FLIGHT TRAINING

SYLLABUS SUITE - INSTRUCTOR EDITION

Syllabus Suite

Instructor Edition

SR20, SR22, SR22T

CIRRUS
AIRCRAFT

Cirrus Design Corporation
4515 Taylor Circle

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List of Effective Pages

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Introduction

Whether you are a Cirrus Standardized Instructor Pilot (CSIP), or a Cirrus Training Center Instructor (TCI), you have dedicated your time and effort to be capable of providing instruction in a technologically-advanced Cirrus aircraft. As a member of the Cirrus training network, you are part of the first line of defense to keep Cirrus pilots proficient, confident, and most importantly, safe. The Cirrus family appreciates your dedication to quality instruction.

You will find five syllabi included in the Cirrus Syllabus Suite, including Transition Training, Advanced Transition Training, Avionics Differences, Airframe and Powerplant Differences, and Recurrent Training. These courses are primarily used by rated pilots who wish to fly a Cirrus aircraft for the first time or who are upgrading to a Cirrus aircraft equipped with different instrumentation or a different powerplant. It is up to you to select the appropriate course for your student and complete the course as described in this document.

The importance of recurrent training can not be overstated. At the completion of each training event, develop a recurrent training plan with your student following the guidance in this document. This is also a good time to discuss personal weather minimums and your recommendations for future flight operations.

Determining which Course to Teach

Students seeking training enter the training environment with a variety of backgrounds. Because of this, it is important to determine which course will best suit your student's needs. Follow the guidance in this section when selecting a course for your student. The Instructor Edition of the Flight Operations Manual also provides additional insight into courses offered.

Transition Training

The Transition Training course is designed for new pilots transitioning to the aircraft or pilots who have upgraded to a different airframe and avionics suite. Many insurance companies require completion of this training course for aircraft checkout purposes.

Advanced Transition Training

Created with the instrument rated and proficient pilot in mind, the intent of this course is to provide training to a pilot who wishes to take full IFR advantage of his or her aircraft through a course that combines the transition training course with the elements of an instrument proficiency check. It is a strenuous course and typically only pilots with recent instrument experience will complete the training in the time line suggested.

Avionics Differences Training

Have your students recently changed avionics suites, or are they looking for a slightly more in-depth look at what their avionics are capable of? If so, they may be interested in a one day avionics differences course.

Airframe and Powerplant Differences Training

If your student has changed powerplant types or model numbers, the performance differences are substantial enough that training is strongly suggested. This course focuses on the performance changes a pilot will encounter.

Recurrent Training

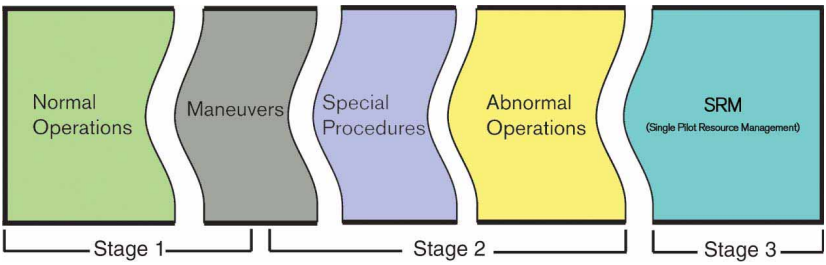
A recommended recurrent training progression has been prescribed for all pilots regardless of how often they fly. The 90 Day Skill Refresher and a Six Month Recurrent Check cycle are offered and encouraged.

Using This Syllabus

The objective of any training program is to gain a predetermined skill set in a practical amount of time. Most training progressions are purely a series of events that must be completed in order, and do not account for an excessive amount of variables. This Syllabus Suite accounts for these variables by giving you, the instructor, the flexibility to adapt for each situation as you see fit within the guidance herein.

Syllabus Specifics

Each course offered follows the same model. For example, the image below depicts the stage progression for the Transition Training course:



The course progression is divided into stages. Think of each stage as an individualized course that you and your student create. Cirrus has created the task list and phase-of-flight focus items, as well as, recommended syllabus progression; however, you and your student will determine the path that best suits his or her needs.

Obviously, the most logical method of progression is to begin with normal procedures and work toward proficiency regarding single pilot resource management. However, if your student would benefit by practicing maneuvers more extensively before moving to normal cross-country operations, feel free to accommodate this. Perhaps weather constraints dictate that a cross-country flight is not possible. If so, alter the training sequence to focus on items in the Special Procedures objective list. If your student is proficient regarding landings early in his or her training, incorporate more challenging landing objectives sooner than the suggested progression.

To account for variables of pilot ability, weather constraints, airspace, etc., an itemized list of tasks are provided for each course. This list is the foundation of skills that each student needs to accomplish. Task

lists are different for each course offered. The excerpt below is the first portion of the Transition Training Task List.

Normal Operations	**Descent**						
	Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern						
	A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing						
	Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	Crosswind Landing						
	Correct wind drift corrections, smooth/accurate touchdown						

The task list is the heart of each course. When paired with the completion standards provided, you, the instructor, can determine if the student's performance we completed to standards or attempted. Mark the shaded box when the student performed the procedure within completion standards with no instructor assistance. Mark the white attempt box when standards were not met or if instructor assistance was required to complete the task.

Initial attempts at a task will most likely not meet the satisfactory standards. Depending on student aptitude, it could take few or several attempts before standards have been met.

Below is an example from the task list of a pilot who took five attempts to land according to the standards before a successful attempt.

	Normal Landing	**6/1**		**6/1**		**6/2**	
	Stabilized, touchdown on 1st 1/3 of runway at approx stall	X	X	X	X	X	

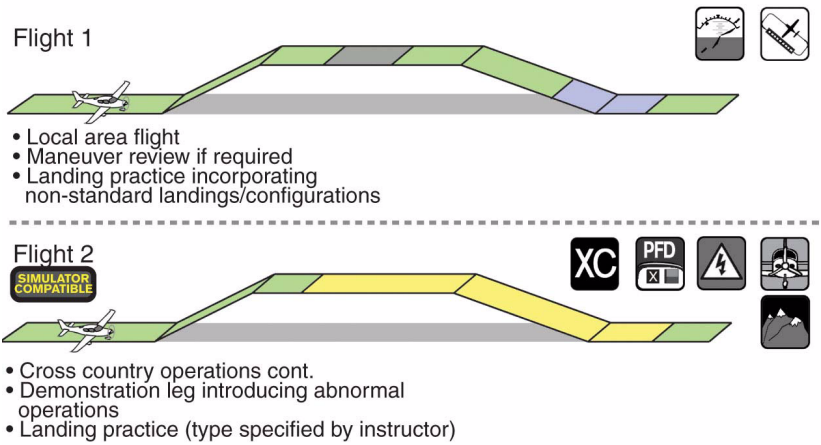
The instructor in this example placed a mark in the attempt box each time a landing was performed to less than acceptable standards. The first time the student performed satisfactorily, the instructor dated the "satisfactory box". Each subsequent successful demonstration of the task resulted in another date entered in the box. Once the student performed the task successfully on three occasions, the fulfillment for that task had been met.

• Note •

Use instructor judgment for each task. If a student is not consistent with a task, repeat the task until consistency is achieved.

Every stage has a recommended flight progression to follow. The recommended sequence provides guidance for course completion considering an above-average pilot. When necessary, add an additional flight prior to stage progression (or in between recommended flights) if task list progression is not congruent with course progression. Some pilots will need repeated flights in order to meet the standards set forth.

In each particular stage, flights have been designed with a specific focus. Each stage has a color-coded flight diagram with icons depicting task items which will be focused upon. Below is an example from the second stage of the Transition Training course:



If you follow the suggested progression for flight 1, you will have the opportunity to observe and teach all task items in the “Normal Operations” section of the task list, all or some of the maneuvers in the “Maneuvers” task list, as well as all or some of the more advanced landings in the “Special Procedures” section. Flight 2 will have you focusing on normal operations as well as abnormal operations. It is your discretion as the instructor to determine how many focus items will be best for your student.

When following the recommended training sequence, it will take planning on your behalf to determine when to advance to the following

stage. It is important to look at student progress before continuing with course progress.

If a particular student is not making progress in basic tasks, do not continue to the next stage.

For example, a Transition Training student has conducted three flights. The instructor is still very active in regard to prompting the student to perform normal checklists at the appropriate time. Furthermore, the instructor is required to assist the student with basic avionics related tasks. At this point because of a lack of task item progress, it would be recommended to continue reviewing normal procedures until progress with task items has been accomplished.

Completing Training

Once each task item has been satisfactorily completed and course minimums for time and cross-country legs have been met, the course is considered complete. Each course has a different set of minimums, so be certain that minimums have been met prior to issuing a completion certificate. It is important to write on the Task List in the student's training syllabus itself. This will ensure that a record of your training is with the student and can assist future instructors to determine what type of training has occurred and the time line of that training. A section behind each task list on the student version of the syllabus contains "Guidance for Establishing Personal Weather Minimums" as well as a location to leave comments and training recommendations.

The "Post-Training Instructor Comments" section is encouraged to be used to provide useful constructive criticism as well as recommendations helpful to assist the student in a suggested post-training plan if it differs from the Cirrus recommended recurrent training cycle.

In order to assist pilots in determining what their personal weather minimums are, a section called "Guidance for Establishing Personal Weather Minimums" should be completed post-training. This two-portion matrix is divided into General Flight Guidelines and Instrument Flight Guidelines. A VFR rated pilot would need to only fill out the General Flight Guidelines, where an IFR rated pilot would need to fill out both sections. Once completed, each section depicts the recommended weather minimums for a three-tier group of pilots.

Preparing the Student for Tomorrow

What can I do to make my student as safe as possible? This is the question that should outweigh any other regarding flight training. Upon completion of the training event, you have assured the student that he or she has your faith regarding his or her safety. Many times, the final link in an error chain leading to an accident is basic control of the airplane. For this reason, Cirrus has emphasized the following items in an effort to prevent future aircraft mishaps. Insist that these areas are as strong as possible throughout your time conducting Cirrus flight training.

Aircraft Handling

Due to the complexity of modern avionics, many Cirrus pilots become reliant on autopilot operations for most phases of flight. While the autopilot can take safety to a new level, it is extremely important not to neglect basic hand-flying skills. When teaching any course in the syllabus, it is essential that hand-flying skills are demonstrated throughout the training event.

Consider trying the following:

- Let your student hand-fly from takeoff throughout cruise,
- Alternate legs where the student hand-flies from descent through touchdown,
- Hand-fly approaches once aircraft control has been demonstrated when practicing instrument procedures,
- Practice slow flight and stalls in various configurations and bank angles.

Landing proficiency

Considering pilots as a whole, the most common weakness among pilots is landing. General Aviation has had subpar statistics for landing accidents for several years. It is our responsibility as the first line of defense to insist that landing standards are held as highly as possible. To accomplish this, consider the following:

- Spend additional time with basic aircraft handling maneuvers. slow flight in various configurations can be helpful,
- If your student is having difficulty with landings in general, break the landing into segments: airspeed control, round-out, flare,

touchdown, and directional control. Focus on one item at a time to prevent overload,

- Continually raise standards. If your student lands slightly off the center line, focus on slowly tightening standards on subsequent attempts,
- Emphasize short-field landings even if your student does not operate on short runways. Short runways require sharpened pilot skills, which translates to better landings in general,
- While holding short of the runway, observe other aircraft landings and comment accordingly,
- Practice outside the scope of the course minimums,
- Aid in creating defined personal minimums pertaining to landings, including minimum runway length and width, crosswind values, runway types, reduced daylight, time since last dual flight, etc,
- Insist on a recurrent training schedule that meets your student's needs and experience level.

Decision Making

Ironically, the factor that ultimately causes the vast majority of aviation accidents is not emphasized to its full potential. Can an instructor teach good judgment? Is it possible to assess decision making when there is usually a hierarchy of acceptable solutions?

Another challenge Cirrus instructors face is due to the fact that you are trying to teach in an advanced airplane with advanced avionics in a relatively short time. It can be a challenge to find the time, or the willingness on behalf of an excited student, to incorporate decision making into your flight training. Consider trying the following to incorporate this essential skill into your flight training sessions:

- Do not down-play the importance of a well-thought-out scenario. If a simulator is available, it can provide scenarios that real world flight training cannot match,
- "Train like you fly". Determine the type of flying your student typically conducts. While outside the scope of typical training courses, consider flying with your student on a personal trip in which he or she needs to reach a particular destination. Simply observing him or her in this type of environment can provide valuable feedback regarding his or her decision making,

- Utilize the post-flight ground briefing as a tool to help bridge the gaps of student decision making deficiency. Did the student reach the conclusion that landing in a rocky field would be better than a potential CAPS deployment? Was he or she not concerned by the migrating birds at the requested altitude? Many Cirrus related and non-Cirrus related discussion items can be found on each flight to help solidify better decision making skills.

Instructor Responsibility

In an effort to give all Cirrus pilots a standardized training experience, make sure you consider and complete the following:

- The course progression and course minimums for each training syllabus are designed for the top 10% of the pilot group. This design allows for the course progression to be followed by students with strong pilot ability, and for completion in a timely manner. Most students will be required to review certain task items in order to complete all items in the task list to the standards set forth,
- Review your own Cirrus type and avionics currency. If it has been an extended time since you have trained in a particular type of Cirrus, review pertinent information or receive recurrent training,
- Discuss with your student whether diverting from the recommended syllabus progression will be necessary,
- Challenge your student to the best of his or her abilities. Use your instructor judgment to determine if altering the training progression will best suit his or her needs,
- Complete all items in the task list if credit for course completion will be issued,
- Strongly encourage recurrent training.

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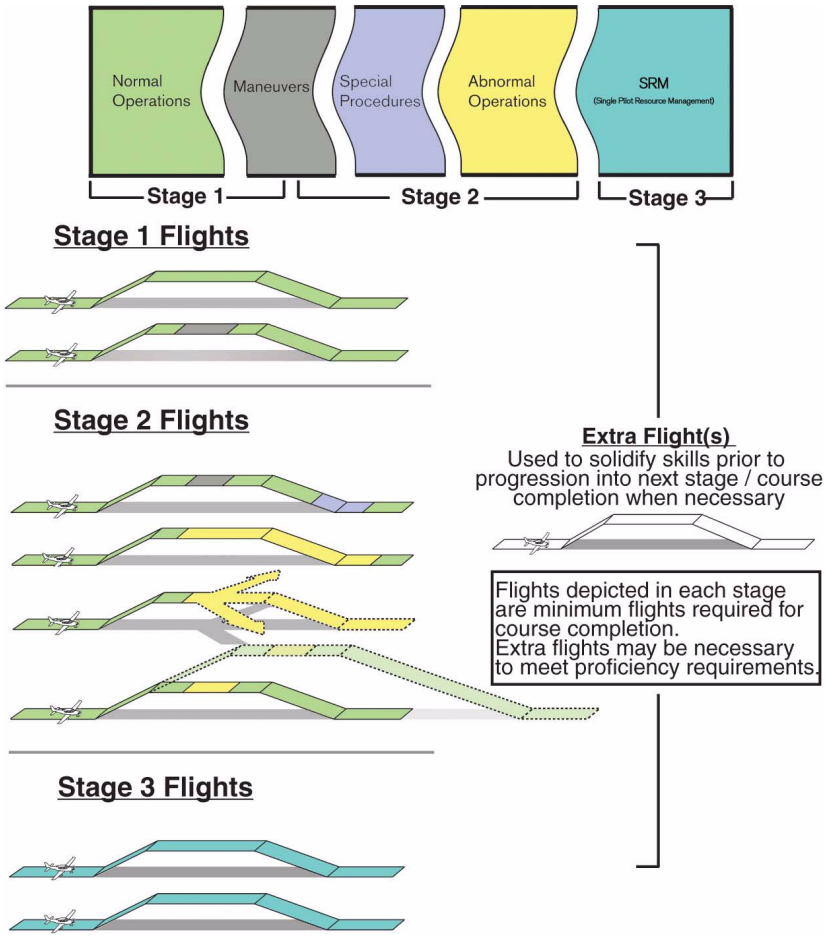
Cirrus Transition Training



Cirrus Transition Training Requirements

	Flight Time	Ground	X-C Legs	Landings
Course Minimums	6 hrs	NA	7	15
Course Averages	10 hrs	8 hrs	10	20

Transition Training Course Icons

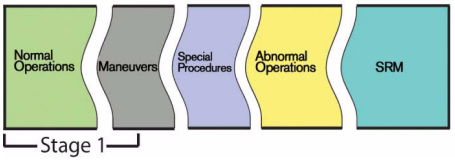
	Ground Briefing • Instructor-led course briefing, systems description, and avionics training.
	Cross-country Leg • Cross-country leg required to meet course minimums.
	Traffic Pattern • Traffic pattern and landing practice recommended.
	Maneuvers • Select maneuvers for practice during flight.
	Electrical Malfunction • Alternator failure simulated.
	In advert ant IMC • Simulated flight into IMC.
	TAWS Escape Maneuver • Simulated terrain evasion maneuver.
	PFD Malfunction • Screen failure, power failure, AHRS failure, ADC failure at the discretion of the instructor.
	Engine Malfunction • Prop governor failure, engine failure, loss of manifold pressure, loss of oil pressure.
	High Altitude Leg • Flight above 12,000 feet if Turbo or Oxygen equipped.
	Simulated CAPS Deployment • Simulated CAPS deployment due to a simulated emergency.
	Open Door • Door open in flight or left open prior to takeoff.
	Single Pilot Resource Management • Pilot managing flight without instructor assistance using appropriate resources available in flight.

Transition Training Course Icons

	Scenario Leg • Real-life challenges will be presented to the pilot in a scenario format to challenge SRM and decision-making skills.
	Simulator Compatible • Flight lesson can be accomplished with a properly equipped simulator or flight training device.

Stage 1

VFR Transition Training Course Components



Stage 1
Stage minimums: 2 XC legs
Approximate flight time: 3 hrs
Approximate ground time: 3 hrs

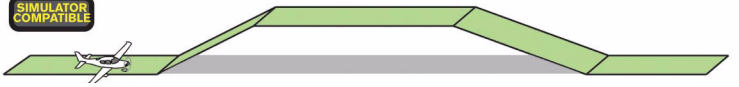
Ground Briefing

- Introduction to the Cirrus Transition Training course,
- Computer-Aided systems discussion,
- Avionics procedure training in aircraft or computer simulator.

Flight 1

SIMULATOR COMPATIBLE

XC



- Introduction to normal operations, instructor demonstration,
- Introduction to avionics and autopilot procedures,
- Introduction to traffic pattern procedures and landings.

Flight 2

XC

- Continued normal operations with avionics/autopilot practice,
- Introduction to maneuvers,
- Traffic pattern and landing practice,
- Repeat cross-country legs as required.

Stage 1 Overview

Minimum cross-country legs: 2

The first stage of the transition training course is designed to introduce the student to the aircraft as a whole. Depending on the experience and aptitude of your student, this stage could take relatively little time to complete. However, you may find that repeating cross-country legs will be required to solidify basic airmanship and avionics understanding. A good gauge of whether or not to advance to the next stage is to look at the boxes signifying satisfactory tasks. Is the student performing to proficiency in at least some objectives? If the answer is no, consider additional flight time to solidify basic objectives.

Ground Lesson

Introduction to Cirrus Transition Training

Utilize the initial time with the student to determine what his or her objectives and past flight experiences are. It is also important to identify any special insurance requirements (some insurance policies require additional flight time, a flight review, or an instrument proficiency check).

Provide an overview of the transition training course. Determine if the recommended progression will best suit the student's needs, or if his or her prior experience will permit a different approach to complete course objectives.

Computer-Aided Systems Discussion

Utilize Cirrus training resources as appropriate to validate the student's retention of material learned during the pre-training self-study. Examples include presentations and documents on the Cirrus Training Portal (training.cirrusaircraft.com), the various computer simulations of avionics systems, and online learning courses.

The Cirrus Aircraft Training Software (CATS) trainer is an excellent way to illustrate aircraft systems. Emphasize systems which are new or unfamiliar to the student.

Avionics Procedures Training

Because avionics can be initially overwhelming, an introduction to PFD and MFD operations is necessary. Depending on the avionics suite, determine the best medium for your student. If no computer aids are available, locate a power cart and utilize ground power for training in the aircraft.

Flight 1

Introduction to Normal Procedures

In addition to Cirrus-specific items, reinforce basic cross-country planning.

Instructor Led or Demonstrated Flight

Depending on the experience of the student, it can be beneficial to demonstrate what a normal flight should involve. If he / she would be more comfortable observing you on the first flight, choose a route that will permit enough time for him or her to absorb what is being demonstrated.

Operational Avionics Introduction and Demonstration

Provide assistance regarding the various avionics actions necessary for collecting pertinent navigation, weather, systems, and other miscellaneous information.

Traffic Pattern and Landing Practice

Introduce traffic pattern operations using the FOM for guidance. Conduct normal landing practice.

Flight 2+

Continued Normal Cross-Country Operations

Depending on the experience of your student, you will most likely need to continue assisting with basic tasks. Help him or her adhere to the checklists by illustrating the proper times to complete these checklists. It is beneficial to take as much time enroute as practical to allow the student to not feel rushed.

Continued Operational Avionics Practice

Due to the advanced nature of the avionics to a new or transitioning pilot, continue assisting the student with avionics usage if necessary.

Introduction to Maneuvers

Depending on the ability of your student, it may be practical to practice maneuvers before attempting additional landings. Practicing slow flight, with an emphasis on configuration changes, can be especially helpful to gain a “feel” for the aircraft. Additional maneuvers should be practiced at your discretion. Consider demonstrating the maneuver prior to the initial attempt by the student.

Traffic Pattern and Landing Practice

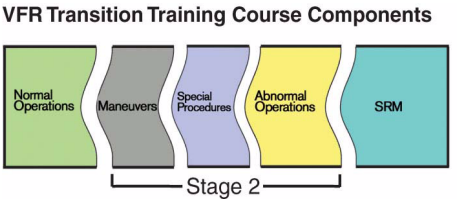
Typically, students will not be acclimated to the power of the aircraft at this point. This is usually quite noticeable during the first few attempts at the landing / takeoff / traffic pattern cycle. Assist with proper power management in the traffic pattern. Monitoring the student's use of trim during configuration changes can greatly assist him or her with positive aircraft control.

Instructor Recommended Additional Cross-Country Flights

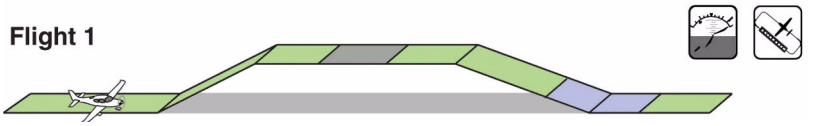
Keep in mind that the course progression is designed for a proficient pilot. Most students will require at least one additional review flight in normal operations before it is advised to introduce abnormal procedures.

At any point in the course if you feel the student will benefit by repeating a flight or moving to task items in other stages, please do so. Course success is directly associated with careful consideration on the instructor's behalf.

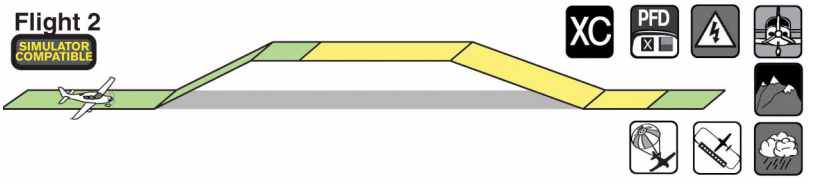
Stage 2



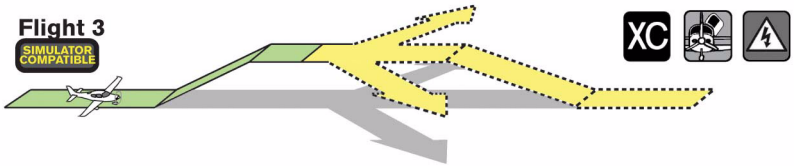
Stage 2
Stage minimums: 3 XC legs
Approximate flight time: 4 hrs
Approximate ground time: 2 hrs



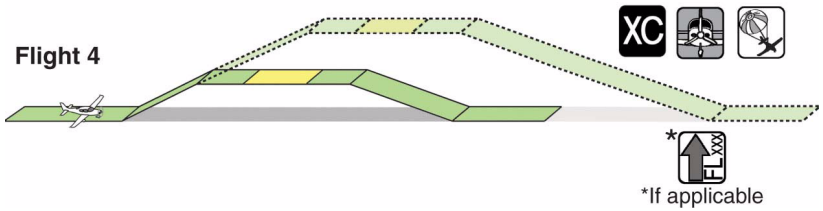
- Local area flight,
- Maneuver review if necessary,
- Landing practice with non-standard configurations.



- Cross-country operations continued,
- Demonstration leg to introduce abnormal operations,
- Landing practice as necessary.



- Cross-country operations continued,
- Malfunction that may require a diversion,
- Landings as specified by the instructor.



- Cross-country operations continued,
- Simulated engine malfunction with a potential for a simulated CAPS deployment,
- High altitude leg if Turbo or Oxygen equipped.

Stage 2 Overview

Minimum cross-country legs: 3

The second stage is typically where significant improvements in student performance are seen. The intent of Stage 2 is to build off of the proficiency in normal operations. Basic airmanship should be established prior to advancing to this stage. Before introducing engine or system failures, make sure that the student has the knowledge to understand the failure in flight. The best use of your time is to brief each flight thoroughly.

Flight 1

Local Area Flight

If needed, consider a longer cross-country leg to allow the student more time to practice avionics objectives. Otherwise, stay in the local area.

Maneuver Review

Depending on which maneuvers were accomplished in the first stage, review maneuvers that need additional work and introduce remaining maneuvers if applicable.

Landing Practice: Non-Standard Landings and Configurations

Only attempt the items in the Special Procedures task list section if at least some normal landings have been demonstrated to proficiency. Due to the pitch differences in a 0% flap landing, consider demonstrating proper technique before allowing the student to attempt one. When practicing power-off landings, ensure flaps are deployed at a safe altitude prior to attempting a landing. Landing in a power-off

condition without flaps dramatically increases the chances of a tail strike.

Flight 2

Cross-Country Operations Continued

The first successful attempt box on the task list should be satisfied at this point for each of the normal operation items. If difficulty in a particular task is consistent, focus on that item during this flight.

Demonstration Leg Introducing Abnormal Operations

Your preflight briefing should have covered each of the failures on this flight. However, actual demonstration of failures will greatly assist the students' recognition of the event in the future. Take ample time enroute to demonstrate the following: PFD failure, ADC failure, AHRS failure, ALT 1 failure, ALT 2 failure, and combined ALT 1 and ALT 2 failures. Demonstrate signs of propeller overspeed and loss of manifold pressure (if Turbo-equipped), and simulate proper parachute deployment techniques. Also, introduce techniques for inadvertent flight into IMC, and a TAWS escape maneuver.

Demonstration of an actual TAWS escape should only be executed if safety and adherence to FARs are guaranteed.

Flight 3

Cross-Country Operations Continued

Consider a destination airport and an alternate airport that will allow the student ample time to divert if necessary.

Diversion Due to Malfunction

Depending on the electrical system in the aircraft, a diversion could be the result of a simulated electrical failure, or more realistically, the result of a door opening in flight. Introduce both of these abnormal operations on this leg. Consider opening the door on the takeoff roll if a diversion can later be counted on due to the future electrical failure. Otherwise, introduce an electrical malfunction that does not require a diversion, and conduct the open door in flight scenario. The resulting diversion will help determine if the student is capable of altering flight plans, locating applicable MFD information, etc.

Landing Type Specified by Instructor

The type of landing may be dependent on the system malfunction or scenario that creates the need for a diversion. If you are landing with

the door open make the student aware of the fact that it may open further once airspeed has decreased.

Flight 4

Cross-Country Operations Continued

If you are training in a Turbo-equipped aircraft, brief the Turbo and oxygen systems, and procedures thoroughly prior to the flight. Determine if the student wishes to fly above FL180. Encourage this if he / she feels there may be an operational need once training is complete. If flying above FL180, consider adding “High Altitude Training Flight” in the remarks section of the IFR flight plan.

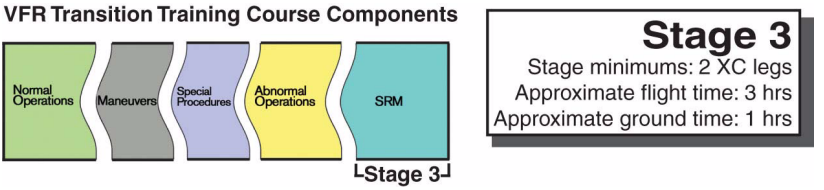
Simulated Engine Malfunction with Potential CAPS Deployment

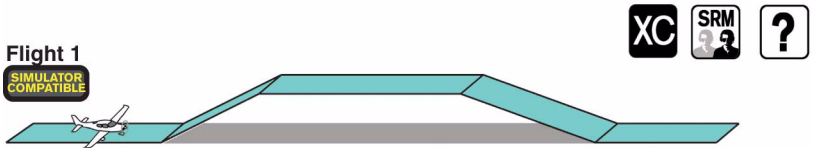
Depending on the situation, it may be best to only verbally announce the engine failure (especially if at high altitude and on an IFR flight plan). If possible, for maximum effect, simulate the failure by reducing power to a safe, low setting. This will allow you to observe the strengths and weaknesses of the student during the stressful situation. Let the student take the situation to finality.

Finality is considered to be a safe power-off landing at a suitable airport, recovery above the off-airport landing spot, announcing CAPS deployment, or verbally announcing actions if it is unsafe or impractical to divert from current flight path.

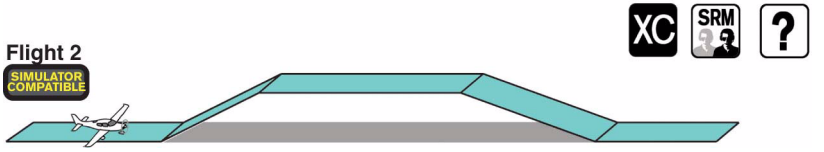
Depending on where you begin the engine malfunction scenario, the student may be forced to consider a simulated CAPS deployment. Even if the student determines that an alternate outcome would be satisfactory, discuss proper CAPS procedures.

Stage 3





- Cross-country operations with emphasis on SRM,
- Scenario based upon abnormal operations,
- Other procedures required for course completion or at the discretion of the instructor.



- Cross-country operations with emphasis on SRM,
- Scenario based upon abnormal operations,
- Other procedures required for course completion or at the discretion of the instructor.

Stage 3 Overview

Minimum cross-country legs: 2

The third and final stage of this course is based on Single Pilot Resource Management (SRM). Advancement to this stage should only be considered once task list progress is nearing completion.

At this point, the student should have developed skills that enable him or her to fly comfortably without you in the cockpit.

Flights 1 and 2+

Cross-Country Operations Emphasizing SRM

One of the best ways to determine SRM is to simply watch your student conduct a flight from start to finish. Create a scenario that is realistic according to the type of flying they typically conduct. Do they travel for business purposes? Do they travel purely for personal reasons? You can create worthwhile scenarios by simply understanding their typical flying behavior.

Here are some suggestions for creating scenarios:

- The day before the flight, consider giving your student a particular time they need to be at a destination. Let them complete all aspects of the flight planning process,
- Incorporate diversions (weather, mechanical, medical, etc.) and observe his or her decisions in regard to diversion airports,
- Utilize system malfunctions that incorporate shared failures (Example: electrical failure that leads to a flap failure and the implications of landing on a shorter runway).

Scenario: Abnormal Operations and Other Procedures

The items remaining on the task list will determine the type of scenario you should plan for your student. Consider these flights as being observation flights. As difficult as it can be for an instructor, you will gain insight into your student's abilities by acting as a passenger.

Cirrus Transition Training Task List

Normal Procedures	**Pre-Course Briefing** System, procedures, and limitations brief, avionics intro						
	Pre-Flight Preparations Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff Checklist complete, configuration setup, avionics setup						
	Normal Takeoff Center line tracking, rotation speed, engine monitoring						
	Climb Engine mgt, checklist usage, A/C control, ATC compliance						
	Cruise Leaning/engine mgt, automation mgt, situational awareness						
	Descent Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	Crosswind Landing Correct wind drift corrections, smooth/accurate touchdown						
	After Landing / Shutdown Checklists complete, collision avoidance, ATC compliance						

	Avionics Management						
	MFD, PFD, Com/Nav competence						
	Autopilot Management						
	Proper mode selection/interpretation, engagement procs						

Maneuvers	**Power-off Stalls**						
	Recognition and recovery, A/C control, min loss of altitude						
	Power-on Stalls						
	Recognition and recovery, A/C control, min loss of altitude						
	Autopilot Stall Recognition						
	Recognition and recovery, A/C control, min loss of altitude						
	Slow Flight						
	Control of heading, altitude, airspeed, angle of bank						
	Steep Turns						
	Control of heading, altitude, airspeed, angle of bank						

Special Procedures	**Short-field Takeoff**						
	Proper technique, rotation speed, initial climb speed						
	Short-field Landing						
	Stabilized approach, airspeed and touchdown accuracy						
	50% Flap Landing						
	Proper technique, airspeed control, approach stability						
	0% Flap Landing						
	Proper technique, airspeed control, approach stability						
	Power-off Landing						
	Airspeed and configuration control, stability, troubleshooting						
	Go-around						
	Timely decision, airspeed control, wings level, coordination						

Abnormal Operations	**Electrical Malfunction**						
	Identification, checklist usage, decision making						
	PFD Malfunction						
	Cause of failure identification, A/C control, SRM						
	Engine Malfunction						
	Recognition, checklist procs, A/C control, CAPS awareness						
	Open Door						
	Early detection, A/C control, division of attention						
	Simulated CAPS deployment						
	Timely decision, simulated within altitude/airspeed limits						
	TAWS Escape						
	Timely recognition/response to cautions and warnings						
	Inadvertent IMC / Inadvertent Icing						
	Exited condition, A/C control, proper ATC communication						

SRM	**Sing Pilot Resource Management**						
	Utilize all necessary resources for safe flight outcome						

Additional Training Requests							

General Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying (currency maintained)	>10	6-10	2-5		<2	
Last Recurrent Training Event	<6 Mo		6-12mo		12-24mo	
Certificate Held	ATP or CFI	Com w/IFR	PVT w/IFR	PVT	Student	
Total Time	>2000	1000-2000	750-1000	500-750	<500	
Hours Logged in Last 12 Months	>200	150-200	100-150	50-150	<50	
Hours in Cirrus in Last 90 Days	>50	35-50	25-35	10-25	<10	
Pilot Mishap in Last 24 Months				Incident	Accident	
Cirrus Landings in Last 30 Days	>10	6-9	3-5	1-2	0	
Add 2 points for the following: >65 years old, Not completing Cirrus Transition Training, Time to complete Cirrus Training >30 hours, Time to achieve Private Pilot >100 hours					**TOTAL**	

Pilot Categories
≥ 23 
14 - 22 
≤ 13 

Instrument Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying IFR (currency maintained)	> 5		1 - 5		< 1	
Hours Flown IFR in Last 90 days	> 35	25 - 35	10 - 25	5 - 10	< 5	
Simulated/Actual Instrument in Cirrus in Last 90 Days	> 3		1 - 3		< 1	
Autopilot Coupled IAPs in Last 90 Days	> 4		1 - 4		0	
Hand-flown IAP in Last 90 Days	> 2		1		0	
Received Avionics Specific IFR Training from Factory/CSIP/CTC	Yes				No	
Subtract 2 points for completing an avionics specific IPC from CSIP/CTC in last 12 months. Subtract 1 point for when flying with IFR licensed pilot.					**TOTAL**	

Pilot Categories
≥ 19 
8 - 18 
≤ 7 

Personal Weather Minimums Categories

General Flight Guidelines

Current Pilot Capability Category	Wind Limit	VFR Minimums	
	Wind: 15 kts X-wind: 5 kts Max Gust: 5 kts	Day 5000' CEILINGS 10 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY
	Wind: 20 kts X-wind: 10 kts Max Gust: 10 kts	Day 3000' CEILINGS 10 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY
	Wind: 35 kts X-wind: 20 kts Max Gust: 15 kts	Day 3000' CEILINGS 5 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY

Instrument Flight Guidelines

Current Pilot Capability Category	IFR Minimums
	1500' / 3 SM Current Reported Weather
	500' / 2 SM Above Published Approach Minimums
	Published Approach Minimums

Post-Training Instructor Recommendations

(For those recommendations more restrictive than risk assessment values)

Wind Limit

Max Sustained Wind _____ kts

Max X-Wind _____ kts

Max Wind Gust _____ kts

Ceiling / Visibility

	Day	Night
Ceiling	_____ ft	_____ ft
Visibility	_____ sm	_____ sm

IFR Minimums

Increase to Apr. Mins

	Day	Night
Ceiling	+ _____ ft	+ _____ ft
Visibility	+ _____ sm	+ _____ sm

Post Training Instructor Comments

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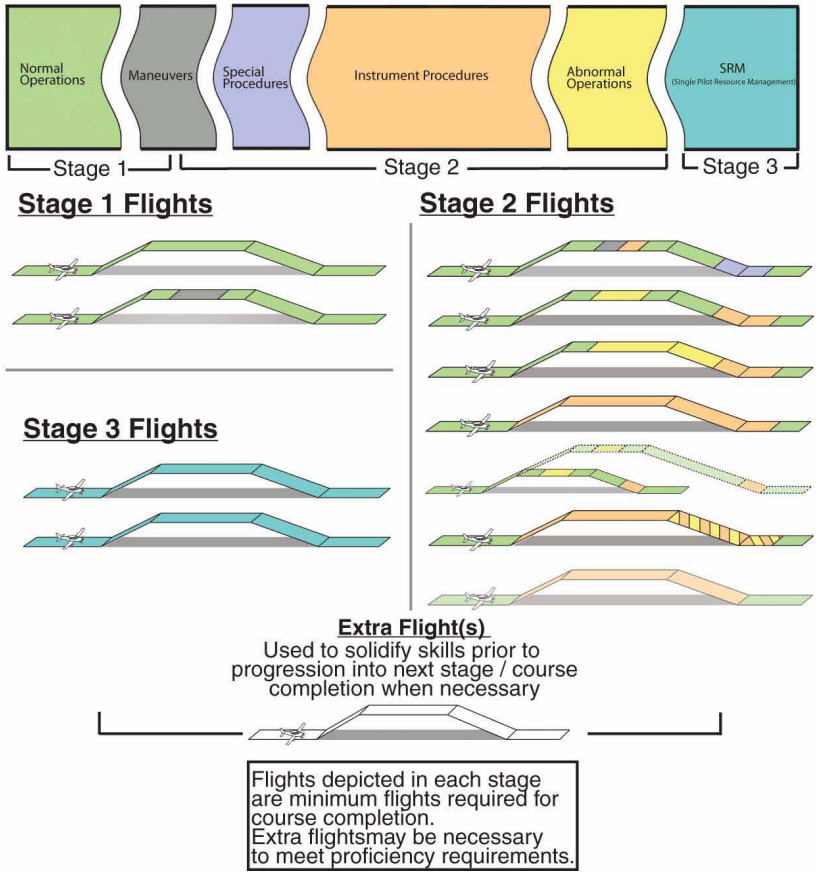
Advanced Transition Training

The Advanced Transition Training course is designed to prepare a proficient instrument-rated pilot for an Instrument Proficiency Check.

Typical course duration is approximately five days.



Advanced Transition Training Requirements

	Flight Time	Ground	X-C Legs	Landings
Course Minimums	8 hrs	NA	9	15
Course Averages	10 hrs	8 hrs	12	20

Advanced Transition Training Course Icons

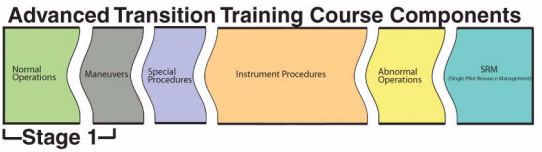
	Ground Briefing • Instructor-led course briefing, systems description, and avionics training.
	Cross-country leg • Cross-country leg required to meet course minimums.
	Traffic Pattern • Traffic pattern and landing practice recommended.
	Maneuvers • Select maneuvers for practice during flight.
	Electrical Malfunction • Alternator failure simulated.
	Inadvertent IMC • Simulated flight into IMC.
	TAWS Escape Maneuver • Simulated terrain evasion maneuver.
	PFD Malfunction • Screen failure, power failure, AHRS failure, ADC failure at the discretion of the instructor.
	Engine Malfunction • Prop governor failure, engine failure, loss of manifold pressure, loss of oil pressure.
	High Altitude Leg • Flight above 12,000 feet if Turbo or Oxygen equipped.
	Simulated CAPS Deployment • Simulated CAPS deployment due to a simulated emergency.
	Open Door • Door open in-flight or left open prior to takeoff.
	Single Pilot Resource Management • Pilot managing flight without instructor assistance using appropriate resources available in flight.

Advanced Transition Training Course Icons

	Scenario Leg • Real-life challenges will be presented to the pilot in a scenario format to challenge SRM and decision-making skills.
	Basic Instrument Skills • Basic attitude instrument flying and unusual attitude recovery.
	ATC Clearances • Practice complying with IFR clearances, including holding, route changes, crossing restrictions, and departure/arrival procedures.
	Navigation Systems • Navigation mode selection, DME arc navigation, GPS, VOR, and LOC/GS tracking.
	Instrument Approach Procedures • IAP covering the number and type of approaches required by IPC standards.
	Simulator Compatible[a] • Flight lesson can be accomplished with a properly equipped simulator or flight training device.

a. Landings, traffic pattern, and maneuvers cannot be counted toward course completion when utilizing a flight training device of flight simulator.
If attempting an IPC, some items may not be attempted in a flight training device or flight simulator unless prior approval from the FAA exists for that specific device.

Stage 1



Stage 1
Stage mins: 2 XC legs
Approx. Flt time: 3 hrs
Approx. Grnd time: 3 hrs

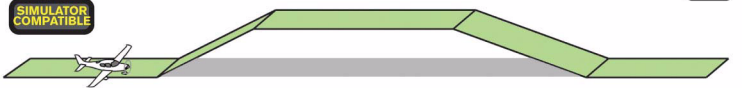
Ground Briefing

- Introduction to the Cirrus Advanced Transition Training course,
- Computer aided systems discussion,
- Avionics procedure training in the aircraft or with computer simulator.

Flight 1

SIMULATOR COMPATIBLE

XC



- Introduction to normal IFR cross-country procedures,
- Instructor led/demonstration if necessary,
- Avionics introduction/demonstration,
- Traffic pattern and landing practice.

Flight 2

XC

- Continued normal cross-country procedures,
- Continued avionics practice,
- Introduction to aircraft maneuvering,
- Traffic pattern and landing practice,
- Additional cross-country legs if necessary.

Stage 1 Overview

Minimum cross-country legs: 2

The first stage of the Advanced Transition Training course is designed to introduce the student to normal aircraft operations. Depending on the experience and aptitude of your student, this stage could take relatively little time to complete. However, you may find that repeating cross-country legs may be required to solidify basic airmanship and avionics understanding. Avionics utilization is especially important as complex instrument flying will be introduced in the second stage.

Do not continue into the second stage until a reasonable amount of proficiency has been attained with regard to autopilot usage and avionics management.

All tasks that require instructor assistance should be marked as attempts on the Task List.

Ground Lesson

Introduction to Cirrus Advanced Transition Training Course

Utilize the initial time with the student to determine what his/her objectives are. It is also important to identify what his/her insurance company may require (some require additional flight time, a flight review, or an IPC for example).

Provide an overview of the Advanced Transition Training course. Determine if the recommended progression will best suit the student's needs, or if his/her prior experience will permit a different approach to complete the course objectives.

Take additional time to determine the student's knowledge as it pertains to instrument procedures. If gaps exist in instrument knowledge, utilize this lesson to refresh the student.

Computer Aided Systems Discussion

Utilize Cirrus training resources as appropriate to validate the customer's retention of material learned during the pre-training self-study. Examples include presentations and documents on the Cirrus Training Portal (training.cirrusaircraft.com), the various computer simulations of avionics systems, and online learning courses. The Cirrus Aircraft Training Software (CATS) trainer is an excellent way to illustrate aircraft systems. Emphasize systems which are new or unfamiliar to the student.

Avionics Procedures Trainer or Aircraft with Power Cart

Because avionics can be initially overwhelming, an introduction to PFD and MFD operations is necessary. Depending on the avionics suite, determine the best medium for your student. If no computer aids are available, locate a power cart and utilize ground power for training in the aircraft.

Extensive time may be necessary for practicing avionics procedures. Upon completion of this course, the student will be expected to be proficient with relatively advanced avionics tasks. Consider reviewing this portion of the ground lesson throughout the course to help establish adequate avionics knowledge.

Flight 1

Introduction to Normal Cross-Country Operations

In addition to Cirrus-specific items, reinforce basic VFR cross-country flight planning.

Instructor Led or Demonstrated Flight if Necessary

Depending on the experience of the student, it can be beneficial to demonstrate what a normal flight should involve. If he/she would be more comfortable observing you on the first flight, choose a route that will permit enough time for him/her to absorb what is being demonstrated.

Operational Avionics Introduction and Demonstration

Provide assistance regarding the various avionics actions necessary for collecting pertinent navigation, weather, systems, and other miscellaneous information.

Traffic Pattern and Landing Practice

Introduce traffic pattern operations using the FOM for guidance. Conduct normal landing practice.

Flight 2+

Continued Normal Cross-Country Operations

Depending on the experience of your student, you will most likely need to continue assisting with basic tasks. Help him/her adhere to the checklists by illustrating the proper times to complete them. It is beneficial to take as much time enroute as practical to allow the student to not feel rushed.

Continued Operational Avionics Practice

Due to the complex nature of the avionics to a new or transitioning pilot, continue assisting the student with avionics usage if necessary.

Prior to stage advancement, consider reviewing avionics if the student is apprehensive with PFD or MFD operation.

Introduction to Maneuvers

Depending on the ability of your student, it may be logical to practice maneuvers before attempting additional landings. Practicing slow flight with an emphasis on configuration changes can be especially helpful to gain a “feel” for the aircraft. Additional maneuvers should be practiced at your discretion. Consider demonstrating the maneuver prior to the initial attempt by the student.

Traffic Pattern and Landing Practice

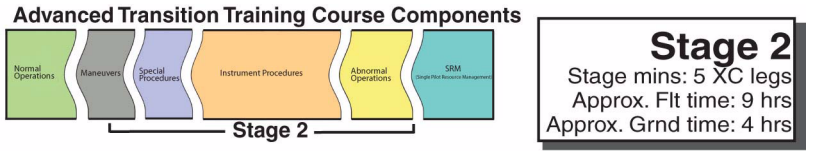
Typically, students will not be acclimated to the power of the aircraft at this point. This is usually quite noticeable during the first few attempts at the landing/takeoff/traffic pattern cycle. Assist with proper power management in the traffic pattern. Monitoring the student's use of trim during configuration changes can greatly assist them with positive aircraft control.

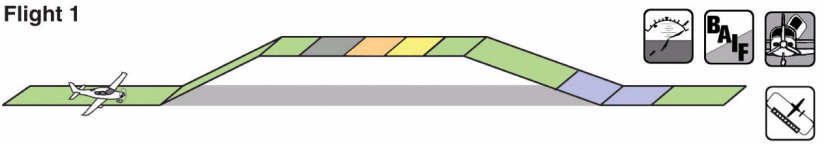
Instructor Recommended Additional Cross-Country Flights

Keep in mind that the stage minimums are designed for a proficient pilot. Most students will require at least one additional review flight in normal operations before it is advised to introduce abnormal or instrument procedures. Stage 2 will require a good foundation of basic avionics understanding.

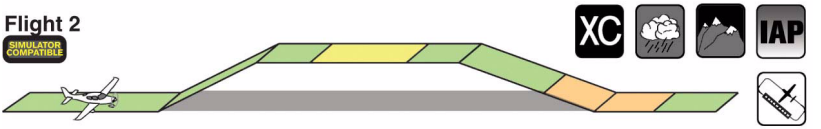
At any point in the course if you feel the student will benefit by repeating a flight or moving to task items in other stages, please do so. Course success is directly associated with careful consideration on the instructor's behalf.

Stage 2

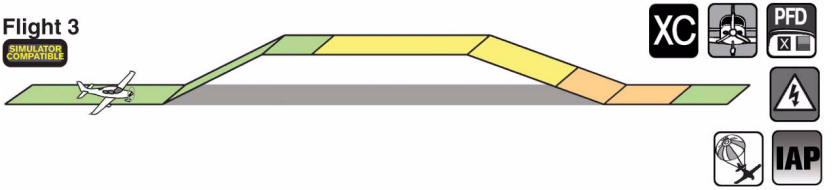




- Local area flight,
- Maneuver review and basic instrument skills,
- Open door in flight,
- Non-standard landing configuration practice.

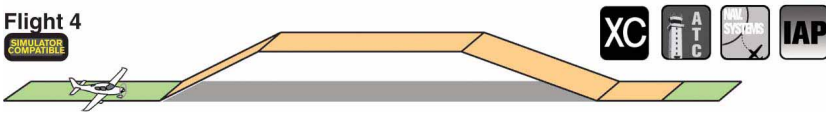


- Cross-country operations continued,
- Inadvertent flight into icing and TAWS escape introduction,
- Introduction to IAPs,
- Landing practice.

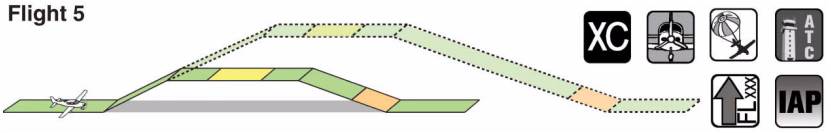


- Cross-country operations,
- Normal IFR operations: IAPs, DPs, and STARs,
- Introduction to DME arcs,

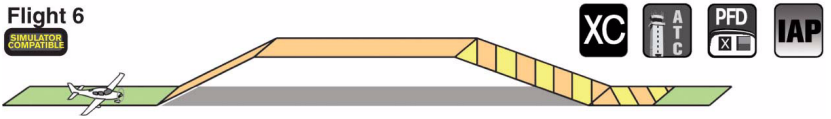
- Introduction to missed approach and holding procedures.



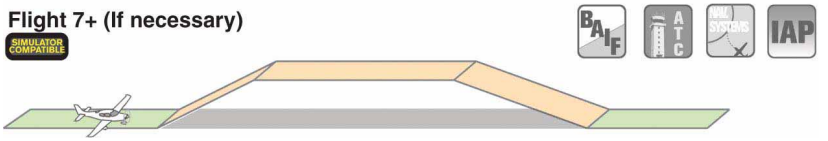
- Cross-country operations continued,
- Normal IFR operations reviewed.



- Cross-country operations continued,
- Introduction to high-altitude flight, if Turbo or Oxygen equipped,
- Engine malfunction (potential CAPS simulation),
- Introduction to crossing restrictions,
- Introduction to circling approaches.



- Cross-country operations continued,
- Victor or jet airway navigation introduction,
- Introduction to IAPs with the loss of the PFD.



- Review weak items at the discretion of the instructor.

• Note •

Stage 3 requires SRM legs which requires the pilot to operate without instructor assistance. Review applicable areas before progressing into Stage 3, if applicable.

Stage 2 Overview

Minimum cross-country legs: 5

The second stage incorporates the skills necessary for all aspects of instrument flying, as well as an introduction to maneuvers, special procedures, and abnormal operations. This stage is robust enough to potentially require several additional flights. If your student is not capable of following the progression while making task item progress, devise a method to repeat flights or individualize proposed flights to meet his/her needs. Make sure the student is well involved in weather review and IFR flight planning.

Flight 1

Local Area Flight

Unless your student requires additional time in a cruise setting, this lesson has no practical requirement for cross-country operations.

Maneuver Review and Basic Instrument Skills

Similar to the first flight, some students learn best when items are demonstrated prior to their own practice. Determine if your student wishes to see the maneuver completed before his/her first attempt. As always, locate a practice area away from congested areas.

It is important to determine if your student has adequate basic attitude instrument flying skills prior to attempting more complex instrument tasks. Most students will need significant practice in this area. Ensure proper time is devoted to this important skill.

Landing Practice: Non-standard Landings and Configurations

Only attempt the items in the Special Procedures task list section if at least some normal landings have been demonstrated to proficiency. Due to the pitch differences in a 0% flap landing, consider demonstrating proper technique before allowing the student to attempt non-standard landings.

When practicing power-off landings, ensure flap deployment happens at a safe altitude prior to attempting a landing. Landing in a power-off condition without flaps dramatically increases the chances of a tail strike and is not recommended.

Flight 2

Cross-Country Operations Continued

The first successful attempt box on the task list should be satisfied at this point for each of the normal operation tasks. If difficulty in a particular task is consistent, focus on that item during this flight.

Inadvertent Flight into Icing and TAWS Escape Introduction

Whether or not your student has an aircraft equipped for flight into icing conditions will determine the instructional requirements of this task.

If the aircraft is FIKI equipped:

- Make sure you are current with your knowledge of Cirrus FIKI systems and operations, (the Icing Awareness Course is required by the FAA for flight into known ice with this aircraft)
- Determine that the student understands all normal and abnormal modes of pump operation,
- Discuss methods to determine ice intensity, and best practices when determining how to exit icing conditions.

If the aircraft has basic ice protection:

- Discuss methods to determine ice intensity, and best practices when determining how to exit icing conditions.

Demonstration of an actual TAWS escape should only be executed if safety and adherence to FARs are guaranteed.

Introduction to Instrument Approaches

Due to the potential complexities of loading and activating approaches, be sure to brief the proper steps required for programming approaches prior to the flight.

Landing Practice (Instructor Specified)

Depending on the ability of the student, either focus on establishing better quality normal landings, or continue towards developing proficiency with the various landings on the task list.

Flight 3

Cross-Country Operations Continued

This flight will incorporate a demonstration of several abnormal operations. Because of this, it is advised to select a route that will give you ample time to demonstrate and discuss the abnormal items.

Demonstration Leg Introducing Abnormal Operations

Your preflight briefing should have covered each of the failures on this flight. However, actual demonstration of failures will greatly assist the student's recognition of the event in the future. Take ample time enroute to demonstrate the following: PFD failure, ADC failure, AHRS failure, ALT 1 failure, ALT 2 failure, and combined ALT 1 and ALT 2 failures. Demonstrate signs of propeller overspeed and loss of manifold pressure (if Turbo-equipped), and simulate proper parachute deployment techniques.

Instrument Approach of Different Type Than Previous Flight

Encourage the use of the autopilot during the first few instrument approaches.

Introduction to Missed Approaches

Consider demonstrating the proper steps for a missed approach. Be very methodical in your explanation of the steps while performing the maneuver; there is a very high workload in this phase of flight. Utilize the autopilot to illustrate the steps necessary to transfer aircraft control from the pilot to the automation (depending on aircraft model).

Flight 4

Cross-Country Operations Continued

This flight is intended to mimic a flight (while improbable in some areas) conducted in instrument conditions from departure to touchdown. Because you will be introducing departure procedures as well as arrival procedures, consider a longer leg to provide time for the student to complete all tasks.

Normal Instrument Flight Including DP, STAR, and IAP

If departure procedures or standard terminal arrival procedures are not available, consider improvising by substituting the procedure from a nearby airport. (For training purposes only. Do not attempt this in actual instrument conditions.)

Introduction to DME Arcs

While DME arcs are not nearly as challenging with modern avionics, it is still mandated by the FAA that they are included in an IPC. Make sure your student is capable of intercepting any point along an arc as well as proceeding directly to a beginning waypoint on the arc. This exercise can be a good test to demonstrate general avionics progress.

Instrument Approach

If the student has shown proficiency with the flight management system and the autopilot, consider a hand-flown approach.

Missed Approach

If you are able to complete this flight to an airport that supports STARs, it may not be practical to attempt a missed approach due to ATC constraints. If this is the case, move this task item to another flight.

Introduction to Holding Procedures

Determine if the student is capable of navigating to the holding fix and following PTS standards for holding requirements. Because of the assistance modern avionics can provide, determine if he/she would be capable of flying the holding pattern without automation prompting.

Flight 5

Introduction to High Altitude Flight (Turbo or Oxygen Equipped)

Brief the Turbo and oxygen systems and procedures thoroughly prior to the flight. Determine if the student wishes to fly above FL180. (Encourage this if he/she feels there may be an operational need once training is complete). If flying above FL180, consider adding “High Altitude Training Flight” in the remarks section of the IFR flight plan.

Cross-Country Operations Continued

Choose a destination airport appropriate to the altitude to which you are climbing.

Engine Malfunction (potential simulated CAPS deployment)

If operating on an IFR flight plan, discuss the emergency procedures for an engine failure. Make certain that the student is capable of locating applicable emergency checklists in a timely manner and is able to recall specific memory items. Discuss proper CAPS deployment technique and decision making.

Introduction to Crossing Restrictions

Be certain you have illustrated how to utilize the avionics to assist in crossing restrictions prior to flight. There is a chance that ATC may issue a crossing restriction after descending from a high altitude. If they do not issue such a clearance, provide a simulated clearance.

Introduction to a Circling Approach

Integrate the approach into the traffic pattern in a manner consistent with local traffic in the pattern, if any.

Flight 6

Cross-Country Operations Continued

At this point, all items associated with the normal operations task list should be considered satisfactory. If deficient areas exist, focus on them during this flight.

Victor and Jet Airway Navigation Introduction

Brief these items thoroughly on the ground prior to the flight. Consider using a PC trainer or utilize ground power with the aircraft. Introduce the flight management skills necessary to load victor/jet airways into the flight plan. Determine if the student is capable of intercepting various portions along the flight plan (activating different legs of the flight plan).

Introduction to an Approach with the Loss of Primary Flight Instrumentation

If the student is capable of performing this approach without instructor assistance, consider attempting a nonprecision approach to meet the requirements of the IPC. It is recommended to practice basic attitude instrument flying without the PFD before attempting an approach.

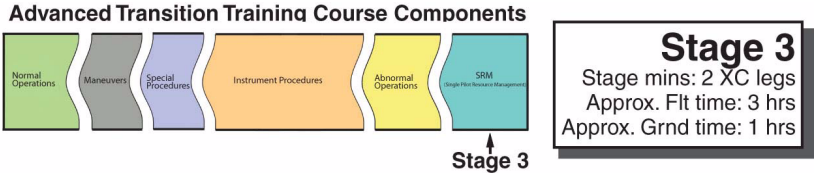
For the purpose of an IPC, the approach must incorporate a true partial panel operation. If your aircraft is capable of reversionary functionality, the pilot must show ability to fly without the AHRS or ADC.

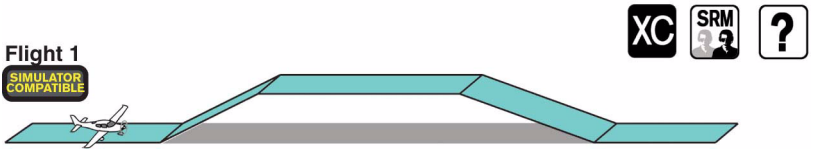
Flight 7+ (If Necessary)

Review Any Weak Items Before Advancing To Stage 3

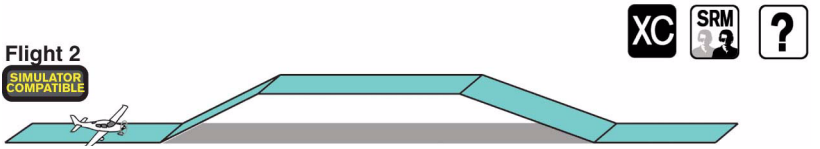
There should only be enough task items for an additional 2-3 flights at this point. If progression in some areas has been slow, review the task items which need improvement before advancing to the Single Pilot Resource Management segment.

Stage 3





- Cross-country operations emphasizing SRM,
- Scenario including abnormal procedures and IAPs determined by the instructor.



- Cross-country leg emphasizing SRM,
- Scenario including abnormal procedures and IAPs determined by the instructor,
- All the items in the task list must be completed for course completion, including the IPC,
- Repeat cross-country legs and tasks as required for course completion if necessary.

Stage 3 Overview

Minimum cross-country legs: 2

The final stage of this course is not foundational. Good instrument skills and aircraft handling should have been demonstrated prior to this point. It will be your responsibility to create adequate scenarios that will challenge the student's decision making while completing the remaining task items.

Flights 1 and 2+

Cross-Country Operations Emphasizing SRM

One of the best ways to determine SRM is to simply watch your student conduct a flight from start to finish. Create a scenario that is realistic according to type of flying they typically conduct. Do they travel for business purposes? Are they only comfortable at towered airports? You can create worthwhile scenarios by simply understanding their typical flying behavior.

Here are some suggestions for creating scenarios:

- The day before the flight, consider giving your student a particular time he/she needs to be at a destination. Incorporate weather that will require an alternate airport. Let him/her complete all aspects of the flight planning process,
- Incorporate diversions (weather, mechanical, medical, etc.) and observe his/her decisions with regard to diversion airports,
- Utilize system malfunctions that incorporate shared failures. (Example: circuit breaker cycles resulting in an inoperable Flight Management System keypad; this would force the student to load approaches and gather applicable information in an alternate way.)

Scenario: Abnormal Procedures And Instrument Procedures

Utilize the remaining task items to assist in the lesson format.

• Note •

Completion of this course should result in the issuance of an IPC. Make certain the student has performed all items in the task list to the standards set forth.

Advanced Transition Training Task List

Normal Procedures	**Pre-Course Briefing** System, procedures, and limitations brief, avionics intro						
	Pre-Flight Preparations Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff Checklist complete, configuration setup, avionics setup						
	Normal Takeoff Center line tracking, rotation speed, engine monitoring						
	Climb Engine mgt, checklist usage, A/C control, ATC compliance						
	Cruise Leaning/engine mgt, automation mgt, situational awareness						
	Descent Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	Crosswind Landing Correct wind drift corrections, smooth/accurate touchdown						
	After Landing / Shutdown Checklists complete, collision avoidance, ATC compliance						

Normal (Cont)	**Avionics Management**						
	MFD, PFD, Com/Nav competence						
	Autopilot Management						
	Proper mode selection/interpretation, engagement procs						

Maneuvers	**Power-off Stalls**						
	Recognition and recovery, A/C control, min loss of altitude						
	Power-on Stalls						
	Recognition and recovery, A/C control, min loss of altitude						
	Autopilot Stall Recognition						
	Recognition and recovery, A/C control, min loss of altitude						
	Slow Flight						
	Control of heading, altitude, airspeed, angle of bank						
	Steep Turns						
	Control of heading, altitude, airspeed, angle of bank						

Special Procedures	**Short-field Takeoff**						
	Proper technique, rotation speed, initial climb speed						
	Short-field Landing						
	Stabilized approach, airspeed and touchdown accuracy						
	50% Flap Landing						
	Proper technique, airspeed control, approach stability						
	0% Flap Landing						
	Proper technique, airspeed control, approach stability						
	Go-around						
	Timely decision, airspeed control, wings level, coordination						

Abnormal Operations	**Electrical Malfunction**							
	Identification, checklist usage, decision making							
	PFD Malfunction							
	Cause of failure identification, A/C control, SRM							
	Engine Malfunction							
	Recognition, checklist procs, A/C control, CAPS awareness							
	Open Door							
	Early detection, A/C control, division of attention							
	Simulated CAPS deployment							
	Timely decision, simulated within altitude/airspeed limits							
	TAWS Escape							
	Timely recognition/response to cautions and warnings							
	Inadvertent IMC / Inadvertent Icing							
	Exited condition, A/C control, proper ATC communication							
SRM	**Sing Pilot Resource Management**							
	Utilize all necessary resources for safe flight outcome							
Basic Instrument	**Basic Attitude Instrument Flying**							
	A/C control while hand flying in simulated or actual IMC							
	Unusual Attitude Recovery							
	Prompt correction from disrupted attitude							

ATC Clearances	**Crossing Restrictions**						
	Avionics usage to comply with crossing restrictions						
	Departure Procedures						
	Avionics setup and usage to comply with the clearance						
	Standards Terminal Arrival						
	Avionics setup and usage to comply with the clearance						
	Victor or Jet Airway						
	Flight plan data entry/modifications, clearance compliance						
	Holding Procedures						
	Correct avionics setup, entry and holding procedures						

Nav Systems	**Intercepting and Tracking Nav Systems**						
	Nav source selection and identification, tracking accuracy						
	DME Arcs						
	Flight plan programming and modifications, tracking accuracy						

Instrument Approach Procedures	**Nonprecision Approach (AP Coupled)**						
	Briefing, loading, activating, stability, clearance compliance						
	Nonprecision Approach (Hand flown from IAF)						
	Briefing, loading, activating, stability, clearance compliance						
	Precision Approach (AP Coupled)						
	Briefing, loading, activating, stability, clearance compliance						
	Precision Approach (Hand flown from IAF)						
	Briefing, loading, activating, stability, clearance compliance						
	Missed Approach						
	Timely decision, A/C control, procedure/clearance comply						

Inst Appr Proc (Cont)							
	Circling Approach						
	Safe maneuvering for landing, stabilized, A/C config control						
	Approach with Loss of Primary Flight Instruments						
	A/C control, ATC notification, use of rev mod/stby instruments						
	Landing from Straight-in or Circling Approach						
	Transition from instr to visual, smooth/accurate touchdown						

Additional Training Requests							

General Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying (currency maintained)	>10	6-10	2-5		<2	
Last Recurrent Training Event	<6 Mo		6-12mo		12-24mo	
Certificate Held	ATP or CFI	Com w/IFR	PVT w/IFR	PVT	Student	
Total Time	>2000	1000-2000	750-1000	500-750	<500	
Hours Logged in Last 12 Months	>200	150-200	100-150	50-150	<50	
Hours in Cirrus in Last 90 Days	>50	35-50	25-35	10-25	<10	
Pilot Mishap in Last 24 Months				Incident	Accident	
Cirrus Landings in Last 30 Days	>10	6-9	3-5	1-2	0	
Add 2 points for the following: >65 years old, Not completing Cirrus Transition Training, Time to complete Cirrus Training >30 hours, Time to achieve Private Pilot >100 hours					**TOTAL**	

Pilot Categories
≥ 23 
14 - 22 
≤ 13 

Instrument Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying IFR (currency maintained)	> 5		1 - 5		< 1	
Hours Flown IFR in Last 90 days	> 35	25 - 35	10 - 25	5 - 10	< 5	
Simulated/Actual Instrument in Cirrus in Last 90 Days	> 3		1 - 3		< 1	
Autopilot Coupled IAPs in Last 90 Days	> 4		1 - 4		0	
Hand-flown IAP in Last 90 Days	> 2		1		0	
Received Avionics Specific IFR Training from Factory/CSIP/CTC	Yes				No	
Subtract 2 points for completing an avionics specific IPC from CSIP/CTC in last 12 months. Subtract 1 point for when flying with IFR licensed pilot.					**TOTAL**	

Pilot Categories
≥ 19 
8 - 18 
≤ 7 

Personal Weather Minimums Categories

General Flight Guidelines

Current Pilot Capability Category	Wind Limit	VFR Minimums	
	Wind: 15 kts X-wind: 5 kts Max Gust: 5 kts	Day 5000' CEILINGS 10 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY
	Wind: 20 kts X-wind: 10 kts Max Gust: 10 kts	Day 3000' CEILINGS 10 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY
	Wind: 35 kts X-wind: 20 kts Max Gust: 15 kts	Day 3000' CEILINGS 5 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY

Instrument Flight Guidelines

Current Pilot Capability Category	IFR Minimums
	1500' / 3 SM Current Reported Weather
	500' / 2 SM Above Published Approach Minimums
	Published Approach Minimums

Post-Training Instructor Recommendations

(For those recommendations more restrictive than risk assessment values)

Wind Limit

Max Sustained Wind _____ kts

Max X-Wind _____ kts

Max Wind Gust _____ kts

Ceiling / Visibility

	Day	Night
Ceiling	_____ ft	_____ ft
Visibility	_____ sm	_____ sm

IFR Minimums

Increase to Apr. Mins

	Day	Night
Ceiling +	_____ ft	_____ ft
Visibility +	_____ sm	_____ sm

Post Training Instructor Comments

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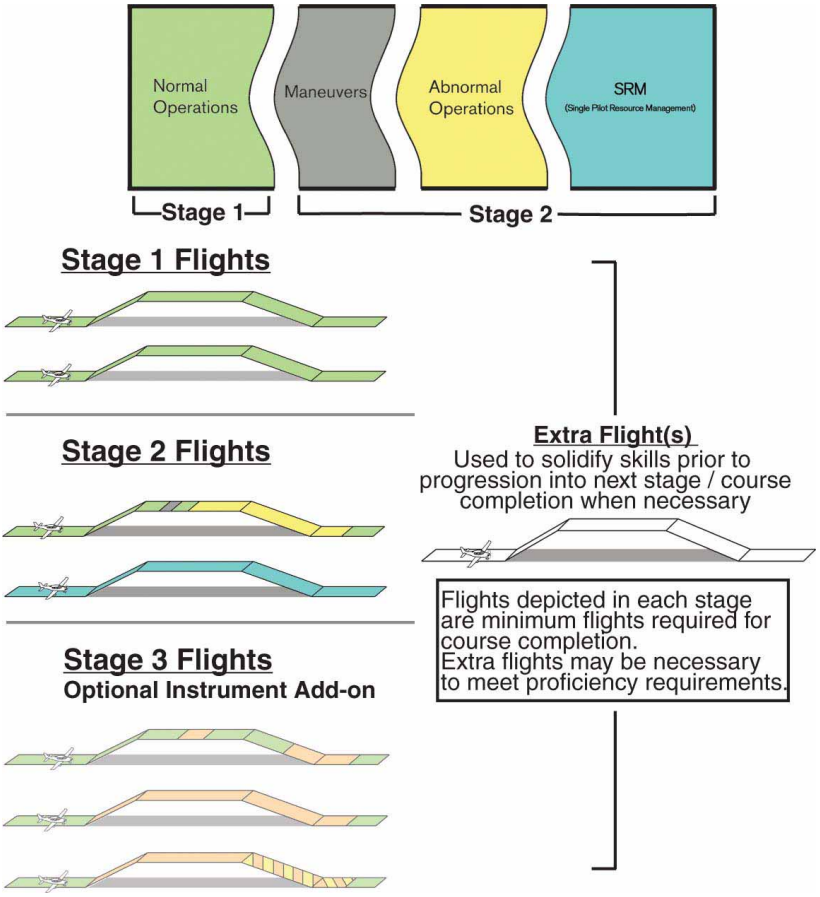
Avionics Differences

The Avionics Differences course is designed for pilots transitioning to a different avionics package. An optional advanced instruction add-on course is available as well.

Typical course duration is approximately one day.



Avionics Differences Course Requirements

	Flight Time	Ground	X-C Legs	Landings
Course Minimums	2 hrs	NA	4	2
Course Averages	5 hrs	4 hrs	6	4

Avionics Differences Course Icons

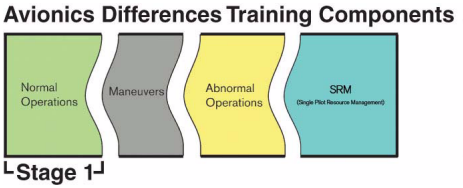
	Ground Briefing • Instructor-led course briefing, systems description, and avionics training.
	Cross-country Leg • Cross-country leg required to meet course minimums.
	Maneuvers • Select maneuvers for practice during flight.
	Electrical Malfunction • Alternator failure simulated.
	TAWS Escape Maneuver • Simulated terrain evasion maneuver.
	PFD Malfunction • Screen failure, power failure, AHRS failure, ADC failure at the discretion of the instructor.
	Single Pilot Resource Management • Pilot managing flight without instructor assistance using appropriate resources available in-flight.
	Scenario Leg • Real-life challenges will be presented to the pilot in a scenario format to challenge SRM and decision-making skills.

Advanced Avionics Differences Add-On Items

	Basic Instrument Skills • Basic attitude instrument flying and unusual attitude recovery.
	ATC Clearances • Practice complying with IFR clearances including: holding, route changes, crossing restrictions, and departure/arrival procedures.
	Navigation Systems • Navigation mode selection, DME arc navigation, GPS, VOR, and LOC/GS tracking.
	Instrument Approach Procedures • IAP covering the number and type of approaches required by IPC standards.
	Simulator Compatible[a] • Flight lesson can be accomplished with a properly equipped simulator or flight training device.

a. Landing practice, traffic pattern, and maneuvers cannot be counted toward course completion when utilizing a flight training device of flight simulator. If attempting an IPC, some items may not be attempted in a flight training device or flight simulator unless prior approval from the FAA exists for that specific device.

Stage 1

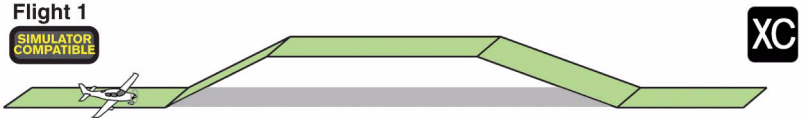


Stage 1
Stage minimums: 2 XC legs
Approximate flight time: 3 hrs
Approximate ground time: 3 hrs

Ground Briefing

Introduction to the Cirrus Avionics Differences course,

- Computer-Aided systems and avionics discussion,
- Avionics practice with an aircraft and power cart or simulator,
- Instrument-specific procedures for optional Stage 3.



- Introduction to normal cross-country procedures,
- Avionics and autopilot introduction.

- Continued normal operations,
- Continued avionics practice,
  - Autopilot use continued,
  - Vertical navigation, if equipped,
  - En route flight plan modifications,
- Repeat additional cross-country flights if necessary.

Stage 1 Overview

Minimum cross-country legs: 2

A good foundation of Cirrus-related flight skills should be demonstrated by the student prior to attempting the Avionics Differences course. Because he or she is transitioning from one avionics suite to another, basic flight skills are not the focus of this course. If basic skills are not acceptable, consider recommending the Transition Training course, which allows for more focus on basic airmanship.

If you are attempting the Advanced Avionics Differences Add-on, determine if your student would be better suited with the Advanced Transition Training course. Requirements for the Advanced Add-on are identical to those of an Instrument Proficiency Check. Additional instrument-specific training can be added into Stages 1 and 2 at your discretion.

Ground Lesson

Introduction to the Cirrus Avionics Differences Course

Utilize the initial time with the student to determine what his or her Cirrus flying experience has been. It is important to determine what level of avionics-specific knowledge the student possesses. You may need to spend additional time using an avionics trainer on the ground if the student has not taken the time for self-study.

Provide an overview of the Avionics Differences course. Determine if the recommended progression will best suit the student's needs or if his or her prior experience will permit a different approach to complete course objectives.

Computer-Aided Systems Discussion

The CATS trainer is an excellent way to illustrate aircraft systems. Emphasize systems which are new or unfamiliar to the student.

The Cirrus Training Portal (training.cirrusaircraft.com) is another useful instructor resource. Aircraft systems presentations and POH supplements (among other resources) are available for download.

Avionics Procedures Trainer or Aircraft with Power Cart

Because avionics can be initially overwhelming, an introduction to PFD and MFD operations is necessary. Depending on the avionics suite, determine the best medium for your student. If no computer aids

are available, locate a power cart and utilize ground power for the aircraft.

Because this course is designed as an avionics-specific course, consider introducing slightly more advanced avionics skills if the student is capable. Look at the avionics and automation management section of the completion standards for focus item ideas.

Instrument-Specific Procedures and Regulations Review (For Optional Stage 3)

Determine if the student has adequate knowledge to complete an Instrument Proficiency Check. (Instrument charting, FAR Part 91 instrument regulations, basic instrument avionics task ability, etc)

Flight 1

Introduction to Normal Cross-Country Operations

In addition to Cirrus-specific items, reinforce basic cross-country flight planning.

Operational Avionics Introduction

Illustrate operational differences in the new avionics. Focus on autopilot differences. Transitioning from one autopilot type to another can be challenging. Learned behaviors with the previous system can be a challenge to overcome, especially in a short time period. Provide clear, concise guidance for system operation.

Flight 2+

Continued Normal Cross-Country Operations

Help the student adhere to checklist usage by illustrating proper times to complete each checklist. Take as much time enroute as necessary to help the student become more comfortable with the new avionics.

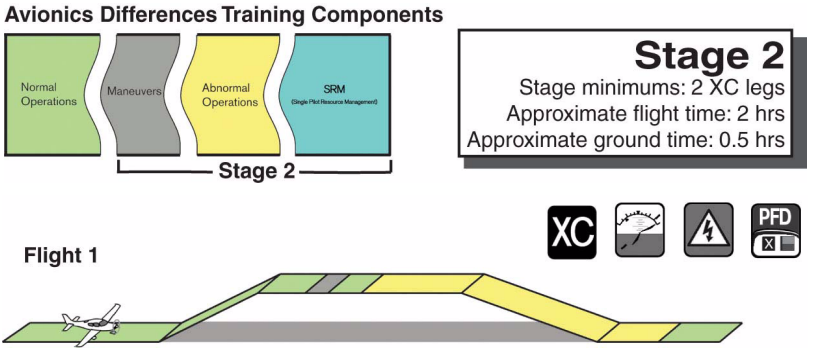
Continued Operational Avionics Practice

Due to the complex nature of the avionics to a transitioning pilot, continue assisting the student with common avionics tasks if necessary. Reinforce avionics tasks such as gathering weather information, locating airport information, etc.

Instructor Recommended Additional Cross-Country Flights

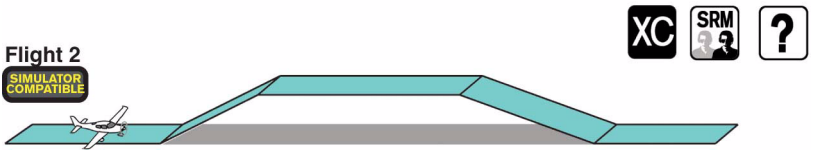
If, at any point in the course you feel the student will benefit by repeating a flight or moving to task items in other stages, please do so. This course is only successful with careful consideration on the instructor's behalf.

Stage 2



Continued cross-country flight,

- Introduction to autopilot stall recovery,
- Introduction to electrical malfunctions:
  - ALT 1 failure,
  - ALT 2 failure,
  - Simultaneous ALT 1 and 2 failures.
- Introduction to PFD malfunctions:
  - PFD power or screen failure,
  - ADC failure,
  - AHRS failure.



- Cross-country operations emphasizing SRM with focus on increasing confidence with avionics,
- Scenario, including abnormal operations, as determined by the instructor,
- All items in the task list must be accomplished for final course completion,
- Repeat additional cross-country flights as required.

Stage 2 Overview

Minimum cross-country legs: 2

The first stage incorporated several new avionics practices. The second stage will help solidify these basic avionics skills in addition to providing an introduction to avionics-specific autopilot stall recovery, system malfunctions, and SRM operations. There may be a need to review specific avionics items on the ground prior to flight if student progress is slow.

Flight 1

Continued Cross-country Flight

Due to the demonstrative nature of this flight, ensure that there is adequate distance between your departure and destination airports.

Introduction to Autopilot Stall Recovery

Several differences may exist in autopilot systems depending on the type and generation of the avionics the student has transitioning from. Make certain the student is familiar with symptoms of a slowing aircraft in addition to proper stall recovery procedure.

Introduction to Electrical Malfunction

Demonstrate the various combinations of electrical malfunctions that are possible. Keep in mind the avionics suite the student is transitioning from may be substantially different from the new configuration.

Introduction to Primary Flight Display Malfunction

While in flight, illustrate an assortment of Primary Flight Display malfunctions. (Be cognizant of an impending failure of the traffic awareness system depending on the failure illustrated as well as potential transponder altitude reporting loss.)

Flight 2

Cross-Country Operations Emphasizing SRM with Focus on Increasing Confidence with Avionics.

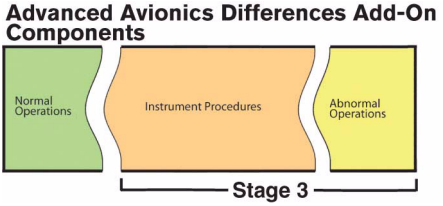
There should be no need to assist the student at this point. Analyze his or her cockpit management skills in addition to his or her interaction with the automation. If additional training is necessary, add additional cross-country legs to this stage until completion standards are met for the remaining tasks.

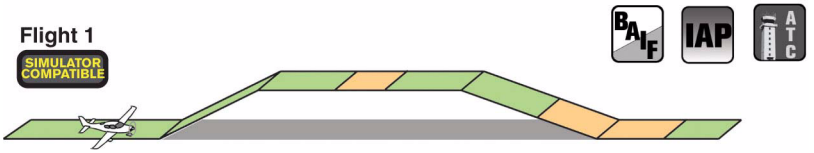
Scenario: Abnormal Operations as Determined by Instructor

Determine which abnormal operation will best challenge your student and incorporate it into a scenario. Depending on whether your student is instrument rated, your scenario could involve an instrument approach.

Optional Stage 3

Optional Stage 3 has no minimum flight time or leg requirements. The add-on follows IPC requirements. Additional task list items not required for an IPC are available in the Advanced Transition Training task list for review. Pilots wishing to reach instrument proficiency who have low instrument experience are encouraged to complete the Advanced Transition Training course.





Unusual attitudes,

- Precision approach,
- Missed approach,
- Holding procedures.

- Navigating and tracking multiple navigation sources: GPS, VOR, LOC/GS,
- DME arc tracking,
- Non precision approach procedures,
- Circling approach procedures.

- Approach with the loss of primary flight instruments,
- Nonprecision approach without the autopilot,
- Landing from a straight-in approach,
- Additional flights may be necessary for IPC completion.

Optional Stage 3 Overview

Minimum cross-country legs: no requirement

Many pilots transitioning into an aircraft with new avionics request instrument specific training. The flight progressions in Stage 3 are set forth to meet Instrument Proficiency Check (IPC) requirements. If specific instrument training task items were introduced successfully in prior stages, adjust the recommended sequence accordingly.

• Note •

The requirements in Stage 3 are those set forth by the FAA for an IPC. The current Instrument Rating Practical Test Standards is the governing document for how to conduct an IPC.

Flight 1

Unusual Attitudes

Make sure the student is capable of returning the aircraft to controlled flight with correct control and power inputs while in simulated IMC.

Precision Approach

Verify the student has loaded the approach correctly, and has subsequently activated it at an appropriate time. Allow enough time to adequately prepare for the approach. The approach will terminate in the missed approach holding pattern. If able, prevent the student from knowing the approach will not conclude with the runway environment in sight.

Missed Approach

The student should take the appropriate action to proceed to the missed approach by reconfiguring the airplane and following charted procedure.

Holding Procedures

If the avionics package is capable of entering and flying the holding pattern, determine if the student could proceed manually in the event of an avionics malfunction. Permit enough time in the holding pattern to prepare for the next approach.

Flight 2

Assorted Navigation and Tracking

Determine if the student is capable of switching CDI sources (GPS, VOR, LOC, etc.). Issue a VOR radial to intercept.

DME Arc Tracking

If the avionics is equipped to automatically fly a DME arc, locate an approach that utilizes a DME arc or simply create your own if local conditions / airspace permit.

Nonprecision Approach

Similar to the precision approach, make sure the student is capable of preparing for the approach in a timely manner.

Circling Approach

As most pilots rarely fly a circling approach, make sure the student has established the proper MDA. Many pilots neglect to locate the correct circling approach minimums.

Flight 3

Approach with Loss of Primary Flight Display

The hand-flown approach with the loss of the PFD is one of the most challenging approaches a pilot can attempt. It requires a very well organized instrument scan. If the student has not flown partial panel recently, it may be valuable to find a practice area prior to commencing the approach and practice partial panel operations. (If you are operating an aircraft that is capable of MFD reversion, this is not adequate per IPC requirements. Simulate a complete AHRS or ADC failure in order to create a true partial panel.)

Nonprecision Approach Without use of Autopilot

Because the workload will be greatly increased with a simulated PFD/AHRS/ADC failure and without the use of the autopilot, the student may have difficulty. Allow adequate time to address the failure and prepare for the approach.

Landing From Straight-In Approach

When landing from a partial panel approach, the transition to visual conditions may still be difficult. The scan of standby instruments on short final is not a normal operation, so verify the student can safely maintain airspeed and aircraft control.

Avionics Differences Task List

Normal Procedures	**Pre-Course Briefing** System, procedures, and limitations brief, avionics intro						
	Pre-Flight Preparations Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff Checklist complete, configuration setup, avionics setup						
	Normal Takeoff Center line tracking, rotation speed, engine monitoring						
	Climb Engine mgt, checklist usage, A/C control, ATC compliance						
	Cruise Leaning/engine mgt, automation mgt, situational awareness						
	Descent Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	After Landing / Shutdown Checklists complete, collision avoidance, ATC compliance						

Normal (Cont)	**Avionics Management**						
	MFD, PFD, Com/Nav competence						
	Autopilot Management						
	Proper mode selection/interpretation, engagement procs						
Man.	**Autopilot Stall Recognition**						
	Recognition and recovery, A/C control, min loss of altitude						
Abnormal Operations	**Electrical Malfunction**						
	Identification, checklist usage, decision making						
	PFD Malfunction						
	Cause of failure identification, A/C control, SRM						
	TAWS Escape						
	Timely recognition/response to cautions and warnings						
SRM	**Sing Pilot Resource Management**						
	Utilize all necessary resources for safe flight outcome						
Additional Training Requests							

Stage 3 Task List (Optional)

IFR	**Unusual Attitude Recovery**						
	Prompt correction from disrupted attitude						
ATC	**Holding Procedures**						
	Correct avionics setup, entry and holding procedures						
Nav Systems	**Intercepting and Tracking Nav Systems**						
	Nav source selection and identification, tracking accuracy						
	DME Arcs						
	Flight plan programming and modifications, tracking accuracy						
Instrument Approach Procedures	**Nonprecision Approach (AP Coupled)**						
	Briefing, loading, activating, stability, clearance compliance						
	Nonprecision Approach (Hand flown from IAF)						
	Briefing, loading, activating, stability, clearance compliance						
	Precision Approach						
	Briefing, loading, activating, stability, clearance compliance						
	Missed Approach						
	Timely decision, A/C control, procedure/clearance comply						
	Circling Approach						
	Safe maneuvering for landing, stabilized, A/C config control						
	Approach with Loss of Primary Flight Instruments						
	A/C control, ATC notification, use of rev mod/stby instruments						
	Landing from Straight-in or Circling Approach						
	Transition from instr to visual, smooth/accurate touchdown						

General Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying (currency maintained)	>10	6-10	2-5		<2	
Last Recurrent Training Event	<6 Mo		6-12mo		12-24mo	
Certificate Held	ATP or CFI	Com w/IFR	PVT w/IFR	PVT	Student	
Total Time	>2000	1000-2000	750-1000	500-750	<500	
Hours Logged in Last 12 Months	>200	150-200	100-150	50-150	<50	
Hours in Cirrus in Last 90 Days	>50	35-50	25-35	10-25	<10	
Pilot Mishap in Last 24 Months				Incident	Accident	
Cirrus Landings in Last 30 Days	>10	6-9	3-5	1-2	0	
Add 2 points for the following: >65 years old, Not completing Cirrus Transition Training, Time to complete Cirrus Training >30 hours, Time to achieve Private Pilot >100 hours					**TOTAL**	

Pilot Categories
≥ 23 
14 - 22 
≤ 13 

Instrument Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying IFR (currency maintained)	> 5		1 - 5		< 1	
Hours Flown IFR in Last 90 days	> 35	25 - 35	10 - 25	5 - 10	< 5	
Simulated/Actual Instrument in Cirrus in Last 90 Days	> 3		1 - 3		< 1	
Autopilot Coupled IAPs in Last 90 Days	> 4		1 - 4		0	
Hand-flown IAP in Last 90 Days	> 2		1		0	
Received Avionics Specific IFR Training from Factory/CSIP/CTC	Yes				No	
Subtract 2 points for completing an avionics specific IPC from CSIP/CTC in last 12 months. Subtract 1 point for when flying with IFR licensed pilot.					**TOTAL**	

Pilot Categories
≥ 19 
8 - 18 
≤ 7 

Personal Weather Minimums Categories

General Flight Guidelines

Current Pilot Capability Category	Wind Limit	VFR Minimums	
	Wind: 15 kts X-wind: 5 kts Max Gust: 5 kts	Day 5000' CEILINGS 10 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY
	Wind: 20 kts X-wind: 10 kts Max Gust: 10 kts	Day 3000' CEILINGS 10 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY
	Wind: 35 kts X-wind: 20 kts Max Gust: 15 kts	Day 3000' CEILINGS 5 SM VISIBILITY	Night 5000' CEILINGS 10 SM VISIBILITY

Instrument Flight Guidelines

Current Pilot Capability Category	IFR Minimums
	1500' / 3 SM Current Reported Weather
	500' / 2 SM Above Published Approach Minimums
	Published Approach Minimums

Post-Training Instructor Recommendations

(For those recommendations more restrictive than risk assessment values)

Wind Limit

Max Sustained Wind _____ kts

Max X-Wind _____ kts

Max Wind Gust _____ kts

Ceiling / Visibility

	Day	Night
Ceiling	_____ ft	_____ ft
Visibility	_____ sm	_____ sm

IFR Minimums

Increase to Apr. Mins

	Day	Night
Ceiling	+ _____ ft	+ _____ ft
Visibility	+ _____ sm	+ _____ sm

Post Training Instructor Comments

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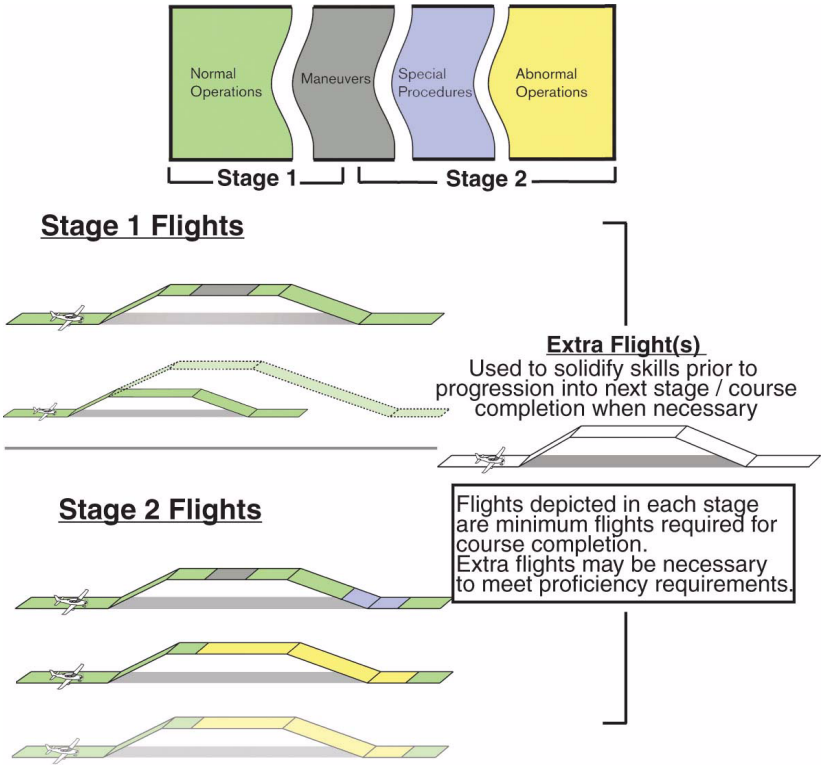
Airframe and Powerplant Differences

The Airframe and Powerplant Differences course details operational differences between Cirrus aircraft engine and airframe models.

Typical course duration is approximately one day.



Airframe and Powerplant Differences Requirements

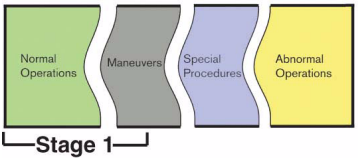
	Flight Time	Ground	X-C Legs	Landings
Course Minimums	2 hrs	NA	3	4
Course Averages	5 hrs	2.5 hrs	4	6

Airframe and Powerplant Differences Course Icons

	Ground Briefing • Instructor-led course briefing, systems description, and avionics training.
	Cross-country Leg • Cross-country leg required to meet course minimums.
	Traffic Pattern • Traffic pattern and landing practice recommended.
	Maneuvers • Select maneuvers for practice during flight.
	Engine Malfunction • Prop governor failure, engine failure, loss of manifold pressure, loss of oil pressure.
	High Altitude Leg • Flight above 12,000 feet if Turbo or Oxygen equipped.
	Simulated CAPS Deployment • Simulated CAPS deployment due to a simulated emergency.

Stage 1

Cirrus Airframe/Powerplant Differences Course Components



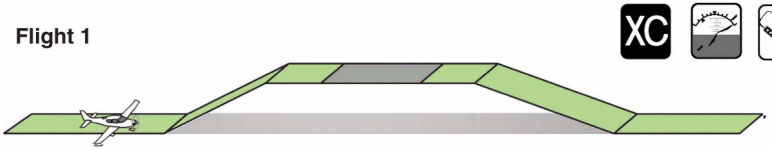
Stage 1
Stage minimums: 2 XC legs
Approximate flight time: 3 hrs
Approximate ground time: 2 hrs

Ground Briefing

Introduction to the Cirrus Airframe and Powerplant Differences course,

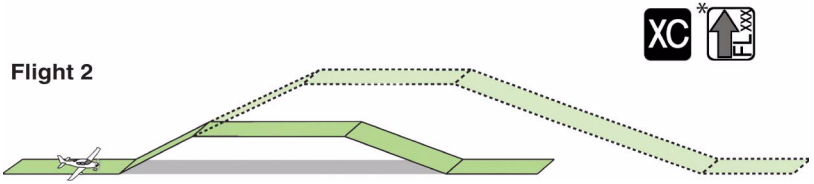
- Computer-aided systems discussion,
- Avionics training with aircraft or computer simulator to emphasize systems differences.

Flight 1



- Introduction to normal cross-country operations,
- Introduction to maneuvers,
- Traffic pattern and landing practice, highlighting performance differences.

Flight 2



- Continued normal cross-country operations,
- High altitude flight if turbo or oxygen equipped.

Stage 1 Overview

Minimum cross-country legs: 2

Several performance-related differences exist between different types of Cirrus aircraft. The Airframe and Powerplant Differences course provides the maneuvers, special procedures, and abnormal operations that a Cirrus pilot transitioning to a different type of Cirrus should be familiar with. This course does not specifically emphasize avionics. If your student is in need of avionics training in addition to aircraft type differences training, consider the Transition Training course.

Ground Lesson

Course Introduction

Utilize the initial time with the customer to determine what their Cirrus flying experience has been. Because most Cirrus aircraft have similar flight characteristics, your student should have a basic level of aircraft handling skills.

Provide an overview of the Airframe and Powerplant Differences course. Determine if the recommended progression will best suit the customer's needs, or if his or her prior experience will permit a different approach to complete the course objectives.

Computer-Aided Systems Discussion

The CATS (Cirrus Aircraft Training Software) trainer is an excellent way to illustrate aircraft systems. Emphasize systems which are different from the student's prior aircraft.

The Cirrus Training Portal (training.cirrusaircraft.com) is another useful instructor resource. Aircraft systems presentations and POH supplements are among the resources that are available for download.

Avionics Procedures Trainer or Aircraft with Power Cart

Some aircraft systems (especially Turbo-equipped aircraft) will have additional avionics related items included in the avionics. This can be a beneficial time to mention leaning procedures if they are different for the student.

Flight 1

Introduction to Normal Cross-Country Operations

In addition to Cirrus specific items, reinforce basic cross-country flight planning.

Introduction to Maneuvers

Depending on the ability of your student, it may be logical to practice maneuvers before attempting landings. Slow flight with emphasis on configuration changes can be especially helpful to gain a “feel” of the aircraft. Additional maneuvers should be practiced at your discretion. Consider demonstrating the maneuver prior to the initial attempt by the student. If the student is moving to a higher performance aircraft, emphasize the coordination required to compensate for increased left-turning-tendencies.

Traffic Pattern and Landing Practice

Assist the student with the change in performance characteristics in the traffic pattern by illustrating when and where to reduce power properly. Power reduction during the round-out can be dramatically different from the student’s prior aircraft. Help establish good habits and consistent landings.

Flight 2+

Continued Normal Cross-Country Operations

Help the student adhere to checklist usage by illustrating proper times to complete them. Emphasize system monitoring and management. Demonstrate leaning technique for best power (rich of peak) and economy settings (lean of peak).

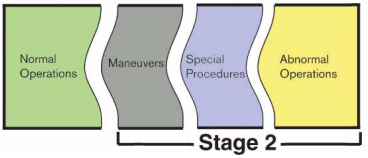
If the aircraft is equipped for high altitude flight (Turbo and or Oxygen equipment installed), determine the cruising altitude desired and plan for a destination accordingly.

High Altitude Leg and Oxygen Use (If Equipped)

If you are training in a Turbocharged or Turbo normalized aircraft, determine the altitude you and your student wish to climb to and then select a destination airport that will support the resulting climb, cruise, and descent. If climbing above FL180, consider adding “High Altitude Flight Training” in the remarks section of the IFR flight plan.

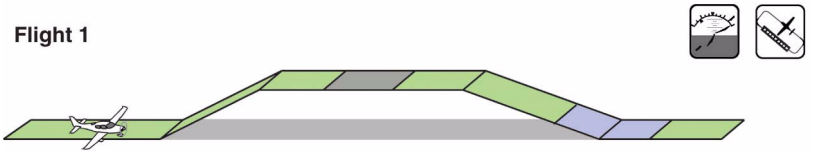
Stage 2

Cirrus Airframe/Powerplant Differences Course Components



Stage 2
Stage minimums: 1 XC legs
Approximate flight time: 2 hrs
Approximate ground time: 0.5 hrs

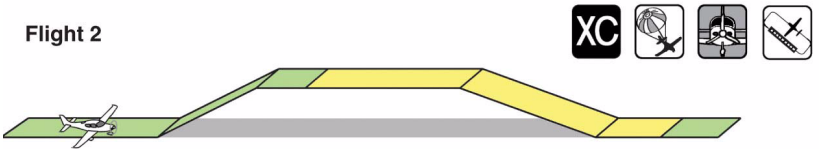
Flight 1



Local area flight,

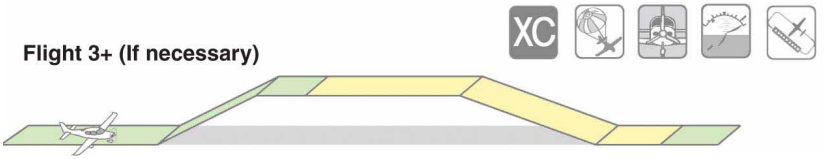
- Maneuver review as necessary,
- Landing practice incorporating non-standard landings and configurations.

Flight 2



- Cross-country operations continued,
- Demonstration leg introducing abnormal operations,
- Landing practice, type specified by instructor.

Flight 3+ (If necessary)



- Review leg, if necessary to meet course requirements.

Stage 2 Overview

Minimum cross-country legs: 1

The second stage will help solidify the new procedures and flight characteristics of the new aircraft. Basic aircraft handling should have been accomplished prior to advancing to the second and final stage.

Flight 1

Local Area Flight

There is no operational necessity for a cross-country flight. If the student needs additional time in cruise, consider planning for a destination further away.

Maneuver Review as Necessary

Depending on which maneuvers were accomplished in the first stage, review maneuvers that need additional work and introduce remaining maneuvers if applicable.

Landing Practice: Non-Standard Landings and Configurations

Pick items from the “Special Procedures” portion of the task list. Some procedures may necessitate a demonstration prior to an attempt on behalf of the student (example: power-off landing due to the potential drag differences in the aircraft).

Flight 2

Cross-Country Operations Continued

There should be no need to assist the student at this point. Allow the student to demonstrate proper leaning procedures and engine management.

Demonstration Leg Introducing Abnormal Operations

Your preflight briefing should have covered each of the failures on this flight. However, actual demonstration of failures greatly assists a student’s recognition of the event in the future. Take time enroute to illustrate potential areas of focus regarding engine problems. Furthermore, discuss and illustrate proper CAPS deployment techniques as well as decision making factors.

Landing Practice (Instructor Specified)

Continue practicing landings as necessary to meet task list completion standards. All landings from this point on should be consistent in

nature, and should meet the requirements of the completion standards.

Flight:3+ (If Necessary)

Review Leg if Necessary to Meet Course Requirements

Create a flight in order to meet course task list requirements. Build flight components from items not yet complete. *The flight does not need to be a cross-country.*

Airframe / Powerplant Differences Task List

Normal Procedures	**Pre-Course Briefing**						
	System, procedures, and limitations brief, avionics intro						
	Pre-flight Preparations						
	Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start						
	Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi						
	Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff						
	Checklist complete, configuration setup, avionics setup						
	Normal Takeoff						
	Center line tracking, rotation speed, engine monitoring						
	Climb						
	Engine mgt, checklist usage, A/C control, ATC compliance						
	Cruise						
	Leaning/engine mgt, automation mgt, situational awareness						
	Descent						
	Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern						
	A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing						
	Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	After Landing / Shutdown						
	Checklists complete, collision avoidance, ATC compliance						

Maneuvers	**Power-off Stalls**						
	Recognition and recovery, A/C control, min loss of altitude						
	Power-on Stalls						
	Recognition and recovery, A/C control, min loss of altitude						
	Slow Flight						
	Control of heading, altitude, airspeed, angle of bank						

Special Procedures	**Short-field Takeoff**						
	Proper technique, rotation speed, initial climb speed						
	Short-field Landing						
	Stabilized approach, airspeed and touchdown accuracy						
	Power-off Landing						
	Airspeed and configuration control, stability, troubleshooting						

Abnormal Ops.	**Engine Malfunction**						
	Recognition, checklist procs, A/C control, CAPS awareness						
	Simulated CAPS Deployment						
	Timely decision, simulated within altitude/airspeed limits						

Additional Training Requests							

General Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying (currency maintained)	>10	6-10	2-5		<2	
Last Recurrent Training Event	<6 Mo		6-12mo		12-24mo	
Certificate Held	ATP or CFI	Com w/IFR	PVT w/IFR	PVT	Student	
Total Time	>2000	1000-2000	750-1000	500-750	<500	
Hours Logged in Last 12 Months	>200	150-200	100-150	50-150	<50	
Hours in Cirrus in Last 90 Days	>50	35-50	25-35	10-25	<10	
Pilot Mishap in Last 24 Months				Incident	Accident	
Cirrus Landings in Last 30 Days	>10	6-9	3-5	1-2	0	
Add 2 points for the following: >65 years old, Not completing Cirrus Transition Training, Time to complete Cirrus Training >30 hours, Time to achieve Private Pilot >100 hours					**TOTAL**	

Pilot Categories
≥ 23 
14 - 22 
≤ 13 

Instrument Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying IFR (currency maintained)	> 5		1 - 5		< 1	
Hours Flown IFR in Last 90 days	> 35	25 - 35	10 - 25	5 - 10	< 5	
Simulated/Actual Instrument in Cirrus in Last 90 Days	> 3		1 - 3		< 1	
Autopilot Coupled IAPs in Last 90 Days	> 4		1 - 4		0	
Hand-flown IAP in Last 90 Days	> 2		1		0	
Received Avionics Specific IFR Training from Factory/CSIP/CTC	Yes				No	
Subtract 2 points for completing an avionics specific IPC from CSIP/CTC in last 12 months. Subtract 1 point for when flying with IFR licensed pilot.					**TOTAL**	

Pilot Categories
≥ 19 
8 - 18 
≤ 7 

Personal Weather Minimums Categories

General Flight Guidelines

Current Pilot Capability Category	Wind Limit	VFR Minimums	
		Day	Night
●	Wind: 15 kts X-wind: 5 kts Max Gust: 5 kts	5000' CEILINGS 10 SM VISIBILITY	5000' CEILINGS 10 SM VISIBILITY
■	Wind: 20 kts X-wind: 10 kts Max Gust: 10 kts	3000' CEILINGS 10 SM VISIBILITY	5000' CEILINGS 10 SM VISIBILITY
◆	Wind: 35 kts X-wind: 20 kts Max Gust: 15 kts	3000' CEILINGS 5 SM VISIBILITY	5000' CEILINGS 10 SM VISIBILITY

Instrument Flight Guidelines

Current Pilot Capability Category	IFR Minimums
●	1500' / 3 SM Current Reported Weather
■	500' / 2 SM Above Published Approach Minimums
◆	Published Approach Minimums

Post-Training Instructor Recommendations

(For those recommendations more restrictive than risk assessment values)

Wind Limit

Max Sustained Wind _____ kts

Max X-Wind _____ kts

Max Wind Gust _____ kts

Ceiling / Visibility

	Day	Night
Ceiling	_____ ft	_____ ft
Visibility	_____ sm	_____ sm

IFR Minimums

Increase to Apr. Mins

	Day	Night
Ceiling	+ _____ ft	+ _____ ft
Visibility	+ _____ sm	+ _____ sm

Post Training Instructor Comments

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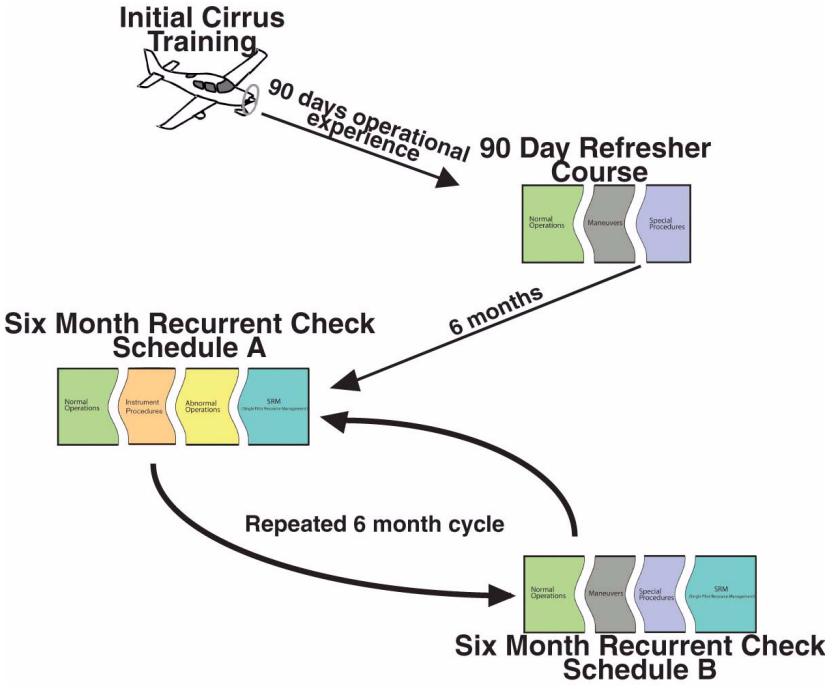
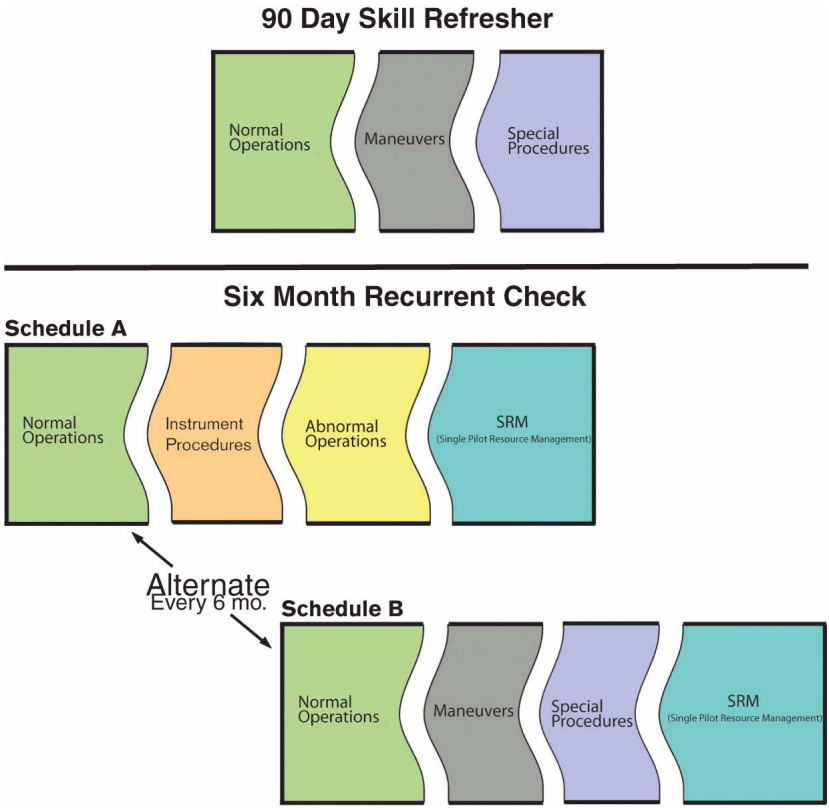
Recurrent Training

The recurrent check cycle is designed to allow a pilot to follow an alternating training sequence. Following initial training, a 90 Day Refresher course is recommended with subsequent adherence to a six month recurrent check schedule.

If followed, this sequence could permit a flight review and an IPC on an annual basis while accomplishing recurrent Cirrus training. It is not necessary to complete a flight review or an IPC with this training model. Non instrument-rated pilots should utilize the instrument procedures portion of Schedule A to maintain basic attitude instrument flying skills.



***Completion of a Cirrus Pilot Proficiency Program (CPPP) weedend event is a recommended substitution for a recurrent training check.**



Complete every 6 months on an alternating cycle. Following Schedule A and B will permit an:

- IPC once per year,
- Flight review once per year.

Focus items for Schedule A:

- Instrument currency (basic attitude instrument flying if not instrument rated)
- Abnormal operations,
- Assessment of SRM skills.

Focus items for Schedule B:

- Tasks necessary for flight review,
- Landing safety and accuracy, including non-standard landings,
- Assessment of SRM skills.

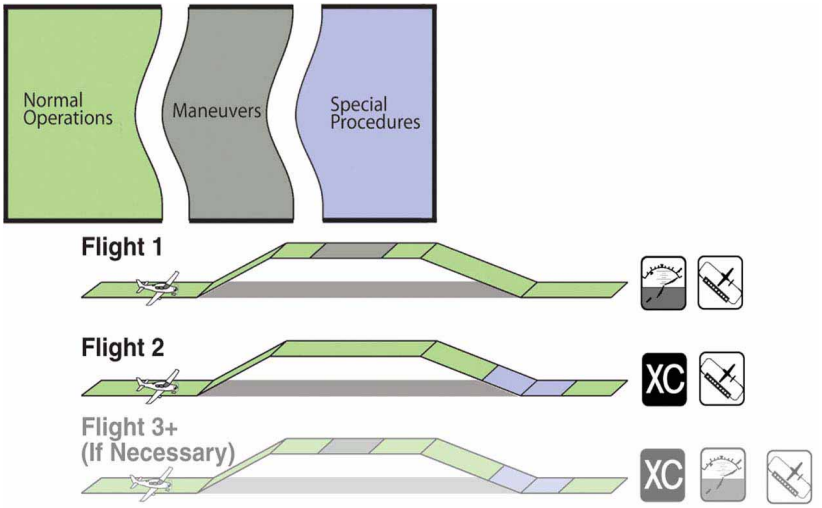
Recurrent Training Course Icons

	Ground Briefing • Instructor-led course briefing, systems description, and avionics training.
	Cross-country Leg • Cross-country leg required to meet course minimums.
	Traffic Pattern • Traffic pattern and landing practice recommended.
	Maneuvers • Select maneuvers for practice during flight.
	Electrical Malfunction • Alternator failure simulated.
	Inadvertent IMC • Simulated flight into IMC.
	TAWS Escape Maneuver • Simulated terrain evasion maneuver.
	PFD Malfunction • Screen failure, power failure, AHRS failure, ADC failure at the discretion of the instructor.
	Engine Malfunction • Prop governor failure, engine failure, loss of manifold pressure, loss of oil pressure.
	High Altitude Leg • Flight above 12,000 feet if Turbo or Oxygen equipped.
	Simulated CAPS Deployment • Simulated CAPS deployment due to a simulated emergency.
	Open Door • Door open in-flight or left open prior to takeoff.
	Single Pilot Resource Management • Pilot managing flight without instructor assistance using appropriate resources available in-flight.

Recurrent Training Course Icons (Continued)

	Scenario Leg • Real-life challenges will be presented to the pilot in a scenario format to challenge SRM and decision-making skills.
	Basic Instrument Skills • Basic attitude instrument flying and unusual attitude recovery.
	ATC Clearances • Practice complying with IFR clearances including: holding, route changes, crossing restrictions, and departure/arrival procedures.
	Navigation Systems • Navigation mode selection, DME arc navigation, GPS, VOR, and LOC/GS tracking.
	Instrument Approach Procedures • IAP including the number and type of approaches required by IPC standards.

90 Day Skill Refresher



Normal Procedures	**Pre-Flight Preparations**						
	Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start						
	Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi						
	Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff						
	Checklist complete, configuration setup, avionics setup						
	Normal Takeoff						
	Center line tracking, rotation speed, engine monitoring						
	Climb						
	Engine mgt, checklist usage, A/C control, ATC compliance						
	Cruise						
	Leaning/engine mgt, automation mgt, situational awareness						

Normal Procedures (Cont)	**Descent**						
	Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern						
	A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing						
	Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	Crosswind Landing						
	Correct wind drift corrections, smooth/accurate touchdown						
	After Landing / Shutdown						
	Checklists complete, collision avoidance, ATC compliance						
	Avionics Management						
	MFD, PFD, Com/Nav competence						
	Autopilot Management						
	Proper mode selection/interpretation, engagement procs						

Maneuvers	**Power-off Stalls**						
	Recognition and recovery, A/C control, min loss of altitude						
	Power-on Stalls						
	Recognition and recovery, A/C control, min loss of altitude						
	Autopilot Stall Recognition						
	Recognition and recovery, A/C control, min loss of altitude						
	Slow Flight						
	Control of heading, altitude, airspeed, angle of bank						

Special Procedures	**Short-field Landing**						
	Stabilized approach, airspeed and touchdown accuracy						
	0% Flap Landing						
	Proper technique, airspeed control, approach stability						
	Power-off Landing						
	Airspeed and configuration control, stability, troubleshooting						
	Go-around						
	Timely decision, airspeed control, wings level, coordination						

Additional Training Requests							

Instructor Notes

The first event after initial training, the 90 Day Skill Refresher is just as the name implies, a skill refresher. Because skills can degrade over time, the refresher course will help fine tune the skills initially learned and build on the skill development of the past three months.

Basic aircraft control is the focus of this course. It will be your responsibility as the instructor to make sure the habits your student has made since initial training are worthwhile. Ensure standards for each prescribed flight are within the standards defined in the “Completion Standards” section.

Recommended Flight Sequence

A minimum of two flights and one ground briefing are needed to complete the refresher event.

Ground Briefing

- Determine the amount of flying and recency of flight,
- Review normal operating procedures,
- Review maneuver set-up and recovery.

Flight 1

Conduct a normal flight to a practice area, or if necessary complete a cross-country flight. Observe maneuvers listed and correct technique if necessary.

Complete the flight with a normal landing. Observe landing technique and compare with Cirrus recommended procedures. Because habits are still developing, deviations from recommendations should be remedied.

Flight 2

Perform a cross-country flight to review enroute operations. Focus on engine management, checklist completion, and the overall pilot adaptation to avionics.

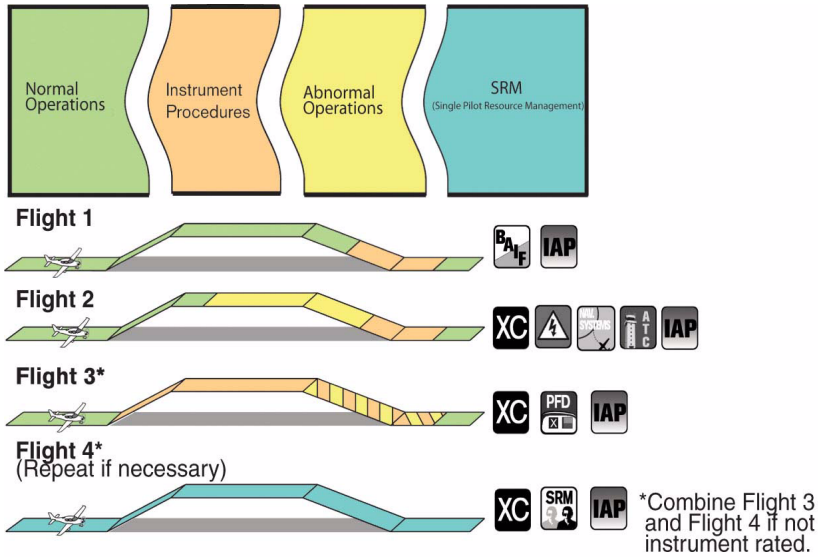
Review avionics-specific tasks, such as gathering weather products, airport information, aircraft system information, etc.

Complete the special procedures portion at the destination. Basic aircraft control is the key focus item of the 90 Day Skill Refresher. Insist the student's standards are aligned with the Completion Standards.

Flight 3+

Review unsatisfactory maneuvers and special procedures if necessary. Refresh additional training tasks upon the student's request.

Six Month Recurrent Check: Schedule A



Normal Operations	**Pre-Flight Preparation**						
	Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start						
	Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi						
	Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff						
	Checklist complete, configuration setup, avionics setup						
	Normal Takeoff						
	Center line tracking, rotation speed, engine monitoring						
	Climb						
	Engine mgt, checklist usage, A/C control, ATC compliance						
	Cruise						
	Leaning/engine mgt, automation mgt, situational awareness						

Normal Operations (Cont)	**Descent**						
	Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern						
	A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing						
	Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	Crosswind Landing						
	Correct wind drift corrections, smooth/accurate touchdown						
	After Landing / Shutdown						
	Checklists complete, collision avoidance, ATC compliance						
	Avionics Management						
	MFD, PFD, Com/Nav competence						
	Autopilot Management						
	Proper mode selection/interpretation, engagement procs						
Abnormal Ops.	**Electrical Malfunction**						
	Identification, checklist usage, decision making						
	PFD Malfunction in VMC						
	Cause of failure identification, A/C control, SRM						
Instrument Proc.	**Basic Attitude Instrument Flying**						
	A/C control while hand flying in simulated or actual IMC						
	Unusual Attitudes						
	Prompt correction from disrupted attitude						
SRM	**Single Pilot Resource Management**						
	Utilize all necessary resources for safe flight outcome						

Additional Tasks for an IPC

Instr.	**Unusual Attitude Recovery**						
	Prompt correction from disrupted attitude						
ATC	**Holding Procedures**						
	Correct avionics setup, entry and holding procedures						
Nav Systems	**Intercepting and Tracking Nav Systems**						
	Nav source selection and identification, tracking accuracy						
	DME Arcs						
	Flight plan programming and modifications, tracking accuracy						
Instrument Approach Procedures	**Nonprecision Approach (AP Coupled)**						
	Briefing, loading, activating, stability, clearance compliance						
	Nonprecision Approach (Hand flown from IAF)						
	Briefing, loading, activating, stability, clearance compliance						
	Precision Approach						
	Briefing, loading, activating, stability, clearance compliance						
	Missed Approach						
	Timely decision, A/C control, procedure/clearance comply						
	Circling Approach						
	Safe maneuvering for landing, stabilized, A/C config control						
	Approach with Loss of Primary Flight Instruments						
	A/C control, ATC notification, use of rev mod/stby instruments						
	Landing from Straight-in or Circling Approach						
	Transition from instr to visual, smooth/accurate touchdown						

Instructor Notes

The Schedule A recurrent check is designed to allow an instrument rated pilot the opportunity to complete an Instrument Proficiency Check (IPC), or the non-instrument rated pilot additional practice with basic attitude instrument flying. If an IPC is not requested or necessary, feel free to pick items on the IPC task list and complete them to gain a better idea of student proficiency. Encourage an IPC each time Schedule A is encountered. Abnormal operations in the form of electrical and avionics malfunctions are also emphasized. Take the time during the ground briefing to refresh systems knowledge.

• Note •

Six month recurrent schedules are designed to obtain an IPC and a flight review on a yearly basis. Due to the regulatory nature of an IPC, consult the current edition of the FAR's and Instrument Rating Practical Test Standards for additional guidance.

Recommended Flight Sequence

A minimum of four flights are needed to complete the Schedule A Recurrent Check. If an IPC is desired, complete all items in the Instrument Proficiency Check Requirement section. Otherwise, if your student is instrument rated, and an IPC is not requested, complete the general section and any additional instrument specific items as necessary.

Ground Briefing

- Determine the type of flying and recency of flight experience,
- Refresh systems knowledge (electrical system, powerplant, fuel system, anti-icing system, etc.),
- Review instrument approach procedures, enroute operations, and any applicable IFR related regulations,
- Discuss and re-calculate personal weather minimums.

Flight 1

Review normal operations. Re-establish good habits pertaining to all aspects of flight (checklist usage, engine management, aircraft control, etc.)

Non-Instrument Rated:

- Practice basic attitude instrument flying. Incorporate partial panel flight for a challenge if the student would benefit,
- Practice unusual attitudes. Recovery should be timely and correct in sequence. If the aircraft is equipped with a “LVL” feature, practice usage and discuss limitations.

Instrument Rated:

- Practice unusual attitudes while in simulated instrument conditions, Recovery should be timely and correct in sequence. If the aircraft is equipped with a “Leveling” feature, practice usage and discuss limitations,
- Perform instrument approach procedures.

Flight 2

Cross-country flight with an electrical malfunction (instructor discretion as to which type(s))

Non-Instrument Rated:

- Perform an electrical malfunction. Depending on the particular aircraft type / electrical system, consider a malfunction that will challenge decision making. (Alt 1 failure with corresponding Batt 1 failure at night would challenge decision making regarding landing without a landing light.)

Instrument Rated:

- Introduce an electrical malfunction. See guidance above for recommendations,
- Perform an instrument approach with a DME arc,
- Perform a missed approach with a resulting holding pattern,
- Plan on a secondary airport for a diversion after completing the holding pattern for the missed approach.
- If landing practice is not requested, proceed to Flight 3.

Flight 3

If non-instrument rated, skip Flight 3 and move the PFD failure from this lesson to Flight 4.

Instrument Rated:

- Cross-country flight with a PFD malfunction. Determine if the student is capable of managing a PFD failure in addition to an AHRS or ADC failure. A total AHRS or ADC failure will be necessary to comply with Instrument PTS guidance on approach with loss of primary flight display.
- Perform a nonprecision instrument approach with loss of primary flight instrument indicator. (Hand-fly approach if required by system failure or if necessary for IPC requirements.)

Flight 4

Cross-country flight emphasizing single pilot resource management. Utilize a scenario to emphasize in-flight decision making. (The malfunction and type of instrument approach (if instrument rated) should depend on which task items are not yet complete or were a prior challenge for the student).

Consult the Instructor version of the Flight Operations Manual for scenario examples

Non-Instrument Rated:

- Introduce a PFD malfunction. Verify that the student is capable of not only landing with the malfunction, but is also capable of gathering necessary information with the remaining on-board tools.

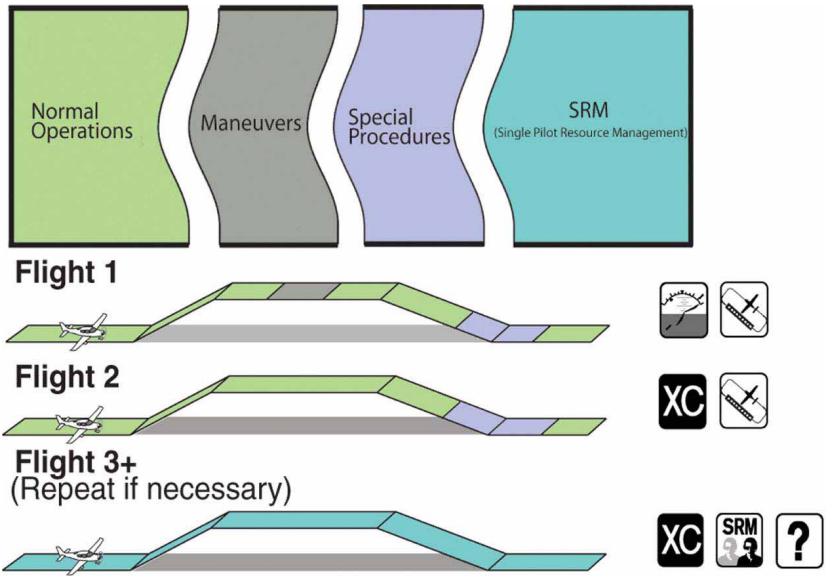
Instrument Rated:

- Utilize the task list to determine if a system failure is necessary,
- Provide a challenging scenario resulting in an instrument approach (circling approach if not yet accomplished).

• Note •

For course completion, all task items in the general task list must be completed. For IPC completion, all task items in the IPC section must be accomplished as well.

Six Month Recurrent Check: Schedule B



Normal Operations	**Pre-Flight Preparations**						
	Fuel, WX, W&B, performance planning, pre-flight inspection						
	Engine Start						
	Checklist usage, proper procedure, clearing, monitoring						
	Before Taxi / Taxi						
	Checklist usage, avionics setup, steering/braking procs.						
	Before Takeoff						
	Checklist complete, configuration setup, avionics setup						
	Normal Takeoff						
	Center line tracking, rotation speed, engine monitoring						
	Climb						
	Engine mgt, checklist usage, A/C control, ATC compliance						

Normal Operations (Cont)	**Cruise**						
	Leaning/engine mgt, automation mgt, situational awareness						
	Descent						
	Checklist usage, A/C control, arrival planning/briefing						
	Traffic Pattern						
	A/C configuration, altitude/airspeed control (+/-100', 10kts)						
	Normal Landing						
	Stabilized, touchdown on 1st 1/3 of runway at approx stall						
	Crosswind Landing						
	Correct wind drift corrections, smooth/accurate touchdown						
	After Landing / Shutdown						
	Checklists complete, collision avoidance, ATC compliance						
	Avionics Management						
	MFD, PFD, Com/Nav competence						
	Autopilot Management						
	Proper mode selection/interpretation, engagement procs						

Maneuvers	**Power-off Stalls**						
	Recognition and recovery, A/C control, min loss of altitude						
	Power-on Stalls						
	Recognition and recovery, A/C control, min loss of altitude						
	Autopilot Stall Recognition						
	Recognition and recovery, A/C control, min loss of altitude						
	Slow Flight						
	Control of heading, altitude, airspeed, angle of bank						

Special Procedures	**Short-field Landing**						
	Stabilized approach, airspeed and touchdown accuracy						
	0% Flap Landing						
	Proper technique, airspeed control, approach stability						
	Power-off Landing						
	Airspeed and configuration control, stability, troubleshooting						
	Go-around						
	Timely decision, airspeed control, wings level, coordination						

SRM	**Sing Pilot Resource Management**						
	Utilize all necessary resources for safe flight outcome						

Additional Training Requests							

Instructor Notes

The Schedule B recurrent check is encouraged to be utilized as a flight review as required by the FAA. It also should serve as an aircraft handling review. Maneuvers and special procedures that are typically not encountered in normal flying will be reviewed with a special emphasis on landing safety and accuracy. If as the instructor, you feel additional items are necessary for flight review completion, add them to the task list.

• Note •

Six month recurrent schedules are designed to obtain an IPC and a flight review on an annual basis. Due to the regulatory nature of a flight review, consult the current edition of the FAR's for additional guidance.

Recommended Flight Sequence

A minimum of three flights are needed to complete the Schedule B Recurrent Check. If a flight review is desired, complete all items including a minimum of 1 hour of ground time. Consult the current edition of the FAR's for additional guidance.

Ground Briefing

- Recommended ground briefing components for flight review meeting requirements of FAR part 61.56 (minimum of 1 hour),
- Personal weather minimums,
- Privileges and limitations of a pilot certificate,
- Medical certificate class and duration,
- Aircraft systems operation,
- Performance and aircraft limitations,
- Emergency and abnormal operations,
- Applicable FAR part 91 regulations,
- Weather planning,
- Flight planning,
- Avionics review,
- Determine the type of flying and recency of flight experience,
- Discuss and re-calculate personal weather minimums.

Flight 1

- Conduct a normal flight to a practice area, or if necessary complete a cross-country flight,
- Observe maneuvers listed and correct technique if necessary,
- Observe special procedures at destination.

Flight 2

- Conduct a cross-country flight reviewing normal operations. Analyze avionics comprehension (victor airway loading, vertical navigation, airport information retrieval, etc.),
- Observe the student's preparation for the arrival phase of flight,
- Complete remaining special procedure landings. Observe technique and compare with Cirrus recommended procedures.

Flight 3+

- Conduct a cross-country flight emphasizing SRM. Utilize a scenario to emphasize in-flight decision making,
- Consider a scenario incorporating a system failure (not required for this check) and a resulting non-standard landing (0% flap landing, power-off landing).

General Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying (currency maintained)	>10	6-10	2-5		<2	
Last Recurrent Training Event	<6 Mo		6-12mo		12-24mo	
Certificate Held	ATP or CFI	Com w/IFR	PVT w/IFR	PVT	Student	
Total Time	>2000	1000-2000	750-1000	500-750	<500	
Hours Logged in Last 12 Months	>200	150-200	100-150	50-150	<50	
Hours in Cirrus in Last 90 Days	>50	35-50	25-35	10-25	<10	
Pilot Mishap in Last 24 Months				Incident	Accident	
Cirrus Landings in Last 30 Days	>10	6-9	3-5	1-2	0	
Add 2 points for the following: >65 years old, Not completing Cirrus Transition Training, Time to complete Cirrus Training >30 hours, Time to achieve Private Pilot >100 hours					**TOTAL**	

Pilot Categories
≥ 23 
14 - 22 
≤ 13 

Instrument Flight Guidance	1	2	3	4	5	Your Rating
Years Actively Flying IFR (currency maintained)	> 5		1 - 5		< 1	
Hours Flown IFR in Last 90 days	> 35	25 - 35	10 - 25	5 - 10	< 5	
Simulated/Actual Instrument in Cirrus in Last 90 Days	> 3		1 - 3		< 1	
Autopilot Coupled IAPs in Last 90 Days	> 4		1 - 4		0	
Hand-flown IAP in Last 90 Days	> 2		1		0	
Received Avionics Specific IFR Training from Factory/CSIP/CTC	Yes				No	
Subtract 2 points for completing an avionics specific IPC from CSIP/CTC in last 12 months. Subtract 1 point for when flying with IFR licensed pilot.					**TOTAL**	

Pilot Categories
≥ 19 
8 - 18 
≤ 7 

Personal Weather Minimums Categories

General Flight Guidelines

Current Pilot Capability Category	Wind Limit	VFR Minimums	
		Day	Night
●	Wind: 15 kts X-wind: 5 kts Max Gust: 5 kts	5000' CEILINGS 10 SM VISIBILITY	5000' CEILINGS 10 SM VISIBILITY
■	Wind: 20 kts X-wind: 10 kts Max Gust: 10 kts	3000' CEILINGS 10 SM VISIBILITY	5000' CEILINGS 10 SM VISIBILITY
◆	Wind: 35 kts X-wind: 20 kts Max Gust: 15 kts	3000' CEILINGS 5 SM VISIBILITY	5000' CEILINGS 10 SM VISIBILITY

Instrument Flight Guidelines

Current Pilot Capability Category	IFR Minimums
●	1500' / 3 SM Current Reported Weather
■	500' / 2 SM Above Published Approach Minimums
◆	Published Approach Minimums

Post-Training Instructor Recommendations

(For those recommendations more restrictive than risk assessment values)

Wind Limit

Max Sustained Wind _____ kts

Max X-Wind _____ kts

Max Wind Gust _____ kts

Ceiling / Visibility

	Day	Night
Ceiling	_____ ft	_____ ft
Visibility	_____ sm	_____ sm

IFR Minimums

Increase to Apr. Mins

	Day	Night
Ceiling	+ _____ ft	+ _____ ft
Visibility	+ _____ sm	+ _____ sm

Post Training Instructor Comments

Completion Standards

The Completion Standards list the precise requirements necessary for training items to be considered satisfactory. These standards are found in the Cirrus Aircraft Flight Operations Manual.