is no pass or fail, and that it is intended to be a learning experience. Flight reviews are not standalone programs of training that are the same for every pilot. Each flight review is unique to the skills and experience level of the pilot receiving the review. The instructor should be well versed in how to quickly assess a pilot’s skills and experience and to fine tune the review “on the fly” to effectively confer new knowledge or to refine skills already possessed. Most pilots know that a flight review requires a minimum of 1 hour of training on the ground and 1 hour of flight training. This may create an unrealistic expectation of some pilots. Each pilot has individual needs that may easily require more time to resolve. To prevent unrealistic expectations, the CFI should address

the minimum time requirement for a flight review before conducting it. The CFI typically uses more than an hour on the ground and an hour in the air to accomplish this in a useful way. CFIs must possess a thorough understanding of the requirements and process for conducting an IPC or flight review when they agree to conduct one. The CFI must also understand that ELP directly affects safety of flight. CFIs should know that regulations require pilots to meet and maintain ELP standards for all grades of pilot certificates issued under part 61. When a CFI conducts a flight evaluation and/or flight training event, the CFI should identify any pilot that does not demonstrate ELP. In this case, the CFI should provide a logbook entry for training received, advise the pilot of the CFI's finding, and notify his or her local Flight Standards District Office (FSDO) for further action. The current edition of AC 60-28, English Language Skill Standards Required by 14 CFR Parts 61, 63, and 65, provides information and guidance regarding English language standards required by part 61. The 2015 revision of AC 61-98, Currency Requirements and Guidance for the Flight Review and Instrument Proficiency Check, will present a new section pertaining to ELP. CFIs should also know how to instantly formulate an effective plan of action that will make the difference between a pointless exercise that only meets the regulatory requirements, and a truly effective IPC or flight review. The pilot under review/evaluation should come away knowing something they did not know before, possess a degree of skill they did not have before, and meet proficiency standards required to conduct safe flight. (AC 61-83H)

Objective: to learn additional methods for conducting meaningful IPCs and flight reviews that demand high standards and promote safety.

Example of verifiable activities -

- * *Complete an online course on conducting the flight review & IPC with completion certificate*
- * *Write an article or prepare a seminar / webinar on flight reviews or IPCs (submit copy)*
- * *Attend a seminar / webinar on flight reviews and IPCs (completion certificate)*
- * *Research and develop a lesson plan on flight reviews (submit a copy)*
- * *Read Guide to the Flight Review (J. Spanitz, ASA) and submit a report about how you have amended your reviews.*

** Read FAA Guidance Document, Conducting an Effective Flight Review and submit a report about how you have amended your reviews.*

** Read FAA Guidance Document, Instrument Proficiency Check (IPC) and submit a report about how you have amended your reviews.*

10. Ethics and Professionalism in the Role of the Flight Instructor

A professional is a person who receives compensation for some unique knowledge or skill that he or she may possess. Ethics has been defined as what a person does when no one is watching. The mark of a quality professional is that he or she maintains the highest level of ethics in everything they do, but most particularly in their professional field. This very much applies to the flight instructor who, by virtue of the fact that he or she receives compensation for his or her skill and knowledge, is a professional. Professionals who hold their field of endeavor in high esteem and who take pride in their accomplishments in their chosen fields tend to maintain high ethical standards without even thinking about it. It becomes an inherent quality when one takes pride in their work. Unfortunately, many in the flight instructor community do not easily recognize their own accomplishments and the critical role they play as instructors in the global world of aviation. This can be particularly true of those instructors who see themselves as “only” instructing to build the hours necessary to move on to the air carriers where they plan on flying “real” airplanes. The typically poor wages often found in the field of flight instruction does not help the perception of instructors’ professionalism. While not pervasive throughout the industry, flight instructors and others involved in aviation must guard against this mindset. Flight instructors represent the finest in GA and must be reminded of this and of the responsibility that it entails. They have the duty of fostering and ensuring safety through careful and thoughtful training. For example, signing a flight review endorsement in a pilot’s logbook, possibly for a friend, when not actually having conducted one or having conducted only a cursory check, is understood by everyone to be unethical. However, the perception of the seriousness of such a poorly conceived activity is largely dependent on those self-perceived factors of ethics and professionalism. If the flight instructor has an attitude of “it doesn’t really matter; I’m moving on to the airlines anyhow,” then their perception of the degree of infraction will be very different than that of the flight instructor for whom instructing is an honorable profession, even if temporary, and who takes pride in their ability and authority to conduct that flight review. The instructor must be reminded of his or her responsibility and duty to maintain the highest ethical standards (to always do the “right thing”) and how those high standards directly contribute to safety in GA, regardless of their future personal goals (AC 61-83H).

Objective: to recognize ethics and professionalism go hand in hand with the responsibilities of a CFI and that their behavior directly contributes to greater safety in general aviation.

Examples of verifiable activities -

- * *Learn about / read the Flight Instructors' Model Codes of Conduct* (write report of how you will alter your behavior)
- * *Attend a SAFE-FAA Flight Instructor Open Forum on Instructor Professionalism* (obtain a verification from sponsor)
- * *Become a Master Instructor™* (learn and maintain high professional standards)

11.Loss of Control (LOC)

CFIs should know that the General Aviation Joint Steering Committee (GAJSC) cited aircraft LOC as the number one cause of GA fatalities from 2001 through 2010. LOC refers to aircraft accidents that result from situations in which a pilot should have maintained, or regained aircraft control, but did not. One area where pilots have experienced LOC is while maneuvering in an airport traffic pattern. FIRC's should emphasize proficiency and training programs to reduce the risk of GA accidents in traffic pattern operations. Specialized training that emphasizes establishing and maintaining a stabilized approach and landing reduces the risk of LOC in an airport traffic pattern. CFIs should instruct the pilot to reject an approach and initiate a go-around when the pilot cannot maintain a stabilized approach. Another area where pilots have experienced LOC is while maneuvering in instrument meteorological conditions (IMC). Vertigo or spatial disorientation has been a significant factor in many aircraft upset accidents. The common result when a non-instrument-rated pilot inadvertently continues flight into IMC is spatial disorientation of the pilot and LOC of the aircraft. Pilots who are instrument rated, but not instrument proficient, are also susceptible. Recovery from such a situation can be nearly impossible. Additionally, instrument-rated pilots maneuvering in IMC that fail to prioritize actions properly and utilize Crew Resource Management (CRM) may become inattentive or distracted, thus losing situational awareness (SA), which too often can lead to an LOC. (AC 61-83H)

Objective: to gain the understanding that loss of control is the number one cause of GA fatalities and to emphasize proficiency in traffic pattern operations in both VFR and IFR scenarios.

Examples of verifiable activities –

- * Receive logged emergency maneuver training (EMT) from a qualified instructor*
- * Participate in seminars / webinars / online courses from providers such as AOPA, EAA, SAFE, FAA, IAC, and others (with verification).*

Also, consider participation in any seminars / webinars / online courses that address any of the eleven (11) FIRC Core Subjects above from 14CFR 61.83H. Resources for such events include AOPA, EAA, SAFE, FAA, IAC, and others. Earning additional certificates, ratings, and checkouts can be applied for credit as well.

The documentation process for each activity can be accomplished in several different ways. Here are the most commonly used: graduation or completion certificates, grade reports or test results, course syllabus or outline, CFI sign-offs or logbook entries, class rosters or contracts, copies of FAA forms, WINGS transcripts, receipts or letters of verification. If the documentation provided is not sufficient the applicant is asked to provide additional supporting documentation.

VIII. Graduation Certificate issued by MICEP (ref AC 61-83H part 8.m.)



SAMPLE

IX. DPE / Airman Certification Representative (ACR) / Reviewer

David J “Dave” McVinnie, Albuquerque NM

ATP, Instrument, ASEL, AMEL, CFI-II, MEI, DPE, AIGI, Gold Seal

11-time Master CFI (continuously since Nov 1997)

FAASTeam Representative (ABQ FSDO)

Dave is the chief instructor and president of McVinnie Aviation LLC

(<http://www.McVinnieAviation.com/>) in Albuquerque where he specializes in technically advanced aircraft flight and ground training. A MICEP ACR, he also serves as a pilot examiner and a FAASTeam representative in the FAA's Albuquerque FSDO area.

McVinnie uses IACRA to complete the renewal process for applicants wanting CFI certificate renewal.

MI LLC / MICEP will annually send the FAA a list of those individuals who have renewed their CFI certificates based on this program. The FAA will have the option to request a copy (electronic is acceptable) of the Master CFI's application for review. The records received by MI LLC / MICEP must be retained for a period of 24 calendar months.

**X. List of AC 61-83H components not relevant or applicable to the
MICEP™ / MI LLC TCO**

8e. Facilities

8f. Training aides

8j. Daily Schedule

8k. Syllabus & lessons

8l. Written Test Questions

8n. Remedial Training

Appendix: Example Master Instructor Qualifying Activities

To qualify, all MICEP Activities either must be directly related to aviation or must demonstrably enhance your ability as an educator to convey aviation concepts and information. **A separate and distinct accounting for the FIRC Core Topics must be submitted for CFI certificate renewal.**

Note that in the first three Categories listed below, you are the provider of aviation education and services; the transfer of knowledge and expertise flow primarily from you to others.

1. Educator Category [minimum of 250 hrs]

First and foremost, MICEP designees are teachers of aviation-related subjects, principles, and techniques who provide quality aviation education to students, trainees, and clients. Examples of aviation-related education you might provide to others include, but are not limited to:

Aerobatic coaching / critiquing	FAA check rides	Mentoring other aviation educators
Aerobatic judges schools	FAA WINGS Program	New certificates, ratings, and endorsements
Aircraft checkouts	Flight or stage checks	Outreach programs
Airport / Facility tours	Flight Instructor Refresher Courses (FIRCs)	Practical test recommendations
Aviation science club or camp programs	Flight Reviews or Instrument Proficiency Checks	Proficiency or standardization checks
Aviation maintenance classes	Ground school classes	SAFE's Pilot Proficiency Project™
Avionics classes	High school, college, or vocational classes	Seminars, webinars, and podcasts
Career counseling	High-altitude, high performance, tailwheel training	Simulator or Flight Training Device instruction
Civilian or military pilot training	Insurance or flight school checkouts	Spin, upset recovery, and aerobatic training
Consulting services	Law enforcement or natural resource pilot training	Workshops, camps, training clinics

2. Service to the Aviation Community Category [min of 30 hrs]

MICEP designees are philanthropists who freely give back to the aviation community by providing professional services and expertise to others *pro bono*. Examples of aviation-related *pro bono* services you might provide to others include, but are not limited to:

Airport / Facility tours	EAA Flight Advisor or Technical Counselor	Mentoring other aviation educators
Airshow airboss	Event organizer / coordinator	Newsletter editor
Angel Flight, Wings of Mercy	FAA Safety Team Rep duties	Organization committee or task force member
AOPA Airport Support Network (ASN)	Fundraisers	Organization officer or board member
Aviation Merit Badge counselor	High School or College Career Fair	Pilots N Paws
Aviation science club activities	IAC Contest Director, Judge, Volunteer	Position of leadership or responsibility
Chapter board or committee member	ICAS Aerobatic Competency Evaluator	SAFE's Pilot Proficiency Project™
Civil Air Patrol, State Search and Rescue	Industry Rep on government task force	Youths – CAP, Scouts, Young Eagles, STEM

3. Creator of Media Category [min of 30 hrs]

MICEP designees are creators and promoters of content who convey aviation-related information, ideas, methods, and research through various types of media. Examples of aviation-related content you might generate and provide to others include, but are not limited to:

Aircraft checkout quizzes	New or revised editions	Seminars, webinars, and podcasts
Books / textbooks	News releases	Simulator training scenarios
Computer programs, apps, software	Newspaper or newsletter articles	Study guides
Guidelines, guidebooks, or manuals	Photography or videography	Surveys
Design brochures, pamphlets, flyers	PowerPoint presentations	Training Course Outlines (TCOs)
Flight Instructor Refresher Course (FIRC)	Pre-solo exams or written tests	Training syllabi (aerobatics, helicopter, etc.)
Grant or other proposal	Programs on CD or DVD	Website or blog
Ground school courses / curricula	Radio and TV programs	Wikis
Lesson plans	Research project or white paper	YouTube videos
Magazine or journal articles	Responses to FAA NPRMs	

4. Continuing Education Category [min of 30 hrs]

MICEP designees are students of aviation subjects, principles, and techniques who remain committed to learning and increasing their knowledge base. Examples of continuing education you might receive from others that enhance your ability as an educator to convey concepts and information include, but are not limited to:

Aircraft checkouts (new model, aerobatic, helicopter)	Flight Review or Instrument Proficiency Check	New or renewed ICAS waiver
Attend seminars, webinars, and podcasts	Ground school for new certificate or rating	Online courses
Avionics transition training	IAC Achievement Awards	Photography, videography classes
Classes related to various media	Industry-specific training (HEMS, upset recovery)	Public speaking classes
Courses on aviation and education subjects	Initial or renewal courses (CFI, DPE, etc.)	SAFE's Pilot Proficiency Project™
Computer classes	Initial, recurrent, or transition training	Simulator training
FAASTeam Rep initial or recurrent training	Mentored by another aviation educator	WINGS Program participation
Flight Instructor Refresher Course (FIRC)	New certificate, endorsement, credential, rating	

5. Participant Category [min of 30 hrs]

MICEP designees are participators who engage in activities and with organizations that promote aviation. Examples of aviation-related activities in which you might participate with others include, but are not limited to:

Air Race Classic	Conferences, conventions, expos	Restoring, building, maintaining aircraft
Aircraft component redesign / modification	Events, fly-ins, meetings	SAFECON
Aircraft modeling	Fundraisers	Travel experiences
Aircraft ownership	IAC aerobatic competitor	Type club activities
Airport / Facility tours	Museum tours	
Airshow performer	NIFA competitor	