JAA AIR LAW

for

PILOTS

Bob Cartwright

OTED785

ODU Campus

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CURRICULUM FOUNDATIONS

DEFINITION AND PHILOSOPHY

Air Law is defined as those aspects of aviation legislation, flight rules, and procedures that govern commercial air transportation flights operating within the United Kingdom (UK), between nations that are members of the European Economic Community (EEC), and between EEC member nations and non-member nations. Although all pilots need a knowledge of the law appropriate to the flights which they are authorized to conduct; this curriculum is designed expressly for UK pilots studying for the grant of an Airline Transport Pilot s License (ATPL) to be issued by the European Joint Aviation Authorities (JAA). It can be expected that students will be young adults with a strong high school education, especially in English, mathematics and physics; many will have degrees.

RATIONALE

For the safe and legal operation of aircraft, it is essential that pilots have a thorough knowledge and understanding of the legislation, rules and procedures that govern their flights. To be granted a professional license, each pilot must pass a theoretical knowledge examination conducted by the authority issuing the license; for UK pilots this authority is the JAA. Air Law is one of the subjects included in the examination.

CONTENT SOURCE

The content of this course is in accordance with the theoretical knowledge requirements for Air Law detailed by the JAA in Joint Aviation Requirement (JAR) FCL Part 1 (Aeroplanes) and Part 2 (Helicopters). The course forms part of an integrated program of ground and flight training designed for ab-initio students. Thus, although many students may have had previous flying experience and even hold Private Pilot s Licenses, the requirements of the JAR FCL1 and 2 are covered in full.

CONTENT STRUCTURE

Air Laws

COURSE AIM

The aim of this course is to provide students with the knowledge of Air Law needed to operate their aircraft safely and legally as professional pilots.

COURSE GOALS

As a result of this course, students will:

- Explain the international, European, and British legislation on which the rules and procedures governing aircraft operation are founded.
- Employ the law-related documents pertinent to day-to-day operations.
- Recall the requirements of airworthiness regulations, the rules concerning the registration and operation of aircraft, and the rules concerning personnel licensing and responsibilities.
- Acquire a thorough grounding in the Rules of the Air, the procedures required for air navigation, and the facilities provided by Air Traffic Control and Flight Information services.

- Apply the regulations pertaining to the operation of aircraft at and in the vicinity of aerodromes.
- Outline the rules and requirements relating to Security, Search and Rescue,

and Aircraft Accident Investigation.

- Pass the Air Law section of the JAA ATPL examination.

CURRICULUM CONTENT

SCOPE AND SEQUENCE

UNIT NO/TOPIC	HOURS
Unit One: Basis of Air Law	2
Unit Two: Navigation & Rules of the Air	6
Unit Three: Air Traffic Services	8
Unit Four: Aerodromes	6
Unit Five: Aircraft & Aircrew	6
Unit Six: SAR & Security	4
Evaluation & Review	14
TOTAL	46

UNIT SPECIFICATIONS

Unit One The Basis of International and UK Air Law

Time allocated: Two hours

Unit Goals.

1. Recognize the background to the law, rules, and regulations, which govern aircraft operations.

2. Become familiar with the documents in which the rules and regulations are published, especially those most pertinent to day-to-day flight operations.

Unit Rationale.

The rules and regulations that govern the operation of aircraft, particularly commercial flights on international service, are drawn from a number of different sources. Before going on to study the rules and regulations in detail, it is important that students appreciate the status and inter-relationships of the sources, and the content of those documents most relevant to day-to-day operations.

Unit Objectives.

1. Demonstrate the relationship between international, European and UK national regulations.
2. Explain the purpose of the Annexes to the ICAO convention and the methods whereby non-complying nations make their position known.
3. Discuss the powers of the European Joint Aviation Authorities.
4. Define the five freedoms included in the International Civil Aviation Agreement.

5. Explain the purpose of the ICAO Tokyo Convention.
6. Discuss the relationship between the different levels of UK regulations.
7. Identify the content of the UK Aeronautical Information Publication and the Aeronautical Information Circulars.

Unit Activities.

1. Attend classroom presentations covering the objectives.
2. Read the associated chapters of the course study guide.
3. Physically examine available documents, in particular:

JAR-OPS 1 and/or 2 (as appropriate)

JAR-FCL 1 and/or 2 (as appropriate)

The UK Air Navigation Order, Air Navigation (General) Regulations, and Rules of the Air Regulations.

The UK Aeronautical Information Publication and Aeronautical Information Circulars

3. Use the above documents to research answers to questions.

Unit References.

1. Annexes 1 through 18 of the International Civil Aviation Organization, Chicago Convention.
2. The ICAO Tokyo Convention.

3. The International Air Transportation Agreement.

4. The European Joint Aviation Requirements.

5. JAA JAR-OPS Part 1 (Aeroplanes) and Part 2 (Helicopters).
6. JAA JAR-FCL Part 1 (Aeroplanes) and Part 2 (Helicopters).

6. The UK Air Navigation Order.

7. The UK Air Navigation (General) Regulations.

8. The UK Rules of the Air Regulations.

9. The UK Aeronautical Information Publication.

10. The UK Aeronautical Information Circulars.

Unit Two Navigation and Rules of the Air

Time Allocated: Six hours

Unit Goals.

1. Demonstrate a thorough understanding of flight navigation procedures and the Rules of the Air.
2. Identify the publications containing flight navigation procedures and Rules of the Air.

Unit Rationale.

The safe operation of aircraft is governed by numerous procedures relating to air navigation as well as by the Rules of the Air. It is essential that professional pilots have a thorough knowledge of such procedures and Rules.

Unit Objectives.

1. Interpret the Rules of the Air with particular emphasis on definitions and applicability.
2. Apply the rules for avoiding aerial collisions.
3. Differentiate between Instrument and Visual Flight Rules (IFR/VFR), including associated weather minima and cruising levels.
4. Explain the Rules governing the interception of civil aircraft.
5. Demonstrate a thorough knowledge of departure, approach, and holding procedures.
6. Demonstrate a thorough knowledge of altimeter setting procedures and secondary surveillance radar (SSR) operating procedures, including regional supplementary procedures (ICAO Doc. 7030).

Unit Activities.

1. Attend classroom presentations covering the objectives.
2. Read the associated chapters of the course study guide.
3. Participate in "model games" illustrating collision risk and avoidance.
4. View video explaining VFR/IFR.
5. Complete quizzes on:

(a) Interception rules.

(b) Departure and approach procedures.

(c) Altimeter setting and SSR procedures.

4. Use associated documentation.

Unit References.

1. ICAO Annex 2.
2. ICAO Doc. 8168-OPS/611, Volume 1.

3. ICAO Doc. 7030.
4. JAR-OPS 1.
5. The UK Air Navigation Order.
6. The UK Air Navigation (General) Regulations.
7. The UK Rules of the Air Regulations.
8. The UK Aeronautical Information Publication.
9. Commercially produced (Jeppesen or Aerad) departure and approach charts.

Unit Three Air Traffic Services

Time allocated: Eight hours.

Unit Goals.

1. Become aware of the services available to pilots from Air Traffic Control (ATC) facilities and Flight Information Services (FIS).
2. Explain how to make best use of the available air traffic services.

Unit Rationale.

All flights, to a greater or lesser extent, make use of air traffic services. Commercial air transportation flights are particularly dependent on air traffic services for their safe and efficient operation. It is essential that professional pilots are fully aware of the air traffic services available and are able to make best use of them.

Unit Objectives.

1. Differentiate between the different types and classes of airspace (Flight/Upper Information Regions; Control Areas/Zones, Airspace Classes A through G, Advisory Areas and Routes; Aerodrome and military Air Traffic Zones).
2. Differentiate between the different types of Air Traffic Service Units (ATSUs) (Area, zone and aerodrome control; flight information service).
3. Explain the use of radar in air traffic control services.
4. Describe general air traffic services operating practices.
5. Describe Area Control Service, including criteria for separation of traffic, air traffic control clearances, and emergency and communication failure procedures.
6. Describe Approach Control Service, including procedures used for the control of departing and arriving aircraft.
7. Describe Aerodrome Control Service.
8. Describe Flight Information and Alerting Service.

9. Describe the Aeronautical Information Service.

Unit Activities.

1. Attend classroom presentations covering the objectives.
2. Read the associated chapters of the course study guide.
3. Visit an Air Traffic Control Center.
4. View video describing air traffic services.
5. Use aeronautical charts and aeronautical information publications to determine details of services available at specified locations.
6. Use PC-based flight simulator or audio tapes to experience interaction with air traffic services.

Unit References.

1. ICAO Annexes 11 and 15.
2. ICAO Doc. 4444.
3. ICAO Doc. 7030
4. UK Aeronautical Information Publication.
5. UK Aeronautical Information Circulars.

Unit Four Aerodromes

Time allocated: Six hours

Unit Goals.

1. Develop a thorough understanding of the factors involved in aircraft operations at and in the vicinity of aerodromes.
2. Acquire a comprehensive knowledge of the signs, markings, lights, and other signals used at aerodromes.

Unit Rationale.

All commercial flights depart from and arrive at licensed aerodromes. It is essential that pilots have a thorough understanding of the factors involved in operations at and in the vicinity of aerodromes. In particular, pilots must have a comprehensive knowledge of the

signs, markings, lights, and other signals used at aerodromes.

Unit Objectives.

1. Explain the terminology used in aerodrome operations, including those concerned with aircraft performance (runway distances).
2. Describe, and define the meaning of, visual aids used for:

    Navigation

    Denoting obstacles

Denoting restricted use areas

1. Outline the factors involved in operating from contaminated runways.
2. Describe the requirements for emergency and other services.
3. Explain the procedures to be used when flying in an aerodrome traffic zone, including departure and arrival.
4. Define the rules governing the use of aerodromes for the public transport of passengers and instruction in flying.

Unit Activities.

1. Attend classroom presentations covering the objectives.
2. Read the associated chapters of the course study guide.
3. Visit an Air Traffic Control tower.
4. Complete quizzes on visual aids.
5. Practice ground navigation around a model (physical or PC generated) aerodrome.
6. Use PC-based simulator or audio tapes to practice communications with tower controllers.
7. Use the UK Aeronautical Information Publication to determine runway distances available at example aerodromes.

Unit References.

1. ICAO Annex 14.
2. ICAO Doc.4444.
3. JAR-OPS 1.
4. UK CAA CAP 637 (Visual Aids Handbook).
5. UK Air Navigation Order.
6. UK Aeronautical Information Publication.
7. UK Aeronautical Information Circulars.

Unit Five Aircraft and Aircrew

Time allocated: Six hours.

Unit Goals.

1. Become familiar with the regulations pertaining to the airworthiness, registration, and operation of aircraft.
2. Become familiar with the regulations pertaining to the licensing, operating limitations, and responsibilities of aircrew.

Unit Rationale.

If they are to fly safely and legally, it is essential that pilots are familiar with the regulations that govern the airworthiness, registration, and operation of their aircraft. Similarly, they must have a thorough knowledge of the licensing requirements for, and the responsibilities of, themselves and their fellow crewmembers.

Unit Objectives.

1. Explain the requirements for the issue and/or maintenance of a Certificate of Airworthiness (C of A), a Certificate of Maintenance Review, an aircraft Technical Log, a Certificate of Release to Service, and aircraft, engine and propeller log books.
2. List and define the C of A aircraft categories.
3. Interpret the regulations governing the kinds of equipment fitted in aircraft and explain the purpose of the Minimum Equipment List.
4. Explain the regulations pertaining to aircraft registration.
5. Outline the purpose and content of operations and training manuals.
6. Explain the purpose of and requirements for air operator s certificates.
7. Outline the conditions under which public transport flights take place, and the responsibilities of public transport operators.
8. Explain the requirements for mass and balance calculations, associated documentation, and the use of standard mass values for passengers and baggage.
9. State the regulations regarding flight and cabin crew pertaining crew composition and training.
10. Define the regulations regarding commanders and crew members responsibilities.
11. State the regulations pertaining to crew fatigue and maximum flight times.

Unit Activities.

1. Attend classroom presentations covering the objectives.
2. Read the associated chapters of the course study guide

3. Take part in exercises in which, using actual aircraft and crew documentation, the legality of flight is determined.
4. Visit an airline s flight operations and maintenance departments (additional curriculum time required)

Unit References.

1. ICAO Annexes 1,7 and 8.
2. JAR-OPS 1
3. JAR-FCL Parts 1, 2, and 3.
4. JAR 23,25, 27, and 29.
5. UK Air Navigation Order.

Unit Six Search and Rescue and Security

Time allocated: Four hours

Unit Goals.

1. Become familiar with the regulations and procedures pertaining to search and rescue (SAR) and security.

Unit Rationale.

It is incumbent upon pilots to be familiar with the regulations and procedures regarding SAR so that they are best able to cope with an emergency situation involving their own aircraft or to assist in SAR operations for other aircraft. In a world where terrorist-type

activity is an ever-present threat, pilots must be aware of the procedures available to enhance security.

Unit Objectives.

1. Describe the SAR organization in the UK.
2. Explain the use of the various communications frequencies used in SAR.
3. Describe the alerting procedure and define the degrees of emergency.
4. State the recommended content of emergency messages.
5. Describe the procedures to be used for flight in areas where SAR operations are in progress.
6. Recognize the meaning of ground-to-air visual signals.
7. List the aircraft commander s responsibilities for accident reporting.
8. Outline the ICAO recommendations regarding matters of security.

Unit Activities.

1. Attend classroom presentations covering he objectives.
2. Read the associated chapters of the course study guide.
3. View video on SAR.
4. Take part in scenario-based SAR game.

Unit References.

1. ICAO Annexes 11 and 12.
2. ICAO Tokyo Convention.
3. UK Search and Rescue Handbook

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CURRICULUM EVALUATION

STUDENT EVALUATION

The ultimate test of student performance will be the marks earned in the JAA examination.

However, students will be assessed at intervals throughout the course as follows:

After Unit 2 Progress Test 1 One-hour test plus one hour review

After Unit 4 Progress Test 2 Two-hour test plus one hour review

After Unit 6 Progress Test 3 Two-hour test plus one hour review

The format and pass mark used in the progress tests will reflect those used in the JAA examination; that is, multiple choice questions with a pass mark of 75%. Penalty marking is not used.

Progress Test 3 will be in the form of a full mock examination and will be scheduled approximately one week before the JAA examination. An additional six hours of curriculum time is allocated for further practice examinations and review; hence a total of 14 hours is allocated to evaluation and review.

Sample Progress Test 1

Conditions: Time allowed, one hour

Answer all questions

No reference material is permitted

1. The Tokyo Convention is concerned with:

    a. The five freedoms.
    b. Anti-hijack procedures.
    c. Reduced navigational separation.
    d. ETOPS.

1. The UK Aeronautical Publication is amended in a cycle of:

    a. Every 28 days.
    b. Every 36 days.
    c. Each calendar month
    d. Every 90 days.

1. The "Freedom of the Air" concerned with the right of aircraft from state A to fly over state B without landing is the:

    a. Fourth freedom.
    b. Third freedom.

c. Second freedom.
d. First freedom.

1. Minimum weather conditions for a VFR flight below FL 100 in controlled airspace classes D and E are given in terms of minimum separation from cloud vertically and horizontally and a certain minimum visibility. These distances are respectively:

   a. 2000 ft 1500 m 5 km

   b. 500 ft 1800 m 8 km

   c. 1000 ft 1500 m 5 km

   d. 1000ft 1800 m 5 km

2. Select the appropriate flight level if flying under IFR in the UK outside controlled airspace on a track of 270° (M)

   a. 55
   b. 60
   c. 65
   d. 70

1. If on a airway and flying in a direction of 235° (M), your flight level will be:

   a. usually ODDs
   b. usually EVENs
   c. always ODDs
   d. always EVENs

1. During an initial climb in uncontrolled airspace, the altimeter setting used should be:

   a. any desired value
   b. 1013.2 mb
   c. the local QNH
   d. the local QFE

1. To obtain a check on terrain clearance en-route, the altimeter setting to use will be:

   a. QNE
   b. Local QNH
   c. Local QFE
   d. Regional QNH

1. To fly IFR in controlled airspace, unless on a notified route or taking-off or landing, the minimum height to be flown is:

    a. 150 m (500 ft) above all obstacles within 5 nm
    b. 150 m (500 ft) above all obstacles within 10 nm
    c. 300 m (1000 ft) above all obstacles within 5 nm
    d. 300 m (1000 ft) above all obstacles within 10 nm

    10. When navigating visually using a line feature such as a railway, the pilot should keep the feature:

    a. always on the left of the aircraft
    b. on the left of the aircraft unless ATC requires otherwise
    c. always on the right of the aircraft
    d. directly beneath the aircraft

1. Details of a temporary danger area being introduced will always be given in:

    a. NOTAMs
    b. Yellow Aeronautical Information Circulars (AIC)
    c. Mauve AIC
    d. Aeronautical Information Publication

    11. An aircraft shall not fly over an open air assembly of a lot of people (say 1000) within:

    a. 300 m (1000 ft)
    b. 450 m (1500 ft)
    c. 600 m (2000 ft)
    d. 900 m (3000 ft)

1. A British Airways flight taking paying traffic from the UK, overflying the Irish Republic and landing in the USA will be using the following freedoms:

    a. 1 and 4
    b. 2 and 4
    c. 2 and 3
    d. 1 and 3

1. An AIRAC amendment:

    a. amends the En-Route section of the AIP

    a. revises a previous Aeronautical Information Circular
    b. is issued under the Regulated System for Air Information
    c. corrects a previous NOTAM

1. The separation distance for traffic when only secondary surveillance radar is available is:

    a. 8 nm
    b. 5 nm
    c. 3 nm
    d. 2 nm

14. The en-route vertical clearance from obstacles used by radar services, if an aircraft flying under IFR is not on airways or advisory routes, is:

    a. 1000 ft over the highest obstacle within 10 nm
    b. 1000 ft over the highest obstacle within 30 nm
    c. 1000 ft over the highest obstacle within 15 nm
    d. 1500 ft over the highest obstacle within 15 nm

1. If radio navigation equipment fails, the correct immediate action is to:

    a. leave controlled airspace immediately
    b. inform ATC, giving altitude and approximate position
    c. ensure it is made serviceable at the next landing
    d. leave or avoid entering controlled airspace and continue flight in VMC

1. Above 30,000 ft the vertical separation between aircraft on reciprocal tracks will be:

    a. 4000 ft
    b. 2000 ft
    c. 1000 ft
    d. 1000 or 2000 ft, depending on whether the aircraft is in Reduced Vertical Separation Minima airspace or not

1. A public transport aircraft flying on ATS routes must carry B-RNAV equipment on:

    a. every flight
    b. any flight going outside the European Civil Aviation Conference (ECAC) area
    c. any flight inside the ECAC area over a specified level (usually at least FL 100)
    d. any flight inside the ECAC area

1. A class B bearing from a VHF/DF station should be accurate within:

    a. ± 1°

b. ± 2°
c. ± 5°
d. ± 10°

1. Anti-collision lights fitted to aircraft should be omni-directional flashing lights fitted as follows:

   To aeroplanes To helicopters

   a. only white only red

   b. only red only red

   c. red or white only red

   d. red or white only white

2. Portable telephones may be carried on board an aircraft during flight, provided that they are:

   a. switched off prior to engine start-up until engine shut-down
   b. left on standby prior to engine start-up until engine shut-down
   c. switched off during the initial climb and on the final descent
   d. on standby during the initial climb and on the final descent

1. The Designated Operational Coverage for the following radio navigation aids is specified as:

   VOR ADF

   a. range range and altitude

   b. altitude range

   c. range and altitude range

   d. range and altitude range and altitude

2. Pre-flight altimeter checks should be carried out:

   a. at the end of the runway while awaiting take-off clearance
   b. in the flight clearance office
   c. at the aerodrome reference point
   d. on the apron

1. En-route air navigation obstructions must be lit if they are above:

a. 150 m amsl
b. 150 m agl
c. 100 m amsl
d. 100 m agl

1. Transition altitude is the altitude at which the pilot:

    a. on the descent changes the altimeter setting to 1013.2 mb
    b. on climbing, changes the altimeter setting to 1013.2 mb
    c. on climbing away changes the altimeter setting to QNH
    d. on climbing changes the altimeter setting to QFE

1. QFE threshold is passed to the pilot if the threshold of a precision approach runway is over:

    a. 7 ft above the airfield elevation
    b. 7 ft below the airfield elevation
    c. 15 ft above the airfield elevation
    d. 15 ft below the airfield elevation

1. EAT is the time that an aircraft:

    a. will be expected to join the holding stack
    b. will leave the last en-route holding point before the destination
    c. will be expected to leave the holding stack and approach the aerodrome
    d. is expected to be landing

1. Prior to an approach, a pilot should expect to receive the following information:

    a. cloud ceiling and RVR
    b. cloud, weather, surface wind, and visibility
    c. runway in use, surface wind, visibility, weather, altimeter setting, weather warnings, and RVR
    d. just the information the pilot requests

1. If, when waiting at the end of the runway prior to take-off at night, ATC advises that a navigation light has failed, the pilot:

    a. may take off, if ATC agree
    b. may take off, if the anti-collision light is working
    c. may not depart
    d. may depart as long as the light is replaced at the next landing

1. If you are at the correct height on approach to a runway equipped with PAPI you should see:

a. one white light and two reds
b. one white light and one red
c. three white lights and one red
d. two white lights and two red

1. A public transport aircraft shall not take off unless the following minima for the departure airfield are satisfactory:

    a. cloud base and visibility
    b. cloud base and RVR
    c. cloud ceiling and RVR
    d. minimum descent height and RVR

Questions 30 to 37

These questions require you to assess collision risk, and identify the correct collision avoidance action, based on the sighting of another aircraft s lights. Answer these questions by choosing the correct response from the following four alternatives:

a. there is no risk of collision
b. there is a risk of collision so turn left
c. there is a risk of collision so turn right
d. there is a risk of collision so maintain course and speed but be prepared to take avoiding action if the other aircraft fails to give way

bearing

Question	Lights seen in addition to anti-collision light	of light(s) when first seen	Change of relative bearing, if any
30.	Red	040°	none apparent
31.	Red and green	350°	none apparent
32.	Green	340°	none apparent
33.	Green	040°	increasing
34.	White flashing in alternation with white	005°	none apparent
35.	White flashing alternating with red and green	350°	none apparent
36.	White flashing alternating with green	310°	decreasing
37.	White flashing alternating with red and green	030°	increasing

38. You are flying on a heading of 290° (T) when you see a green light on a relative bearing of 320° . Between what true headings could the other aircraft be flying?

    a. 150° and 260°

b. 320° and 070°
c. 070° and 125°
d. 015° and 070°

34. You are flying on a heading of 180° (T) when you see a white light on a relative bearing of 350° . Between what true headings could the other aircraft be flying?

a. 240° through north to 100°
b. 240° through south to 100°
c. 340° through north to 030°
d. 340° through south to 030°

34. When flying at night you see the red and green lights of another aircraft at a range of about 4 nm and at about your altitude on a relative bearing of 085° . Is there a risk of collision and what action would you take?

Risk of collision Action to take

a. Yes Maintain heading

b. Yes Turn right

c. Yes Turn left

d. No None

Note for Dr Ritz. Ideally, Progress Test 1 should contain 60 questions; however, I do not have the resources to hand (in the US) on which to base more samples.

DOCUMENT EVALUATION

All material used in training for JAA licenses must be approved by the JAA. This Authority would, therefore, be the most appropriate source of validation.

The covering letter below is in European business letter format.

Old Dominion University

Norfolk VA 23529

United States of America

Joint Aviation Authorities

Flight Crew Licensing Division

PO Box 3000

2130 KA Hoofddorp

The Netherlands .. July 2000

Dear Sirs

AIR LAW CURRICULUM

Under the auspices of Old Dominion University, I have recently developed a curriculum for a course in Air Law. The curriculum forms part of our integrated training program for ab-initio students preparing for the JAA Airline Transport Pilot s License. The curriculum, a copy of which is attached, is submitted for your approval.

To assist in the course validation process, I should be most grateful for any comments that you may have. Accordingly, a validation proforma is attached for your convenience. It would be very helpful to me if you would complete the proforma and return it, together

with any other comments, to me at the above address.

Yours sincerely

Robert Cartwright

Enc: 1. Curriculum JAA Air Law for Pilots

2. Validation Proforma

Curriculum Evaluation Air Law Course

Curriculum Foundations

Is the definition of Air Law accurate and comprehensive?

Does the rationale present a valid case for the course?

Is the statement of content source complete and accurate?

Is the content structure logical and comprehensive?

Does the course aim reflect an outcome of learning appropriate to the content source?

Do the course goals adequately amplify the aim?

Curriculum Content

Is the course scope comprehensive?

Is the scope and sequence divided into coherent units in the most appropriate order?

For each unit:

Do the goals represent suitable learning outcomes?

Does the rationale support the goals?

Do the objectives state required learning outcomes

Do the objectives support the goals?

Do the activities provide sufficient opportunities to satisfy the objectives?

Are the references complete and current?

Curriculum Evaluation

Is the suggested method of student evaluation appropriate?

Would the sample test provide adequate evaluation?