

3/15/2022
11AM - 3:30PM

Oral: 11AM - 2:30PM

1. IACRA/Bill of rights
2. Professionalism
 - a. What will make you a good instructor
 - b. What does professionalism with instruction mean to you
 - c. How will you train your students
3. Risk Management
 - a. General questions about risk management
 - b. Know the 4 principles of risk management
 - c. The management process
 - d. 4 categories of the "likelihood" section of the risk assessment matrix
 - e. What does the "passengers" section of the 5p model mean to you
4. FOI
 - a. What hazardous attitudes might you find at Purdue or Kokomo
 - b. "Your mom decides she wants to learn to fly, so you train her, you're obviously going to give her very high level training. Then while driving to the airport, a Porsche cuts you off and speeds down the road, driving very unsafely. When you pull up to the airport, sure enough, the Porsche driver is your new student. How is the training you give them going to be different from your mom?"
 - c. Laws of learning one scenario and what element it was
 - i. Primacy is the most important in his eyes and will probably this
5. Took a 10 minute break
6. Brief ground reference maneuver
7. Runway incursion
 - a. We went off on a tangent while I was taking and got off topic and he just asked questions at the end
 - b. Know the runway signage and coloring of them
 - c. Hot spots
 - d. What is runway incursions
8. Airspace
 - a. General questions about airspace
 - b. When to contact class C
 - i. Invisible 20 NM ring around airport
 - ii. Labeled by boxes
 - c. What is an MSA
 - d. What is the MEF and how is it calculated
 - e. What do you need to fly under and over a class B
 - f. What do you need to fly under and over a class C
 - g. What is a TFR
 - h. At Purdue you can fly through the airspace with PPR and squawk code but cannot fly over the football game

9. Asked about the difference of entries of the PVT vs. CPL slow flight
 - a. SAFO 17009
 - i. Private goes to horn then increases speed
 - ii. CPL goes to set speed no horn
10. 10 minute break
11. Endorsements
 - a. Pulled out a white board and had you label all the endorsements required for:
 - i. New student
 1. TSA recommended but he says required (I guess airlines are sticklers about this and TSA will soon start ramp checking for this)
 - ii. Solo
 - iii. Solo XC
 - iv. PVT checkride
 - v. CPL rotor -> PVT airplane
 1. Went into 61.63 a bit
 - b. Student flies from OKK and has to divert on XC, what do you do to get them back
 - i. Take a picture
 - c. What if you send your student on a XC to PVT checkride
 - i. What should you write
 - d. What if you send your student up on first solo and don't fill out logbook when you get out
 - i. This was just a general discussion about maybe filling out the logbook and just not signing it until you feel they are ready then you can just put your name and signature and get out the plane
12. How long does a cross country have to be for it to legally count
 - a. **MORE THAN** 50 NM
13. Airworthiness/Maintenance
 - a. What kinds of registrations are in the RG
 - i. State and federal
 - b. Very basic conversation on ARROW documents
 - i. He did all the talking
 - ii. What do you need to enter canada
 1. Radio license and written authorization from owner of plane with dates saying the pilot has authorization to be there
 - c. Tach cable broke, can we fly?
 - i. If not, what do we need to get it back
 - ii. What does the ferry permit limit?
 1. Minimum crew on plane
 - d. Nav light out, do we need it
 - e. When do you need 100 hr and annual
 - i. Student owns plane
 - ii. Instructor owns plane
 - iii. School owns plane
14. Scenario based questions

- a. Flight review not up to standards
- 15. Basic emergency procedures
 - a. Fire on start
 - b. Low oil pressure
 - c. Rough running engine
 - i. Carb heat is anti ice in his eyes not de icing
 - d. Door opening in flight
 - e. Engine failure in flight
 - i. Difference in procedures at 1,000' vs. 5,000'
- 16. Brief flight portion

Flight: 1.2 hours

1. Preflight on your own
2. Start up and taxi
 - a. Checkride does not start till crossing hold short lines
3. He does normal takeoff while you tell him what to do
 - a. Hand on throttle
 - b. Right rudder
 - i. His feet are on floor
 - c. Wind correction
 - d. Airspeed control
4. Didn't even leave 1500' and hood was on and teaching constant airspeed climbs under hood to 3000'
5. Level turns IMC
6. Unusual attitudes
7. Slow flight at 10 degrees and gear down
8. Straight into power on stall in same configuration and 10 degree turn to the right
9. Teach level turns to him
10. Steep turns
11. Lazy 8s
12. Cross control stall
13. Flew to FKR, sets up for 45 entry on runway 27
14. Short field procedures
 - a. He said simulate a 50' obstacle at threshold and just stop by second taxiway exit on 27
 - b. 1800' to work with to get it stopped
 - c. He does not even require a touchdown point, just stop by point
15. Short field takeoff and handoff controls at 500'
16. He attempts power off 180
 - a. Critique as you see
 - b. Ours ended up in a go around
17. 8's on pylons
 - a. Ended on upwind section of second point
18. Turns about a point with upwind entry

19. Engine failure as soon as maneuver is complete
 - a. Talks quick about gear up or gear down
 - i. It was really muddy and bumpy so I said gear up
20. Fly to LAF for a 0 flap landing
 - a. Make sure you stay slow
 - i. 75-80 over numbers
 - ii. 70 when flaring
21. Taxi back and shutdown

Overall he is a very laid back person. He is very soft spoken and will try to help you when he can. The oral was a knowledge building segment. Wanted to see where your information stopped and helped you add more things to your toolbox to use later. He did throw in a couple "gotchu" questions but he may not expect you to know them and he was ok with that. Also asked a couple questions that he himself did not fully know and wanted you to try to find it. He is pretty lenient on your answers for the ground and the flight. In the flight as long as you are saying what you are doing and making an attempt to get back into standards it is a pass in his eyes. It will not be a pass if you say you are correcting but getting further out of limits. He truly wants to see you pass and will not fail you for some tiny little thing that hardly anybody knows about. Makes those into learning experiences.