Content Build and Migration in Support of Sailor 2025

Standard Operating Procedure (SOP)

20 September 2016

Content Build and Migration in Support of Sailor 2025 SOP

Record of Changes

Change/Revision Number	Change Made	Date
Original		12/09/2016

20 September 2016

Signature Page

Concurrence:

X _____

Thomas Bonanno
CIV N7, NETC N74

X _____

Robert Monet

Approval:

X _____

Captain Dye

Table of Contents

1 Performance-Based Course Structure Build and Content Migration 4

1.1 Content Build Pre-Meeting 4

1.2 Enter Performance-based Course Structure in CPM 4

1.2.1 JDTA – LO – Course Constructs 4

1.2.2 Performance-Based Course Structure 5

1.2.3 Accessing CPM 6

1.2.4 Creating a Project 7

1.2.5 Accessing a Project 9

1.2.6 Adding a Team Member 11

1.2.7 Adding a Module to a Course 13

1.2.8 Adding a Lesson to a Module 17

1.2.9 Adding a Section to a Lesson 19

1.3 Export Course to Enterprise Data Environment (EDE) and Import into Standalone LO Module 22

1.3.1 Exporting Courses to EDE 22

1.3.2 Importing AIM CPM Data into AIM LO Module 23

1.4 Add Additional Data to the Course in CPM 25

1.4.1 Adding Objectives to Lessons and Sections 25

1.4.2 Changing Module Titles to Family Groups 39

1.5 Recreate As-Is Graphics 39

1.6 Migrate Content into Course Structure in LO Module 40

1.6.1 Preparing Content Materials for AIM LO Module 40

1.6.1.1 Adding Items to Site Resource Requirements List (RRL) 41

1.6.1.2 Adding Graphics to AIM LO Module Repository 51

1.6.2 Entering As-Is Content into To-Be Courses in AIM LO Module 54

1.6.2.1 Accessing AIM LO Module 54

1.6.2.2 Reviewing Lesson Structure in LO Module 55

1.6.2.3 Building an LP 56

1.6.2.3.1 Completing the Overview and Summary Element Tabs 62

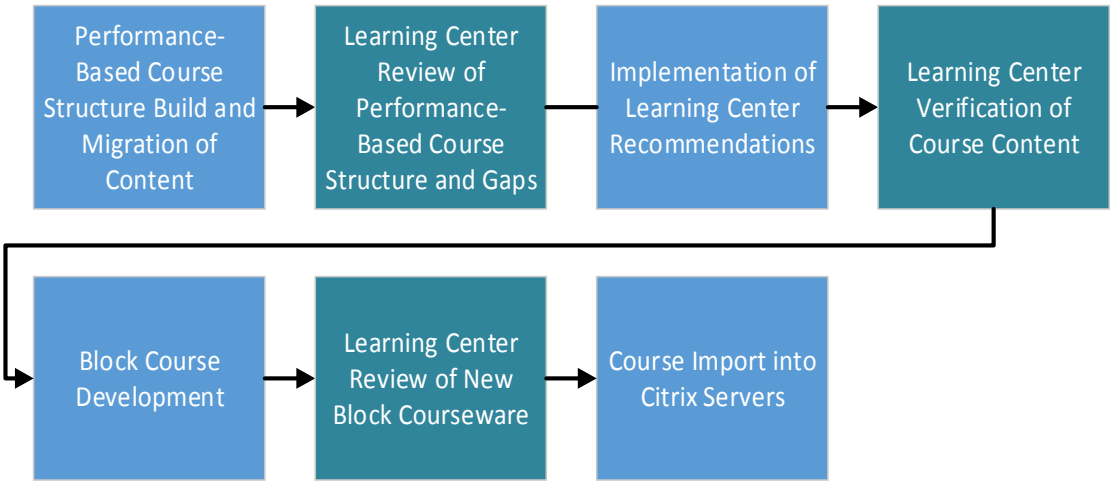
1.6.2.3.2 Building the Section Structure 63

1.6.2.3.2.1 Determining the Structure ... 63
1.6.2.3.2.2 Adding a New Element ... 72
1.6.2.3.2.3 Changing the Element Title ... 74
1.6.2.3.2.4 Changing the Element Type ... 75
1.6.2.3.2.5 Deleting an Element ... 77
1.6.2.3.2.6 Resequencing an Element ... 78
1.6.2.3.2.7 Copying and Pasting an Element ... 79
1.6.2.3.2.8 Adding a Sub-Element ... 80
1.6.2.3.3 Populating the Element Tabs ... 81
1.6.2.3.4 Completing RIA Tabs ... 82
1.6.2.3.4.1 Add Resource ... 87
1.6.2.3.4.2 Add Sheet ... 91
1.6.2.3.4.3 Add Fault ... 94
1.6.2.3.4.4 Add Free Text ... 98
1.6.2.3.5 Organizing PowerPoint Content into AIM LO Module Elements ... 100
1.6.2.3.5.1 Element Structure ... 101
1.6.2.3.5.2 Title Slides ... 101
1.6.2.3.5.3 Slides with Content and Slide Notes ... 102
1.6.2.3.5.4 Slides with Images and No Content ... 107
1.6.2.4 Add TG Sheets ... 108
1.6.2.4.1 Add Content to a TG Sheet ... 109
1.6.2.4.1.1 Add References to a TG Sheet ... 114
1.6.2.4.1.2 Add Equipment to a TG Sheet ... 116
1.6.2.4.1.3 Add Study Assignments to a TG Sheet ... 118
1.6.2.4.1.4 Add Additional Content to a TG Sheet ... 121
1.6.2.4.2 Add Media to a TG Sheet ... 123
1.6.2.4.3 Delete a TG Sheet ... 126
1.6.2.4.4 Copy and Paste a TG Sheet ... 130
1.6.2.4.5 Resequence TG Sheets ... 132
1.7 Update Course in LO Module from CPM ... 134

1.8 Exporting LP and TG for Review 134
1.8.1 GeneRating an LP 134
1.8.2 GeneRating a TG 136
2 Learning Center Review of Performance-Based Course Structure and Gaps 138
3 Implementation of Learning Center Recommendations 139
4 Learning Center Verification of Course Content 140
5 Block Course Development 140
5.1 Create Block Courses in CPM 140
5.2 Link Appropriate Content to Block Courses in CPM 140
5.3 Create TPP/TCCD in CPM 140
5.4 Update LO Module with Block Courses 142
6 Learning Center Review of New Block Courseware 142
7 Course Import into Citrix Servers 142
7.1 Export SCORM Packages from Standalone LO Module 142
7.2 Import SCORM Packages into Sailor 2025 Citrix Server 144
Appendix A: Completing the AIM CPM Data Tab 145
Appendix B: Transferring AIM LO Module Resources to AIM CPM 168

Content Build and Migration Process

As part of the Block Learning initiative, the As-Is content for each Rating is converted from NAVEDTRAs 130 and 131 structure to a (NAVEDTRA 136) Authoring Instructional Materials (AIM) Content Planning Module (CPM) and Learning Object (LO) Module structure. In addition to migrating the content, it will be rolled up into a performance-based Course structure and linked to Block Learning Courses. The figure below outlines the main touch points for the content build process and the Learning Center reviews of each touch point.



The first main touch point includes the entry of the performance-based Course structure into CPM and the migration of the content into LO Module. Once complete, the Learning Center reviews the PDF exports of the Lesson Plan (LP) and Trainee Guide (TG) from LO Module. During this review, the Learning Center evaluates the migration of the content to ensure their Courses are in-tact and identifies any gaps that may be apparent from the content migration into LO Module. The Learning Center will evaluate and provide recommendations that contractor will implement and adjudicate.

After the Learning Center review comments are implemented, the Learning Center completes another review of the LP and TG to ensure the implemented content complies with the needs of the Course. Once any additional comments are implemented and verified from the Learning Center review, Blocked Courses are created according to the Training Paths and Blocks of Training identified in the Block Learning Recommendations Report, then the appropriate content is linked into the Blocked Courses.

The Learning Center completes a final review of the Courses, and final adjustments are made prior to exporting the Courses from a standalone version of LO Module and importing into the Sailor 2025 Citrix Server LO Module instance.

1 Performance-Based Course Structure Build and Content Migration

1.1 Content Build Pre-Meeting

A pre-meeting is held with the Learning Center LSO and the Lead Contractor ISD to review the initial content build and migration process. The goal of this meeting is to accomplish the following:

- Ensure all content is received, up to date, and has not changed since the last Training Situation Document (TSD).
- Explain the overall content build process.
    - Discuss the NAVEDTRA 130/131 Course constructs versus AIM CPM/LO Module (NAVEDTRA 136) Course construct.
    - Clarify the review and approval process at each touch point.
    - Review and approve performance Objectives.
- Discuss future travel requirements.

1.2 Enter Performance-based Course Structure in CPM

A new Module, Lesson, and Section structure has been created in the JDTA-LO-Crosswalk-BlockLearn tab of the RATS. The main content types, performance-items within the content, and knowledge of the main jobs that are performed within that Rating were used to create a new organization of Lessons that have performance-based Terminal Learning Objectives (TLOs). Sections have been appropriately grouped and merged within each Lesson to satisfy the performance-based TLO.

Within the Content Build Process, the performance-based Course structure that was created in the RATS is entered into CPM. In CPM, a Project is created for each Rating. Within that Project, a Module is created for each Course within the Rating. The Lessons and Sections are created based on the approved performance-based Course structure outlined in the RATS or the Rating Course Content Traceability Document (Rating CCTD). After the initial migration of the content into the performance-based Course structure, the Module titles are changed to their appropriate Family Group titles. This allows the content to be entered into LO Module while final Objectives and Module titles are being created and entered into CPM. If the Objectives and Module titles are previously created and approved, they may be entered from the start of the Performance-Based Course Structure Build. Once all of the content migrated and finalized for the Rating, the appropriate content is linked to the Block Learning Courses.

Note: Linking the content to Courses (Blocks) is not a feature currently available in CPM, but it will be added in the near future.

1.2.1 JDTA – LO – Course Constructs

The As-Is Course content is typically structured differently than the CPM/LO Module Course structure. Courses may look considerably different, depending on the version of the AIM software previously used to create them. The following table aligns the JDTA, LO Module, AIM I, and AIM II constructs to compare the differences among them.

JDTA Construct	LO Module		AIM IS		AIM II	
	Learning Objectives	Course Structure	Learning Objectives	Course Structure	Learning Objectives	Course Structure
Job	Course Mission Statement	Course	Course Level Learning Objectives	Course	Course Mission Statement	Course
Duty (Family)	N/A	Module	N/A	Part	N/A	N/A
Task	TLO	Lesson	N/A	Section	TO	Unit
Subtask	ELO	Section	N/A	Topic	TO	Lesson Topics
	N/A (KSATRs)	Element	EO	Elements	EO	Elements

1.2.2 Performance-Based Course Structure

During the Rating Analysis, the structure of the As-Is Course is converted to the structure of CPM/LO Module, and the content is rolled-up to performance-based Objectives. This will often change the title of the Lessons and Sections from the As-Is Course structure and group the As-Is content differently to satisfy the performance-based Objectives.

The performance-based Course structure is noted in the Rating CCTD. The Rating CCTD is developed along with the Block Learning Recommendation Report from the RATS, which is sent to the Learning Center for approval. The Rating CCTD spreadsheet aligns the current Course structure to the performance-based Course structure and the new Block Recommendations. As seen in the image below, Column B indicates the Topic # from the As-Is Course structure and Column C indicates the Topic title from the As-Is Course structure. Column D indicates the performance-based Lesson titles/Objectives, and Column E indicates the performance-based Section titles/Objectives. Column F represents the initial Block Recommendations from the Rating Analysis, and Column G represents the final Block Recommendations from the Learning Center.

In the following example, the Pre-Test Module 8C and Lesson Topic 1.1 are deleted. This is indicated by Columns D and E being empty and Column F noting that the Topics are deleted. This example from Engineman (EN) ‘A’ School indicates that Lesson Topics 1.2 – 2.2 will be in the same Lesson, titled “Diesel Engines”. Within this Lesson, there are 5 Sections:

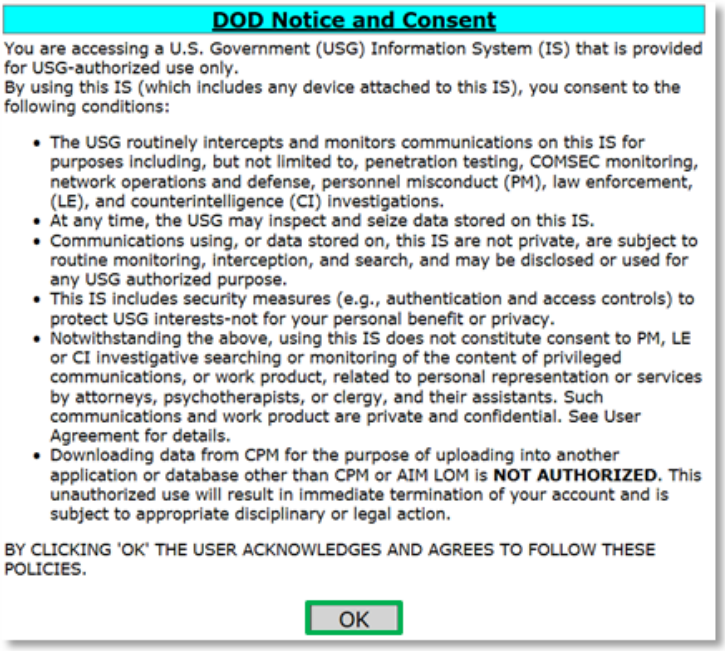
- Lesson Topics 1.2 – 1.4 are merged into a Section title “Diesel Engine Components”.
    - **Note**: This title is extracted by removing the verb, Locate, from the entry in Column E and title-casing each word for the title. If the entry does not have a verb, you will simply title-case the entry to use as the Section title.
- Lesson Topic 1.5 is in a Section titled “Diesel Engine Cycles”.
- Lesson Topic 1.6 is in a Section titled “Diesel Engine Air Intake”.
- Lesson Topic 1.7 is in a Section titled “Diesel Engine Subsystems”.
- Lesson Topics 2.1 and 2.2 are merged into a Section titled “Diesel Engines Lab”.
    - **Note**: “Lab” was added to the end of the Section title because both of the As-Is Lesson Topics indicate that they are a lab. If one of them was not a lab, the title would remain as “Diesel Engines”.

NOTES:
1. Lesson Topics represent the "As-Is" lessons in the current Course of Instruction (COI).
2. Initial Block Recommendation of 0* indicates a good candidate for RRL, but due to Block Learn business rules, it remains in Block 0.
3. The following courses and CINs are included in this document starting on the line indicated:
EN 'A' School (A-652-0052) ---------- 164
4. To-Be Lessons and Sections are the course structure for CPM-LOM.

Line #	Topic #	As-Is Lesson Topic	To-Be Lesson Titles/Objectives (from Column J of the JDTA_to_LO-CrosswalkBlockLearn)	To-Be Section Titles/Objectives (from Column K of the JDTA_to_LO-CrosswalkBlockLearn)	Initial Block Recommendation	Final Block Recommendation
		EN 'A' School (A-652-0052)				
164		PRE-TEST MODULE 8C			Delete	
165	1.1	CBT BECC-DIESEL-01, Diesel Engine Fundamentals			Delete	
166	1.2	Diesel Plant Indoc/Safety	Diesel Engines	Locate diesel engine components	0	
167	1.3	Diesel Engine Stationary Components	Diesel Engines	Locate diesel engine components	0	
168	1.4	Diesel Engine Moving Components	Diesel Engines	Locate diesel engine components	0	
169	1.5	Diesel Engine Two and Four Stroke Cycle	Diesel Engines	Demonstrate DE cycles	0	
170	1.6	Diesel Engine Air Intake	Diesel Engines	Locate DE air intake	0	
171	1.7	Diesel Engine Subsystems	Diesel Engines	Locate DE subsystems	0	
172	2.1	Engine Alignment and Operation (6-71), Lab	Diesel Engines	Operate DE	0	
173	2.2	Diesel Engine Cutaway Familiarization, Lab	Diesel Engines	Operate DE	0	
174	3.1	CBT BECC-DIESEL-02, Small Boat Operations	Small Boats	Operate small boats	0*	
175	3.2	CBT BECC-DIESEL-03, Small Boat Outdrives	Small Boats	Operate small boats	0*	
176	3.3	Small Boat Operations and Requirements	Small Boats	Operate small boats	0*	
177	3.4	Outdrive Components and Operation	Small Boats	Operate small boats	0*	
178	3.5	Small Boat Lab	Small Boats	Operate small boats	0*	

1.2.3 Accessing CPM

1. Insert your Common Access Card (CAC) into your CAC reader.
2. Access CPM here: https://cpm.prod.aim.netc.navy.mil/cpm2025
3. When the Confirm Certificate pop-up appears, confirm the information is correct, and then select the OK button.
4. In the Windows Security pop-up, enter your CAC Personal Identification Number (PIN).
5. Select the OK button at the bottom of the DOD Notice and Consent Section.



DOD Notice and Consent

You are accessing a U.S. Government (USG) Information System (IS) that is provided for USG-authorized use only.
By using this IS (which includes any device attached to this IS), you consent to the following conditions:

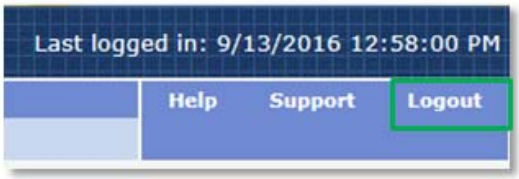
- The USG routinely intercepts and monitors communications on this IS for purposes including, but not limited to, penetration testing, COMSEC monitoring, network operations and defense, personnel misconduct (PM), law enforcement, (LE), and counterintelligence (CI) investigations.
- At any time, the USG may inspect and seize data stored on this IS.
- Communications using, or data stored on, this IS are not private, are subject to routine monitoring, interception, and search, and may be disclosed or used for any USG authorized purpose.
- This IS includes security measures (e.g., authentication and access controls) to protect USG interests-not for your personal benefit or privacy.
- Notwithstanding the above, using this IS does not constitute consent to PM, LE or CI investigative searching or monitoring of the content of privileged communications, or work product, related to personal representation or services by attorneys, psychotherapists, or clergy, and their assistants. Such communications and work product are private and confidential. See User Agreement for details.
- Downloading data from CPM for the purpose of uploading into another application or database other than CPM or AIM LOM is **NOT AUTHORIZED**. This unauthorized use will result in immediate termination of your account and is subject to appropriate disciplinary or legal action.

BY CLICKING 'OK' THE USER ACKNOWLEDGES AND AGREES TO FOLLOW THESE POLICIES.

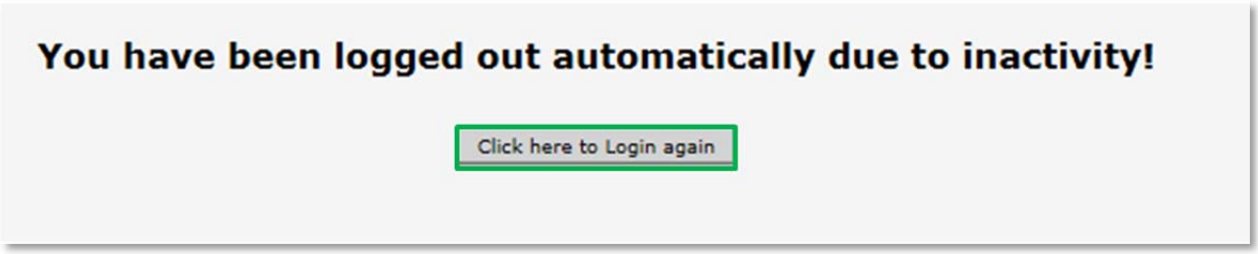
OK

User Tip: Be patient when working in CPM. CPM quite often takes a few moments to update.

Note: When exiting CPM, it is always best to select Logout. If you do not, you may have issues getting back in.

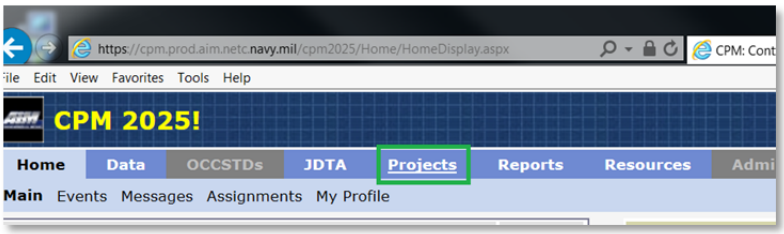


Note: Sometimes when logging back into CPM, you will get the message shown below. Select "Click here to Login again" and proceed as normal.

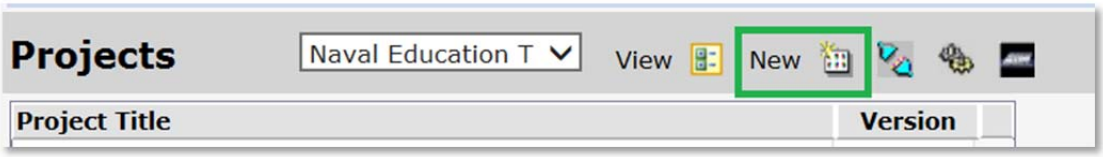


1.2.4 Creating a Project

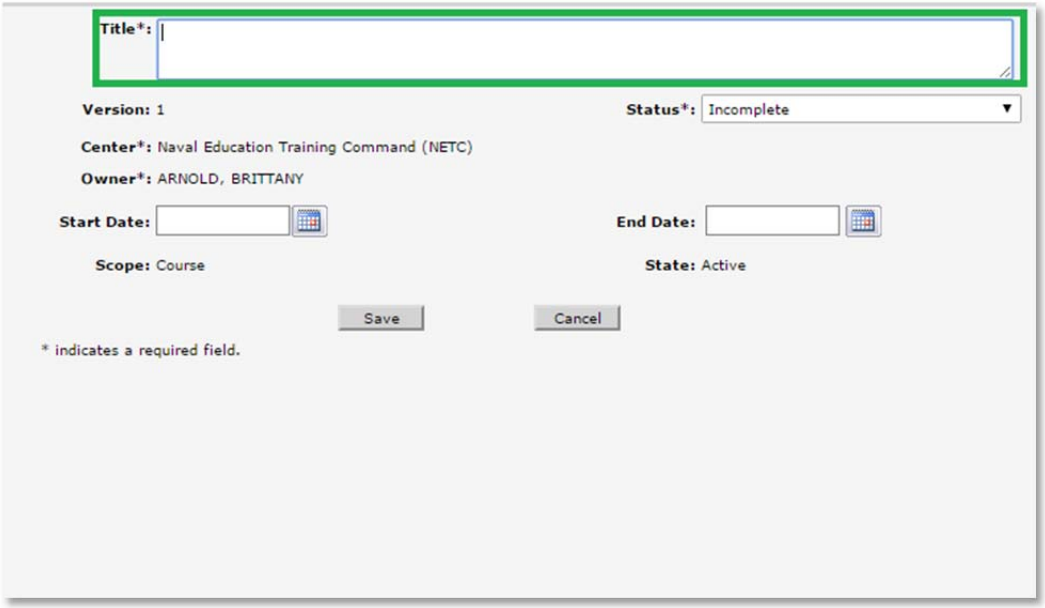
1. Select the Projects tab.



2. Select the New icon.



3. Type the title of the Project into the **Title*** field.

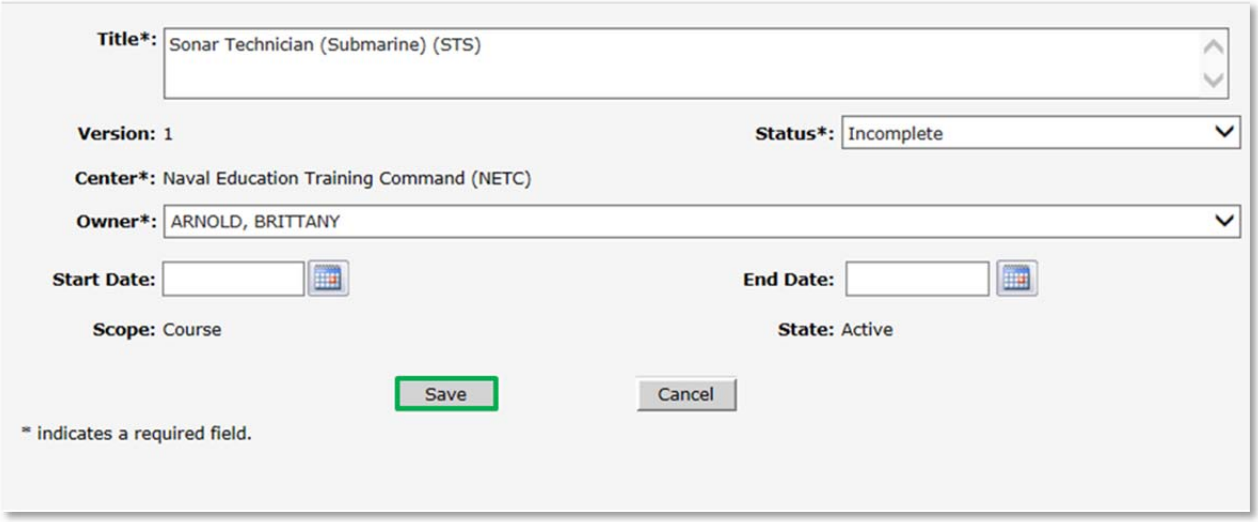


User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
Enter the full Rating title, in title case, with acronym following in parentheses.
For example, Quartermaster (QM)

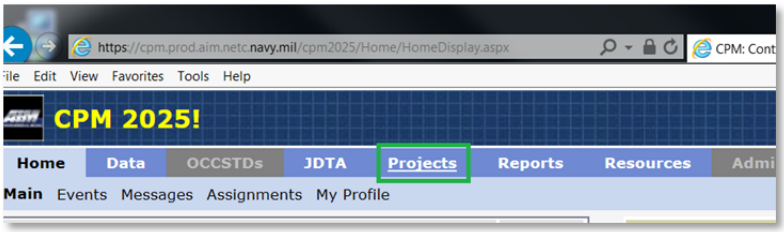
Note: Do not enter a Start or End Date or change the Status* field.

4. Select the Save button.

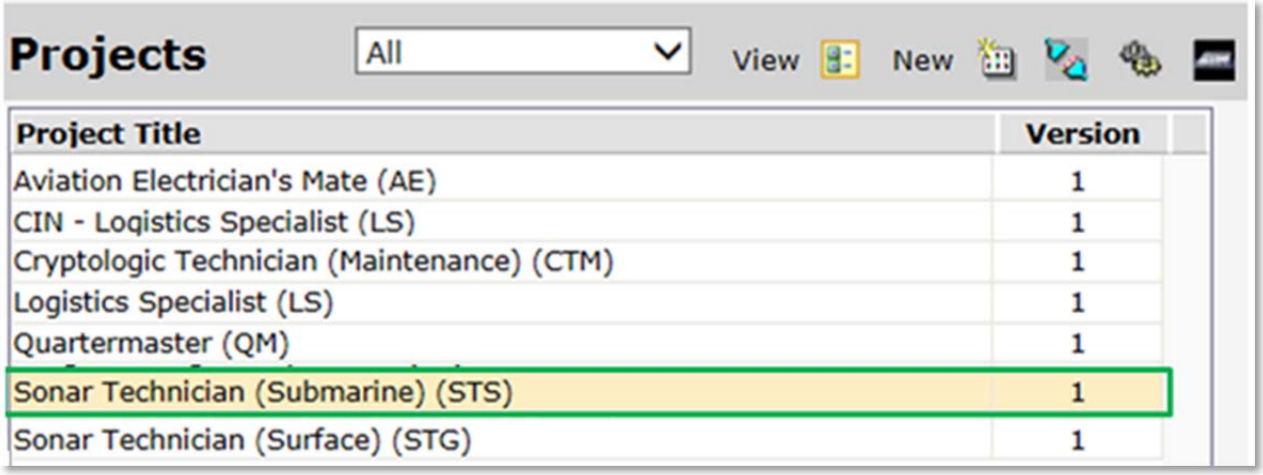


1.2.5 Accessing a Project

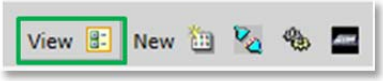
1. Access CPM.
2. Select the Projects tab.



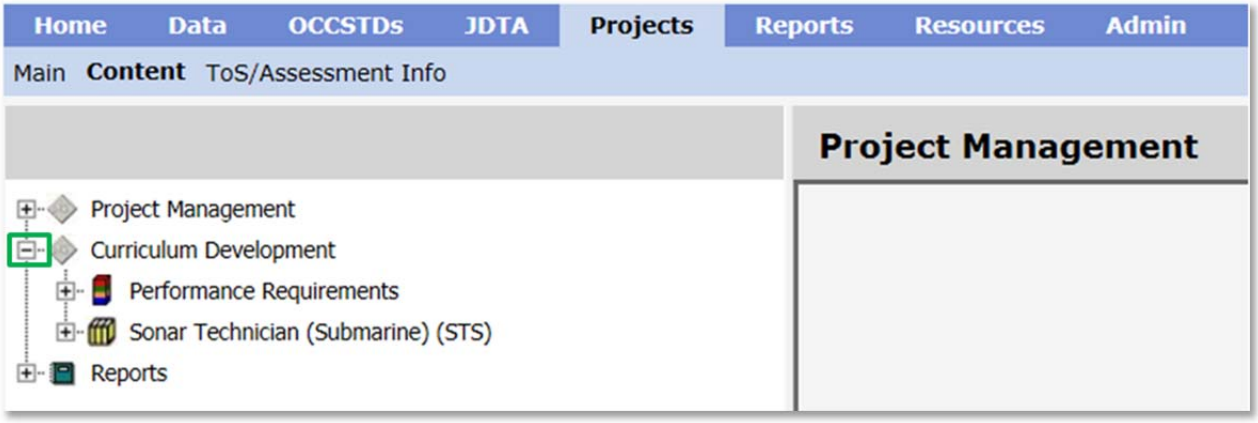
3. Select the project title from the list in the left panel.



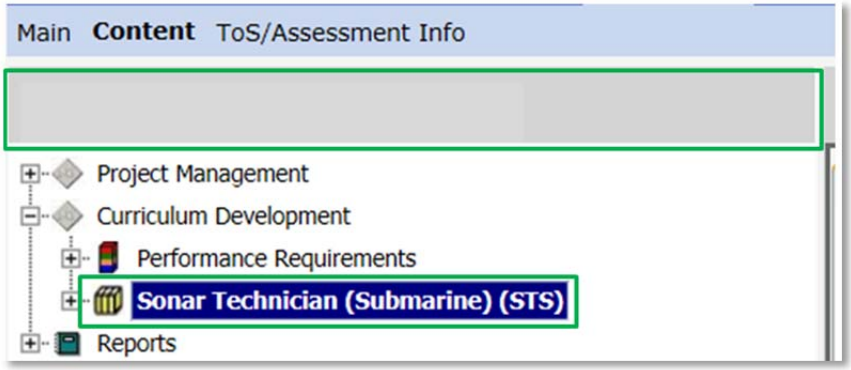
4. Select the View icon to open the project.



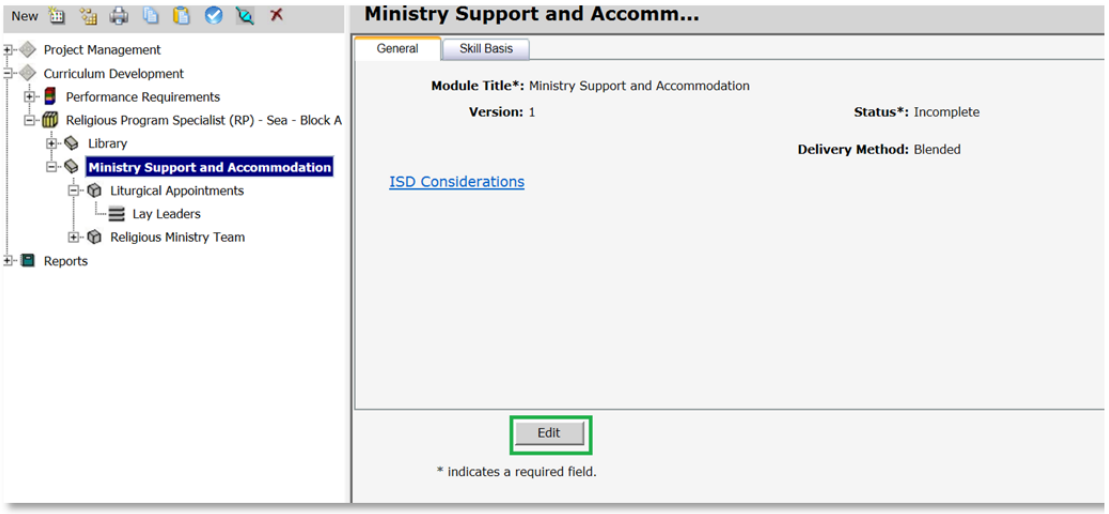
5. Select the + icon to expand Curriculum Development.



6. If icons do not appear in the left gray bar after you have selected the Course, have the Project Owner add you as a member of the team.



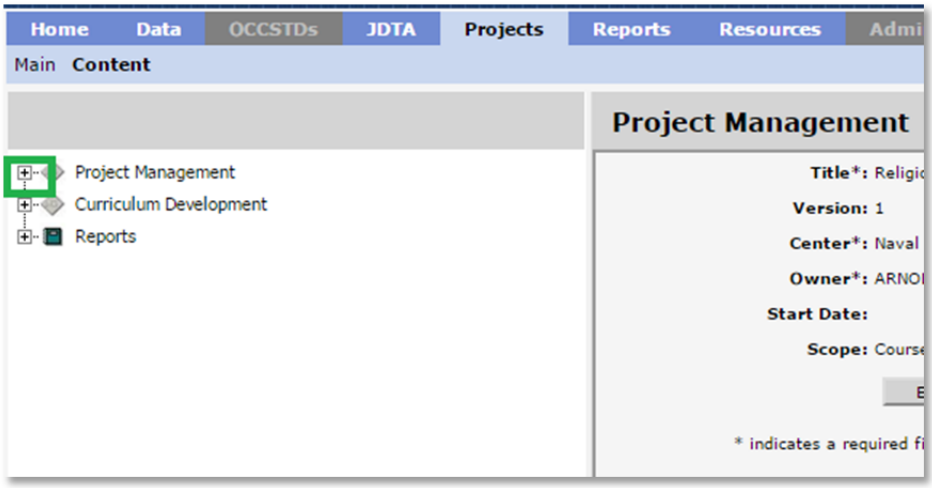
User Tip: If you need to edit an existing Module, Lesson, Section, etc., select the Edit button.



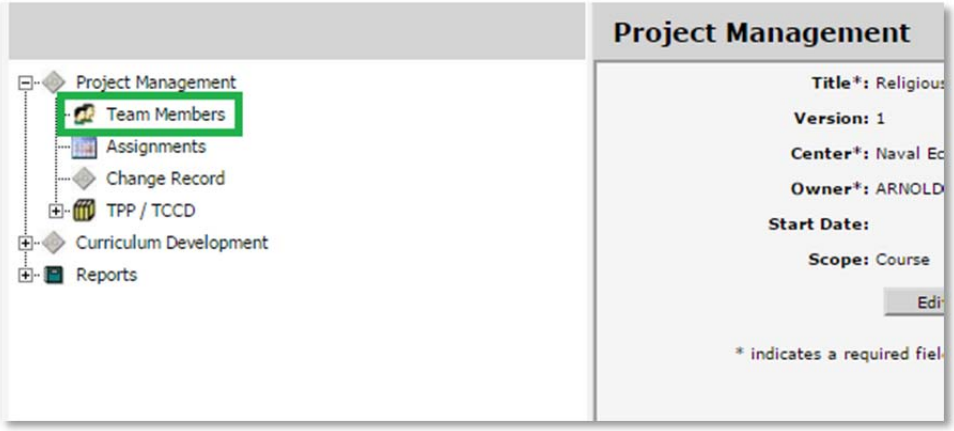
1.2.6 Adding a Team Member

Anyone who will be entering data into CPM for the Rating will need to be added as a team member on the Project. If they will need to edit or enter content, they should be assigned as a Project Developer. If they only need to view the Project, they should be assigned as View Only.

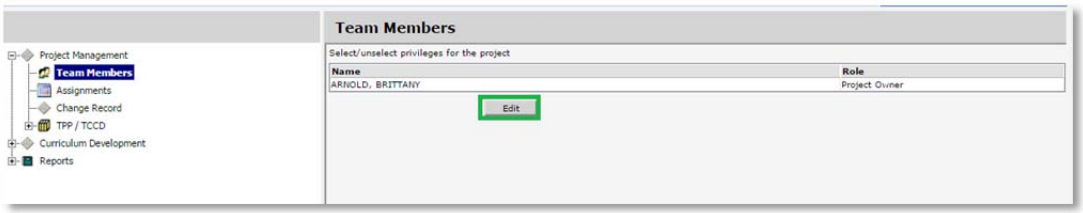
1. Access the Project.
2. Select the **+** icon to expand Project Management.



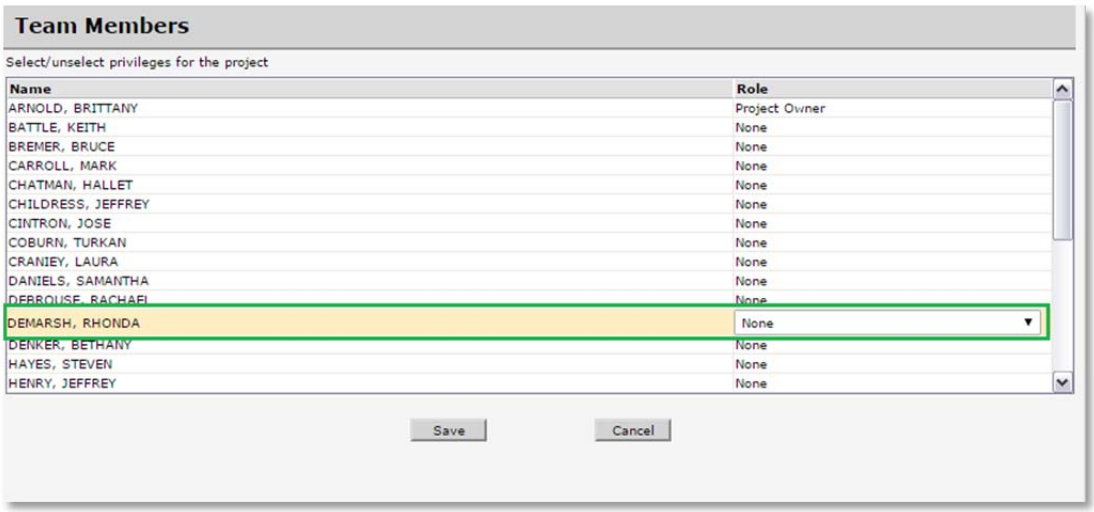
3. Select **Team Members**.



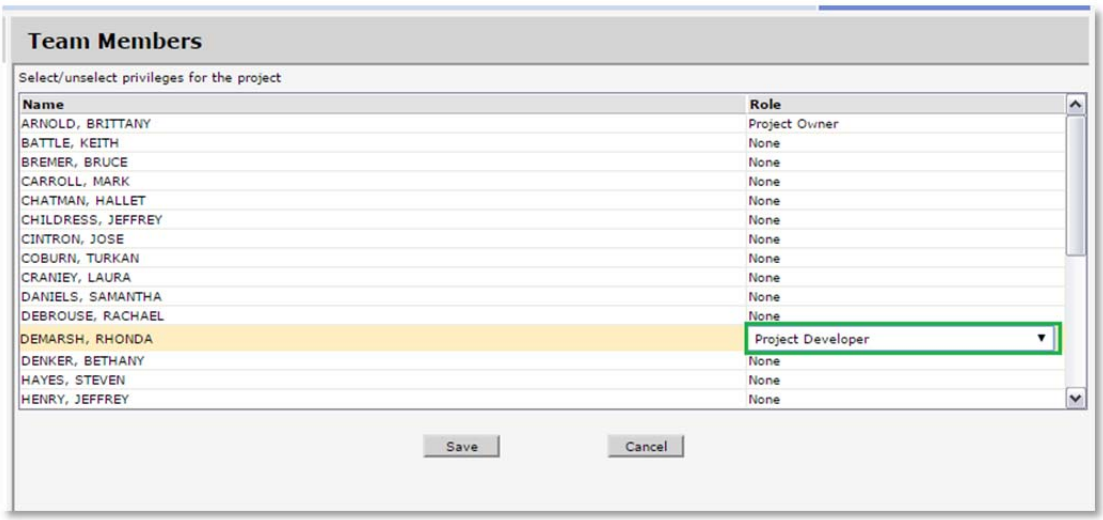
4. Select the **Edit** button.



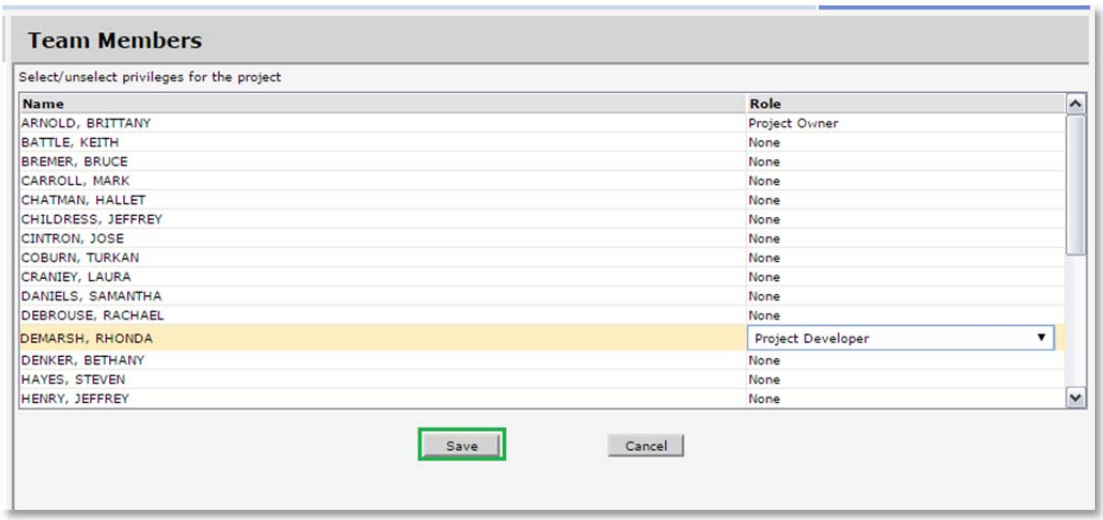
5. From the Name column, select the name of the person to be added.



6. From the Role drop-down menu, select **Project Developer** or **View Only**, as appropriate.

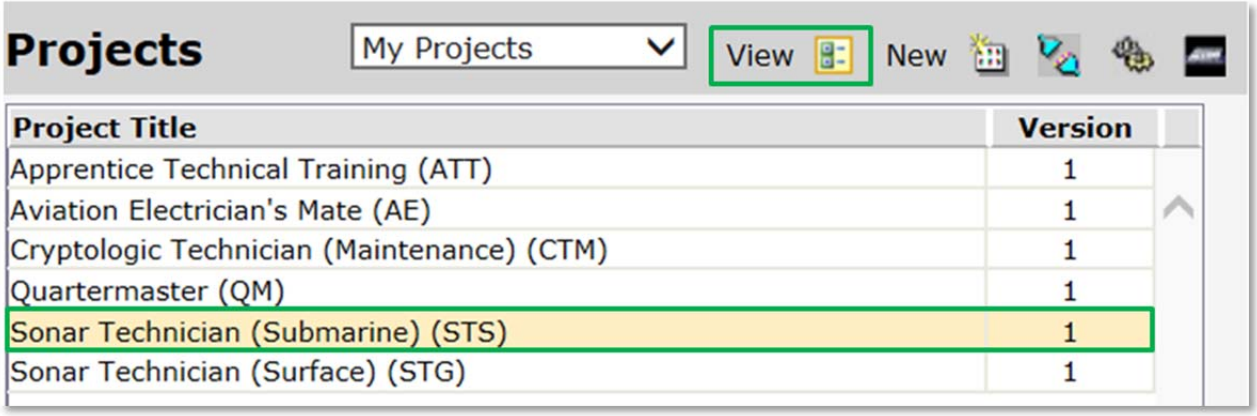


7. Select the **Save** button.

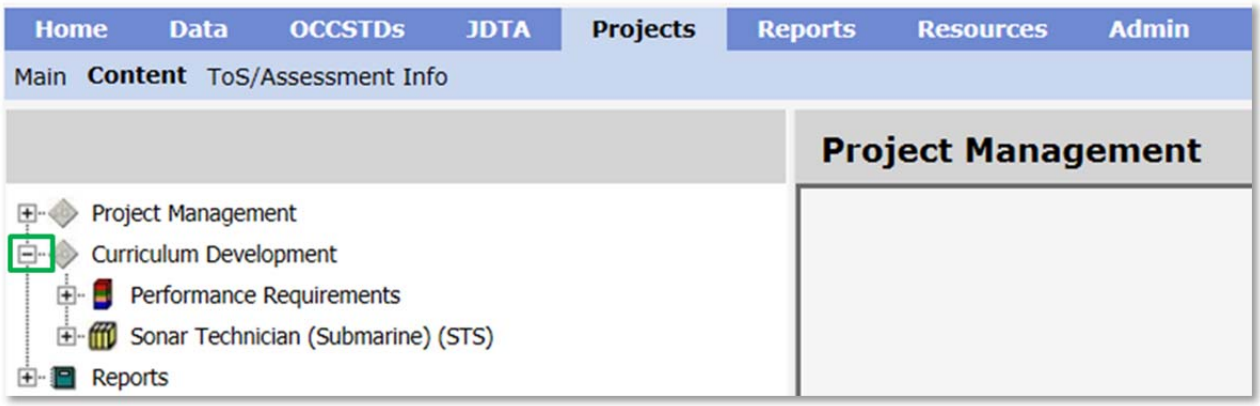


1.2.7 Adding a Module to a Course

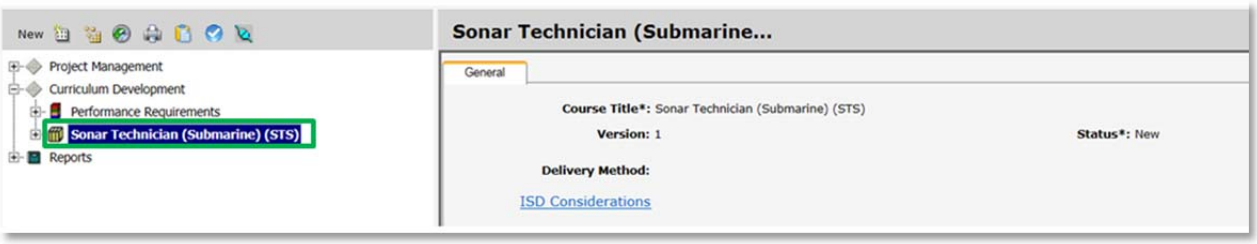
1. From the Projects screen, select the appropriate project in the Project Title list, and then select the View icon.



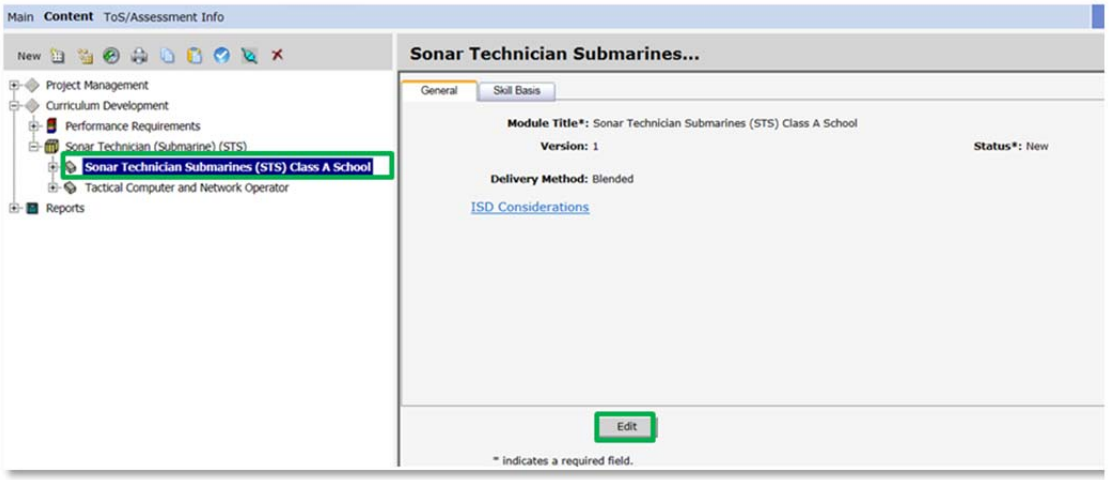
2. Select the + icon to expand Curriculum Development.



3. Select the title of the Course to which you want to add the Module.



User Tip: If you need to edit an existing Module, select the Module and then the Edit button.

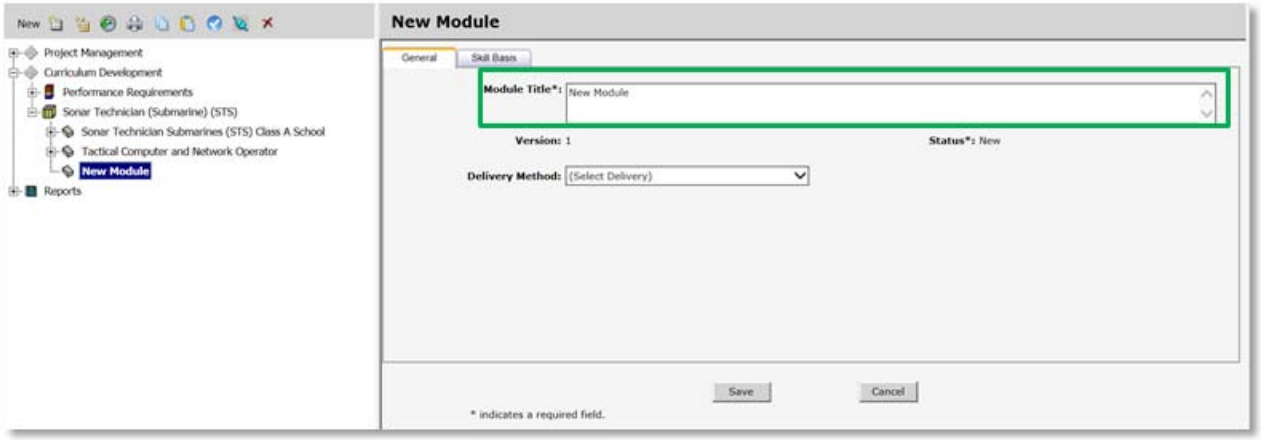


4. Select the New icon.

5. Type the title of the Module in the **Module Title*** field.
    a. For this stage of the Content Build Process, enter the title as [CIN].

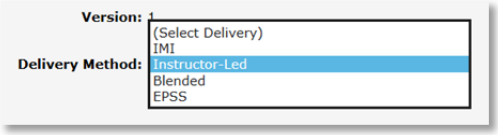
       For example, A-142-0056

    b. If the Module titles have already been created, they may be entered at this time. Refer to Section 1.4.2 Changing Module Titles to Family Groups for style guide instructions on entering Module Titles.

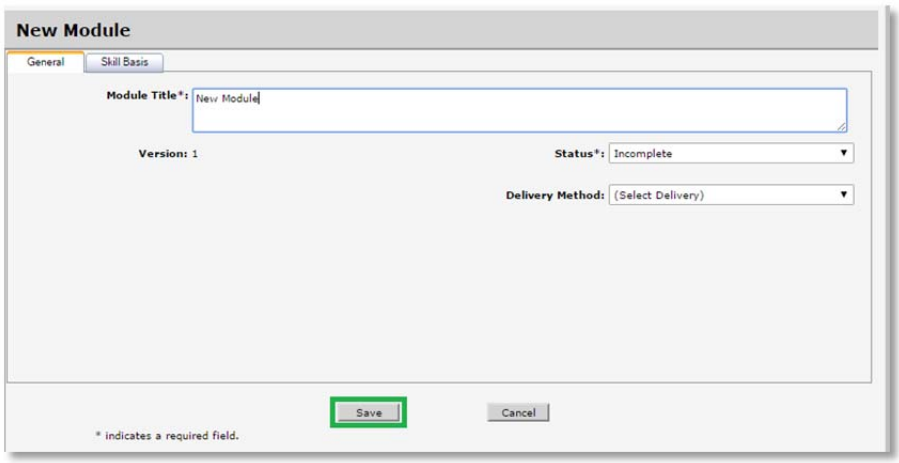


User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

6. From the **Delivery Method** drop-down menu, select the appropriate delivery method.
    a. Choose one of the following:
        i. **IMI** if the Module contains only Lessons/Sections taught by IMI, ICW, or CBT
        ii. **Instructor-Led** if the Module contains only Lessons/Sections taught by an Instructor
            1. **Any Course taught by an LP, CAI, and/or PowerPoint**
        iii. **Blended** if there are both Instructor-Led and IMI Lessons/Sections within the Module



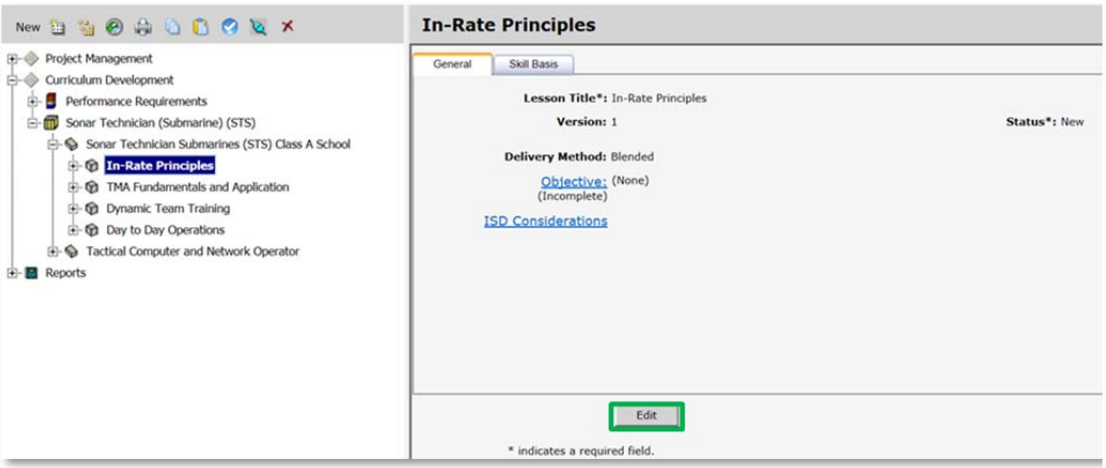
7. Select the Save button.



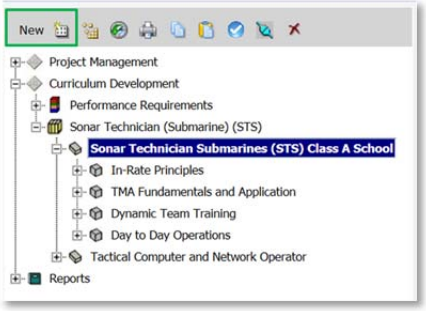
1.2.8 Adding a Lesson to a Module

1. Access the Project.
2. From the Project screen, select the + icon to expand the Course title.
3. Select the title of the Module to which you want to add the Lesson.

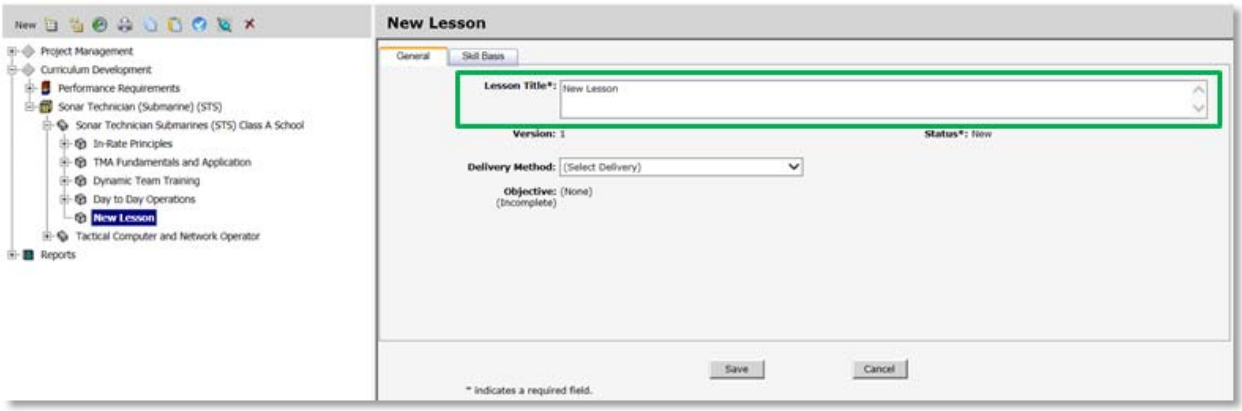
User Tip: If you need to edit an existing Lesson, select the Lesson then the Edit button.



4. Select the New icon.



5. Type the title of the Lesson in the **Lesson Title*** field.

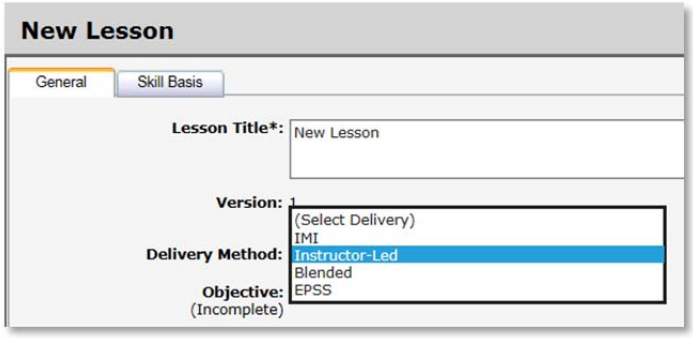


a. Extract the title from Column D of the Rating CCTD.

Style Guide:
Enter the Lesson title in title case without a verb. For example, "Perform diesel engine maintenance" would become "Diesel Engine Maintenance." If no verb is included, use the entered Lesson title in title case.

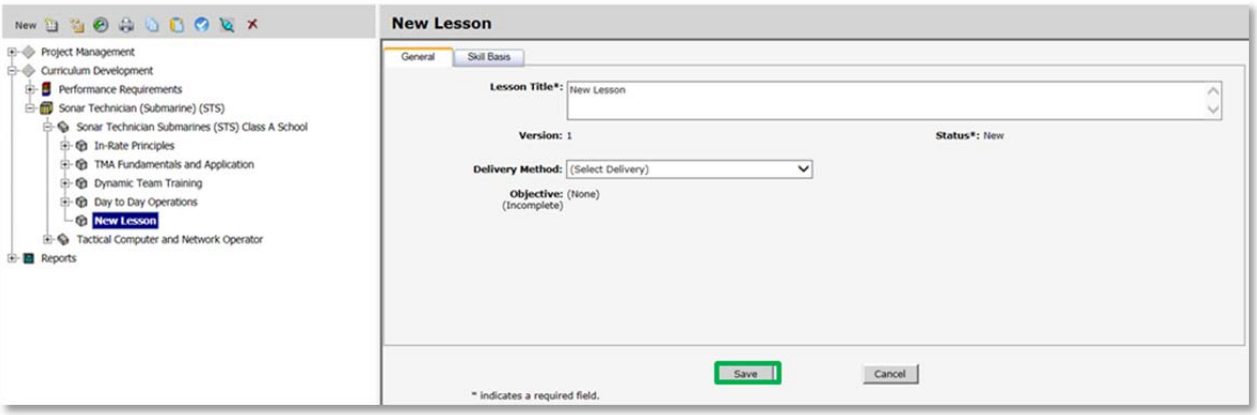
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

6. From the **Delivery Method** drop-down menu, select the appropriate delivery method.



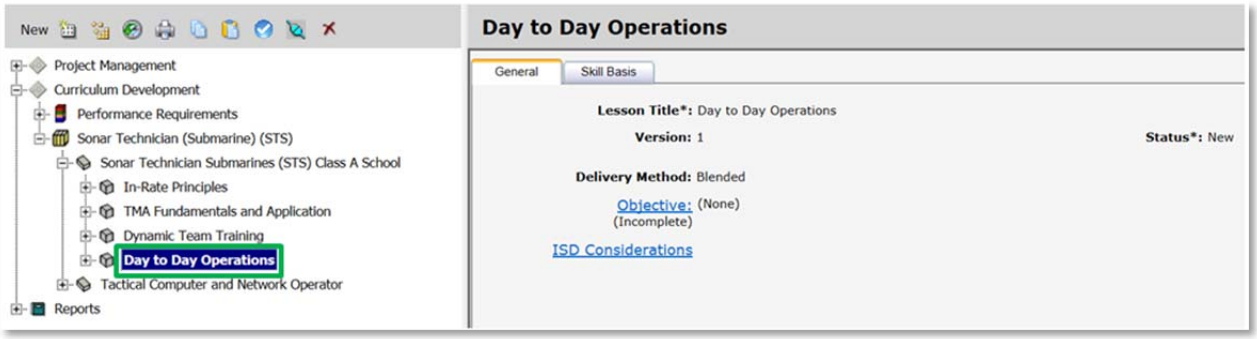
a. Choose one of the following:
   i. **IMI** if the Lesson contains only Sections taught by IMI, ICW, or CBT
   ii. **Instructor-Led** if the Lesson contains only Sections taught by an Instructor
      1. **Any Course taught by an LP, CAI, and/or PowerPoint**
   iii. **Blended** if there are both Instructor-Led and IMI Sections within the Lesson

7. Select the Save button.

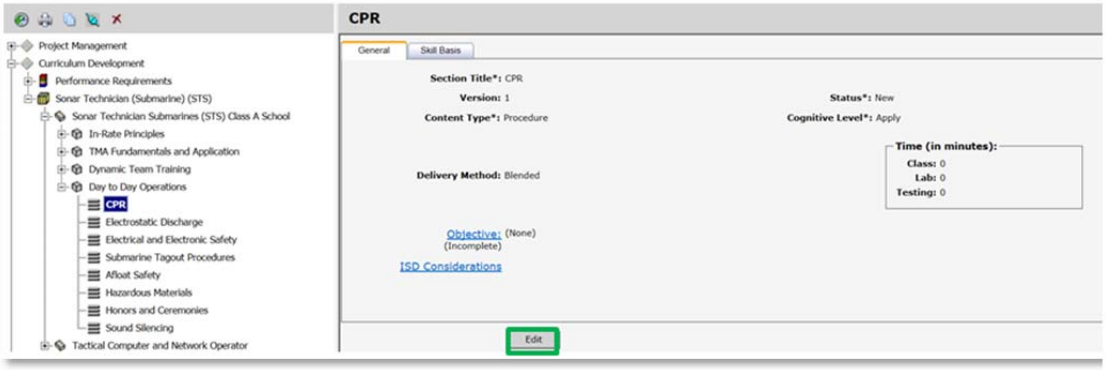


1.2.9 Adding a Section to a Lesson

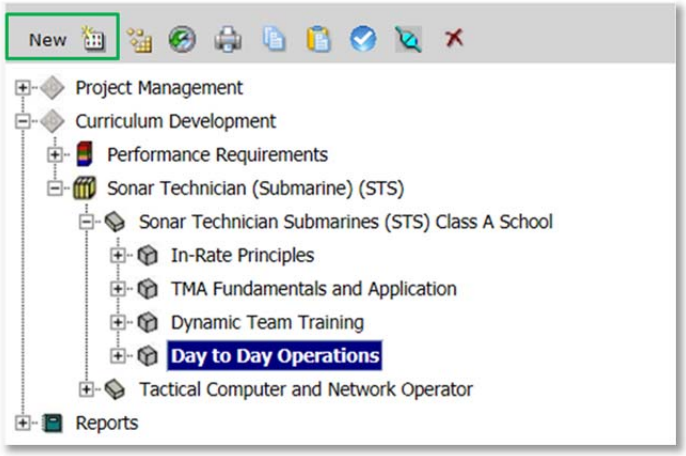
1. Access the Project.
2. From the Project screen, Select the + icon to expand the appropriate Course and Module.
3. Select the Lesson title to which you want to add the Section.



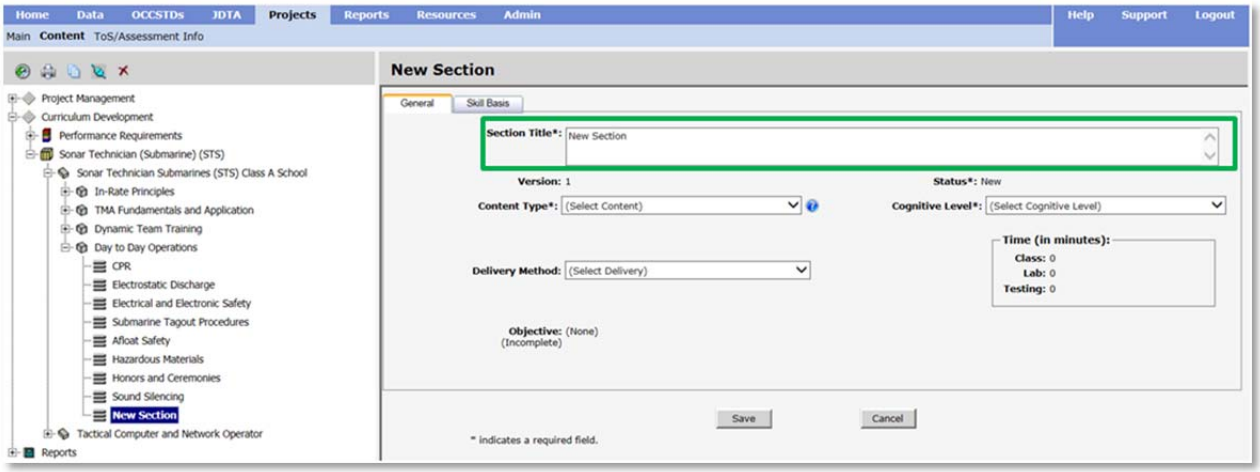
User Tip: If you need to edit an existing Section, select the Section title then the Edit button.



4. Select the New icon.



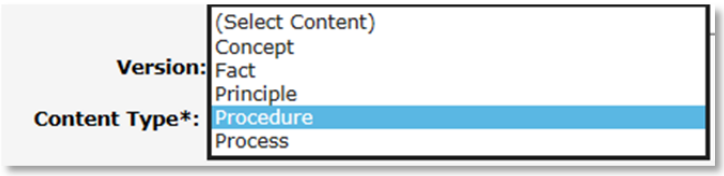
5. Enter the title of the Section in the **Section Title*** field.



a. Extract the title from Column E of the Rating CCTD.

Style Guide:
Enter the Section title in title case without a verb. For example, "Locate diesel engine components" would become "Diesel Engine Components." If no verb is included, use the entered Section title in title case.

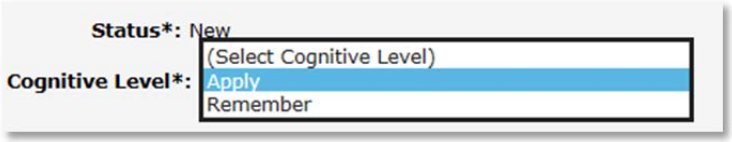
6. From the **Content Type*** drop-down menu, select the appropriate content type.



   a. Match the drop-down selection to Column M of JDTA_to_LO_Crosswalk-BlockLearn tab in the Rating's RATS.

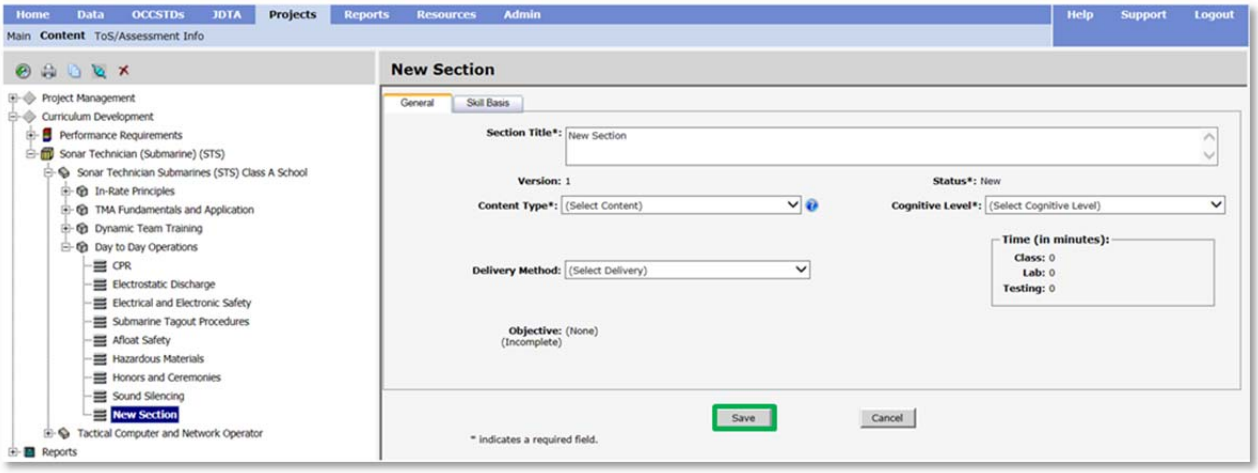
User Tip: If there is more than one Content Type listed for the Section, use the highest level (Procedure or Principle).

7. From the **Cognitive Level*** drop-down menu, select **Apply**.



8. From the **Delivery Method** drop-down menu, select the appropriate delivery method.
   a. Choose one of the following:
      i. **IMI** if the Section is taught by IMI
      ii. **Instructor-Led** if the Section is taught by an Instructor
         1. **Any Course taught by an LP, CAI, and/or PowerPoint**

9. Select the Save button.

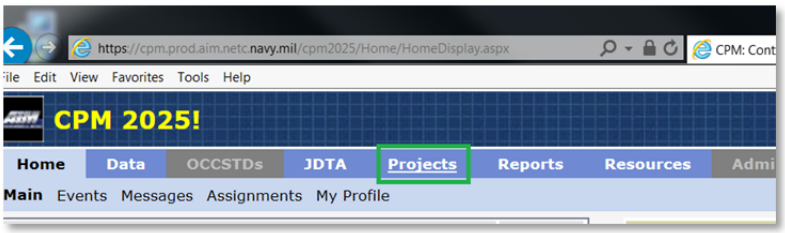


1.3 Export Course to Enterprise Data Environment (EDE) and Import into Standalone LO Module

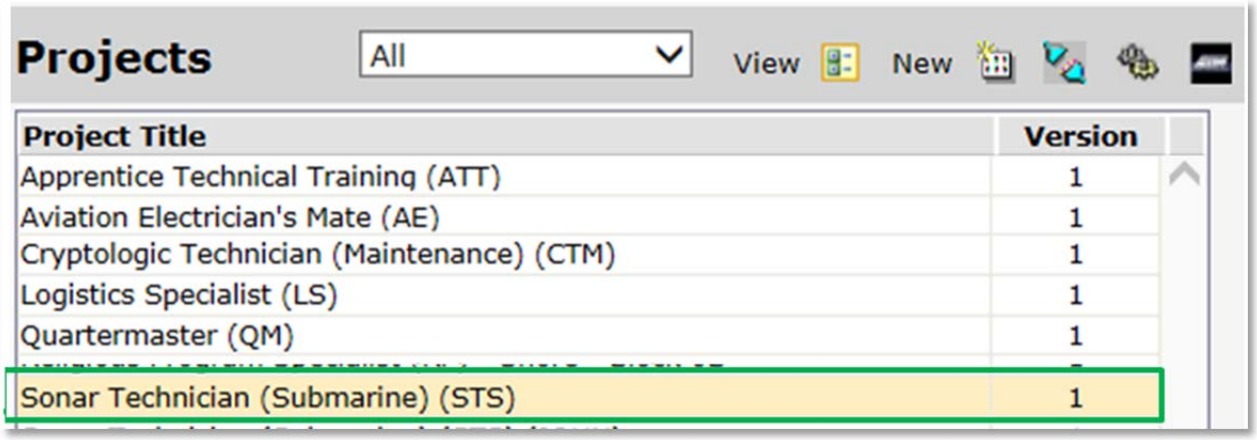
Once the Course structure is entered into CPM and the Lead Instructional Designer (ID) verifies all data is correctly entered, the Course is exported to the EDE and imported into the standalone LO Module instance. Once this is complete, the Course content can be entered into LO Module and additional data can be added to the Course in CPM.

1.3.1 Exporting Courses to EDE

1. Insert your CAC into your CAC reader.
2. Log in to AIM CPM.
3. Select the Projects tab in the top menu bar.



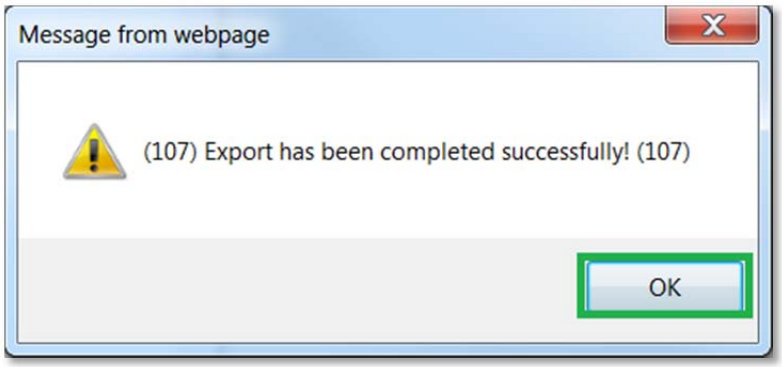
4. Select the Project Title to export.



5. Select the Export icon.

Note: It may take a few minutes to export the project. You can do other work in CPM at this time, if needed.

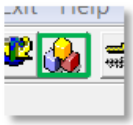
6. When finished, select the OK button on the pop-up.



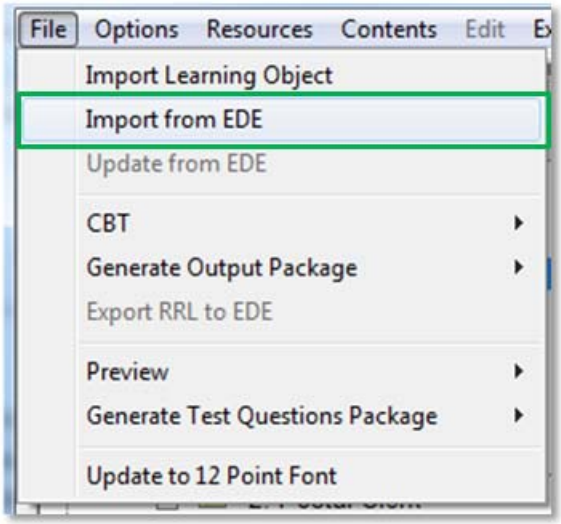
Once the export is complete, the Course is now in the EDE and ready to be imported into LO Module.

1.3.2 Importing AIM CPM Data into AIM LO Module

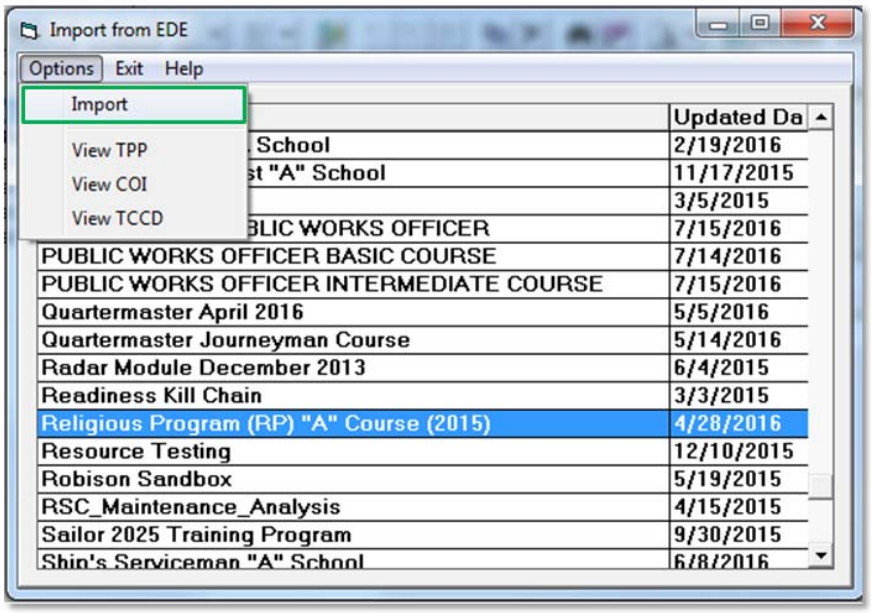
1. Insert your CAC into your CAC reader.
2. Log in to AIM II.
3. Once the AIM II screen appears, select the Learning Object Module icon on the tool bar to access AIM LO Module.



4. Select File → Import from EDE.

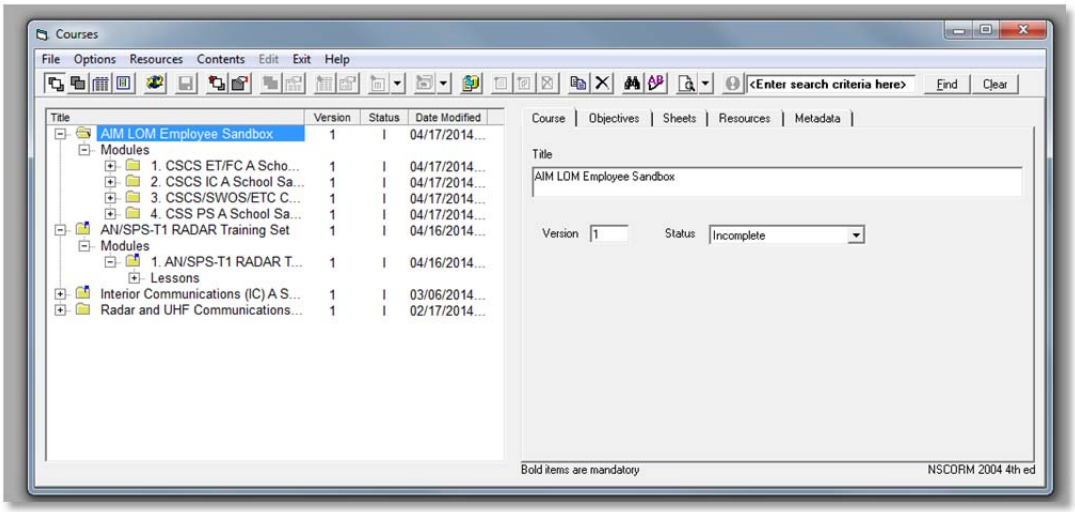


5. When the Confirm Certificate pop-up appears, confirm the information is correct, and then select the OK button.
6. In the Windows Security pop-up, enter your CAC PIN.
7. In the Import from EDE pop-up, select the project, and then select Options →Import.



Note: It may take several minutes to hours for the project to complete the import. You cannot do anything else in LO Module at this time. The program will continue to spin while it is importing. Occasionally it may say "Not Responding". Typically it will catch up and correct itself. It can help to try to complete imports in the evenings and on weekends when no one else is in the system.

Once the import is complete, the project data auto-populates.



User Tip: If you ever need to update a Course that has already been imported. You will follow the same steps, except you will first select the Course in LO Module. Then select File → Update from EDE. It will ask if you are sure, select Yes.

1.4 Add Additional Data to the Course in CPM

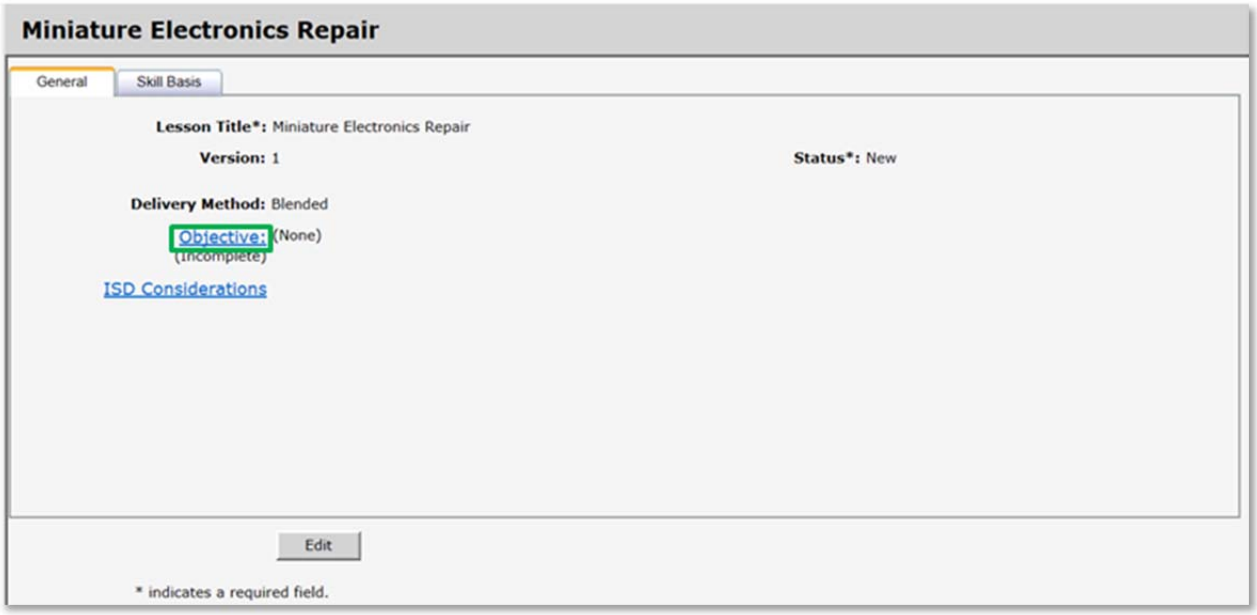
While content is being entered into LO Module for the Course, the Senior Team ISDs will develop and enter the Learning Objectives for all Lessons and Sections and the Family Groups for the new Module titles. When the content is entered and all of the Objectives and Module titles have been added, LO Module will be updated with this information from CPM to be reflected in the LP and TG exports to the Learning Center.

1.4.1 Adding Objectives to Lessons and Sections

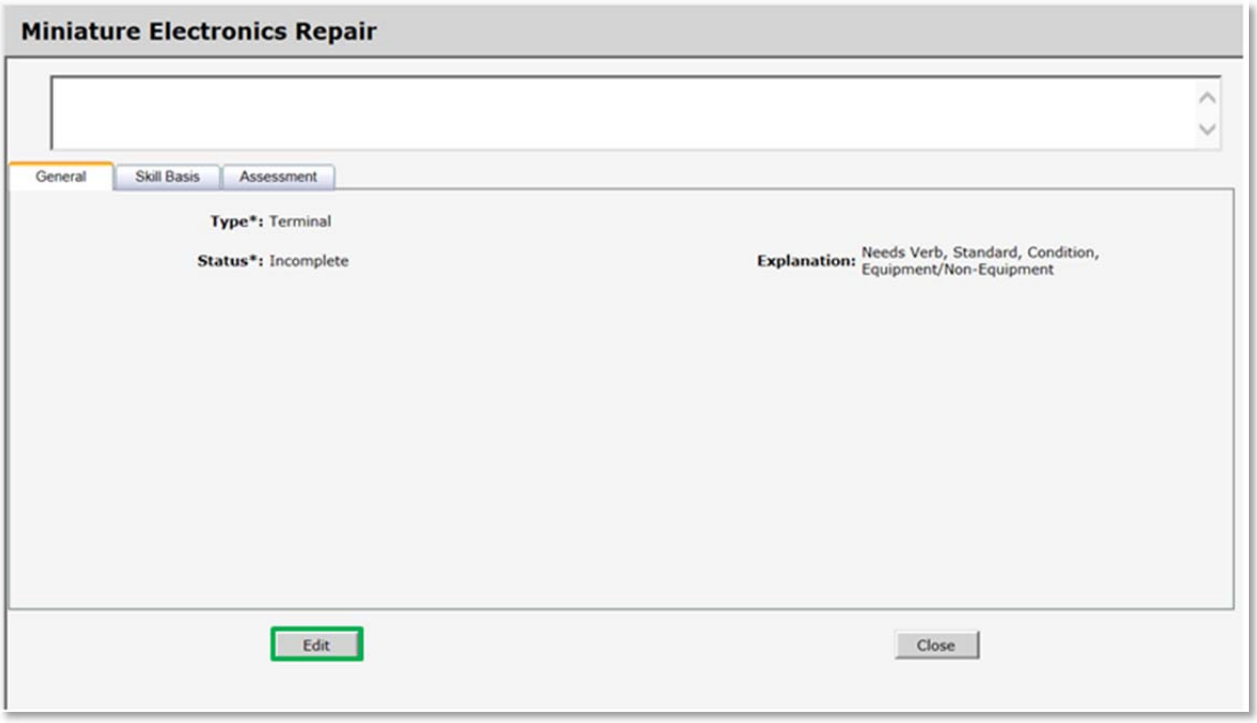
Objective sentences are built by piecing together various data items to create a complete Objective. The following steps outline the data necessary to build a Learning Objective. If the data is not listed or if an alternative is needed, contact the CPM Management Team.

Note: When writing a Learning Objective, the ISD Considerations on the JDTA_to_LO_Crosswalk-BlockLearn tab of the RATS should provide guidance for any "rounding-the-edges" of Objectives.

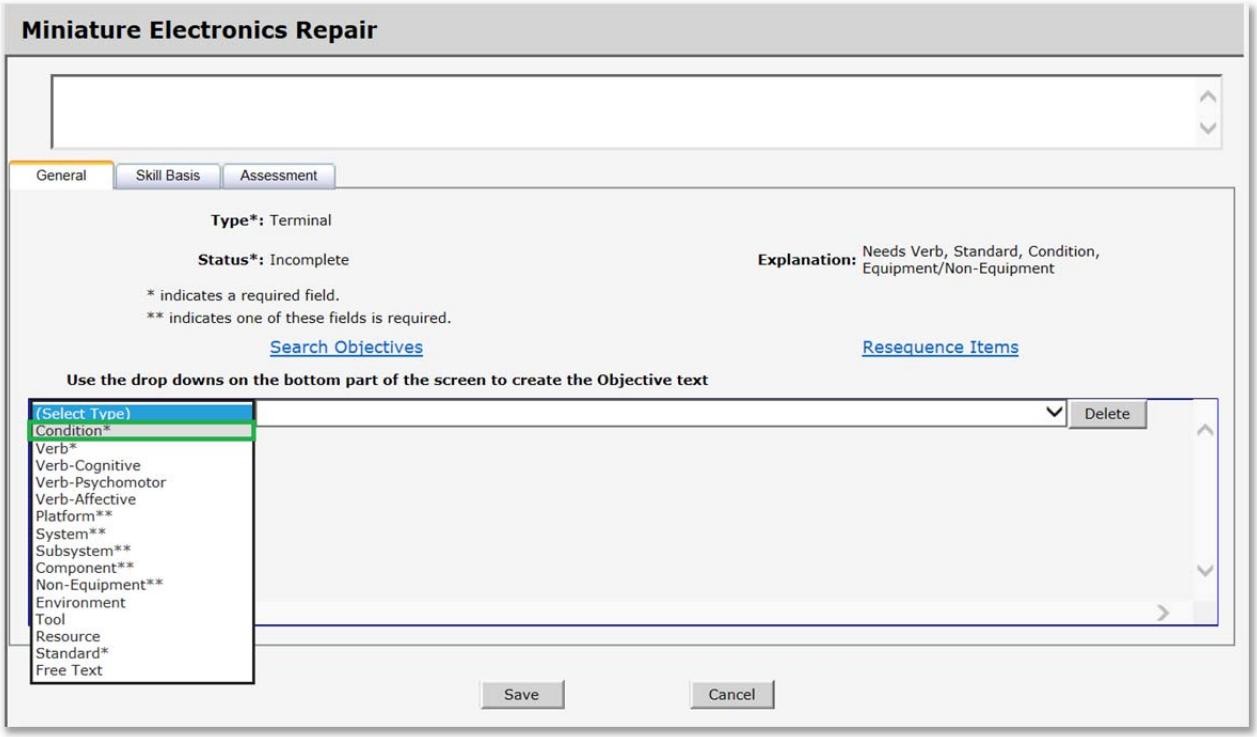
1. Select the Lesson or Section container in which the Objective will be added.
2. Select the Objective link.



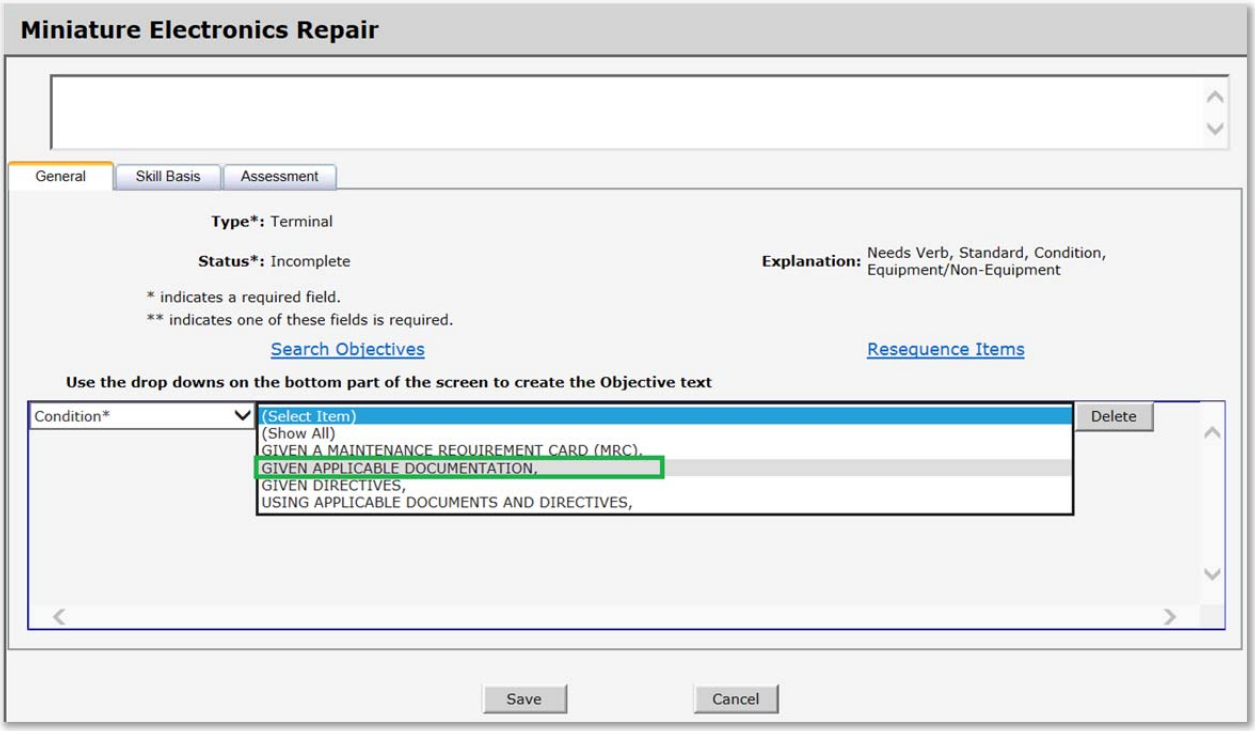
3. Select the Edit button.



4. From the (Select Type) drop-down menu, select Condition*.

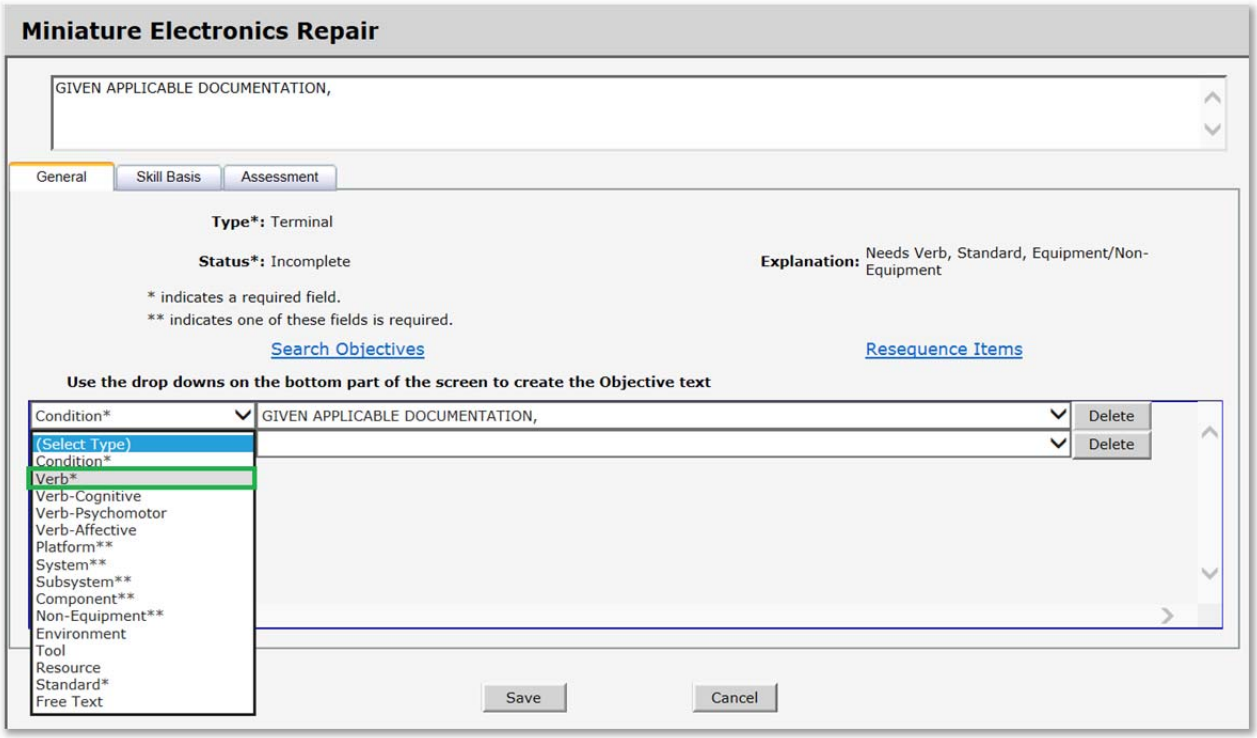


5. From the Condition* (Select Item) side menu, select the appropriate condition.

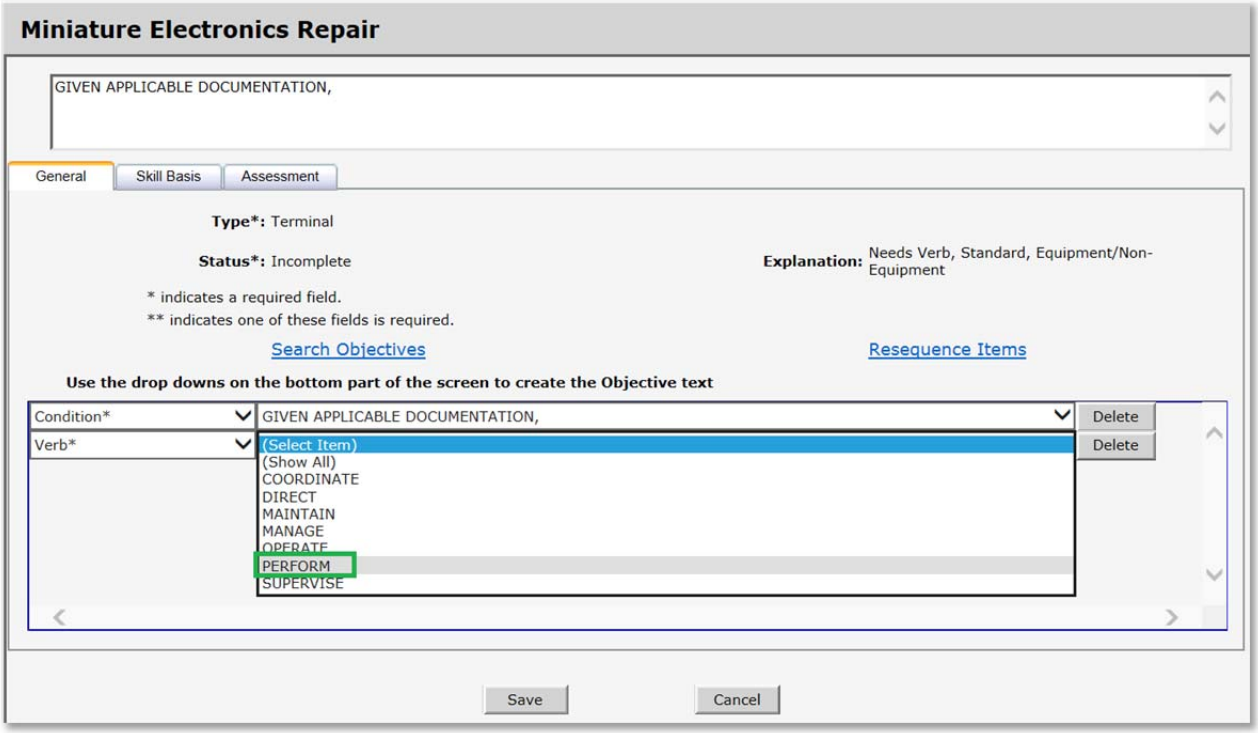


Note: Never reference a specific equipment or reference in the condition. Conditions should remain general in nature.

6. From the (Select Type) drop-down menu, select Verb*.



a. From the Verb* (Select Item) side menu, select the appropriate verb. See Appendix A for a list of Verbs in CPM.



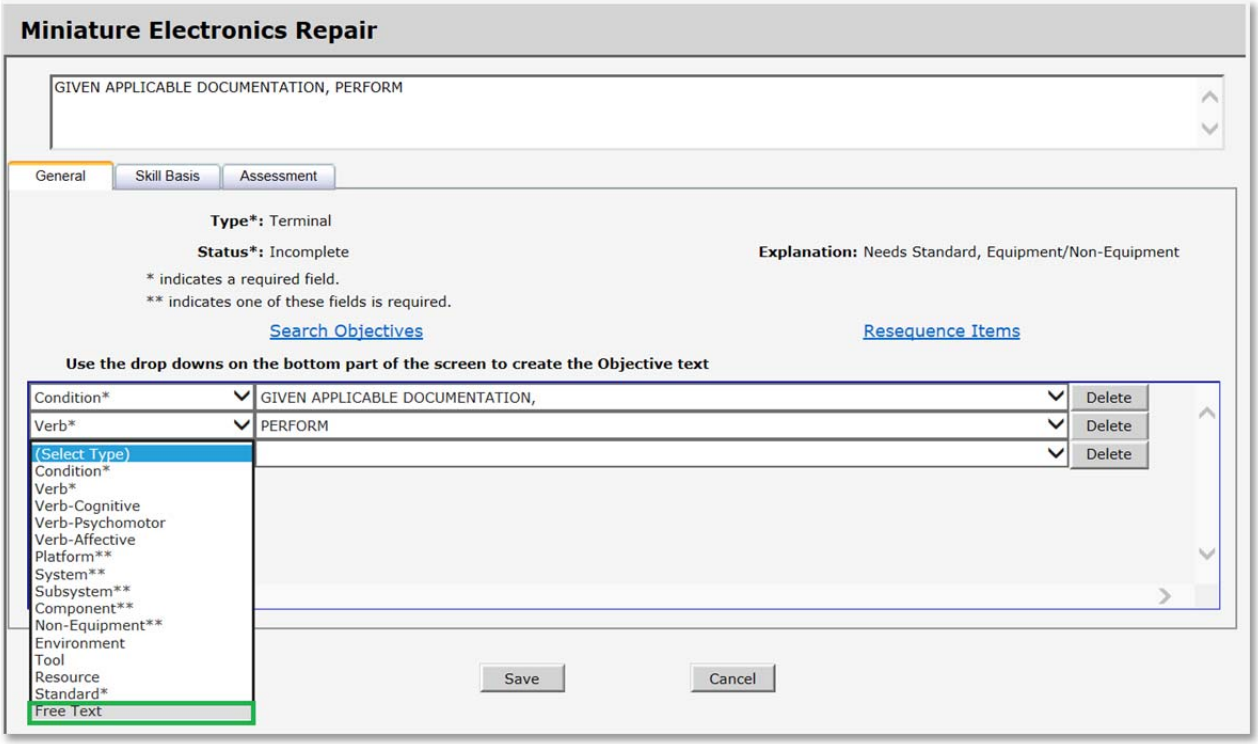
Note: If there is an action verb that is not in the list of verbs to use that would be better suited for the Objective; submit it to the NETC CPM Management team for approval.

User Tip: Speed up finding the correct verb by typing the first letter of the verb. This will bring the list to the first verb starting with that letter. Then, scroll to and select the appropriate verb.

b. Found in Columns J (Lessons) or K (Sections) of the JDTA_to_LO_Crosswalk-BlockLearn tab in the Rating's RATS. If no verb is used, choose the applicable performance verb.

Note: Using one of the seven performance verbs is preferred but not required.

7. From the (Select Type) drop-down menu, select Free Text.

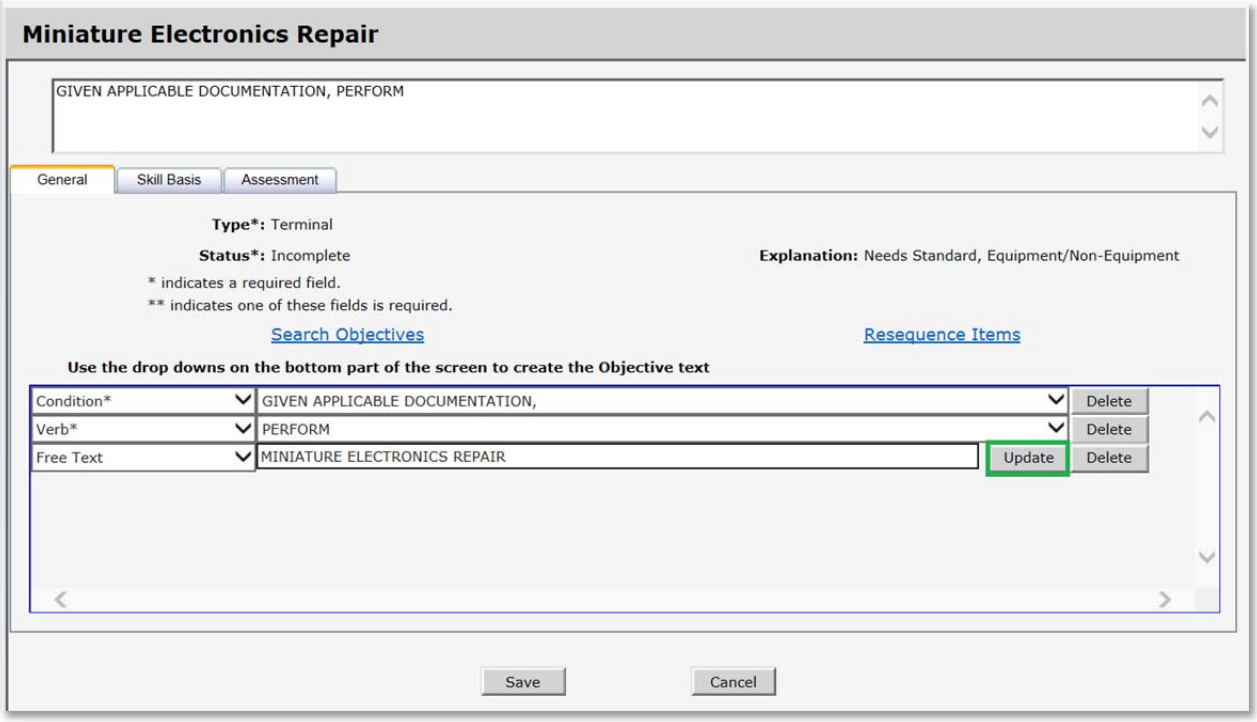


a. Select the blank field to the right of Free Text, and type in the appropriate behavior text.
b. Enter the object of the behavior in free text. Found in Columns J (Lessons) or K (Sections) of the JDTA_to_LO_Crosswalk-BlockLearn tab in the Rating's RATS.

User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Note: Casing of this text does not matter. CPM will automatically make all Objective text in All Caps.

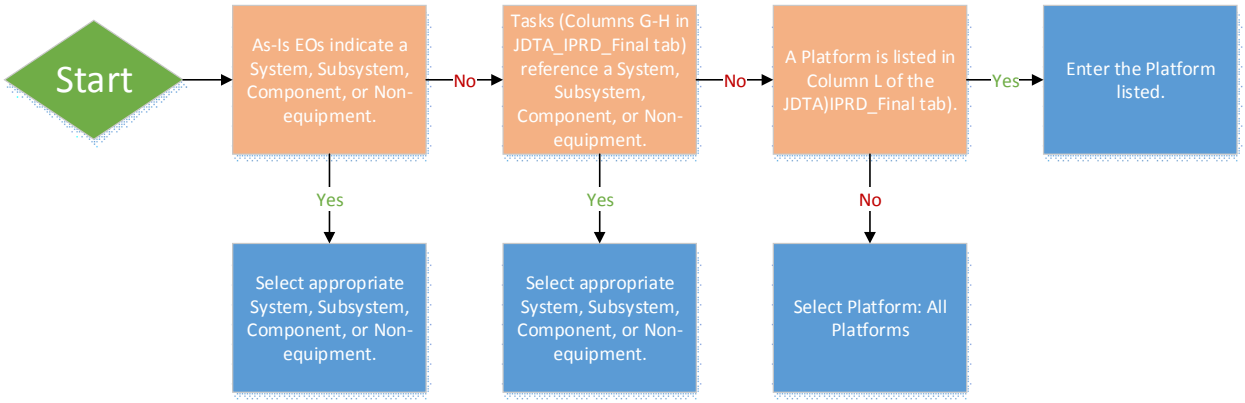
c. Select the Update button.

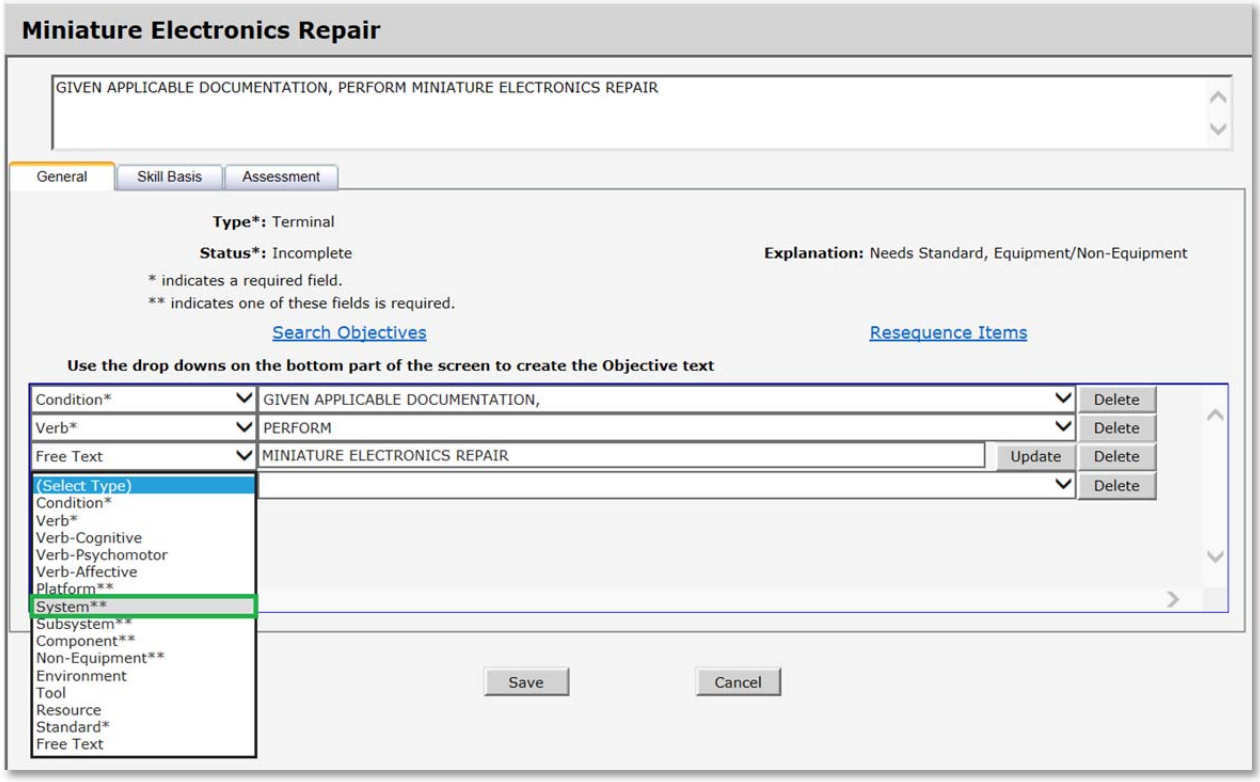


Note: If you ever need to change the Free Text, you must select Update again for the text to be updated in the Objective.

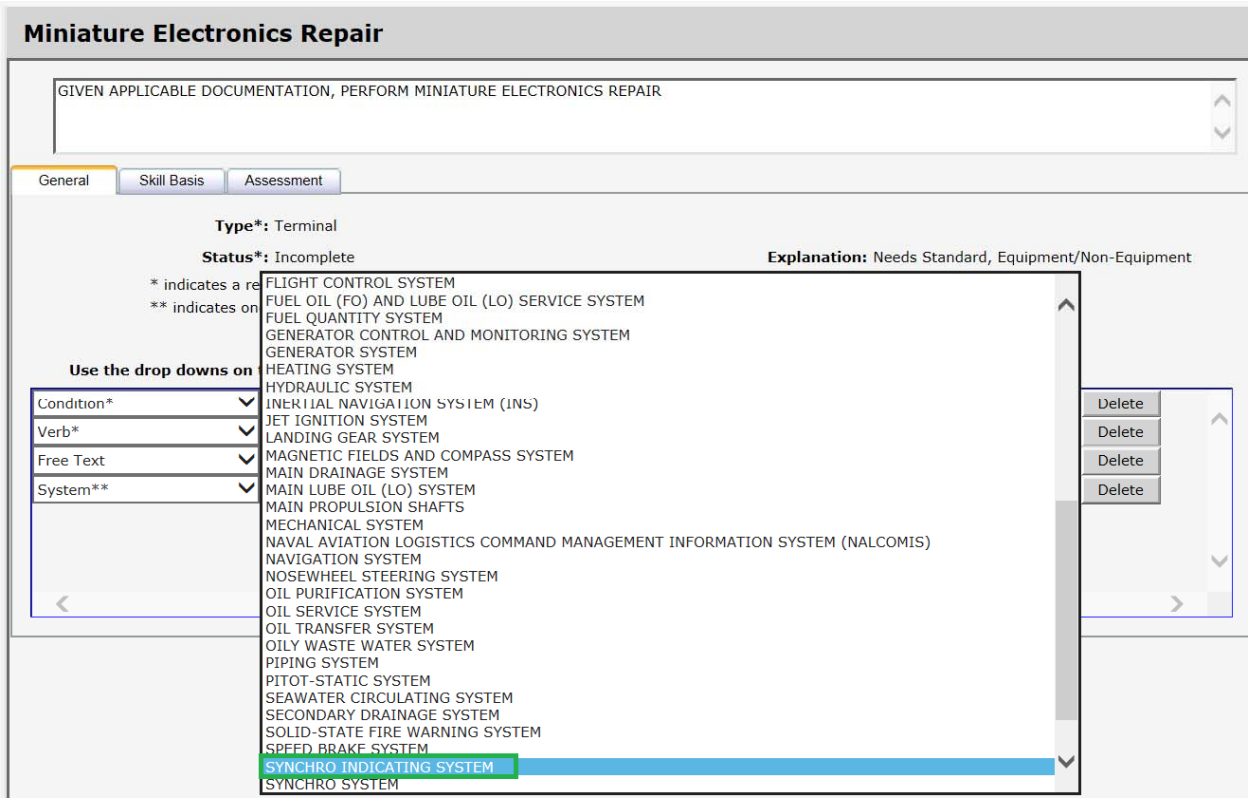
8. From the (Select Type) drop-down menu, select only one of the following:
    a. Platform**
    b. System**
    c. Subsystem**
    d. Component**
    e. Non-equipment**
        i. For example, forms or software

The following flow chart may be used in determining what to select.

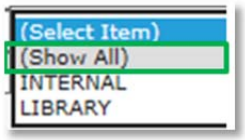




9. From the (Select Item) side menu of the selected Objective data type, select the appropriate entry.



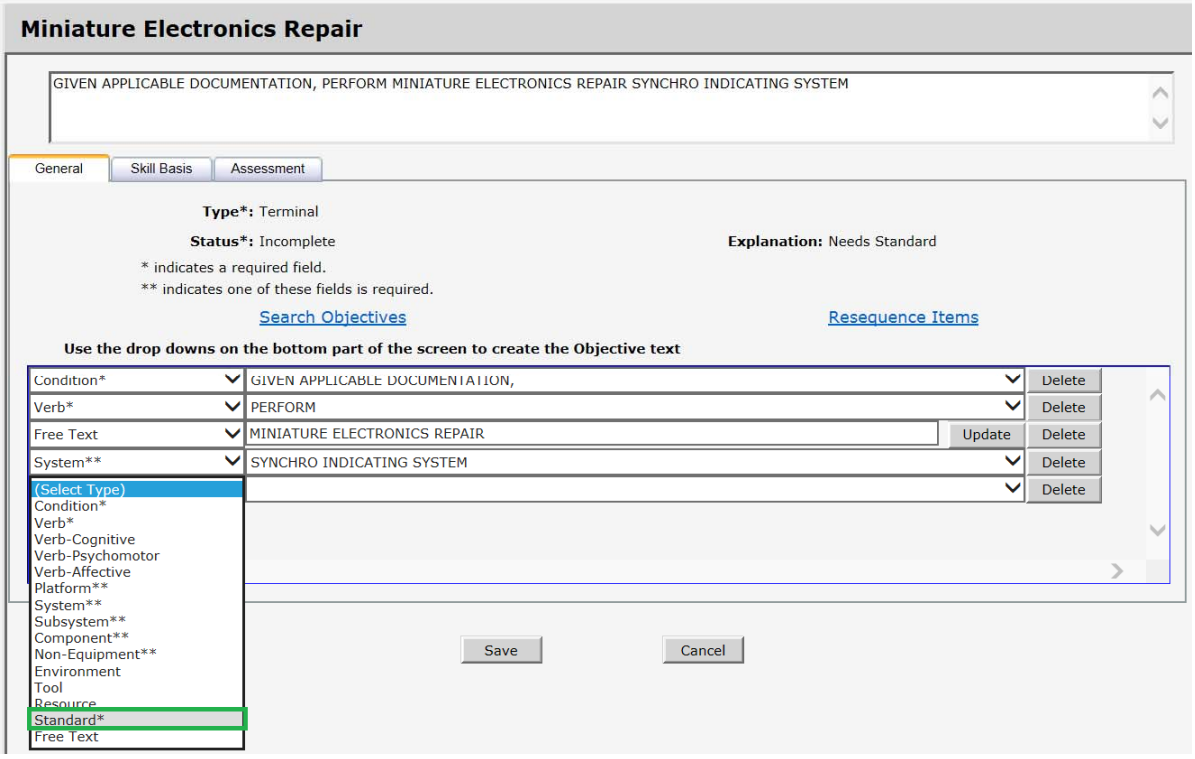
Note: You may need to select (Show All) to display the entire list of Platforms, Systems, Subsystems, Components, or Non-Equipment.



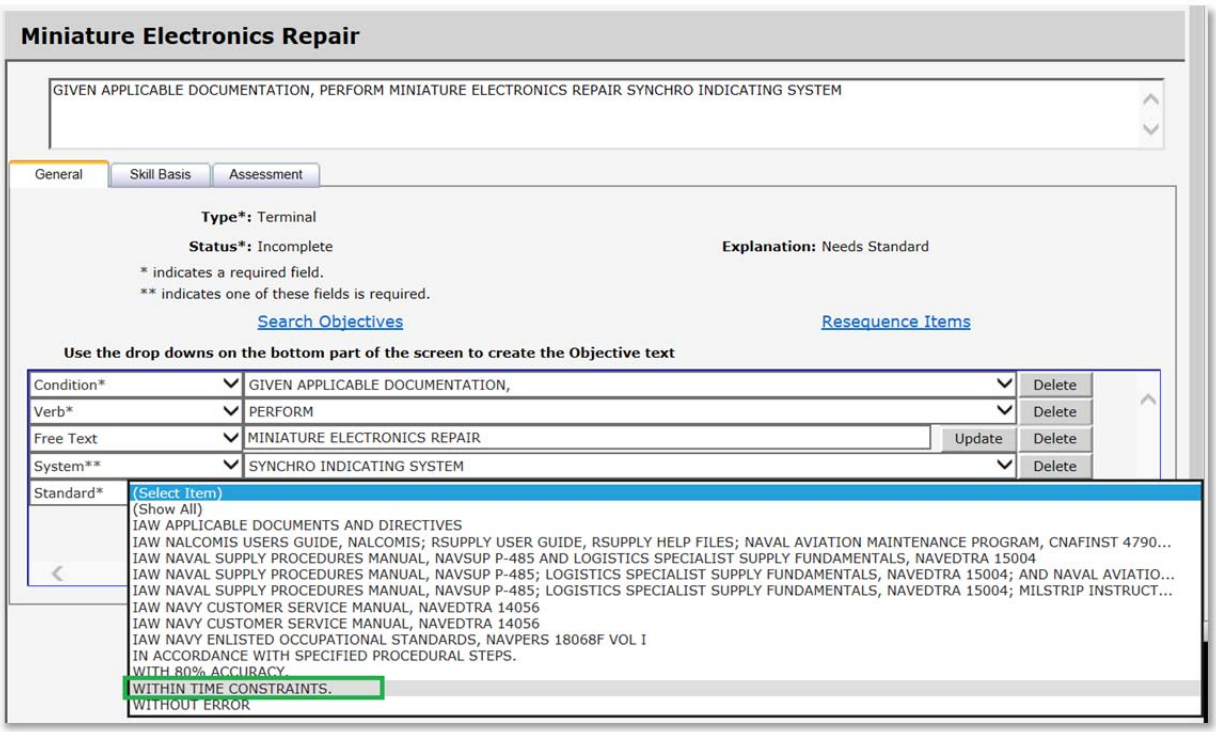
User Tip: Speed up finding the correct platform by typing the first letter of the platform. This will bring the list to the first platform starting with that letter. Then, scroll to and select the appropriate platform.

See Appendix A for a detailed list of options.

10. From the (Select Type) drop-down menu, select Standard*.



11. From the Standard* (Select Item) side menu, select the appropriate standard.

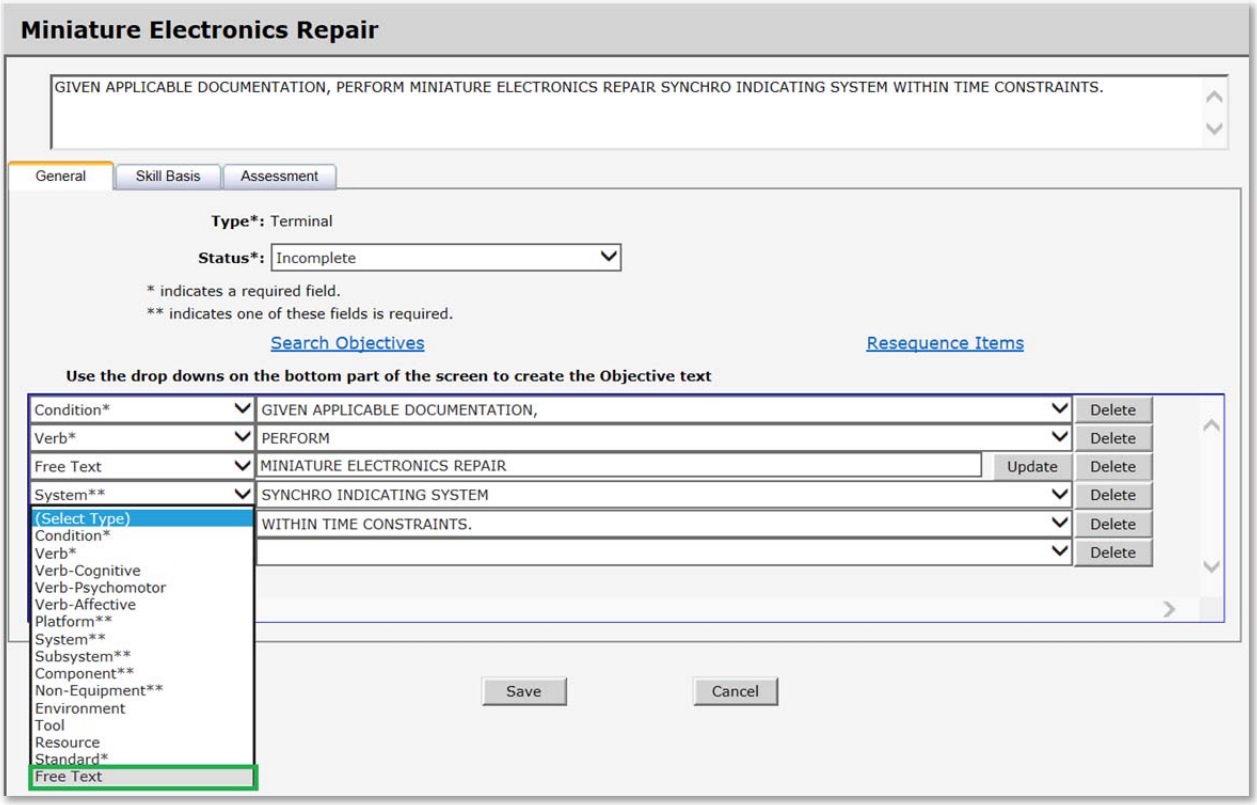


Note: Never reference a specific equipment or reference in the standard. Standards should remain general in nature.

User Tip: Speed up finding the correct standard by typing the first letter of the standard. This will bring the list to the first standard starting with that letter. Then, scroll to and select the appropriate standard.

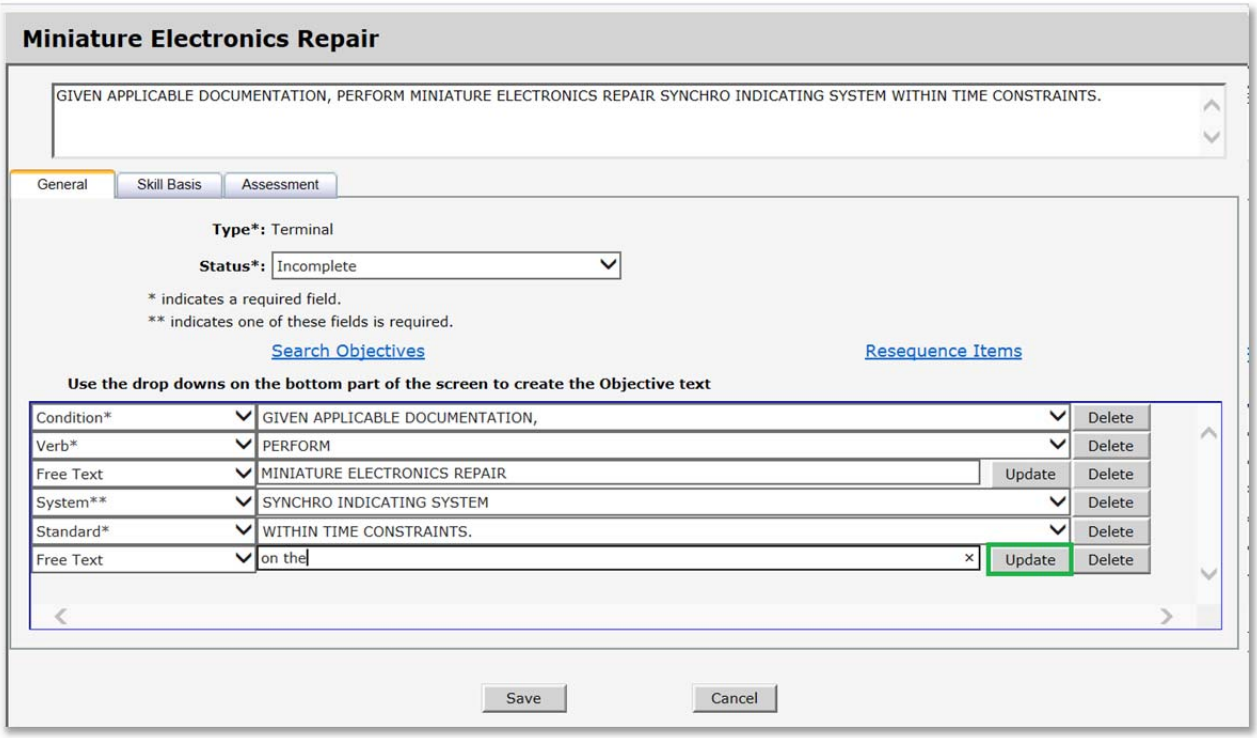
12. Read the Objective to ensure it is a grammatically correct sentence.

a. Add articles, conjunctions, and prepositions using Free Text as necessary to complete the sentence.
   i. From the (Select Type) drop-down menu, select Free Text.

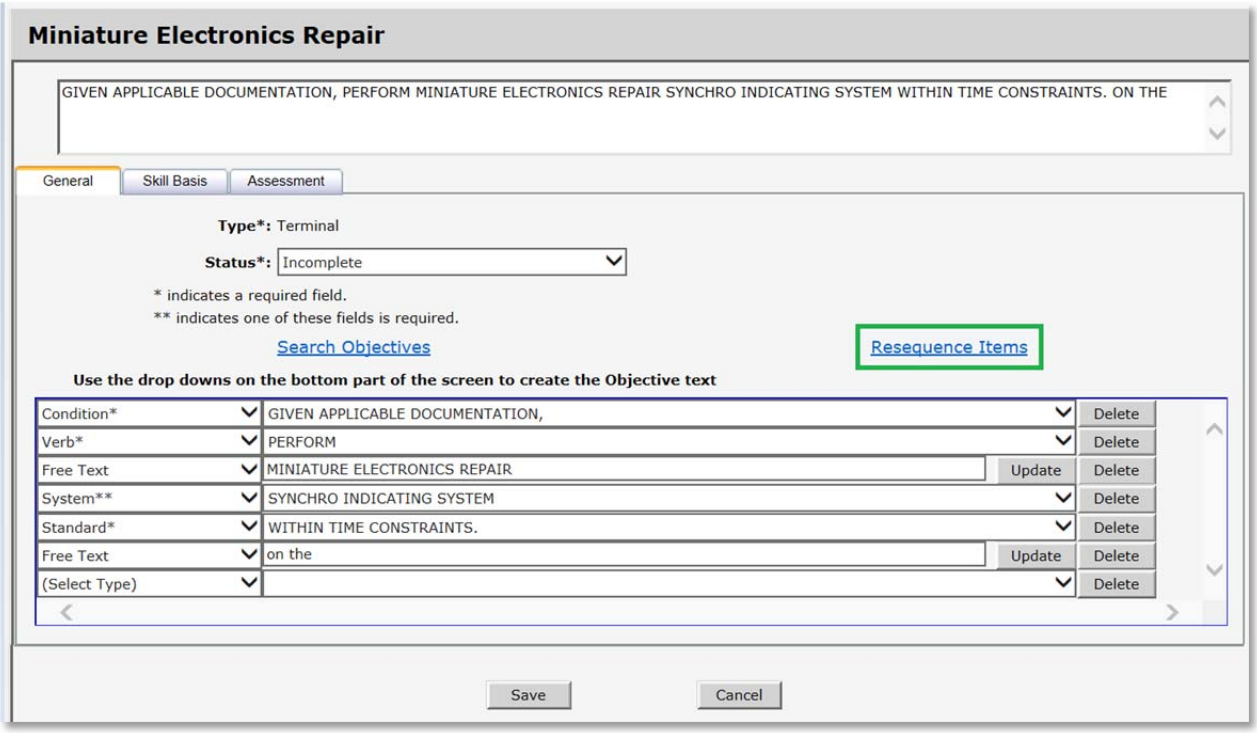


   ii. Select the blank field to the right of Free Text, and type in the appropriate article, conjunction, and/or preposition.

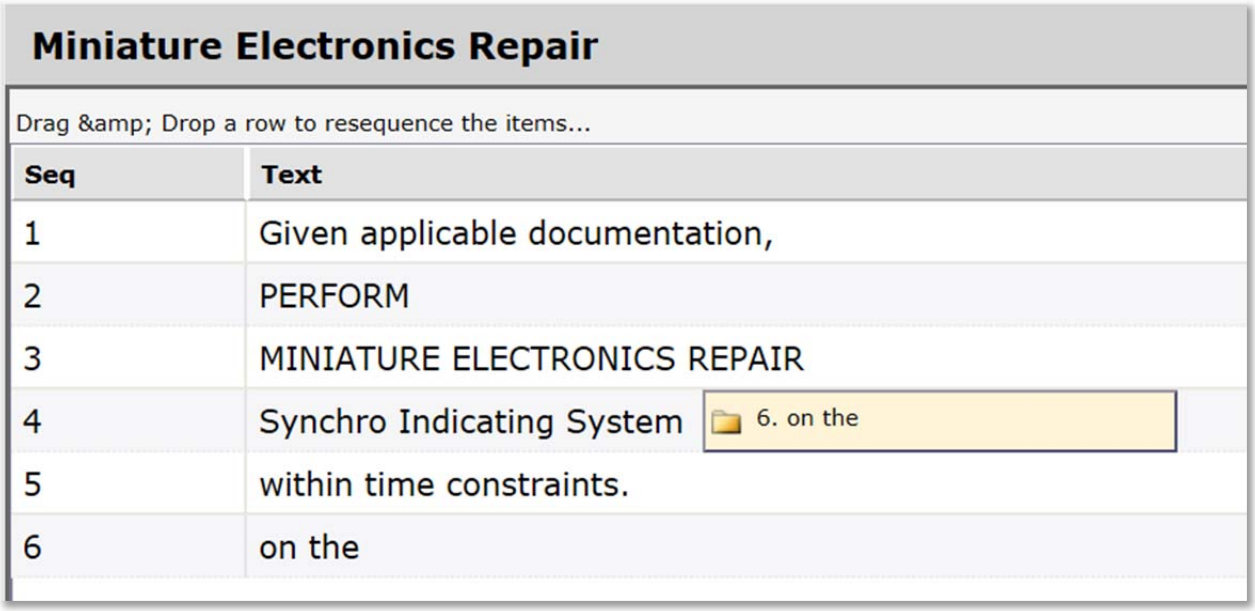
iii. Select the Update button.



13. Select the Resequence Items link to resequence the Objective data into a grammatically correct sentence.

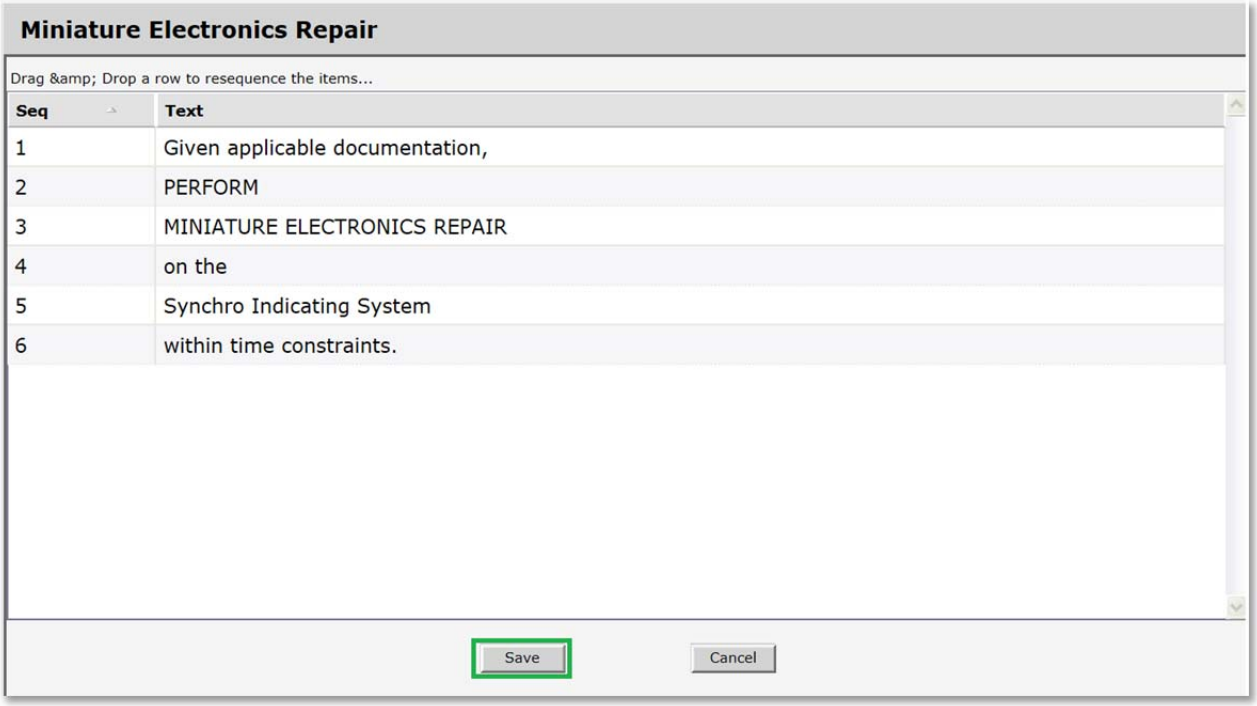


a. Select the Objective data item you would like to move, drag it to the new position, and unselect to drop it.

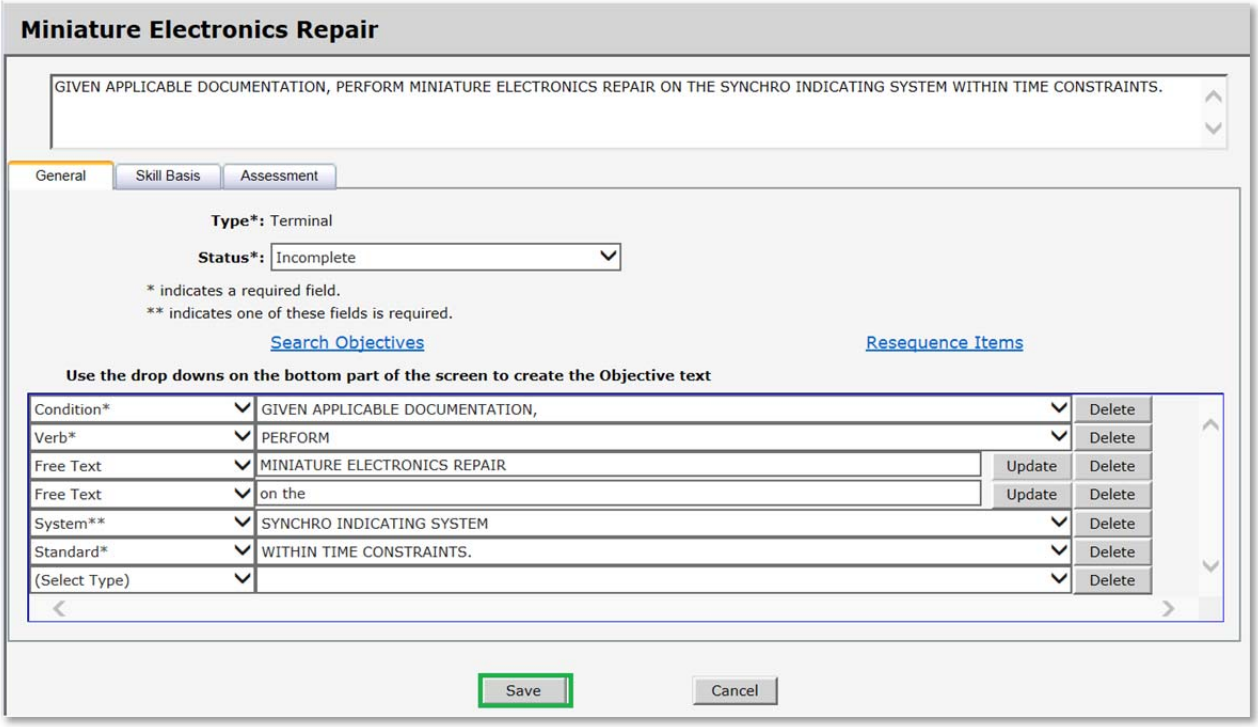


Note: Drop to Objective data item on top of the new position. In this example, item number 6 is dropped on top of item number 4 so that item number 6 will become the new item number 4 and item number 4 and all subsequence items will fall below that item.

b. Select the Save button.



14. Select the Save button to exit the Objective edit screen.



1.4.2 Changing Module Titles to Family Groups

When the Modules are first entered, they are entered using the CIN for each Course within the Rating. Before the LP and TG are exported for Learning Center review, the Module titles need to be updated to the appropriate Family Group/JDTA Duty titles.

1. Using the Block Learning Recommendations Report, determine the Family Groups for each CIN.

2. Change the first Module title from the CIN to the first Family Group title found in the Block Learning Recommendations Report for that CIN.

3. Add additional Modules, as needed, so that each Family Group for the first CIN has a Module.

4. Resequence the Modules so that all the newly added Family Groups are underneath the first Module.

5. Move each Lesson from the first Module into the appropriate Family Group.

6. If a Lesson is split between two Family Groups (Modules), make another Lesson (copying all of the same information from the original Lesson) in the second Family Group. Then, move only the Sections that belong to the second Family Group from the original Lesson to the duplicated Lesson.

1.5 Recreate As-Is Graphics

The Graphic Artist will format graphics appropriately for LO Module and will recreate any graphics that need the quality improved.

All TG Sheet graphics will need to be prepared to be entered into the TG Sheets. Any images in the LP will not be used in the new LP.

TG Sheet graphics need to have the following specifications:

- Fit *within* 1950x2550 pixels (that's 300 pixels per inch) or 6.5 in. x 8.5 in.
    - This is the space available within a TG Sheet in which content can be entered.
    - This does not mean that the graphic should fill this entire space. The graphic should remain true to its actual size within the original TG Sheet.
- Saved as a JPEG image.
- Saved at 300dpi.
- Named with the following naming convention:
    - [Rating]_[Course Title]_[Lesson Title]_[Sheet Type]_[Sheet#]_[Image#]
        i. Example: LS_LSA_MatIdent_IS_01-02_4
        ii. Rating is entered as the acronym in all caps.
            1. In the above example the full Rating is Logistics Specialist (LS).
        iii. Course Title is entered as a shorthand or abbreviated version of the Course title.
            1. In the above example the full Course title is LS 'A' School
        iv. The Lesson Title is entered as a shorthand or abbreviated version of the To-Be Lesson Title.
            1. In the example above the full To-Be Lesson title is Material Identification.
        v. Sheet types are entered as follows:
            1. AS = Assignment Sheet
            2. DS = Diagram Sheet
            3. IS = Information Sheet
            4. JS = Job Sheet
            5. OS = Outline Sheet
            6. PS = Problem Sheet
        vi. Sheet# is entered as To-Be Section#-Sheet#, in which the Sheet# is the number of the Sheet within the Section.
        vii. Image# represents the number of the image within the sheet. If it's the first (or only) image on the sheet, the image number is 1. If it's the second image on the sheet, the image number is 2.

1.6 Migrate Content into Course Structure in LO Module

1.6.1 Preparing Content Materials for AIM LO Module

Prior to entering content into LO Module, resources and graphics should be added into AIM for easy and accurate entry into the LP and TG.

1.6.1.1 Adding Items to Site Resource Requirements List (RRL)

Each Course Training Course Control Document (TCCD) contains an RRL that must be entered into the Site RRL. The RRL for Courses developed using AIM I are found in Annex B of the TCCD, while the RRL for Courses developed in AIM II are found in Annex A of the TCCD.

Example of AIM I Course TCCD (RRL in Annex B)

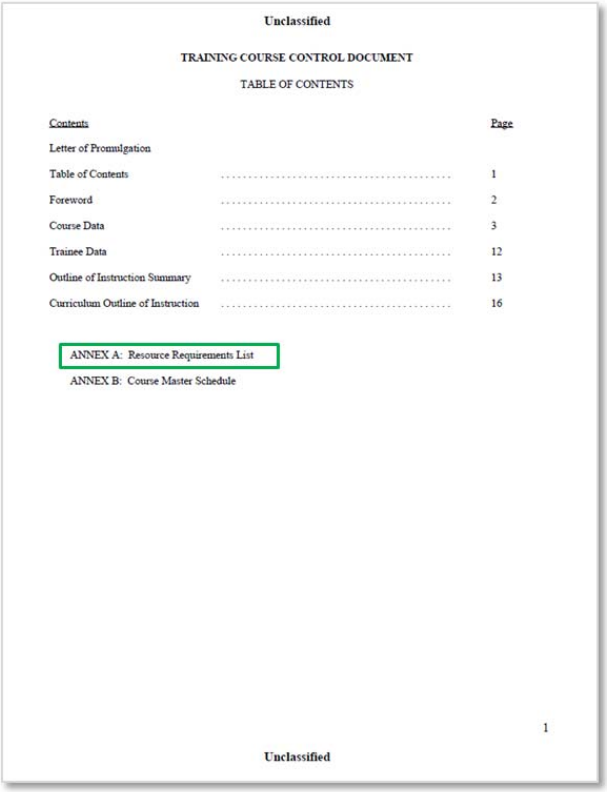
TRAINING COURSE CONTROL DOCUMENT

TABLE OF CONTENTS

Contents	Page
Letter of Promulgation	2
Foreword	4
Course Data	5
Trainee Data	9
Outline of Instruction	10
ANNEX A: Profile Item-to-Topic Objective Assignment Chart	
ANNEX B: Resource Requirements List	
ANNEX C: Course Master Schedule	
ANNEX D: Fault Applicability List	

3

Example of AIM II Course TCCD (RRL in Annex A)



Unclassified

TRAINING COURSE CONTROL DOCUMENT

TABLE OF CONTENTS

Contents	Page
Letter of Promulgation	
Table of Contents	1
Foreword	2
Course Data	3
Trainee Data	12
Outline of Instruction Summary	13
Curriculum Outline of Instruction	16
ANNEX A: Resource Requirements List	
ANNEX B: Course Master Schedule	

1

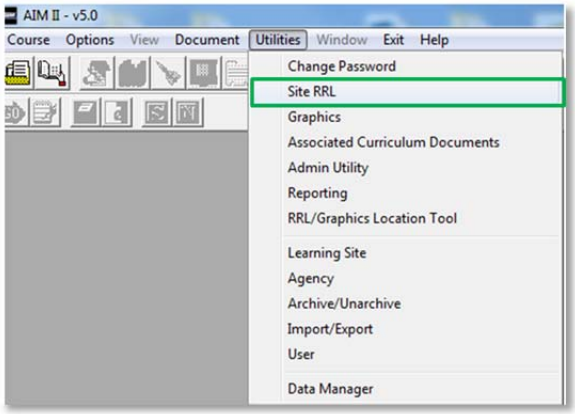
Unclassified

Note: Avoid entering the following types of information into the Site RRL:

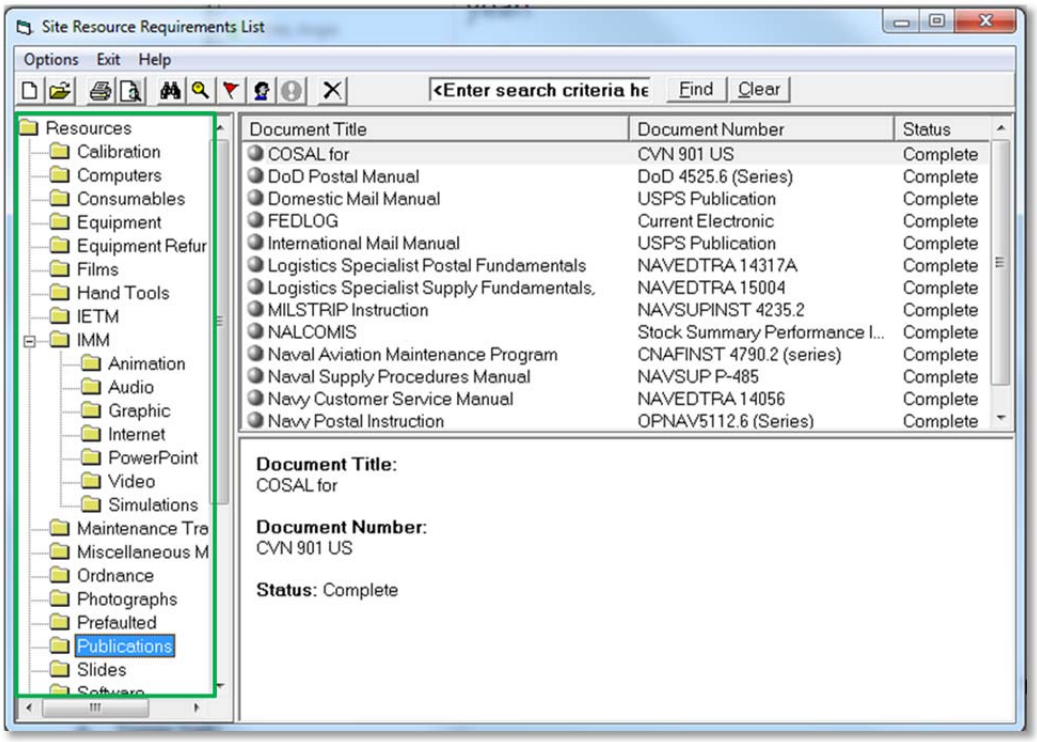
- Instructor/Trainee Workstations
- Lesson Plans
- Trainee Guides
- Proctor Guides
- Assessments
- Paragraph, Chapter, or any related information
- Duplicate resources

To add resources to the RRL:

1. Open the AIM II software.
2. Under Utilities, select Site RRL.



3. In the Site Resource Requirements List pop-up menu, select the appropriate Resources folder for the type of resource you are entering.

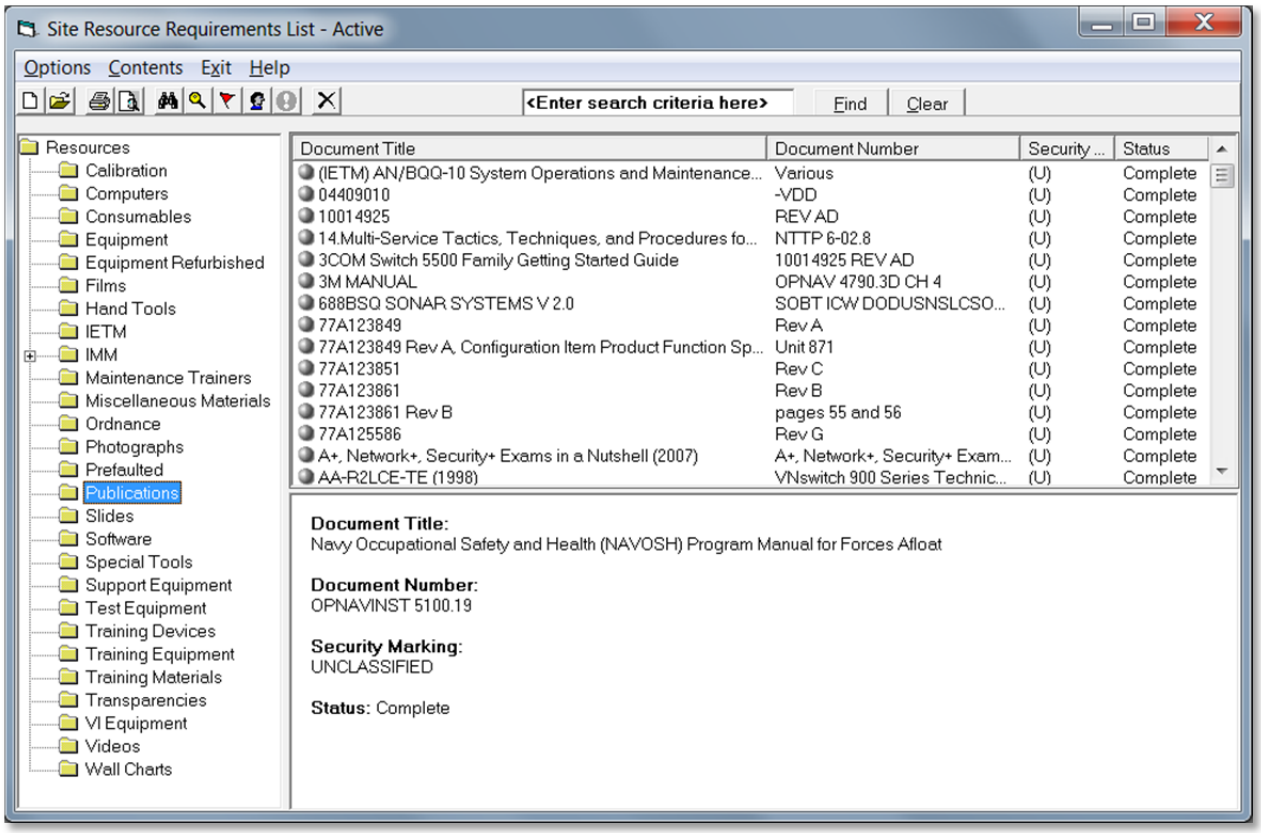


a. The Resources folders in the RRL are categories and sub-categories of resources. The resources in the TCCD may not directly align with the categories and sub-categories in the Site RRL. The information shown in the below table provides guidance as to which category to place a resource, if the category varies from the AIM I and/or AIM II generated TCCD. If an item in the RRL - AIM I or RRL - AIM II columns is blank, the category is the same as noted in the RRL - AIM LO Module column.

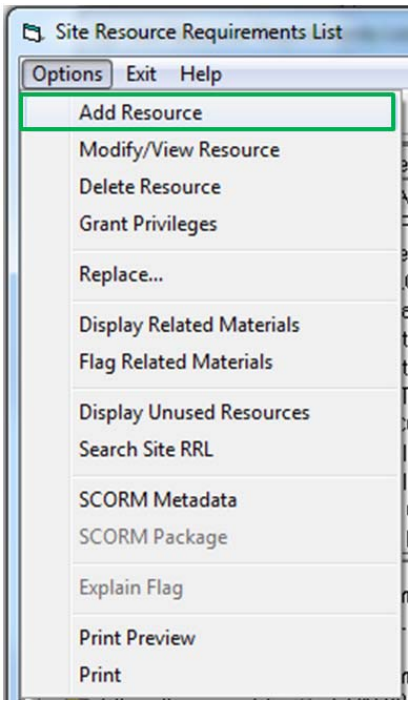
RRL - AIM LO Module	RRL – AIM I (Annex B of TCCD)	RRL – AIM II (Annex A of TCCD)
Calibration		
Computers		
Consumables		
Equipment		
Equipment Refurbished		
Films		
Hand Tools		
IETM		
IMM (Animation, Audio, Graphic, Internet, PowerPoint, Simulations)	Films/Videotapes/Videodiscs, Graphics, CBT, PC Simulations	CBT
Maintenance Trainers		
Miscellaneous Materials		
Ordnance		
Photographs		
Prefaulted		
Publications	References, ALL FORMS	ALL FORMS
Slides		
Software		
Special Tools		
Support Equipment		
Test Equipment		
Training Devices		
Training Equipment		
Training Materials	Texts, Support Materials	
Transparencies		
VI Equipment		
Videos		
Wall Charts		

4. Review the entries within the category folder to ensure the resource has not been added already.

Note: Resources may have been entered slightly differently in the RRL, so check closely. Contact CPM Management for discrepancies in resource titles.



5. If the resource is not present, select Options → Add Resource.



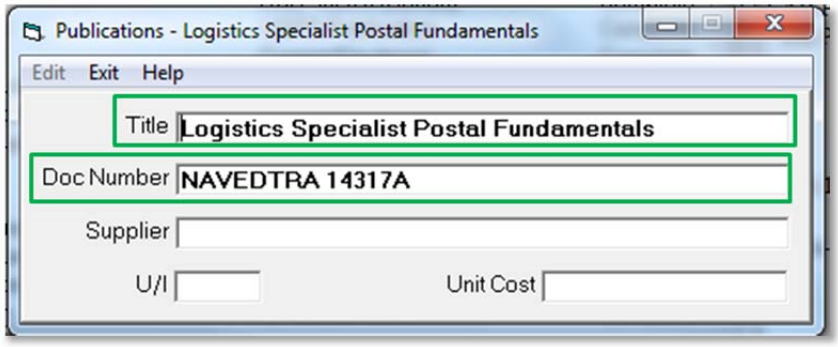
6. In the pop-up window, enter the appropriate information for the resource exactly as it appears in the TCCD. The required fields and guidance on entering information for a resource in each category are shown in the below table.

RRL - AIM LO Module	Required Fields	Guidance
Calibration	Nomenclature	
Computers	Nomenclature	Only enter if related to the task and not an item used by the instructor to prepare for training.
Consumables	Nomenclature	
Equipment	Nomenclature	
Equipment Refurbished	Nomenclature	
Films	Designator Title	If there is no official Designator indicated in the TCCD, enter "(No Designator)" in the Designator field.
Hand Tools	Nomenclature	
IETM		Contact CPM Management for guidance on entering an IETM.
IMM (Animation, Audio, Graphic, Internet, PowerPoint, Simulations)	Designator Title	Enter all items under the IMM category folder and avoid using the related sub-folders. If there is no official Designator indicated in the TCCD, enter "(No Designator)" in the Designator field.
Maintenance Trainers	Nomenclature	
Miscellaneous Materials	Nomenclature	
Ordnance	Nomenclature	
Photographs	Number Title	If there is no official Number indicated in the TCCD, enter "(No Number)" in the Number field.
Prefaulted	Nomenclature	
Publications	Title Doc Number	If there is no official Document Number indicated in the TCCD, enter "(No Doc. Number)" in the Doc Number field.
Slides	Title	
Software	Title	
Special Tools	Nomenclature	
Support Equipment	Nomenclature	
Test Equipment	Nomenclature	
Training Devices	Nomenclature	
Training Equipment	Nomenclature	
Training Materials	Nomenclature	Avoid entering the following types of information into the Site RRL (maybe appear under the Texts or Support Materials heading):

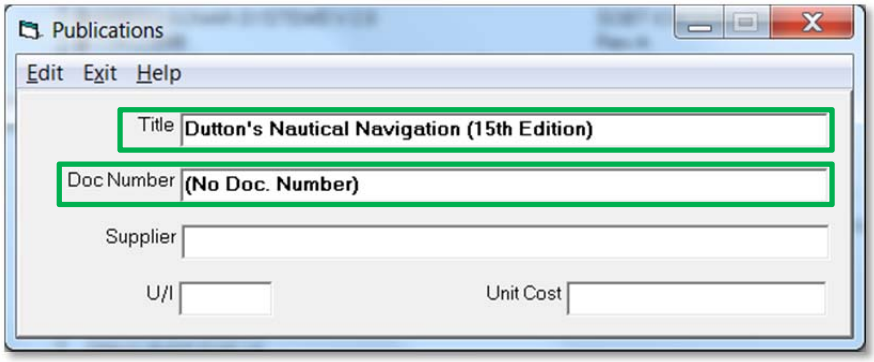
		• Instructor/Trainee Workstations • Lesson Plans • Trainee Guides • Handouts • Proctor Guides • Assessments
Transparencies	Title	
VI Equipment	Nomenclature	
Videos	Designator Title	If there is no official Designator indicated in the TCCD, enter "(No Designator)" in the Designator field.
Wall Charts	Number Title	If there is no official Number indicated in the TCCD, enter "(No Number)" in the Number field.

a. Publications display as: Title, Doc Number.

For example, Logistics Specialist Postal Fundamentals, NAVEDTRA 14317A would be entered as follows:



If there is no official Document Number indicated in the TCCD, enter "(No Doc. Number)" in the Doc Number field. For example, Dutton's Nautical Navigation (15th Edition), with no document number, would be entered as follows:



If the official Document Number indicated in the TCCD is not an actual document number, enter “(No Doc. Number)” in the Doc Number field.

For example, below is an excerpt from a TCCD that places composers under the Number column.

5. Publications

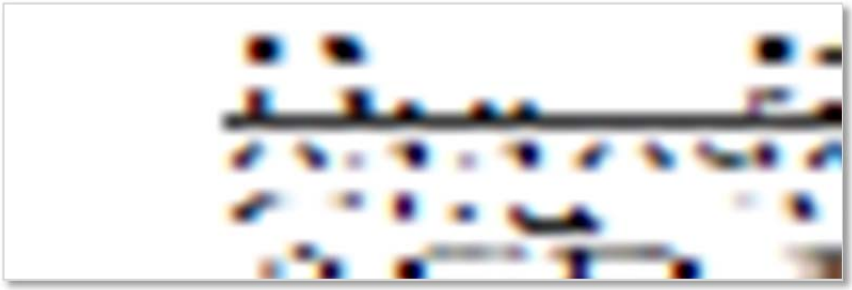
NO.	NUMBER	TITLE
1.	Mayeur	10 Duos for Two Saxophones
2.	233	10 Duos for Two Saxophones - Mayeur
3.	Handel	10 Sonatas for Flute and Piano
4.	Mozart	11 Mozart Duets
5.	Bozza	12 Etudes and Caprices for Saxophone

A solution is to enter “(No Doc. Number)” in the Doc Number field and place the composer in parentheses after the title when entering each publication.

Title: 10 Duos for Two Saxophones (Mayeur)

Doc. Number: (No Doc. Number)

In this example, there are multiple adjustments. The first two references indicate Revisions or Changes under the Doc. No. field in the TCCD. The last two references indicate CSOSS information under the Doc. No. field in the TCCD.



A solution to the first is to remove the phrases “Rev. B” and “Chg.3,”and add “(Series)” to the end of the Title field.

Title: Version Description Document for the Block I (Series)

Doc. Number: 04409010-VDD

Title: Upgrade to the AN/SQQ-89(V)6 Set 5 (Series)

Doc. Number: (No Doc. Number)

A solution to the second is to enter “(No Doc. Number)” in the Doc Number fields for each instance and move the CSOSS acronym to the end of the title.

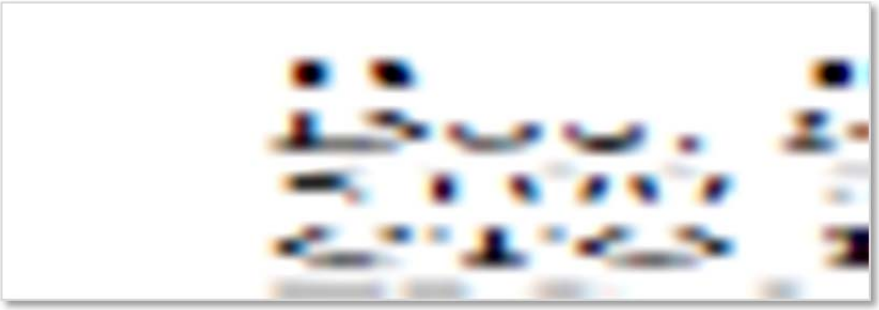
Title: Combat System Operational Sequencing System (CSOSS) DDG 70

Doc. Number: (No Doc. Number)

Title: Combat System Operational Sequencing System (CSOSS)

Doc. Number: (No Doc. Number)

In this example, the nomenclature for a piece of equipment appears under the Doc. No. field in the TCCD. The title is also lower case, and should always be title case.



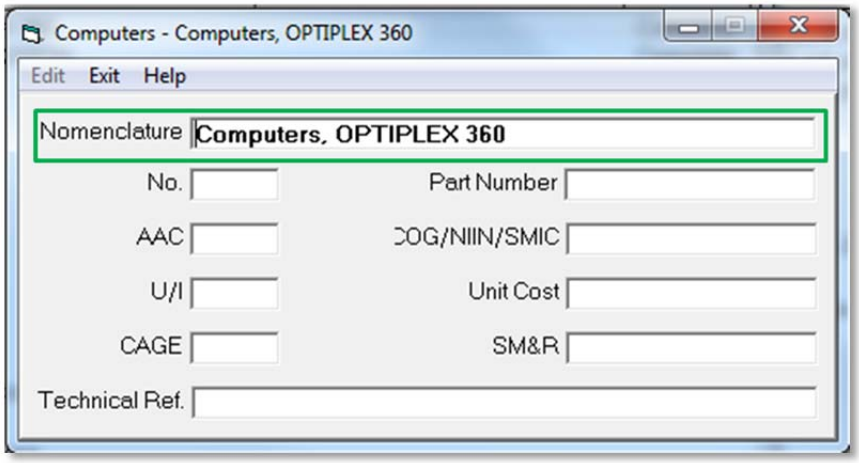
A solution is to enter “(No Doc. Number)” in the Doc Number field and change the title to title case.

Title: OKI-C6100 User’s Manual

Doc. Number: (No Doc. Number)

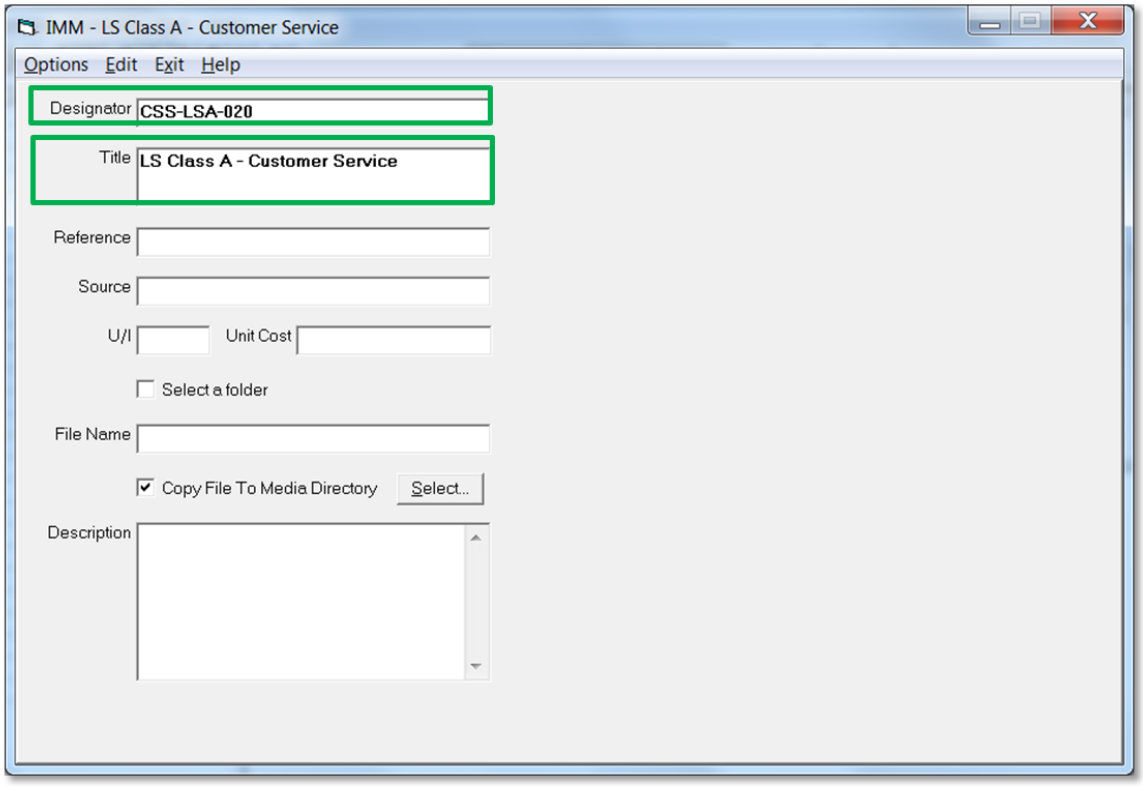
b. Computers display as: Nomenclature.

For example, Computers, OPTIPLEX 360 would be entered as follows:



a. IMM displays as: Designator, Title.

For example, the CBT LS Class A - Customer Service, CSS-LSA-020 would be entered as follows:



1.6.1.2 Adding Graphics to AIM LO Module Repository

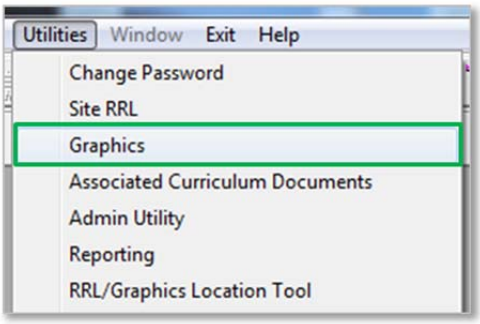
Graphics are added to TG sheets to enhance and/or support the trainee's learning experience. All graphics added to TG sheets must come from the AIM LO Module repository.

TG sheet graphics must be saved in a shared location for all individuals that will access the Course in LO Module and/or insert graphics. The location of the graphics must be entered into the AIM.ini configuration settings file so that they can be uploaded to the AIM LO Module repository to be inserted appropriately into the TG Sheets.

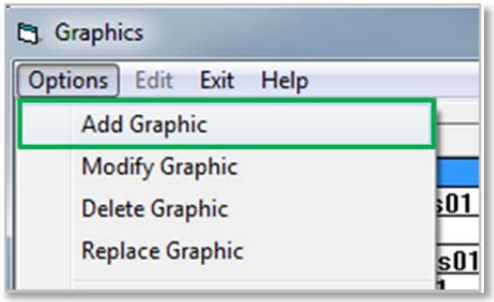
To add graphics to the AIM LO Module repository:

1. Log in to AIM.

2. Select Utilities → Graphics.

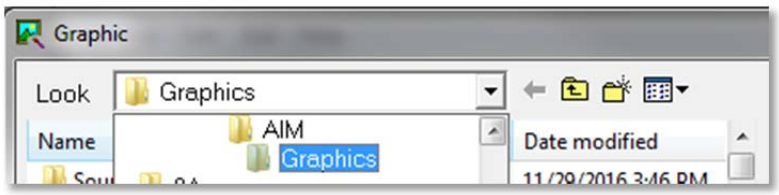


3. Select Options → Add Graphic.

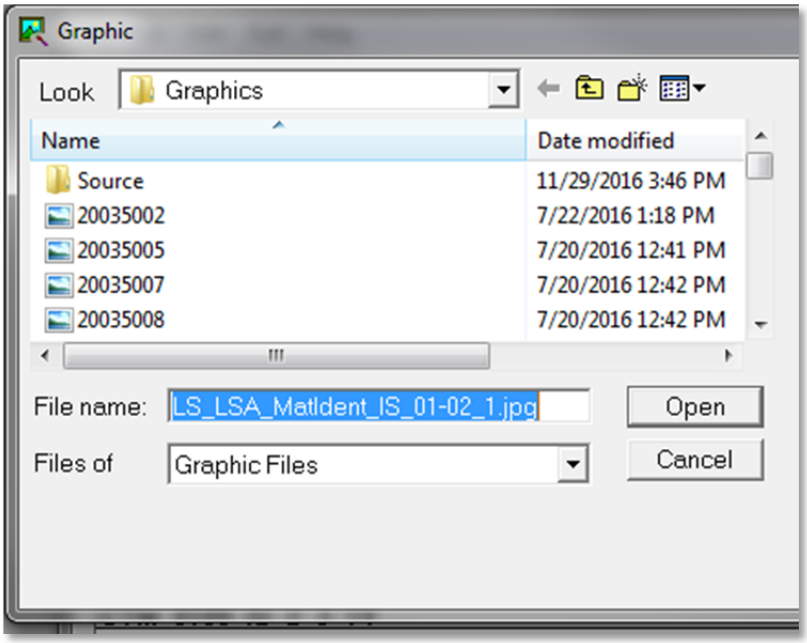


4. Navigate to the media folder your graphics are saved to.

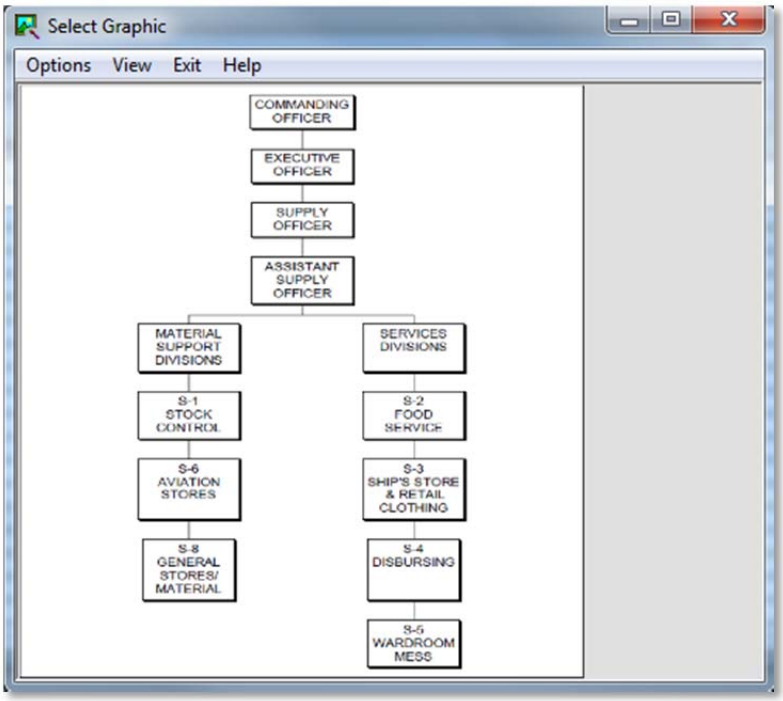
Note: AIM will default to the folder you select here each time you log in to add graphics. Since all of the graphics will be in the same folder, once you select the correct folder the first time, it should always default to that folder.



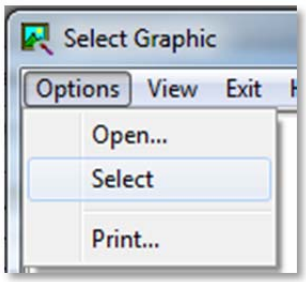
5. Select the appropriate .jpg file → Open.



6. Verify the graphic that displays is the correct image.

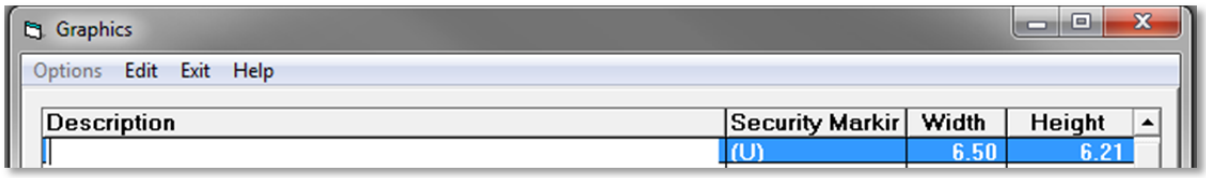


7. Select Options → Select.

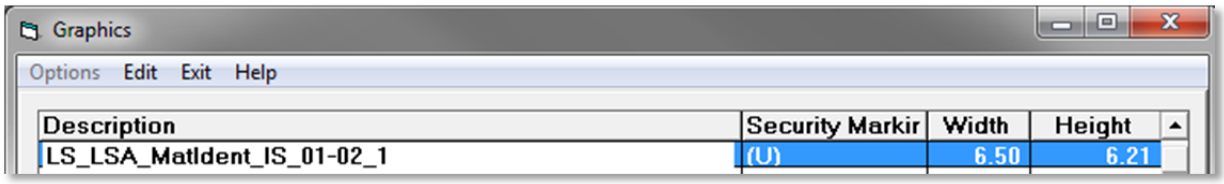


8. Verify the graphic fits within 6.5” x 8.5”.

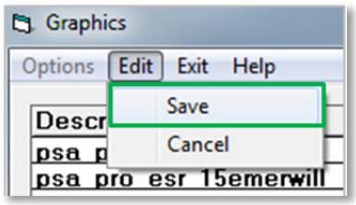
Note: If the graphic’s width exceeds the required parameters, AIM LO Module will not allow you to add it to the sheet. The image must be resized by the Graphic Artist.



9. Using the required naming convention, type or paste the file name into the Description field. This should exactly match the name of the file you selected. The naming convention for TG sheet media is: [Rating]_[Course Title]_[Lesson Title]_[Sheet Type]_[Sheet#]_[Image#]



10. Select Edit → Save.



11. Select Exit.

1.6.2 Entering As-Is Content into To-Be Courses in AIM LO Module

Content will be entered as closely as it appears in the As-Is Courseware as possible.

1.6.2.1 Accessing AIM LO Module

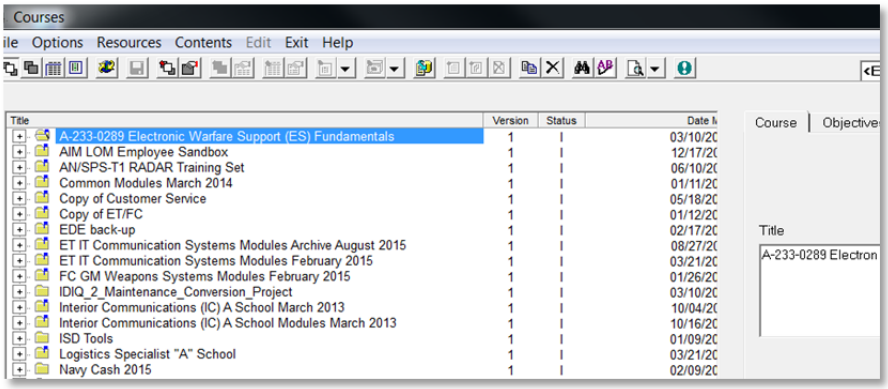
1. In the AIM sign-in pop-up, sign in to AIM II.
2. Once the AIM II screen appears, select the Learning Object Module icon on the tool bar to access AIM LO Module.

1.6.2.2 Reviewing Lesson Structure in LO Module

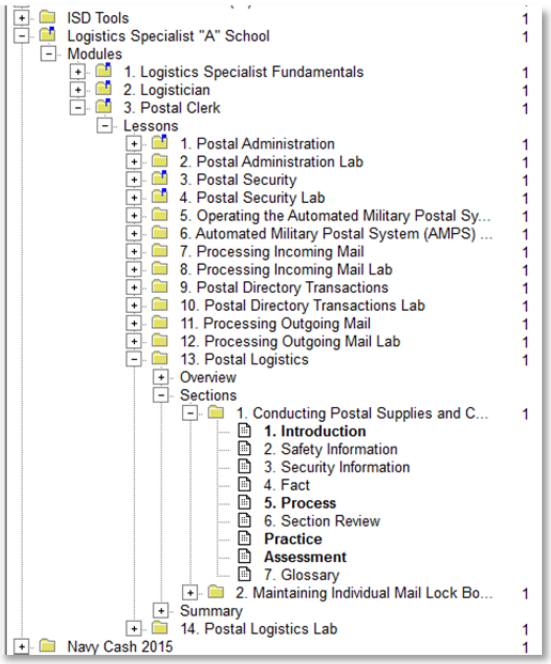
Review the Lesson and Section structure prior to entering content to ensure everything was entered correctly. If a change needs to be made, it will be made in CPM and updated in the EDE and LO Module.

User Tip: Save often and be patient when in AIM LO Module. AIM LO Module quite often takes a few moments to update.

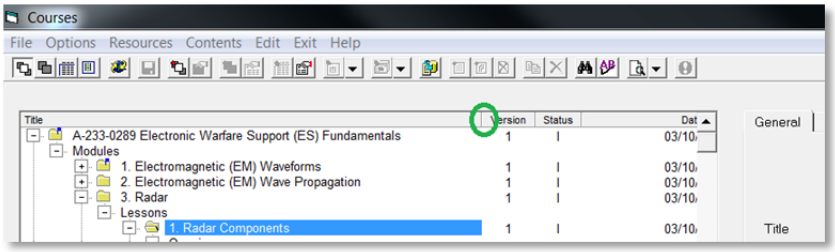
1. Once the Courses screen appears, access the Lesson from the Course structure.



2. Select the + icons as needed to expand the appropriate levels of the Courses, Modules, Lessons, Sections, Elements, and Sub-Elements.



User Tip: See more of the titles by selecting and dragging to the right the line between Title and Version at the top of the Course structure.

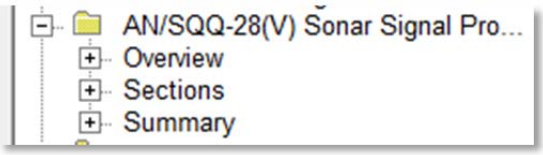


3. Review the structure. If any information is incorrect, modify as needed or notify the Lead.

1.6.2.3 Building an LP

Lessons in AIM LO Module are made up of the following components:

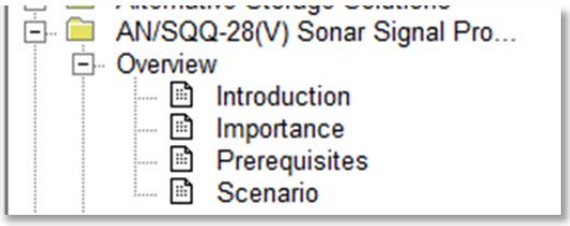
- Overview
- Sections
- Summary



AIM LO Module generates default Elements for each component.

The default Overview Elements include the following:

- Introduction
- Importance
- Prerequisites
- Scenario



The default Section Elements are based on the content type selected during CPM data input. When the CPM data is imported into AIM LO Module from the EDE, AIM LO Module generates Elements that satisfy each Lesson content type. Required Elements appear as bold and cannot be deleted. Non-required Elements appear as not bold and can be deleted. With a few exceptions, Elements within Sections can be added, renamed, copied, pasted, and resequenced.

The following table shows the required Elements (in bold) for each content type.

Content Type	When Used	Element Type	Requirement
Concept	To teach a group of objects, symbols, ideas, or events that: • Are designated by a single word or term • Share a common feature • Vary on irrelevant features	**Introduction**	**Required**
		Safety Information	Optional
		Security Information	Optional
		Definition	**Required**
		Facts	Optional
		Example	**Required**
		Non-Example	Optional
		Analogy	Optional
		Section Review	Optional
		Practice	**Required**
		Assessment	**Required**

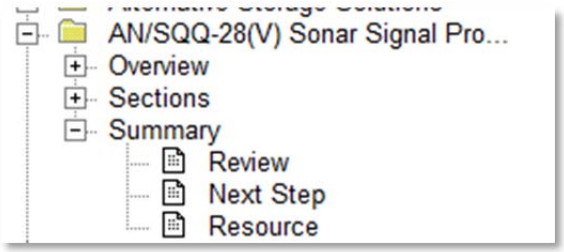
Content Type	When Used	Element Type	Requirement
		Glossary	Optional
Fact	To teach unique, specific, one-of-a-kind pieces of information that is presented as: • Statements • Data • Pictures of specific objects	**Introduction**	**Required**
		Safety Information	Optional
		Security Information	Optional
		Interaction	Optional
		Fact	**Required**
		Section Review	Optional
		Practice	**Required**
		Assessment	**Required**
		Glossary	Optional
Procedure	To teach a performance used on the job, specifically: • A procedure is a sequential set of steps to be followed by one individual to accomplish a task or make decisions. • A procedure that lists directions for procedural tasks. • Actions within a procedure that must be done the same way each time (within a given situation). • Steps that must be clear and provide job-based practices in order for learning to transfer to the job.	**Introduction**	**Required**
		Safety Information	Optional
		Security Information	Optional
		Fact	Optional
		Table **<u>Note</u>: If the previous LP does not have an actual table for the procedure content, use Combined table to enter the content in sub-Elements.**	**Required (Procedure, Decision, or Combined table)**
		Demonstration	Optional
		Practice	**Required**
		Assessment	**Required**
		Glossary	Optional
Process	To teach how a system works and can be defined as: • A flow of events that describes how something works • Not a task to be done by one	**Introduction**	**Required**
		Safety Information	Optional
		Security Information	Optional
		Fact	Optional
		Interaction	Optional
		Process	**Required (Staged**

Content Type	When Used	Element Type	Requirement
	person • Tasks involving many persons or organizations • Mechanical, business, or scientific		**Table, Block Diagram, or Cycle Chart)**
		Section Review	Optional
		Practice	**Required**
		Assessment	**Required**
		Glossary	Optional
Principle	To create a job task that requires judgment, or when guidelines must be applied to a job situation The principle statement is an overarching statement for the Section, like a mission statement.	**Introduction**	**Required**
		Safety Information	Optional
		Security Information	Optional
		Facts	Optional
		Principle Statement	**Required**
		Guidelines	**Required**
		Example	**Required**
		Example	Optional (There are two example Elements, only one is required)
		Non-Example	Optional
		Analogy	Optional
		Section Review	Optional
		Practice	**Required**
		Assessment	**Required**
		Glossary	Optional

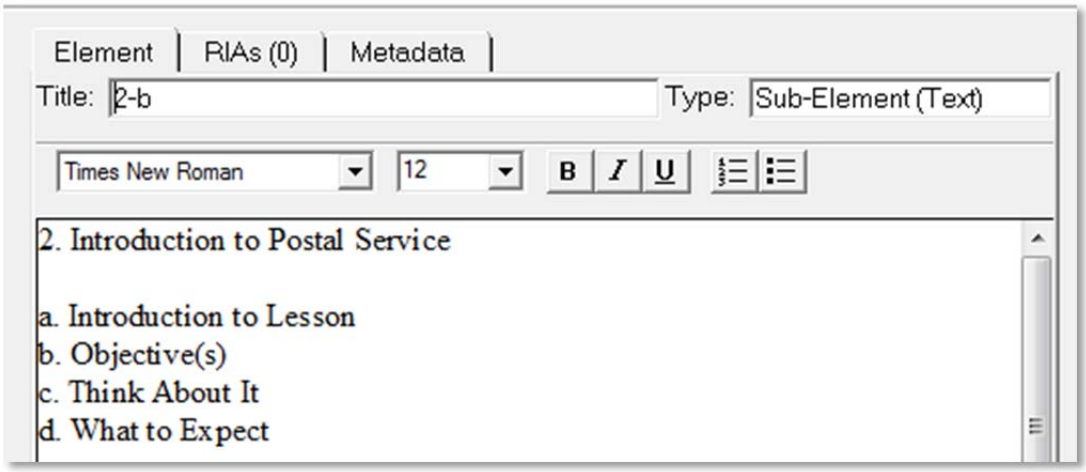
Note: An additional Element type that may be used is Interaction. This can be used for any activities, assignments, or other instances in which the trainee would be interacting and completing a task.

The default Summary Elements include the following:

- Review
- Next Step
- Resource



Every Element has two tabs that align with the LP: Element and RIA. The information found in the Element tab aligns with the information found in the DP heading of the LP.



UNCLASSIFIED

LESSON PLAN

SECTION: (U) New Procedure Section

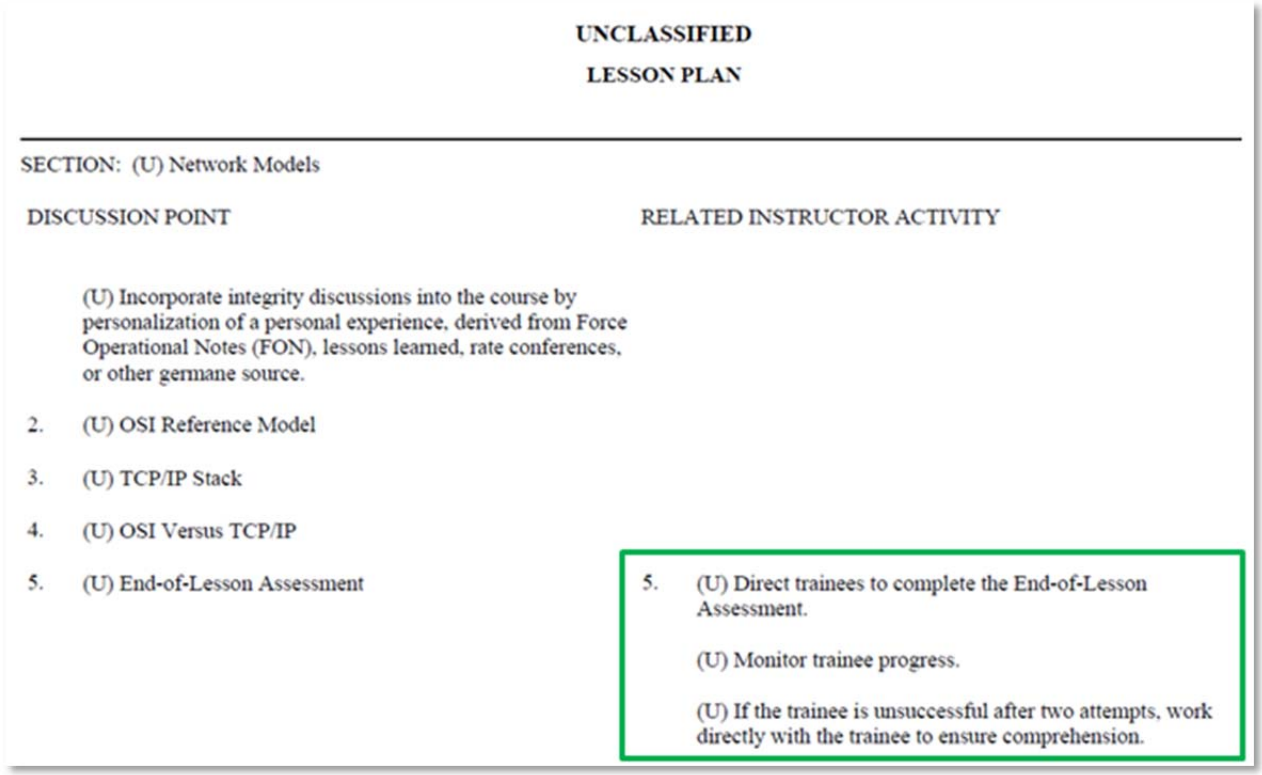
DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
1. (U) Introduction	
(U) [Content not available]	
2. (U) Military Postal Service (MPS)	
a. (U) 1. Introduction	
b. (U) 2. Introduction to Postal Service	
a. Introduction to Lesson b. Objective(s) c. Think About It d. What to Expect	

The information found in the RIA tab aligns with the information found in the RIA heading of the LP.

Element | RIAs (3) | Metadata

Source

Type	Text
Free Text	Direct trainees to complete the End-of-Lesson Assessment.
Free Text	Monitor trainee progress.
Free Text	If the trainee is unsuccessful after two attempts, work directly wit...



UNCLASSIFIED

LESSON PLAN

SECTION: (U) Network Models

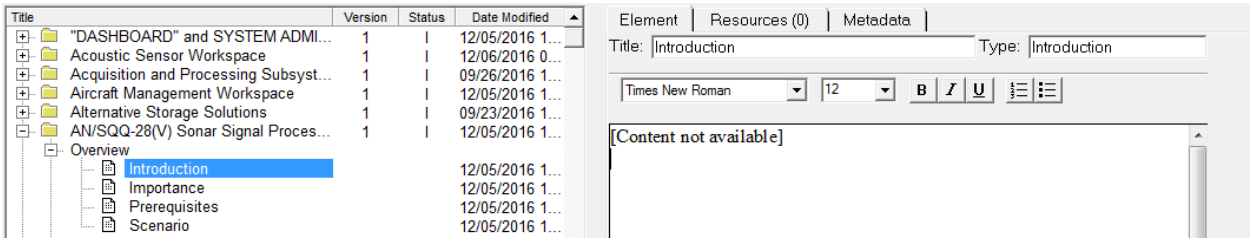
DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
(U) Incorporate integrity discussions into the course by personalization of a personal experience, derived from Force Operational Notes (FON), lessons learned, rate conferences, or other germane source.	
2. (U) OSI Reference Model	
3. (U) TCP/IP Stack	
4. (U) OSI Versus TCP/IP	
5. (U) End-of-Lesson Assessment	5. (U) Direct trainees to complete the End-of-Lesson Assessment. (U) Monitor trainee progress. (U) If the trainee is unsuccessful after two attempts, work directly with the trainee to ensure comprehension.

1.6.2.3.1 Completing the Overview and Summary Element Tabs

Since none of the As-Is Courseware has a Lesson Overview or Summary currently, one will not be created unless the Learning Center provides the content to include.

In each Lesson Overview and Summary Element (unless otherwise directed):

- Do not change the Element title.
- Enter [Content not available] into each Element.



If Lesson Overview content is not specified, all Lesson Overviews should look like this:

LESSON: (U) AN/SQQ-28(V) Sonar Signal Processing Subsystem

OVERVIEW

(U) Introduction:
(U) [Content not available]

(U) Importance:
(U) [Content not available]

(U) Prerequisites:
(U) [Content not available]

(U) Scenario:
(U) [Content not available]

If Lesson Summary content is not specified, all Lesson Summaries should look like this:

LESSON: (U) AN/SQQ-28(V) Sonar Signal Processing Subsystem

SUMMARY

(U) Review:
(U) [Content not available]

(U) Next Step:
(U) [Content not available]

(U) Resource:
(U) [Content not available]

1.6.2.3.2 Building the Section Structure

While each Section provides default Elements, you are responsible for building the structure so the Elements in each Section align with the As-Is content.

1.6.2.3.2.1 Determining the Structure

1. Locate the Rating CCTD.
2. Find the To-Be Sections in Column E that correspond to the Section in AIM LO Module.

A	B	C	D	E
NOTES: 1. Lesson Topics represent the "As-Is" lessons in the current Course of Instruction (COI). 2. Initial Block Recommendation of 0* indicates a good candidate for RRL, but due to Block Learn business rules, it remains in Block 0. 3. The following courses and CINs are included in this document starting on the line indicated: LS 'A' School (A-551-1014) ---------- 1 4. To-Be Lessons and Sections are the course structure for CPM-LOM.				
Line #	**Topic #**	**As-Is Lesson Topic**	**To-Be Lesson Titles/Objectives (from Column J of the JDTA_to_LO-CrosswalkBlockLearn)**	**To-Be Section Titles/Objectives (from Column K of the JDTA_to_LO-CrosswalkBlockLearn)**
1			**LS 'A' School (A-551-1014)**	
2	1.1	Rating Introduction	Material Identification	Identify duties and responsibilities of the Navy
3	2.1	Customer Service	Material Identification	Identify customer service processes
4	3.1	Supply Organization	Material Identification	Discuss the organization of the Navy Supply
5	4.1	Supply Security	Material Identification	Describe Supply Security
6	5.1	Material Identification	Material Identification	Perform Material Identification

3. Refer to Columns B and C to determine the As-Is Topics that correspond to each To-Be Section.

A	B	C	D	E
NOTES: 1. Lesson Topics represent the "As-Is" lessons in the current Course of Instruction (COI). 2. Initial Block Recommendation of 0* indicates a good candidate for RRL, but due to Block Learn business rules, it remains in Block 0. 3. The following courses and CINs are included in this document starting on the line indicated: LS 'A' School (A-551-1014) ---------- 1 4. To-Be Lessons and Sections are the course structure for CPM-LOM.				
Line #	**Topic #**	**As-Is Lesson Topic**	**To-Be Lesson Titles/Objectives (from Column J of the JDTA_to_LO-CrosswalkBlockLearn)**	**To-Be Section Titles/Objectives (from Column K of the JDTA_to_LO-CrosswalkBlockLearn)**
1			**LS 'A' School (A-551-1014)**	
2	1.1	Rating Introduction	Material Identification	Identify duties and responsibilities of the Navy
3	2.1	Customer Service	Material Identification	Identify customer service processes
4	3.1	Supply Organization	Material Identification	Discuss the organization of the Navy Supply
5	4.1	Supply Security	Material Identification	Describe Supply Security
6	5.1	Material Identification	Material Identification	Perform Material Identification

4. Locate the As-Is Topics for the To-Be Section in the AIM I_AIM II_Content Mapping_BL tab of the Rating's RATS.

I
Course of Instruction (COI) Content Type (Elements)
LOGISTICS SPECIALIST A School
Unit 1: Rating introduction
Lesson Topic 1.1: Rating Introduction
1.1 Discuss job expectations of a Navy Logostics Specialist
1.2 Describe the format of the Logistics Specialist A school course
Unit 2: Customer Service
Lesson Topic 2.1: Customer Service
2.1 Identify effective customer service characteristocs
2.2 Identify effective customer skills
2,3 Describe the official telephone usage guidelines
2.4 Identify proper message taking elements
Unit 3: Supply organization
Lesson Topic 3.1: Supply Organization

5. Refer to Column L of the AIM I_AIM II_Content Mapping_BL tab to determine the Element Type(s) associated with the Topic(s).

I	J	K	L
Course of Instruction (COI) Content Type (Elements)	**Main / Supporting Content Type Grouping #**	**Content Type**	**Content Type Element**
LOGISTICS SPECIALIST A School			
Unit 1: Rating introduction			
Lesson Topic 1.1: Rating Introduction			
	Supporting	Merge	
1.1 Discuss job expectations of a Navy Logostics Specialist		Procedure	Introduction
1.2 Describe the format of the Logistics Specialist A school course		Procedure	Introduction
Unit 2: Customer Service			
Lesson Topic 2.1: Customer Service			
	Supporting	Merge	
2.1 Identify effective customer service characteristocs		Procedure	Fact
2.2 Identify effective customer skills		Procedure	Fact
2,3 Describe the official telephone usage guidelines		Procedure	Procedure Table
2.4 Identify proper message taking elements		Procedure	Procedure Table

6. Add and Change the Titles of Elements as needed to complete the Section structure. You can also change the Element types of any optional Elements that aren't needed instead of adding new Elements.
7. Delete any unused optional Elements.
8. Resequence Elements if necessary. Ensure the Section content is in the correct order in accordance with the As-Is LP.

Note: You can also Copy and Paste Elements, although there most likely will not be a need to do so.

9. Add Sub-Elements as needed to build out the rest of the content.

Note: For this project, we will only be populating the first level of sub-Elements if the Section contains more than one As-Is Topic that is being merged. In this case, you will add a sub-Element for each Element or DP in the As-Is Topic LP. Additional Sub-Elements from the As-Is LP will be pasted into the first level Sub-Element's Element tab.

Example DP in LP:

2. Introduction to Postal Service

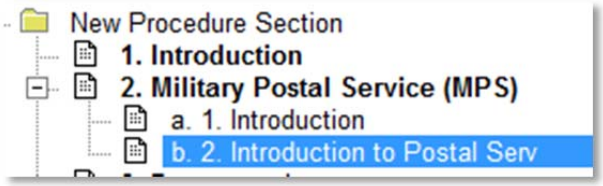
a. Introduction to Lesson

b. Objective(s)

c. Think About It

d. What to Expect

Example Section structure in AIM LO Module:



Example Sub-Element Element Tab:

If there is only one As-Is Topic in the To-Be Section, you will not build out and Sub-Elements. All content will go at the Element level for those Sections.

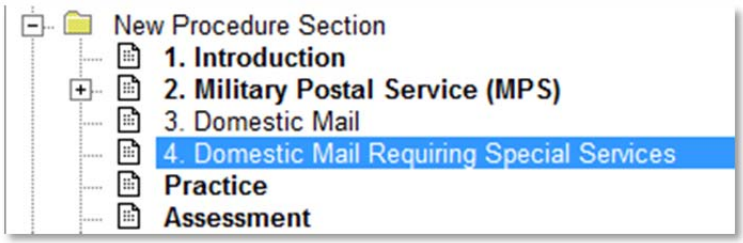
Example Structure for To-Be Section with Multiple As-Is Topics

In the following example, there are three Lesson Topics that are assigned to the same To-Be Section.

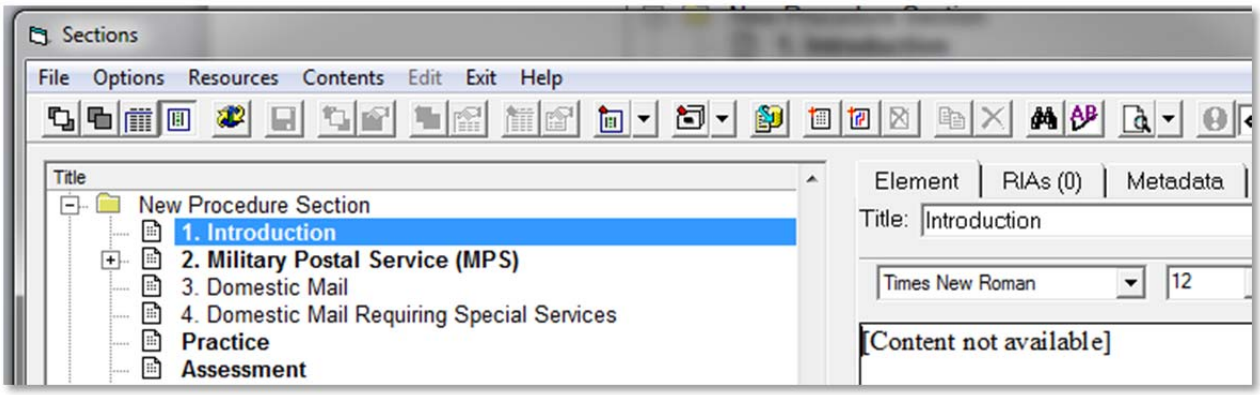
Topic #	As-Is Lesson Topic	To-Be Lesson Titles/Objectives (from Column J of the JDTA_to_LO-CrosswalkBlockLearn)	To-Be Section Titles/Objectives (from Column K of the JDTA_to_LO-CrosswalkBlockLearn)
	LS 'A' School (A-551-1014)		
13.1	Military Postal Service (MPS)	Various classes of mail and how to compute fees	Describe the Military Postal Service (MPS)
14.1	Domestic Mail	Various classes of mail and how to compute fees	Describe the Military Postal Service (MPS)
15.1	Domestic Mail Requiring Special Services	Various classes of mail and how to compute fees	Describe the Military Postal Service (MPS)

Therefore, there should be three Elements listed within this Section in AIM LO Module.

1. Military Postal Service (MPS)
2. Domestic Mail
3. Domestic Mail Requiring Special Services



The Element Types listed for each Topic should cover the required Elements for the Section structure. Therefore, you may not have a need to add addition Elements to accommodate the content for the Section. If there are any required Elements that are not used, they will be extra Elements listed in the Section with [Content not available] entered.



Refer to the AIM I_AIM II_Content Mapping_BL tab to determine which Element type the Lesson Topic should be entered as for each Element in the structure.

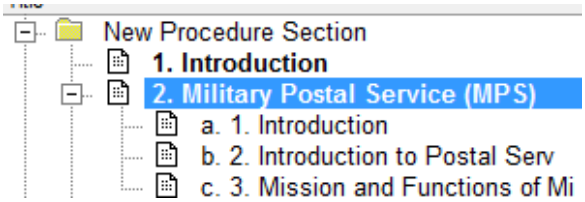
I	J	K
Course of Instruction (COI) Content Type (Elements)	**Main / Supporting Content Type Grouping #**	**Content Type**
Unit 13: Military Postal Service (MPS)		
Lesson Topic 13.1: Military Postal Service (MPS)		
	Supporting	Merge
13.1 Discuss the mission and functions of the Military Postal Services, the USPS/DoD postal agreement, and the types of mail and services		Procedure
13.2 Describe the service commitments of the Military Postal Service (MPS) regarding customer service and customer information		Procedure
13.3 Describe postal facilities and the services they provide		Procedure
13.4 Describe general responsiblities and titles of Logistics Specialists performing postal duties		Procedure
13.5 Identify publications and manuals used in performing dutues		Procedure
13.6 Understand who can use U,S, Postal Facilities		Procedure
Unit 14: Domestic mail		
Lesson Topic 14.1: Domestic Mail		
	Supporting	Merge
14.1 Discuss the contents of the Domestic Mail Manual		Procedure
14.2 Explain the procedure to determine the size of articles		Procedure

Each DP for the Lesson Topic will be entered as a separate Sub-Element underneath the Lesson Topic Title at the Element Level.

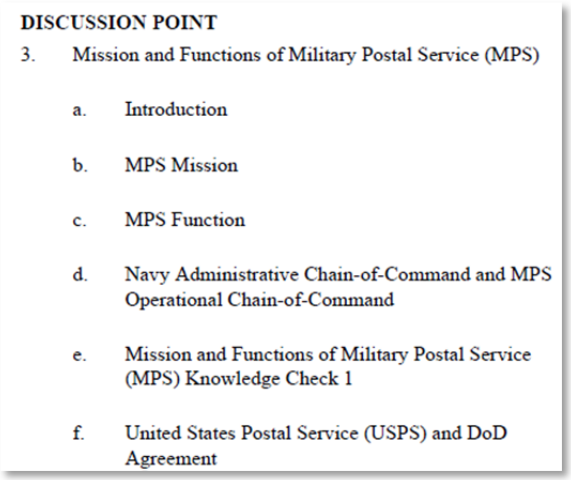
Topic 13.1 Military Postal Service (MPS)

DISCUSSION POINT

1. Introduction
2. Introduction to Postal Service
   a. Introduction to Lesson
   b. Objective(s)
   c. Think About It
   d. What to Expect
3. Mission and Functions of Military Postal Se



No further Sub-Elements will be created. If the As-Is LP contains further sub-Element levels, all of the content from those will be pasted into the Sub-Element textbox for the DP.



DISCUSSION POINT

3. Mission and Functions of Military Postal Service (MPS)

   a. Introduction

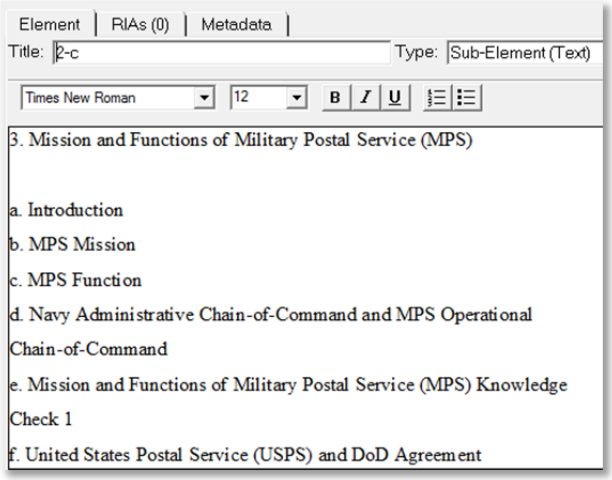
   b. MPS Mission

   c. MPS Function

   d. Navy Administrative Chain-of-Command and MPS Operational Chain-of-Command

   e. Mission and Functions of Military Postal Service (MPS) Knowledge Check 1

   f. United States Postal Service (USPS) and DoD Agreement



Element | RIAs (0) | Metadata

Title: 2-c Type: Sub-Element (Text)

Times New Roman 12

3. Mission and Functions of Military Postal Service (MPS)

a. Introduction

b. MPS Mission

c. MPS Function

d. Navy Administrative Chain-of-Command and MPS Operational Chain-of-Command

e. Mission and Functions of Military Postal Service (MPS) Knowledge Check 1

f. United States Postal Service (USPS) and DoD Agreement

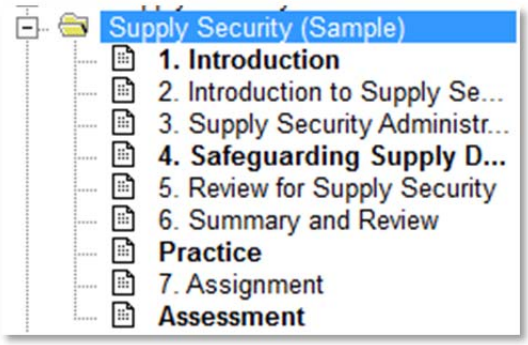
Example Structure for To-Be Section with One As-Is Topic

In the following example, there is one Lesson Topic that is assigned to the To-Be Section.

Line #	Topic #	As-Is Lesson Topic	To-Be Lesson Titles/Objectives (from Column J of the JDTA_to_LO-CrosswalkBlockLearn)	To-Be Section Titles/Objectives (from Column K of the JDTA_to_LO-CrosswalkBlockLearn)
5	4.1	Supply Security	Material Identification	Describe Supply Security

Since there is no merging of Topics for this Section, we do not need to drop the DPs down a level. There will be one Element created for each DP in the As-Is LP for the Topic.

1. Introduction
2. Introduction to Supply Security
3. Supply Security Administration
4. Safeguarding Supply Department Spaces
5. Review for Supply Security
6. Summary and Review
7. Assignment



The AIM I_AIM II_Content Mapping_BL tab may be used to determine which Element type the DPs should be entered as for each Element in the structure. However, you may find that it does not fully relate to the actual DPs in the As-Is LP.

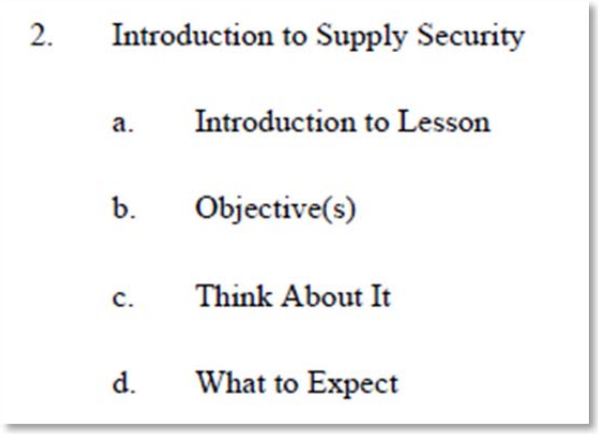
I	J	K	L
Course of Instruction (COI) Content Type (Elements)	**Main / Supporting Content Type Grouping #**	**Content Type**	**Content Type Element**
Unit 4: Supply security			
Lesson Topic 4.1: Supply Security			
	Supporting	Merge	
4.1 Discuss Supply Security Administration		Procedure	Fact
4.2 Identify requirements for Safeguarding Supply Department Spaces		Procedure	Procedure Table

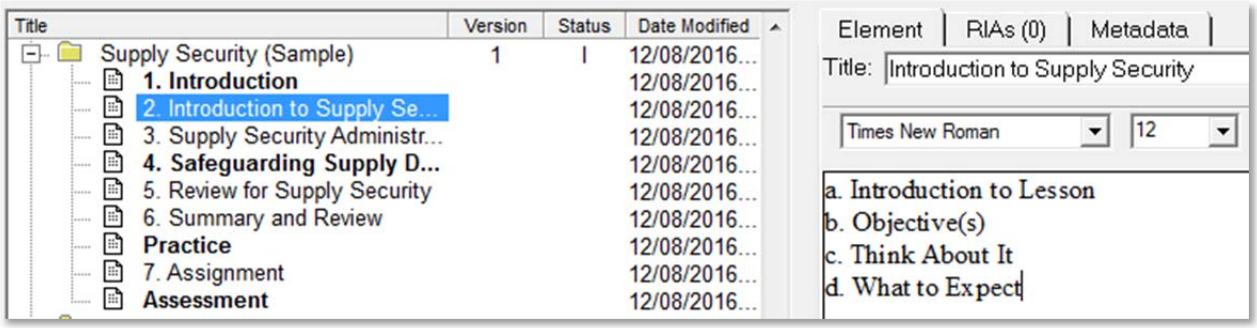
In this case, you should refer to the table of Content Types and Element Types in Section 1.6.2.3.2 Building the Section Structure. Use the table to choose the correct Element types for each DP in the As-Is LP. The DPs listed for each Topic should cover the required Elements for the Section structure. If there are any required Elements that are not used, they will be extra Elements listed in the Section with [Content not available] entered.

For this example, the following Element Types were used:

DP	Element Type
Introduction	Introduction
Introduction to Supply Security	Security Information (Fact-List would also be fine)
Supply Security Administration	Fact-List
Safeguarding Supply Department Spaces	Combined Table
Review for Supply Security	Fact-List
Summary and Review	Section Review
Assignment	Interaction

For Sections with only one Lesson Topic, no Sub-Elements will be used. Any Sub-Element text from the As-Is LP will be pasted into the Element Tab text box at the Element level.

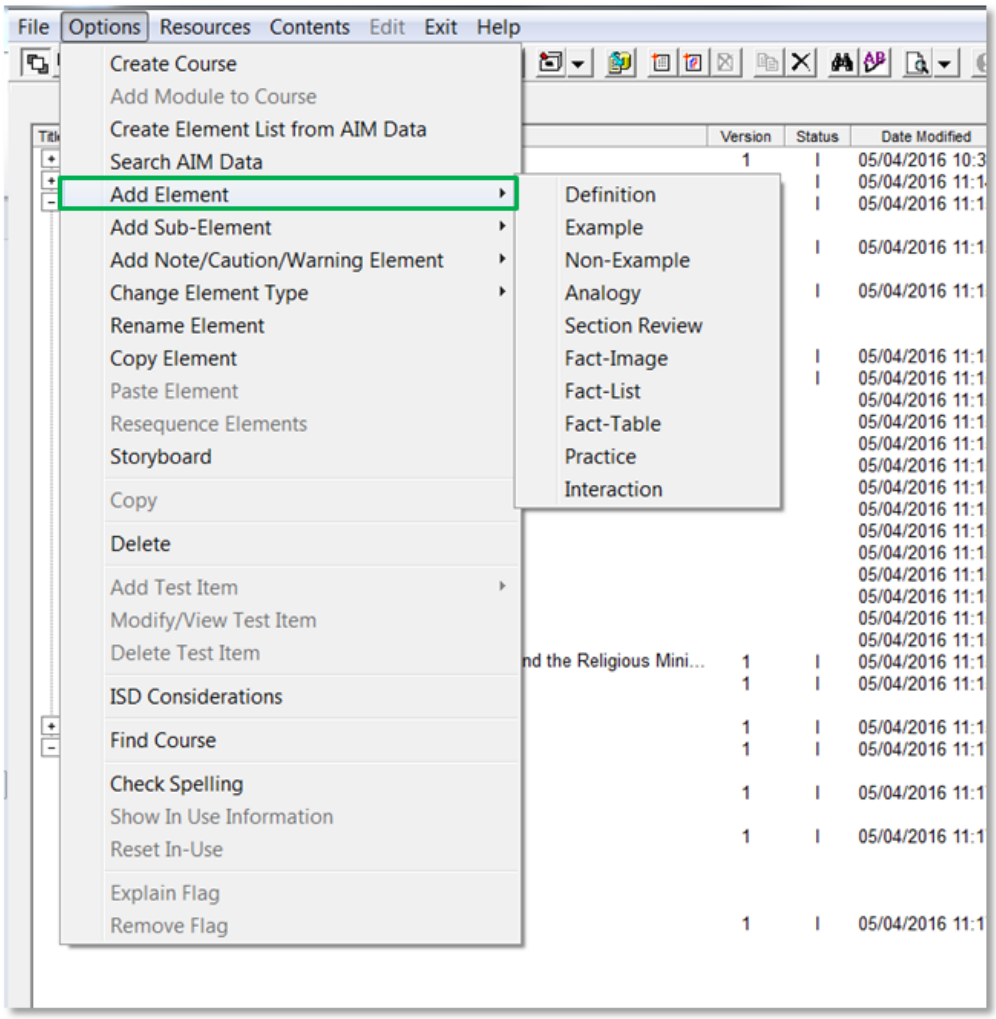




1.6.2.3.2.2 Adding a New Element

User Tip: Save often and be patient when in AIM LO MODULE. AIM LO MODULE quite often takes a few moments to update.

1. Select the Element prior to where the new Element should be added.
2. Select Options → Add Element → [type of Element].



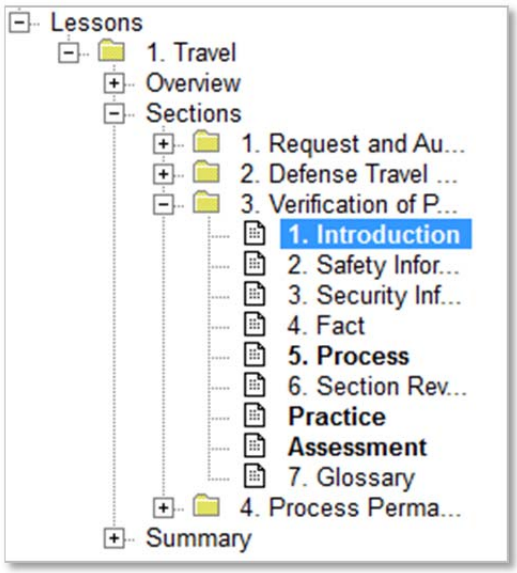
User Tip: When in doubt as to which Element to add, use Fact-List.

3. Change the new Element title or text as needed by clicking in the Title or text field and typing as needed.
4. Select the Save icon.

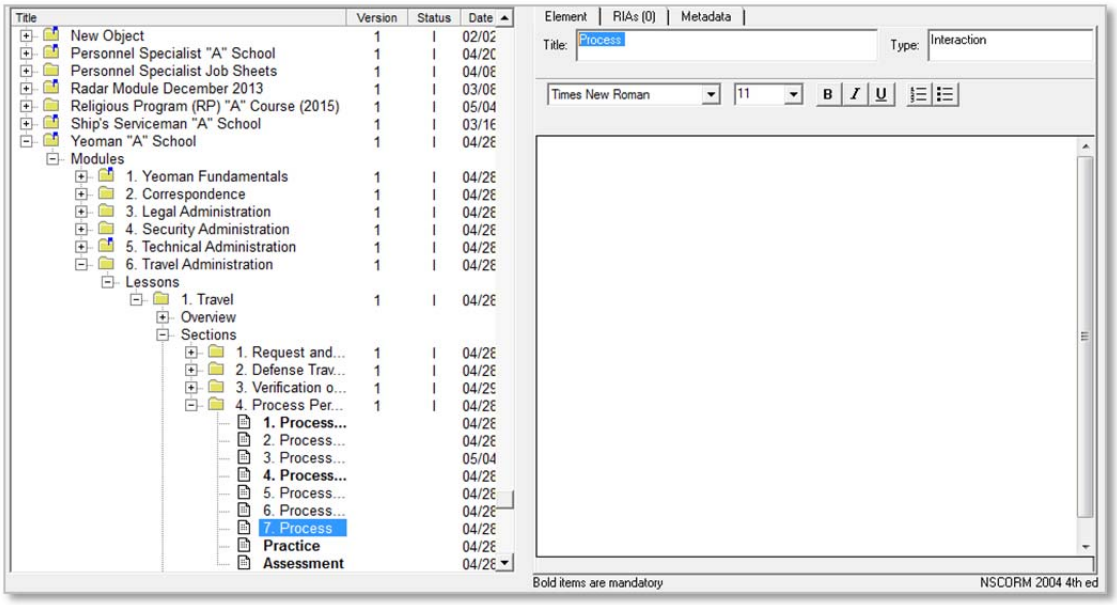
User Tip: AIM LO Module automatically sequences the new Element based on the type of Element added. If the Element is in the wrong order, resequence the Element.

1.6.2.3.2.3 Changing the Element Title

1. Select the Element from the correct Section in the Course structure in AIM LO Module.



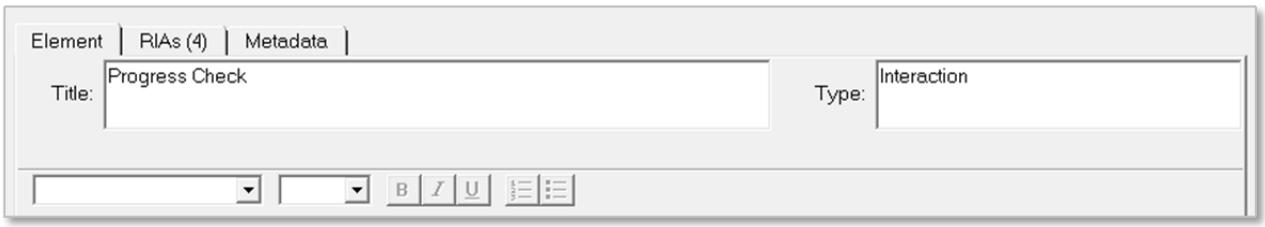
2. Select the Element tab and change the text in the Title field.



3. Select Edit → Save OR select the Save icon.

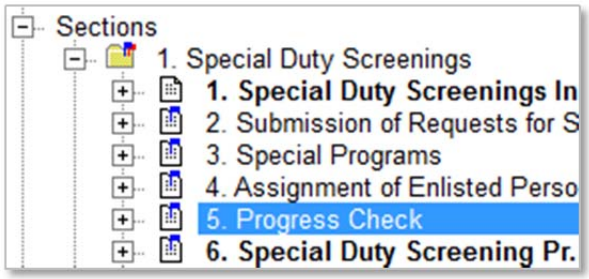
1.6.2.3.2.4 Changing the Element Type

If the predetermined Elements are not the correct Element type, or an Element with the wrong type is added, the Element type can be changed in AIM.



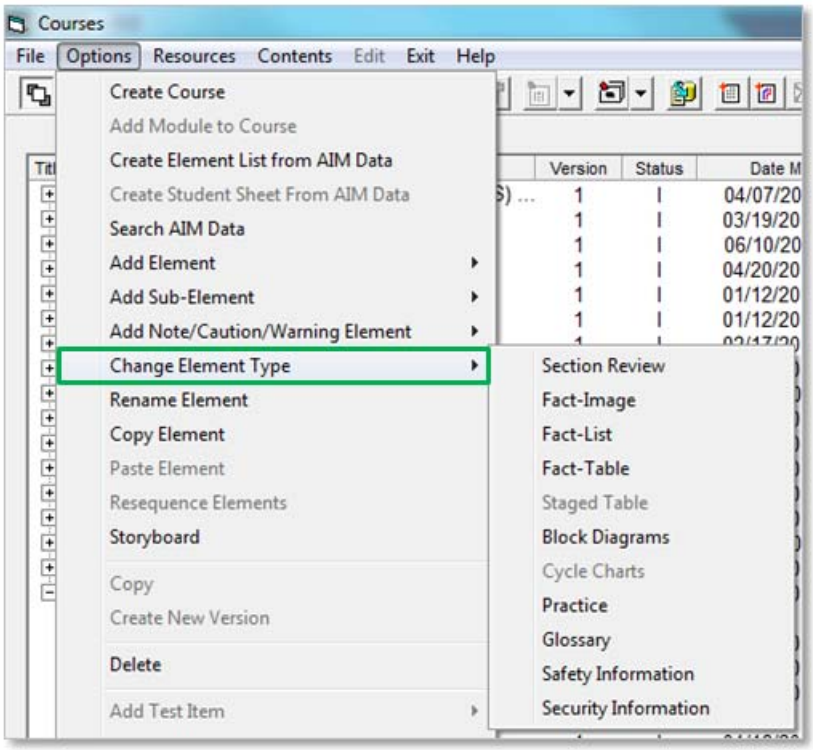
To change the Element type:

1. Select the Element.



2. Select Options → Change Element Type.

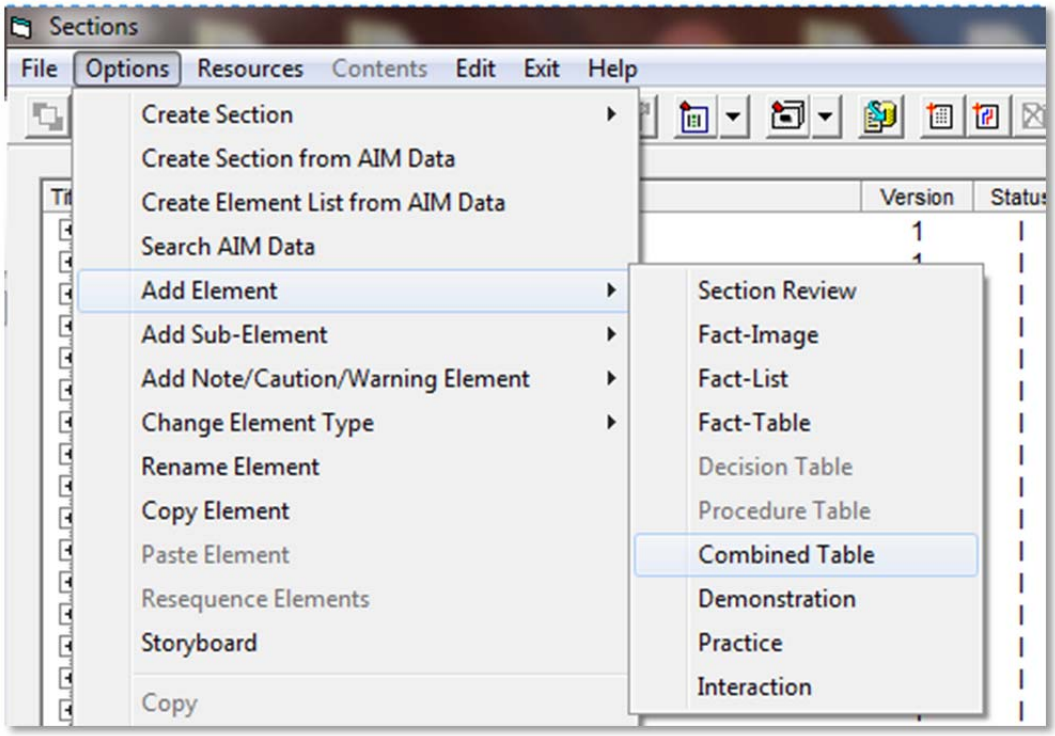
Note: The bolded, required Elements cannot be changed.



3. Select the appropriate Element type.
4. Select Edit → Save OR select the Save icon.

Note: Some Elements cannot be populated until you select the specific type for that Element. For example, a Table Element in a Procedure Section can either be a Procedure, Decision, or Combined Element.

Once a specific Type of the Element is selected, you cannot add Elements of the other Types. For example, if Combined Table is used, you can only add additional Combined Table Elements if needed. You cannot add a Decision or Procedure Table.

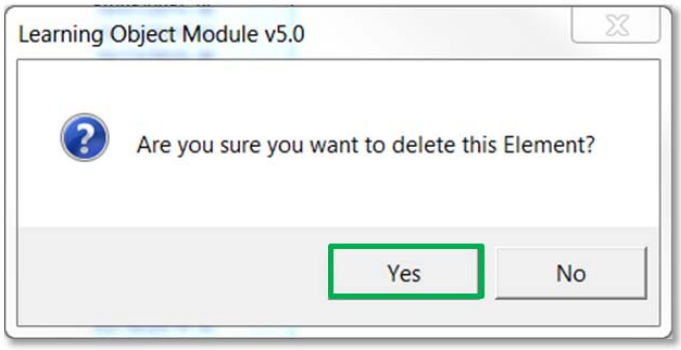


1.6.2.3.2.5 Deleting an Element

User Tip: Save often and be patient when in AIM LO MODULE. AIM LO MODULE quite often takes a few moments to update.

1. Select the Element to delete.
2. Select the Delete icon.

3. Select the Yes button on the pop-up.



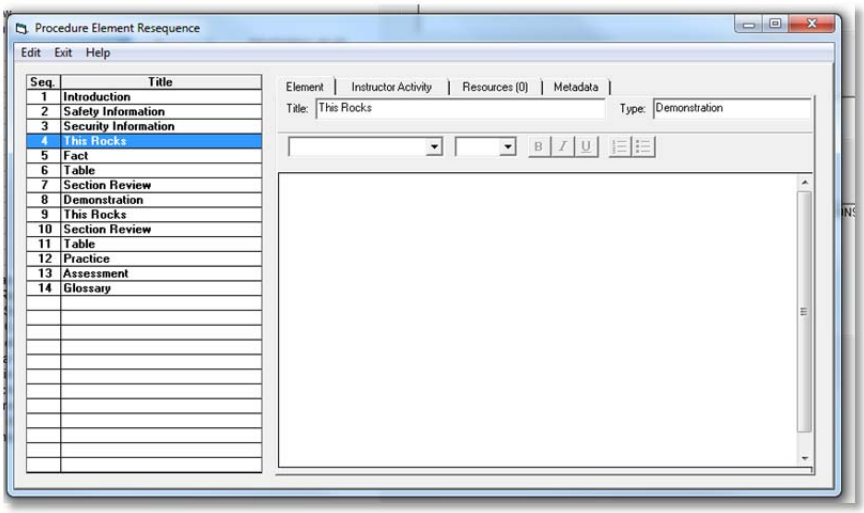
4. Select the Save icon.

User Tip: When deleting multiple Elements or Sub-Elements at one time, save between each deletion to try and avoid crashing the software.

1.6.2.3.2.6 Resequencing an Element

User Tip: Save often and be patient when in AIM LO MODULE. AIM LO MODULE quite often takes a few moments to update.

1. Select the Element containing the Elements to be resequenced.
2. Select Options → Resequence Elements.
3. On the Procedure Element Resequence pop-up, drag the Element to the desired location.



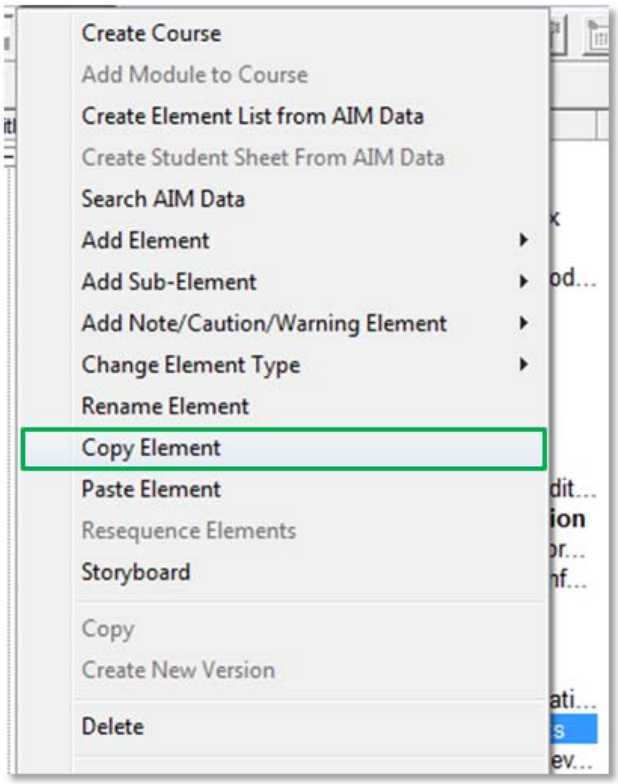
4. Select Edit → Save.
5. Repeat as needed.
6. Select Exit to return to the Course structure.
7. Select the Save icon.

1.6.2.3.2.7 Copying and Pasting an Element

User Tip: Save often and be patient when in AIM LO MODULE. AIM LO MODULE quite often takes a few moments to update.

User Tip: You can copy and paste an Element (even with Sub-Elements) to another Section or Lesson. When you copy and paste an Element, any related Sub-Elements and RIA are also copied and pasted.

1. Select the Element to be copied.
2. Select Options → Copy Element.



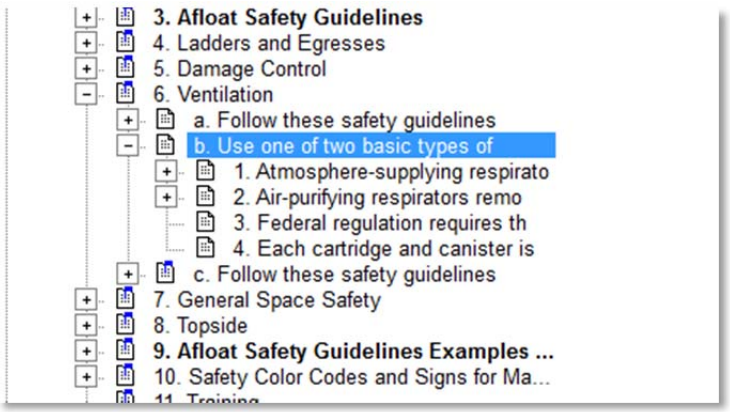
3. Select the Element prior to where the new Element should be added.
4. Select Options → Paste Element.
5. Select the Save icon.

6. Change the new Element title or text as needed by clicking in the Title or text field and typing as needed.

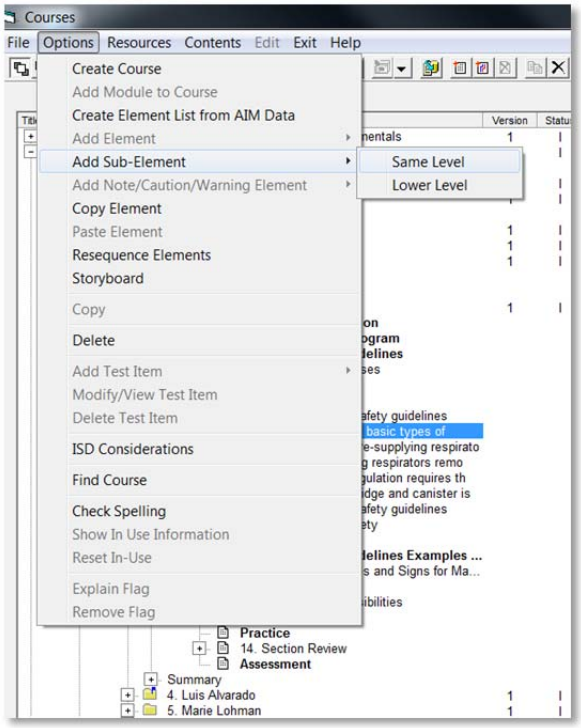
User Tip: Paste a copied Element multiple times by repeatedly selecting the Element prior to where the new Element should be added, and then selecting Options → Paste Element.

1.6.2.3.2.8 Adding a Sub-Element

- Select the Element or Sub-Element prior to where the new Sub-Element should be added.



- Select Options → Add Sub-Element → [Same Level or Lower Level].

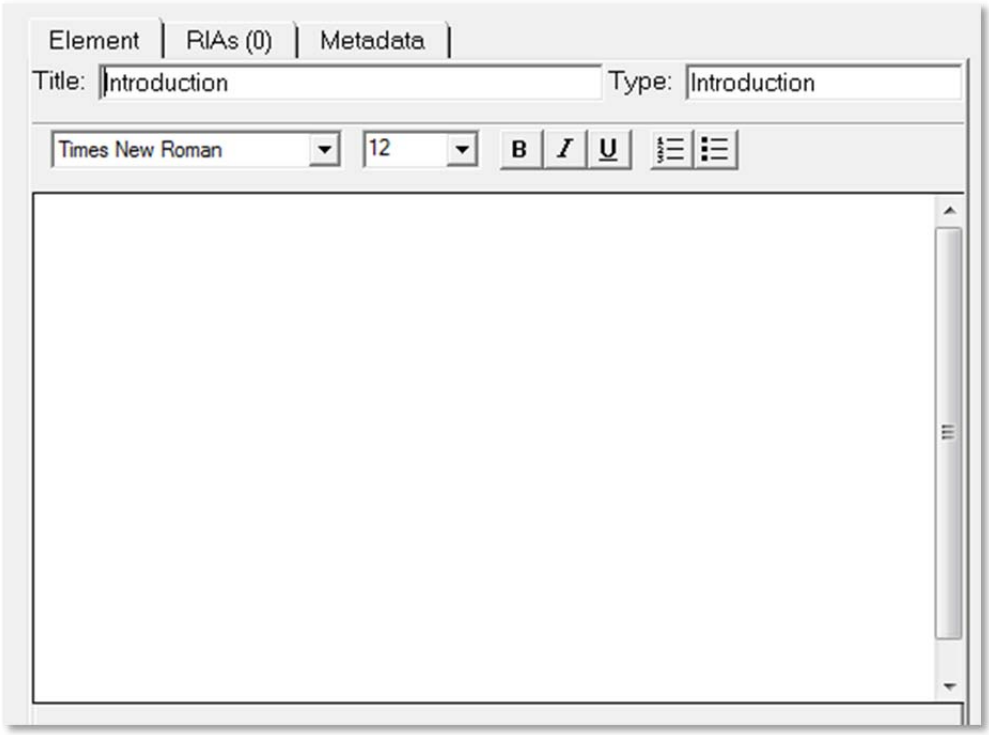


- Select the Type: drop-down menu and select Sub-Element (Text).

Note: Sub-Elements can be resequenced, deleted, or copied and pasted in the same way that Elements are.

1.6.2.3.3 Populating the Element Tabs

When populating the Element or Sub-Element's Element tab, content is entered into the open text field.



All DP text should be entered into the text field to match the As-Is LP as closely as possible. Use the following guidelines when entering content:

- Content should not be reorganized or rewritten from the current Courseware.
- The following changes are the only modifications that can and should be made to the content:

a. Correct spelling.
b. Correct obvious grammar issues.
c. Correct obvious punctuation issues.
d. Correct general capitalization issues.
e. Correct any references to TG Sheets to remove the numbering from the TG Sheet. This is because the numbering will be different after the TG Sheets are migrated to LO Module. Also, the numbering will change every time the structure of the Course changes. Since TG Sheet references are not linked in DPs, the numbers should be removed to avoid incorrect numbering.
    i. For example, Assignment Sheet 3-2-4-1, Supply Security Administration, should be entered as Assignment Sheet, Supply Security Administration.

Note: In making these corrections, you should not reword the content in any way, even if it is to make the content clearer.

- If there is no content for a particular required Element type, enter [Content not available].
    a. The Learning Center will need to provide content for these Elements if required.
- If there are optional Element types that are not used, they should be deleted.
- If an entire Section has no As-Is content, enter [Content not available] for each Element in the Section structure.
    a. The Learning Center will need to provide content for the Section if required.

User Tip: LO Module can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into LO Module.
When pasting large chunks of DP text into the Element tab. It is best to paste it all into Notepad at once and manipulate it there prior to pasting into LO Module.

1.6.2.3.4 Completing RIA Tabs

Information in the RIAs tab provides guidance to the instructor on the structure of the Lesson and specific actions to take, such as displaying CAI screens, selecting hyperlinks, and directing trainees to TG sheets. The information found in the RIA tab aligns with the information found in the RIA heading of the LP.

Element | RIAs (3) | Metadata

Source

Type	Text
Free Text	Direct trainees to complete the End-of-Lesson Assessment.
Free Text	Monitor trainee progress.
Free Text	If the trainee is unsuccessful after two attempts, work directly wit...

UNCLASSIFIED

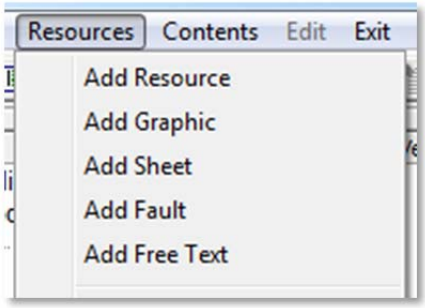
LESSON PLAN

SECTION: (U) Network Models

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
(U) Incorporate integrity discussions into the course by personalization of a personal experience, derived from Force Operational Notes (FON), lessons learned, rate conferences, or other germane source.	
2. (U) OSI Reference Model	
3. (U) TCP/IP Stack	
4. (U) OSI Versus TCP/IP	
5. (U) End-of-Lesson Assessment	5. (U) Direct trainees to complete the End-of-Lesson Assessment. (U) Monitor trainee progress. (U) If the trainee is unsuccessful after two attempts, work directly with the trainee to ensure comprehension.

The RIAs tab functions include:

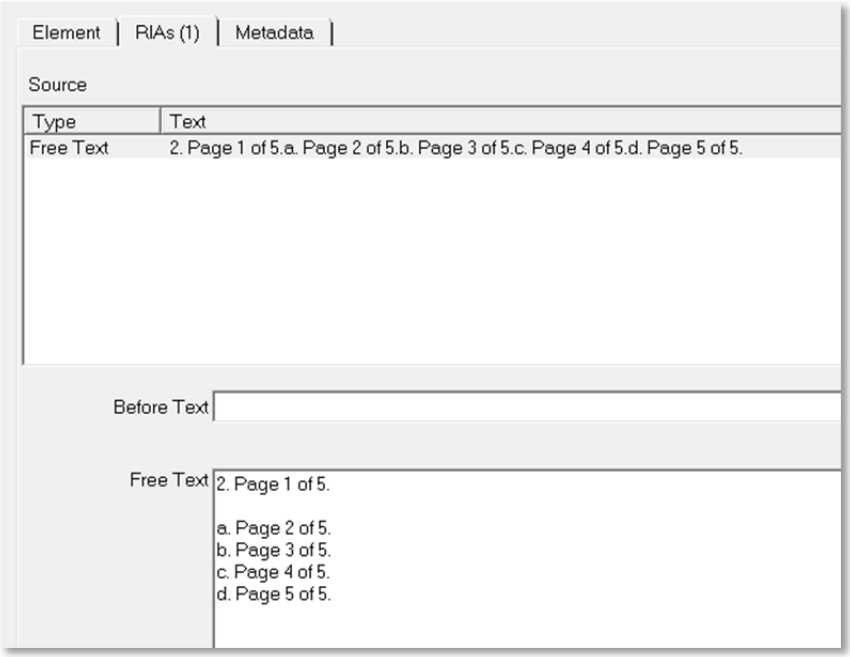
- Add Resource
- Add Graphic
- Add Sheet
- Add Fault
- Add Free Text



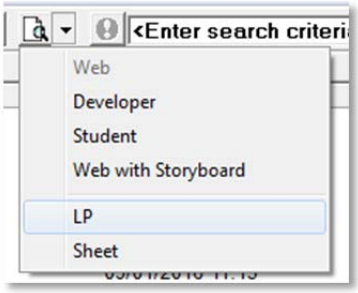
In this project, we will only be using the Add Resource, Add Sheet, Add Fault, and Add Free Text functions.

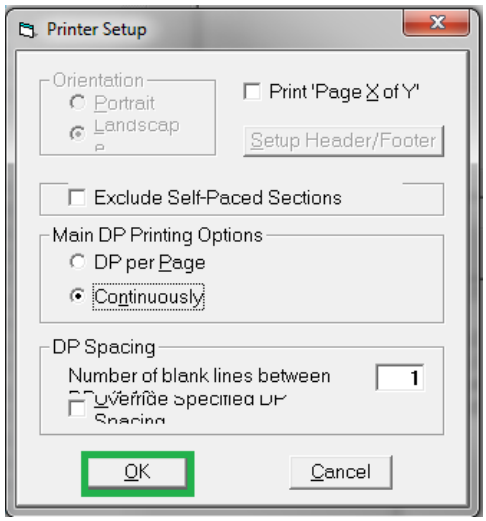
Follow the below guidelines when entering RIA in the RIA tab:

- All RIAs are added exactly as they appear in the As-Is Courseware.
- Ensure the RIA lines up with the corresponding DP.
    - To do this, you may have to add extra hard returns or Free Text RIA since the Sub-Element levels are not built out to separate all of the DPs.



    - Use the Print Preview of the LP to ensure the RIAs are lined up appropriately.





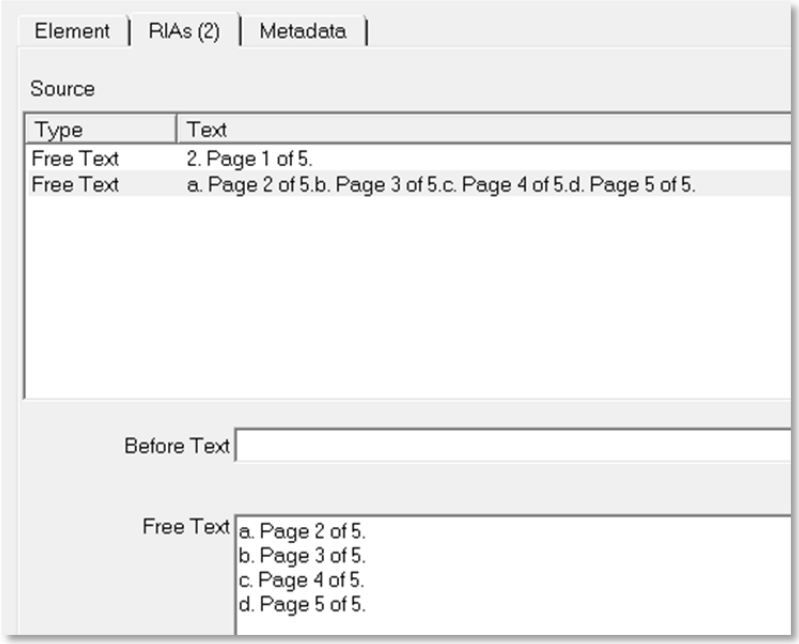
b. (U) 2. Introduction to Postal Service

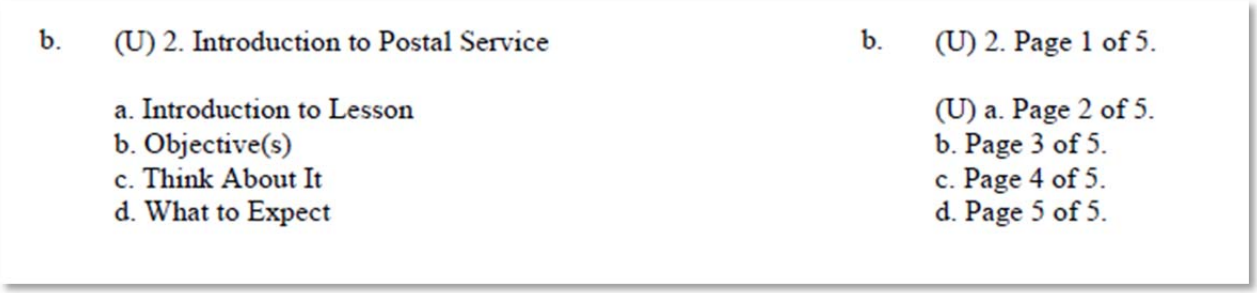
a. Introduction to Lesson
b. Objective(s)
c. Think About It
d. What to Expect

b. (U) 2. Page 1 of 5.

a. Page 2 of 5.
b. Page 3 of 5.
c. Page 4 of 5.
d. Page 5 of 5.

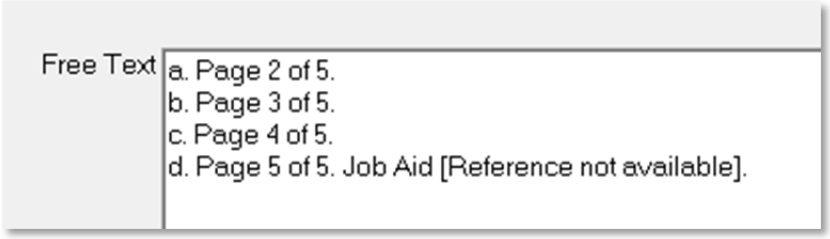
You can also accomplish the same spacing by using separate Free Text RIAs for each time you need an extra space.





- The only changes that can and should be made are to correct:
  - Spelling and punctuation.
  - TG sheet numbers. This will be automatically corrected by linking the sheets in the RIA.
  - Reference titles.
- If a resource is in the RIA that cannot be verified or tied to a TG Sheet or reference in the RRL, add [Reference not available] next to the resource.

In this example, there are no TG Sheets that can be matched to the generic reference to a “Job Aid”. Therefore, [Reference not available] was added.



- If a PowerPoint is being converted into an LP, it will not have any RIA entered.

User Tip: LO Module can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into LO Module.
When pasting large chunks of RIA text into the Element tab. It is best to paste it all into Notepad at once and manipulate it there prior to pasting into LO Module.

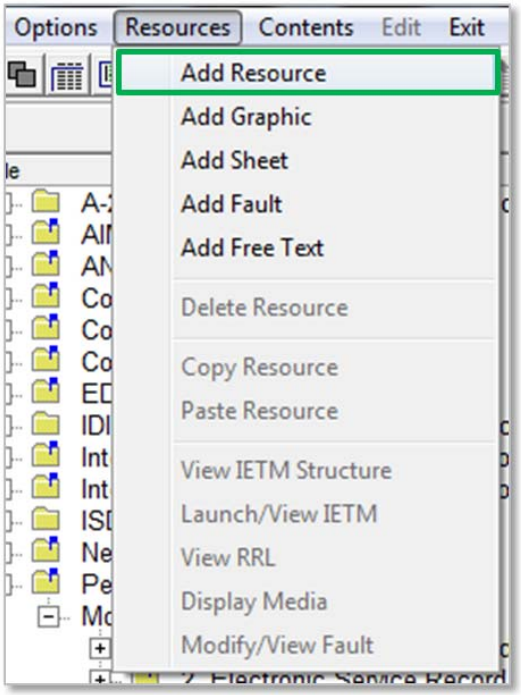
1.6.2.3.4.1 Add Resource

Resources include any reference materials or classroom materials needed to teach the Lesson effectively. All resources added to the Lesson will come from the RRL. This is a list of materials that the schoolhouse is required to have available for the instructor and trainees to complete the Lesson. You will pull directly from the RRL to add resources. If a resource is not listed when you attempt to add it, refer to the **Error! Reference source not found.** Section for instructions on how to add resources to the RRL.

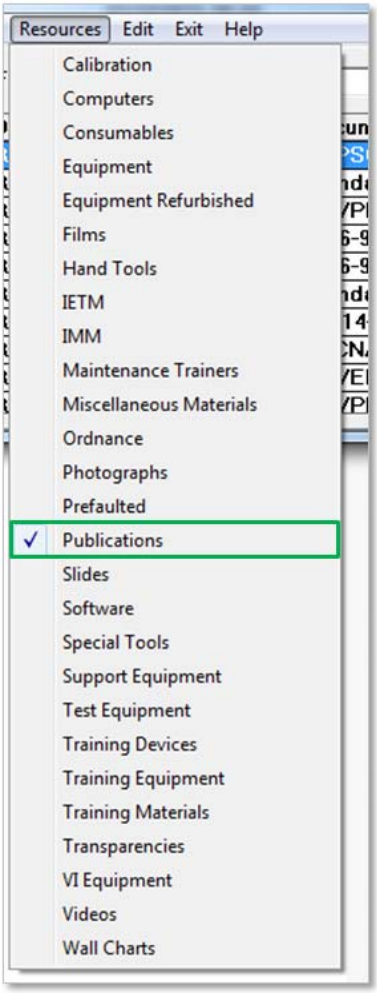
To add a resource:

1. Select the RIAs tab next to the corresponding Element tab.

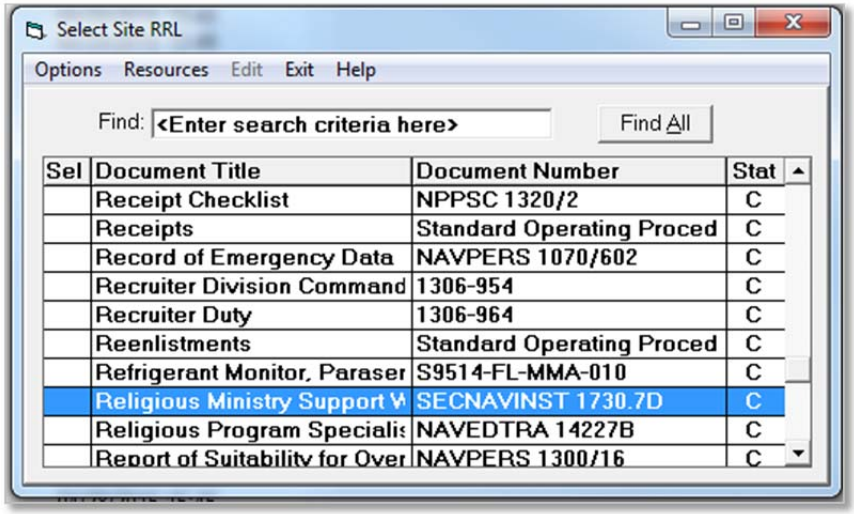
2. Select Resources → Add Resource.



3. A pop-up window appears. Choose the type of resource from Resources.



4. Double click on the resource.



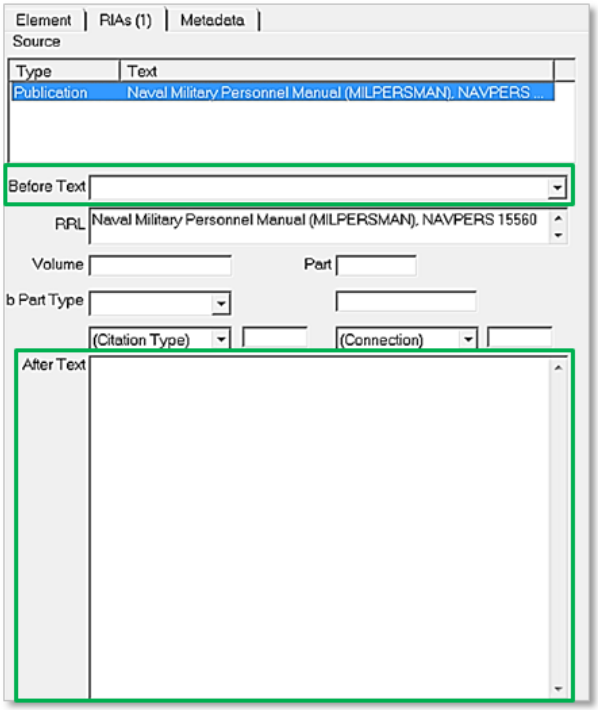
User Tip: Type all or part of the resource title in the Find text box for faster searching.

Note: If a resource isn't in the Site RRL list, refer to the Section on how to add resources to the RRL here.

Note: If there is an RIA for a resource that is not specific, but something that would be needed to teach the Lesson, it should be added to the RRL in the Title field for Publications. In the Doc Number field, enter [Reference not available]. For example, Applicable MRC's would be entered as:

Title: Applicable MRC's
Doc Number: [Reference not available]

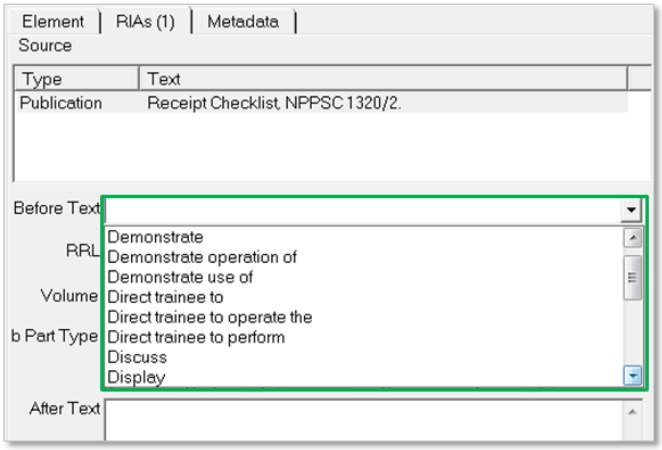
5. Select Edit → Save.
6. Add Before Text and After Text, as applicable.



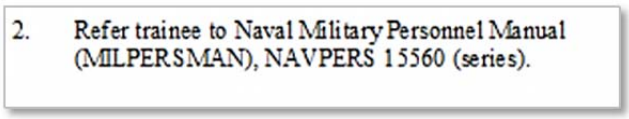
7. Select Edit → Save OR select the Save icon.

1.6.2.3.4.1.1.1 Before Text

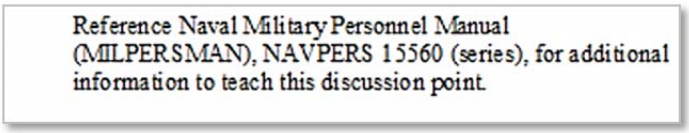
The Before Text drop-down menu contains most of the standard text. If you need text that is not within the drop-down menu, you may type it in the Before Text field.



If you do not add After Text, a period is placed at the end of the resource automatically to create a sentence.



If you do add After Text, a comma is placed at the end of the resource automatically to correctly punctuate a sentence.



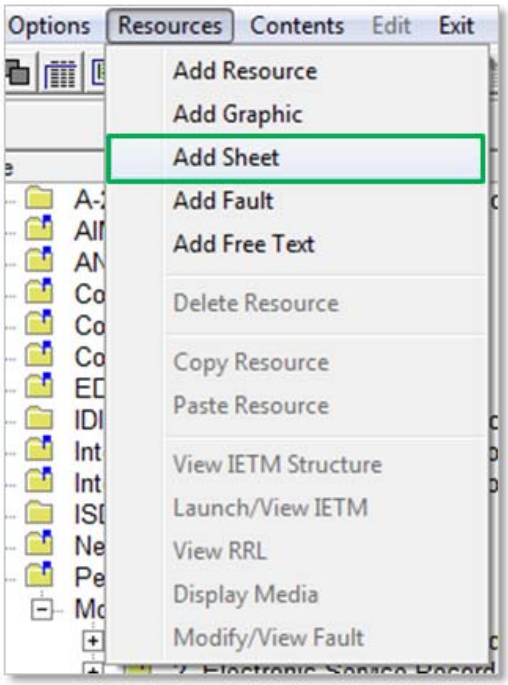
1.6.2.3.4.2 Add Sheet

TG sheets are linked in the RIAs tab. When providing the instructor with a command (e.g., Refer trainees to [TG sheet type, number, and title].)you will use the Add Sheet feature to link the TG sheet. You will not be able to add this RIA until the sheet is created in the Sheets tab at the Section level.

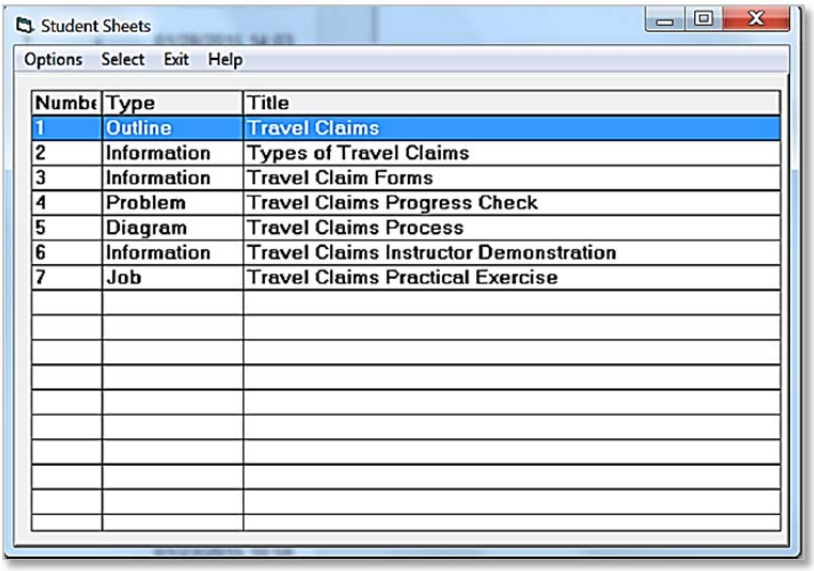
Note: Sheet numbers will be created by the order in which they are linked within the Section, not by the order in which they are listed in the Sheets tab. Therefore, sheets should be linked in the order in which they are referenced within the Section. If they are not linked in order, the RIA will contain different sheet numbers than the sheet numbers in the TG.

To link a sheet:

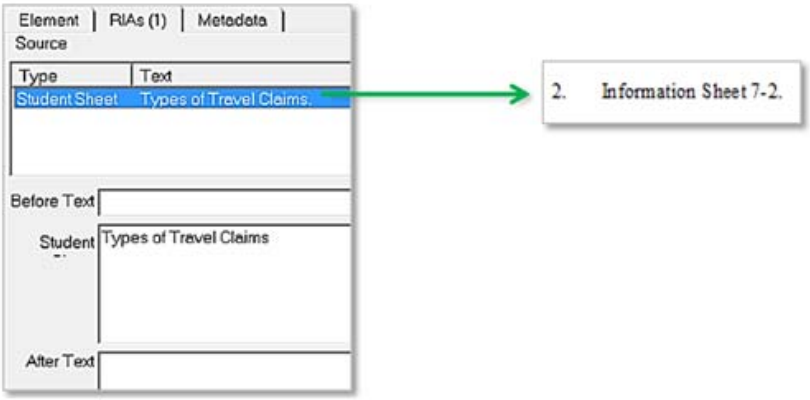
1. Select Resources →Add Sheet.



2. A pop-up window with all sheets from that Section appears. Select the appropriate sheet.

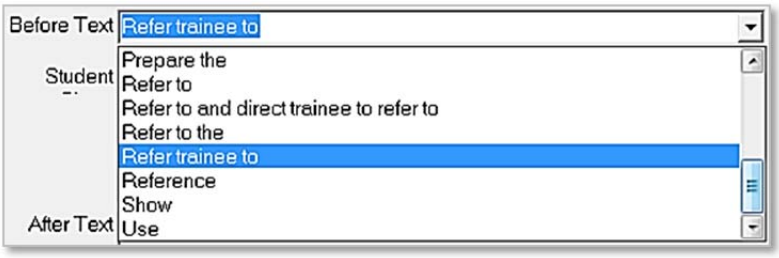


Note: The text that displays in AIM LO Module (e.g., Types of Travel Claims) is different from the text that will display when the LP is exported (e.g., Information Sheet 7-2) It usually updates after the updates are saved in AIM LO Module; however, if it does not, do not be alarmed.

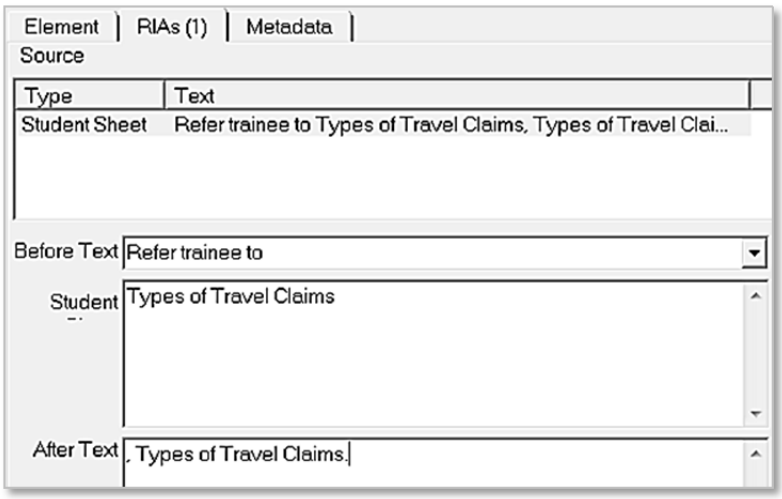


Note: Sheet numbers update automatically after a sheet is added or deleted.

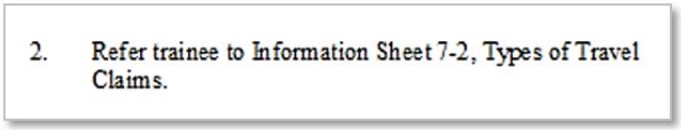
3. Enter Before Text as necessary.



4. Enter “, [Sheet Title].” in the After Text field to complete the sheet title in the LP.



It appears redundant in AIM LO Module; however, the LP export appears correctly. Eventually, it will update in the RIAs tab to read correctly.

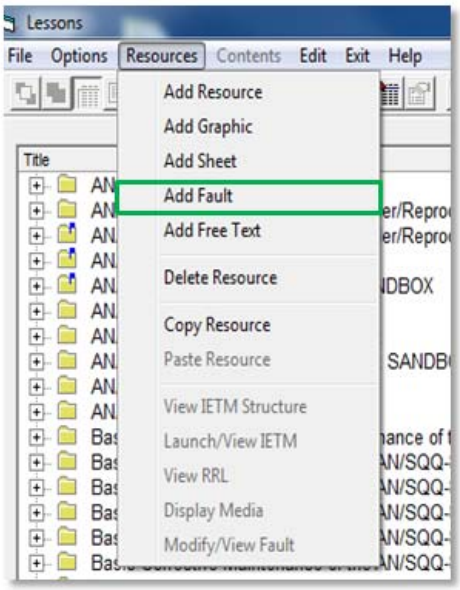


5. Add additional After Text as necessary.
6. Select Edit → Save OR select the Save icon.

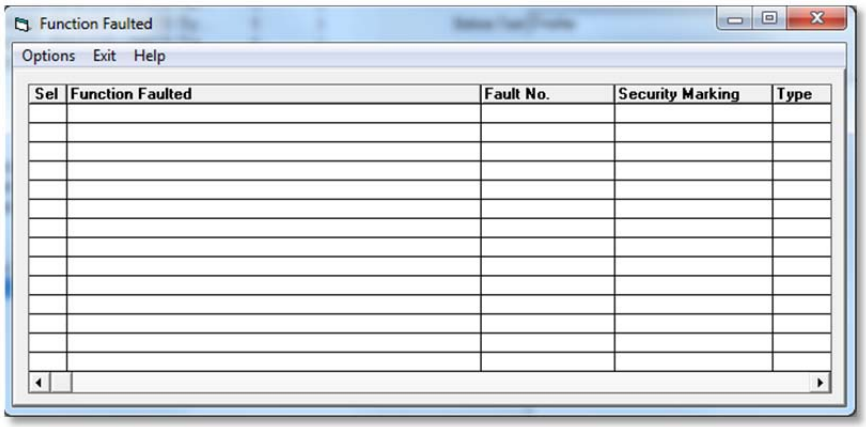
1.6.2.3.4.3 Add Fault

Faults are linked in the RIAs tab. Faults input are reflected in a Fault Applicability List and table created at the bottom of the LP, which identifies to the instructor specific fault content (i.e., Equipment effected, Function Faulted, Fault No and Document associated with fault).

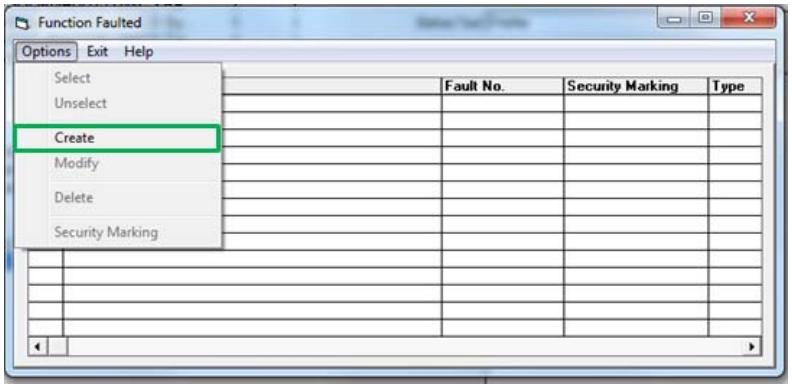
1. Select Resource → Add Fault.



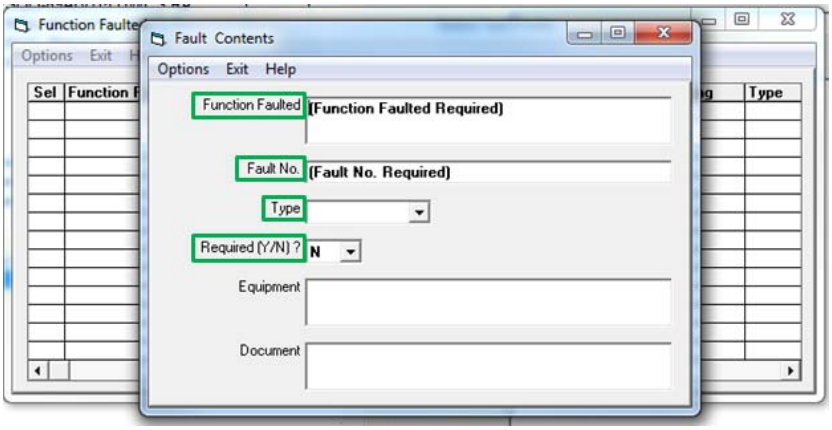
2. A pop-up window displaying the Function Faulted from that Section appears.



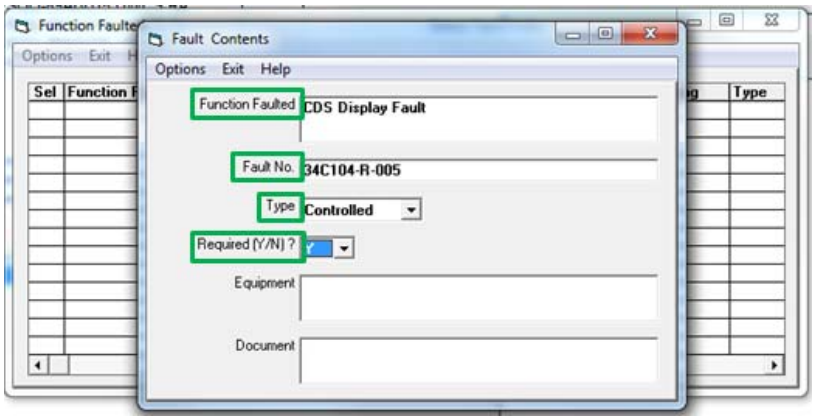
3. Input the appropriate fault by selecting “Options” from the Function Faulted sheet, then select “Create” from the drop down menu.



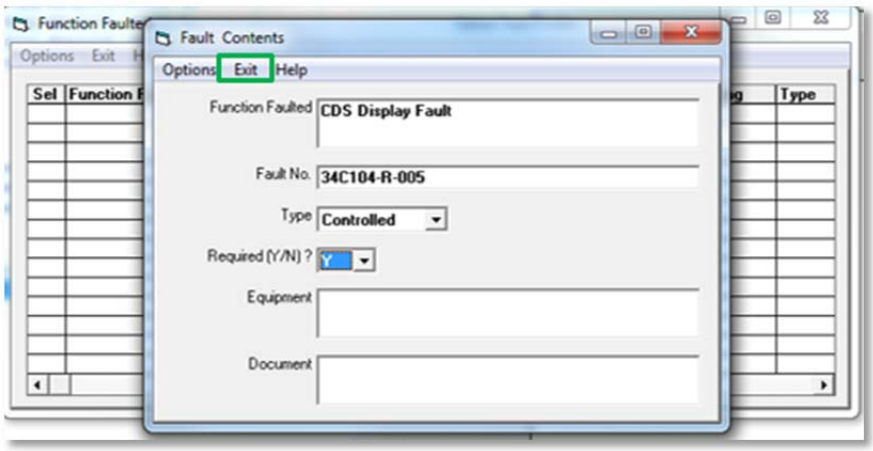
4. A Fault Contents popup appears. Required fields include: Function Faulted, Fault No., Type and Required Y/N.



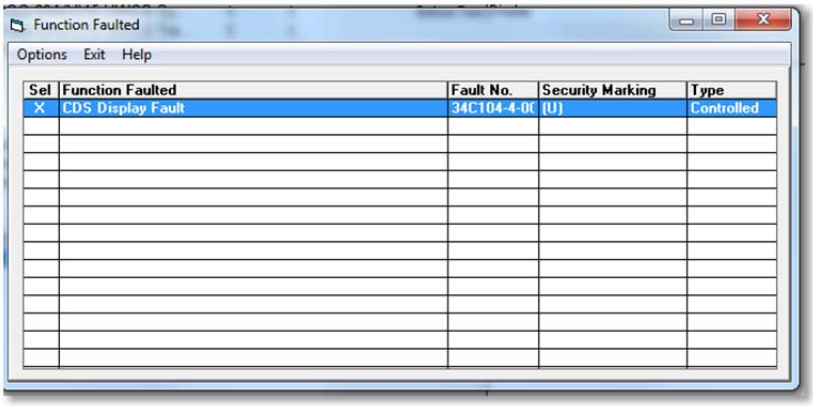
5. From the LP retrieve information specific to the fault, and in the Faults Contents popup, complete the required fields.



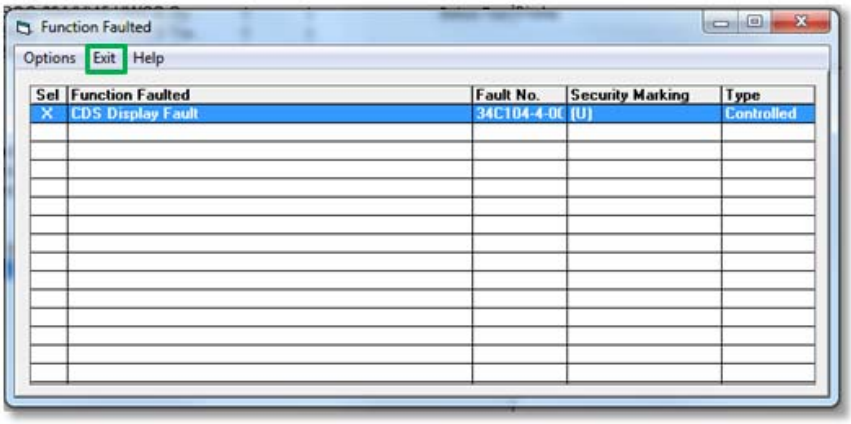
6. Select Exit to close the Fault Contents popup.



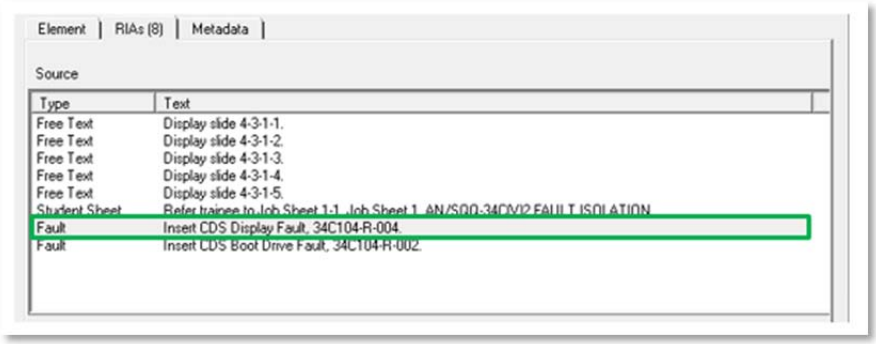
7. From the Function Faulted list, double click the Sel field to place an X in front of the fault to select.



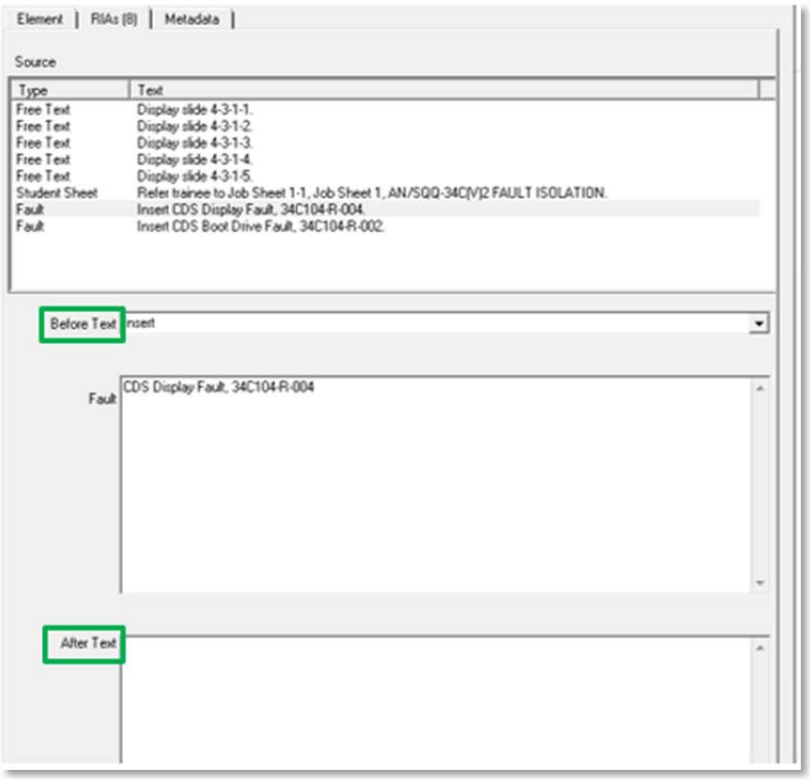
8. Select Exit from the Function Faulted list popup to close the window.



9. The Fault RIA appears in the list of RIAs.



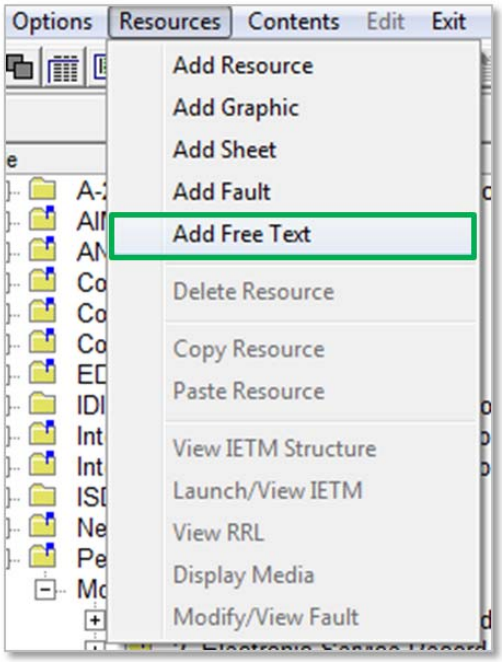
10. From the RIA Section, add in any applicable “Before Text” and or “After Text”.



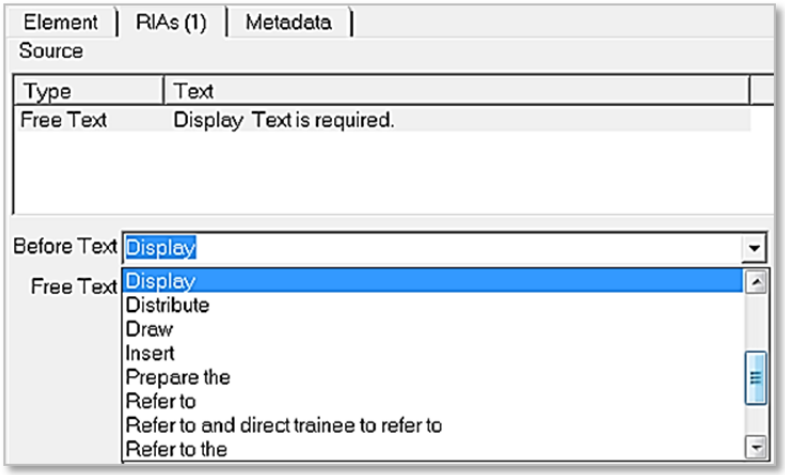
1.6.2.3.4.4 Add Free Text

The remaining RIAs are entered via Free Text (i.e., any RIAs that do not include linking a sheet or resource).

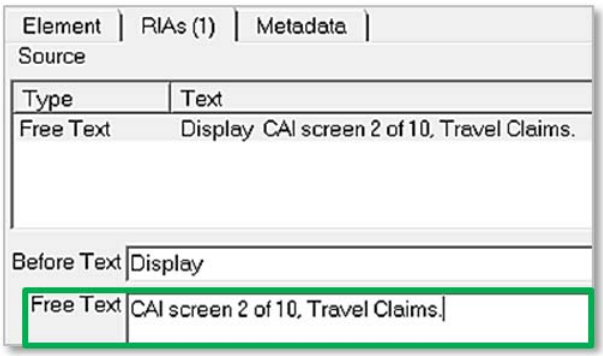
1. Select Resources → Add Free Text.



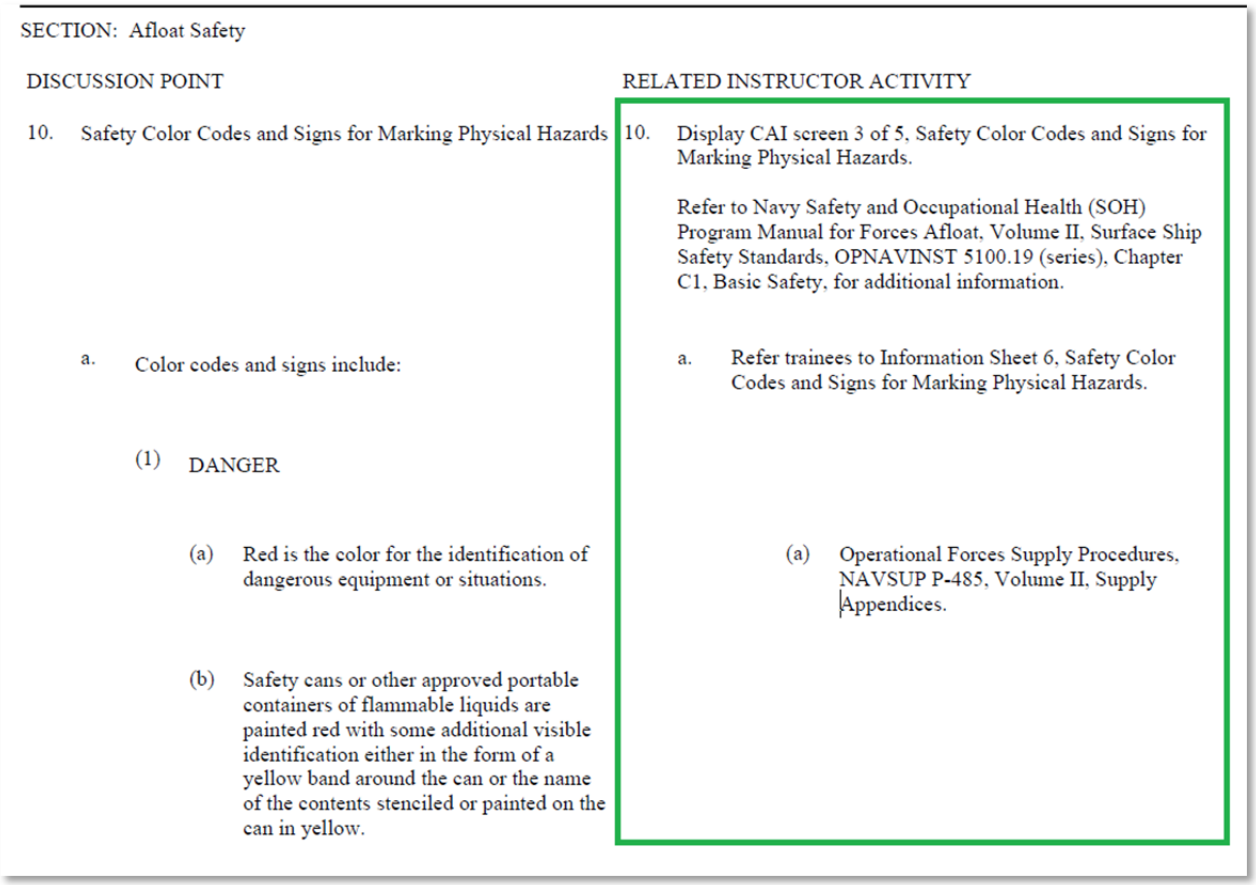
2. Select a command from the Before Text drop-down menu. If you need text that is not within the drop-down menu, you may type it in the Before Text field.



3. Type the remaining RIA text in the Free Text field.



4. Select Edit → Save OR select the Save icon.



SECTION: Afloat Safety

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
10. Safety Color Codes and Signs for Marking Physical Hazards	10. Display CAI screen 3 of 5, Safety Color Codes and Signs for Marking Physical Hazards. Refer to Navy Safety and Occupational Health (SOH) Program Manual for Forces Afloat, Volume II, Surface Ship Safety Standards, OPNAVINST 5100.19 (series), Chapter C1, Basic Safety, for additional information.
a. Color codes and signs include:	a. Refer trainees to Information Sheet 6, Safety Color Codes and Signs for Marking Physical Hazards.
(1) DANGER	
(a) Red is the color for the identification of dangerous equipment or situations.	(a) Operational Forces Supply Procedures, NAVSUP P-485, Volume II, Supply Appendices.
(b) Safety cans or other approved portable containers of flammable liquids are painted red with some additional visible identification either in the form of a yellow band around the can or the name of the contents stenciled or painted on the can in yellow.	

1.6.2.3.5 Organizing PowerPoint Content into AIM LO Module Elements

When a Course has no LP and is taught via PowerPoints, an LP is created using the content within the PowerPoint. PowerPoints will be entered similarly to Sections with LPs.

1. Locate the current content.

2. Find the content that corresponds to the Sections in AIM LO Module.
3. Refer to the Content Type to determine the Element types that correspond to the content type.
4. Look at each of the slides and determine which Element type it fits.
5. Ensure that all required Elements are used. If there is a required Element that does not have content from the PowerPoint that fits the Element type, enter "[Content not available]" next to the Element type.
6. Ensure the PowerPoint Slides are all utilized and are not rearranged.
7. Ensure the slides are listed in the order in which they appear in the PowerPoint.
8. If there are multiple PowerPoint presentations used to build a Section, enter them in the order in which the content is listed on the content mapping document.

1.6.2.3.5.1 Element Structure

The Element structure for PowerPoints being converted into LPs will follow the same structure guidelines as Courses with As-Is LPs.

If there is only one As-Is Topic aligned to the To-Be Section, an Element will be created for each PowerPoint slide. The on-screen content and notes within the PowerPoint slide will be combined and entered within the Element level Element tab. No Sub-Elements will be used.

If there are multiple As-Is Topics merged into the To-Be Section, An Element will be created for each Topic title. Underneath the Topic title a Sub-Element will be created for each PowerPoint slide within the Topic. The on-screen content and notes within the PowerPoint slide will be combined and entered within the Sub-Element level Element tab. No further Sub-Element levels will be used.

1.6.2.3.5.2 Title Slides

Title slides are entered as the Introduction Element. The content for this Element is in the slide notes Section. The slide notes should be entered as sub-Elements under the Introduction Element.

INTRODUCTION:

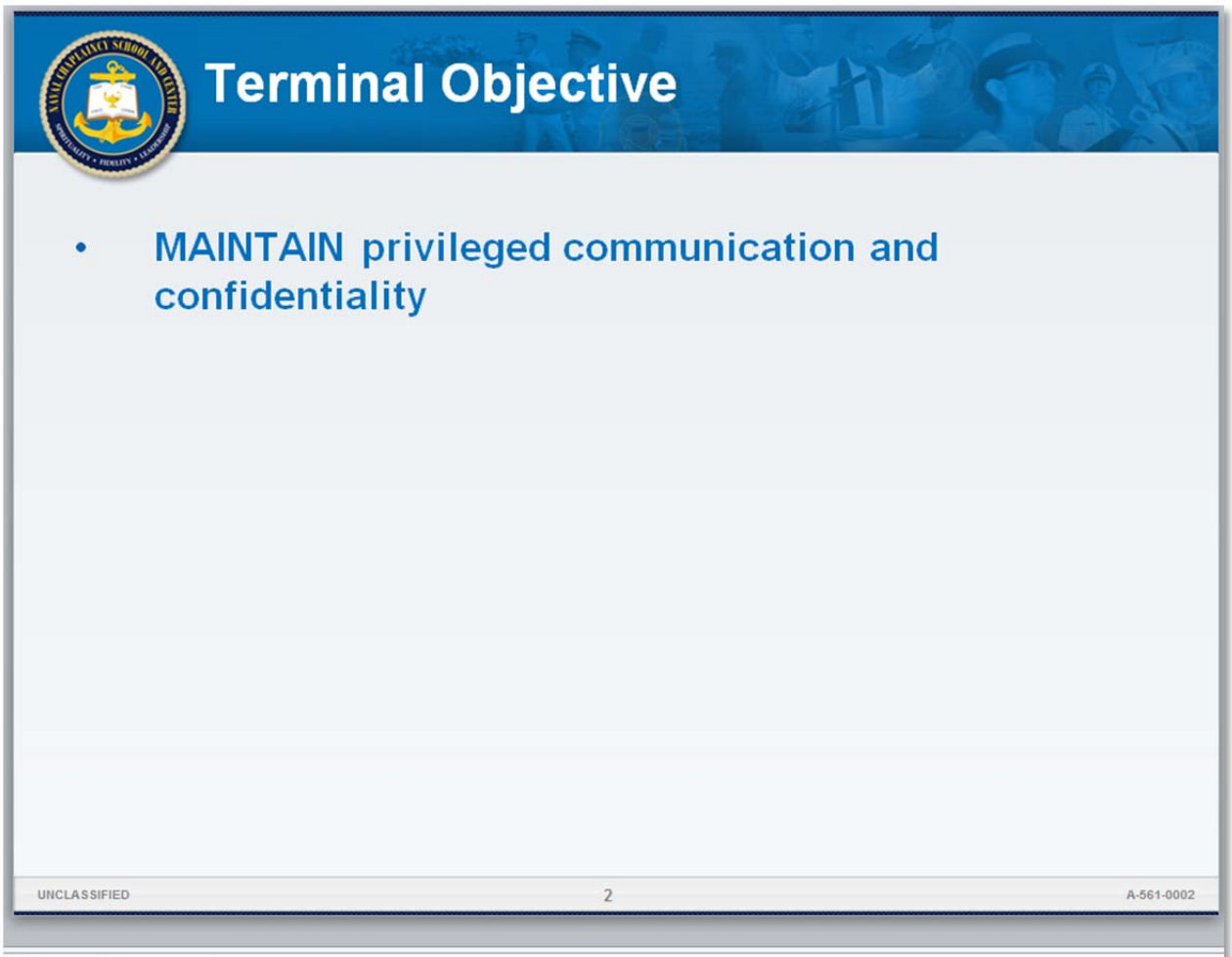
As a Navy Chaplain you will need to know the tools used by the service's leadership to establish its course and direction on many vital issues.

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
1. (U) Introduction (U) As a Navy Chaplain you will need to know the tools used by the service's leadership to establish its course and direction on many vital issues. To assist you in navigating the sea of policy and doctrine we will provide an introduction to the form and layout of these documents. Additionally, we will take a close look into those policies that have a direct bearing on you ministry directly with the men and women, and their families, in your unit. The policies we will look at are not the only ones that will need to be familiar to you. They are the most basic function of chaplain ministries. Let's look at the objective we will cover in this material.	

1.6.2.3.5.3 Slides with Content and Slide Notes

Slides that have content on-screen and in the notes should be organized to merge the two. Some may be simple, because the on-screen content is repeated in the slide notes.

<u>Example 1</u>



The terminal objective are:
MAINTAIN privileged communication and confidentiality.

Are there any questions before we begin?

In this example, the on-screen content can be ignored, and the slide notes can be entered as sub-Elements to the Terminal Objective Element.

Example 2

In other instances, the on-screen content does not match the slide notes. In these cases, the content must be analyzed to determine the best place to place the slide notes in conjunction with the on-screen content. In the following example, the slide notes would work best as a sub-Element after the two bullet points in the on-screen content.

Some History

- The U. S. Supreme Court – Trammel v. US
- The Court recognized the existence of "priest-penitent" privilege in federal common law, "to disclose to a spiritual counsel, in total and absolute* confidence, what are believed to be flawed acts or thoughts and to receive priestly consolation and guidance in return."

UNCLASSIFIED 7 A-561-0002

The Supreme Court was saying they accepted and gave credence to something that was a part of federal law, though not codified formally. The courts value confidentiality so much they consider it protected under the law.

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
3. (U) Some History - (U) The U.S. Supreme Court - Trammel v. US - The Course recognized the existence of "priest-penitent" privilege in federal common law, "to disclose to a spiritual counsel, in total and absolute* confidence, what are believed to be flawed acts or thoughts and to receive priestly consolation and guidance in return." The Supreme Court was saying they accepted and gave credence to something that was a part of federal law, though not codified formally. The courts value confidentiality so much they consider it protected under the law.	

Example 3

In this example, the Slide notes are best merged with the appropriate bullets within the on-screen content.

Some History

- 1813 – New York — John People
- 1825 – New York — People v. Smith
- 1828 – New York — All Christian Clergy
- 1962 – New York — Rabbis and clergypersons of recognized denominations were included by the legislature

UNCLASSIFIED 6 A-561-0002

In 1813 a Roman Catholic priest heard the confession of John People who was accused of stealing goods from another man. As is Roman Catholic teaching, when it comes to stealing, restitution in some form is required in addition to the penance. When John People returned the stolen goods, he was arrested and charged with theft.

The priest was ordered to testify, refused, but was without any legal protection. In People v. Phillips, the New York state court of appeals ruled that communications shard in the course of confession were and should remain beyond the reach of the courts on the grounds of religious liberty.

In 1825 an Episcopal clergyman was not so lucky. The court refused to recognize any privilege for Protestant clergy.

DISCUSSION POINT RELATED INSTRUCTOR ACTIVITY

3. (U) Some History

(U) 1813 - New York John People

In 1813 a Roman Catholic priest heard the confession of John People who was accused of stealing goods from another man. As is Roman Catholic teaching, when it comes to stealing, restitution in some form is required in addition to the penance. When John People returned the stolen goods, he was arrested and charged with theft.

The priest was ordered to testify, refused, but was without any legal protection. In People v. Phillips, the New York state court of appeals ruled that communications shard in the course of confession were and should remain beyond the reach of the courts on the grounds of religious liberty.

1825 - New York People v. Smith

In 1825 an Episcopal clergyman was not so lucky. The court refused to recognize any privilege for Protestant clergy.

1828 - New York All Christian Clergy
1962 - New York Rabbis and clergypersons of recognized denominations were included by the legislature

1.6.2.3.5.4 Slides with Images and No Content

Since images are not entered in the LP, a slide with no content will have [Content not available] entered.

23. Hospital Calls

a. [Content Not Available]

1.6.2.4 Add TG Sheets

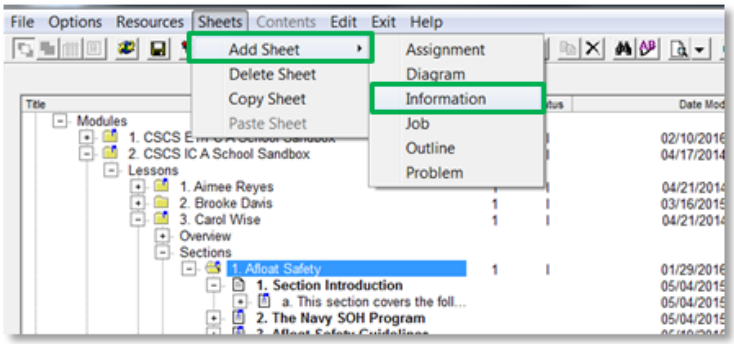
The TG is developed in the AIM LO Module by adding instructions sheets at the Section level. Each TG sheet is used within certain Elements in a Section and each serves a specific purpose. There are six types of instruction sheets:

- Outline
- Information
- Diagram
- Problem
- Job
- Assignment

To add a TG sheet:

1. Select the Section to which the TG sheet should be added.

2. Select Sheets → Add Sheet → [type of sheet].



The TG sheet appears in the viewing window in the Sheets tab.

When entering content into TG Sheets:

1. Enter content exactly as it appears in the As-Is TG sheets.
2. The only changes that can and should be made are:
    a. Correct spelling.
    b. Correct obvious grammar issues.
    c. Correct obvious punctuation issues.
    d. Correct general capitalization issues.

Note: In making these corrections, you should not reword the content in any way, even if it is to make the content clearer.

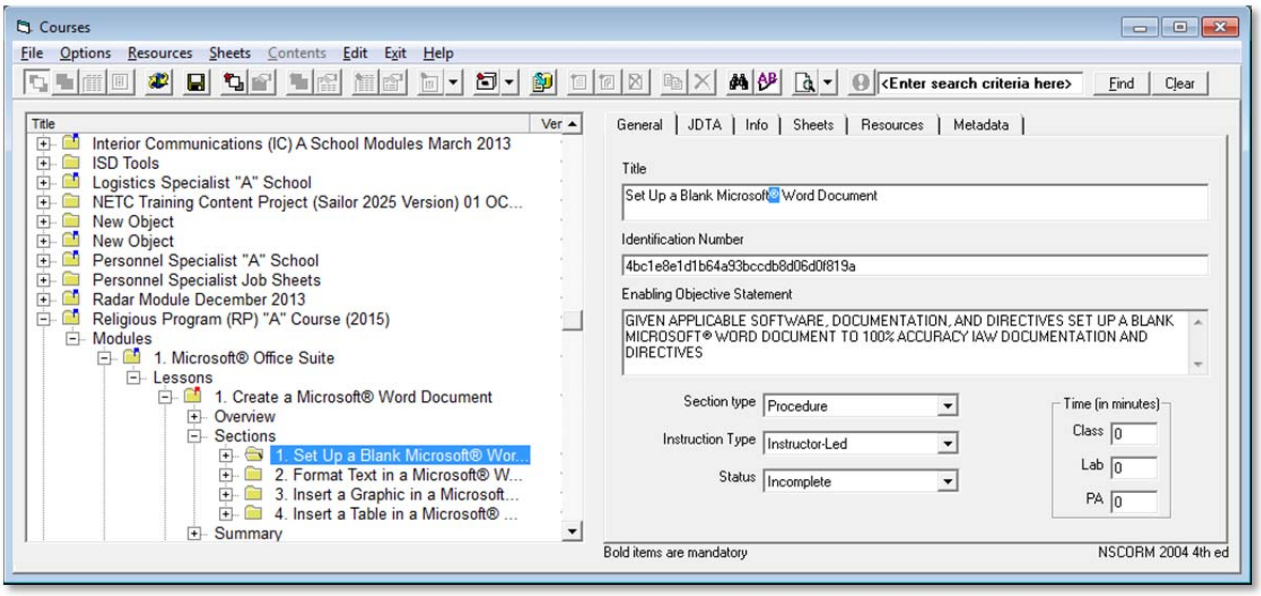
1.6.2.4.1 Add Content to a TG Sheet

Each type of instruction sheet includes various fields that require completion. The type and number of fields that require completion vary based on the type of instruction sheet.

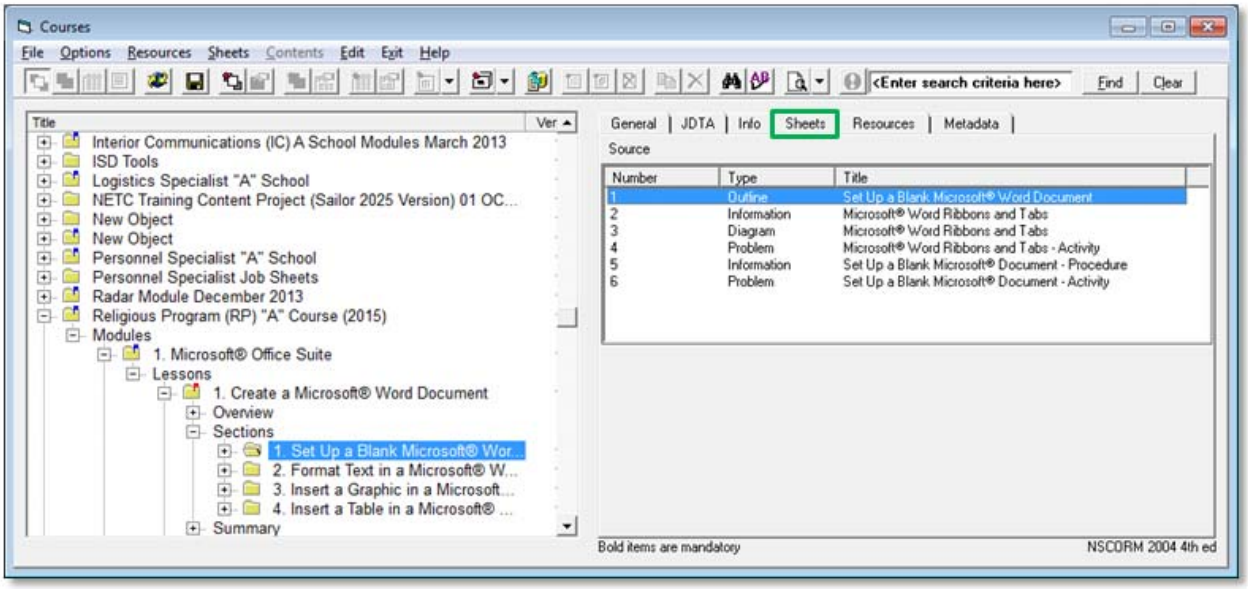
Note: Objectives are not manually entered in TG sheets. AIM LO Module autopopulates all Objectives.

To add content to a TG sheet:

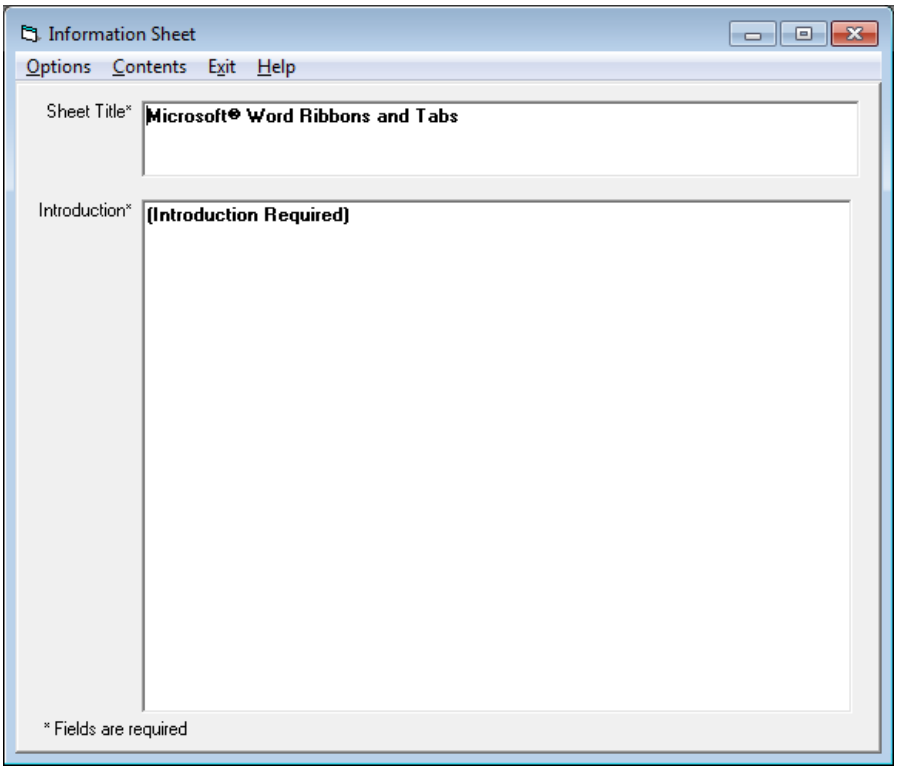
1. Select the Section.



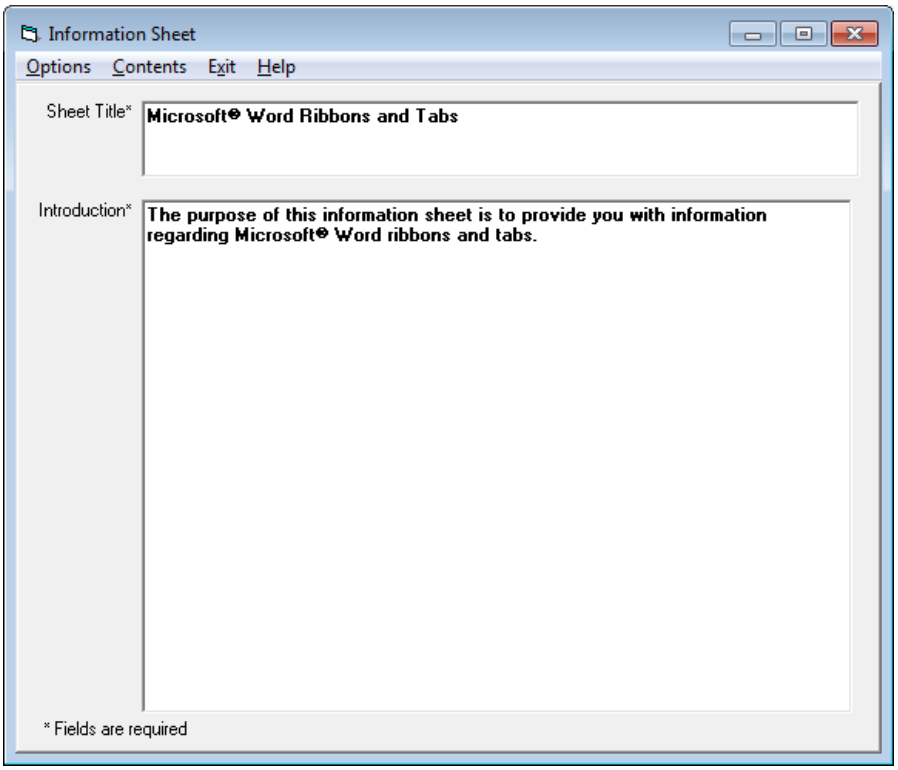
2. Select the Sheets tab.



3. Double-click the sheet to complete. A pop-up window appears.

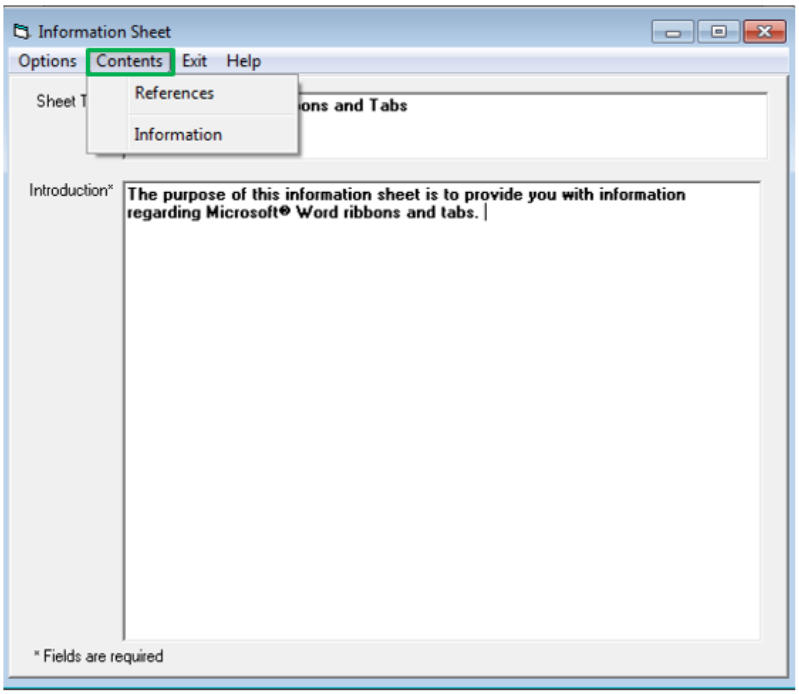


4. Complete the Title and Introduction fields. All types of instruction sheets, other than the diagram sheet, have Title and Introduction fields. If the As-Is content does not include an introduction, enter "[Content not available]" in the Introduction field.



Note: TG Sheet titles should always be written in title case. Do not enter Sheet Titles in all caps.

5. Select the Contents drop-down menu. All types of instruction sheets, other than the diagram sheet, have a Contents drop-down menu. Each instruction sheet has various fields in its Contents drop-down menu.



6. Complete the fields in the Contents drop-down menu. Each type of instruction sheet includes various fields that require completion. Select each field, one-by-one, and complete it. Below is a list of instruction sheets and the corresponding fields in the Contents drop-down menu.

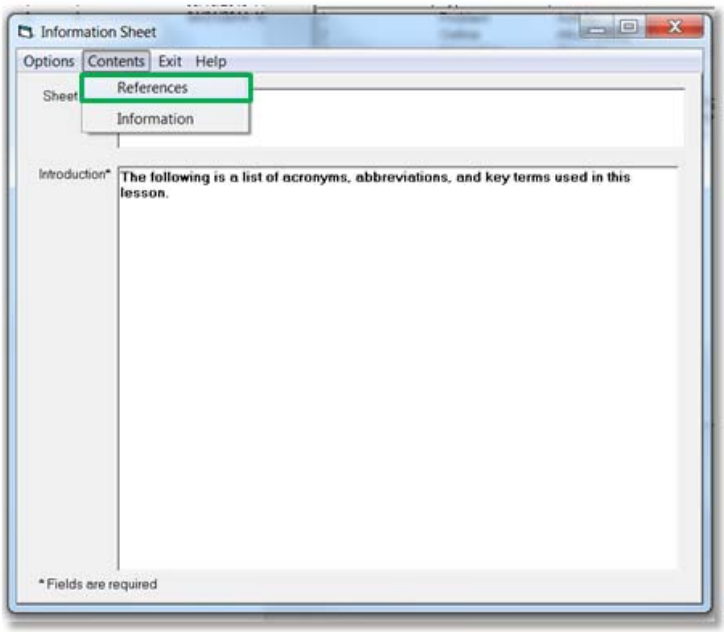
Sheet	Contents Fields	Description
Outline	Section Outline	Provide a numbered list of Section Elements (Microsoft® Word).
Information	References	Select relevant references from the RRL.
	Information	Provide the primary contents (Microsoft® Word).
Diagram	Diagram	Insert the diagram (Microsoft® Word).
Problem	Equipment	Select relevant equipment from the RRL.
	References	Select relevant references from the RRL.
	Direction	Provide directions for completing the activity (Microsoft® Word).
	Problem	Provide the primary activity contents (Microsoft® Word).
	Answer	Not added at this time.
Job	Equipment	Select relevant equipment from the RRL.
	References	Select relevant references from the RRL.
	Self-Test Questions	Provide self-test questions to ask when performing job steps (Microsoft® Word).
	Safety Precautions	Provide safety precautions to consider when performing job steps (Microsoft® Word).
	Job Steps	Provide job steps to perform (Microsoft® Word).
	Answer	Not added at this time.
Assignment	Study Assignments	Provide directions for completing the assignment (Microsoft® Word).
	Study Questions	Provide the primary assignment questions (Microsoft® Word).

	Answer	Not added at this time.

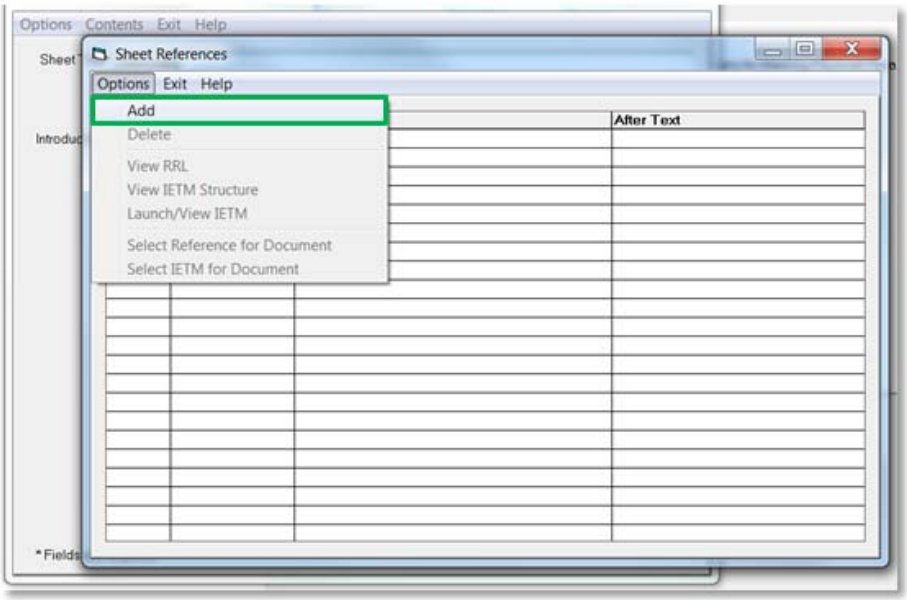
1.6.2.4.1.1 Add References to a TG Sheet

To add references to a TG sheet:

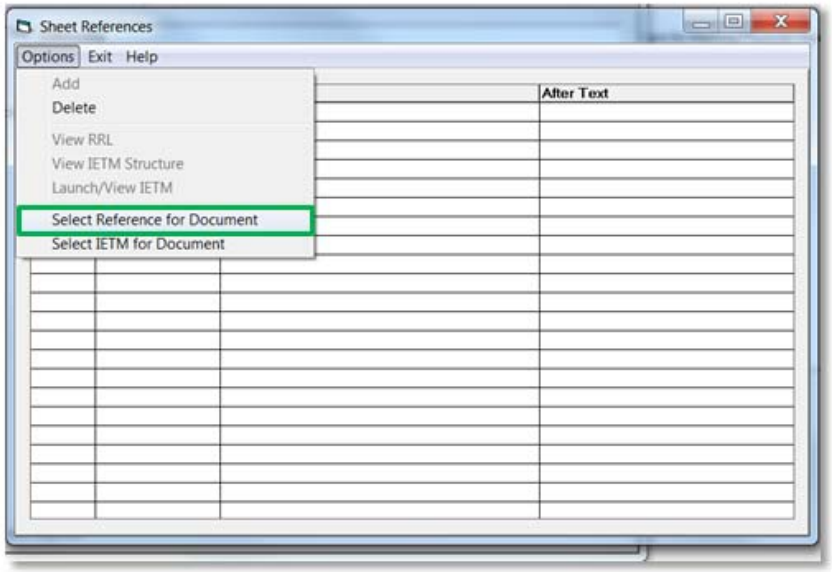
1. Select Contents → References.



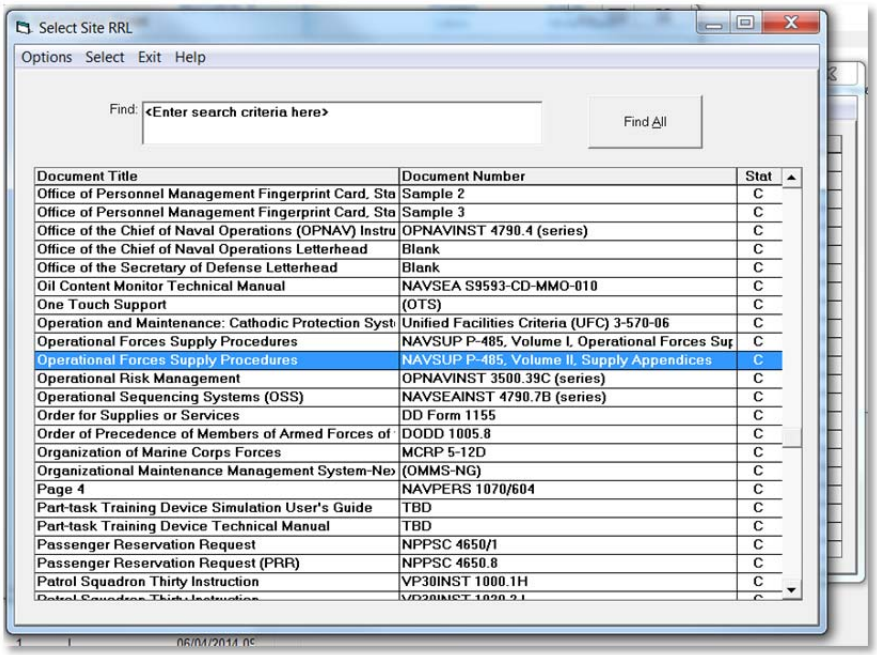
2. Select Options → Add.



3. When the number appears in the Seq. column, select Options → Select Reference for Document.



4. Double-click the appropriate document.

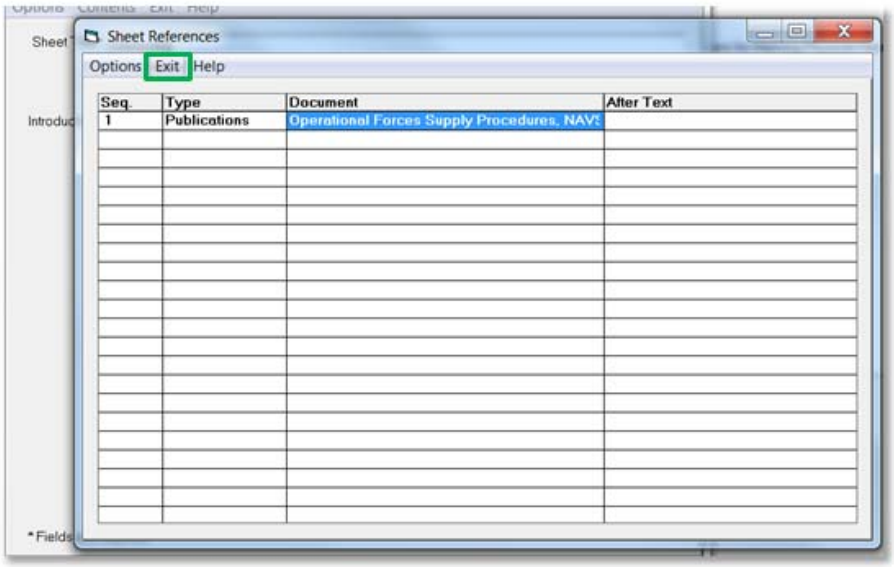


User Tip: Select the references in alphabetical order by title, as references cannot be resequenced once they have been added to a TG sheet.

5. Repeat the above steps as necessary to add all references.

Note: If a reference is not in the RRL to select, refer to Section 1.6.1.1 Adding Items to Site Resource Requirements List (RRL). If a reference in the As-Is TG Sheet is not a specific reference with a title and a document number, enter the reference in the title field and enter [Reference not available] in the document number field. For example, Applicable MRC's would be entered in the RRL as follows:
Title: Applicable MRC's
Doc Number: [Reference no available]

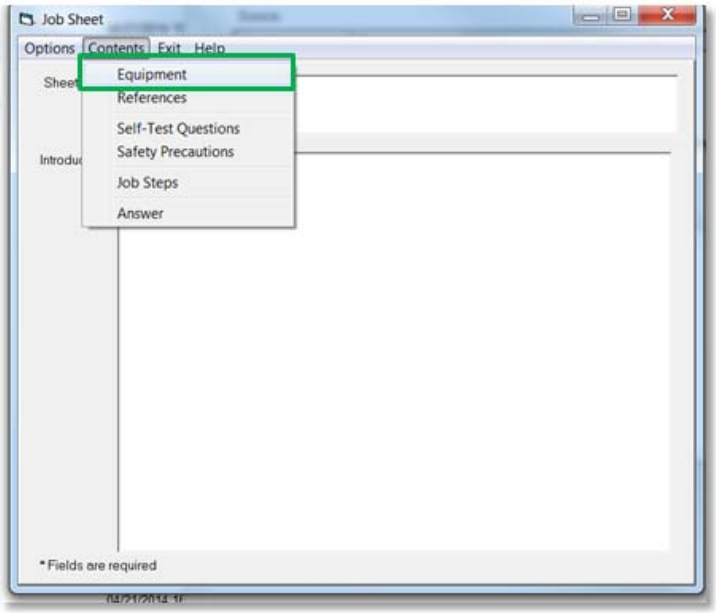
6. Select Exit to close the Sheet References pop-up.



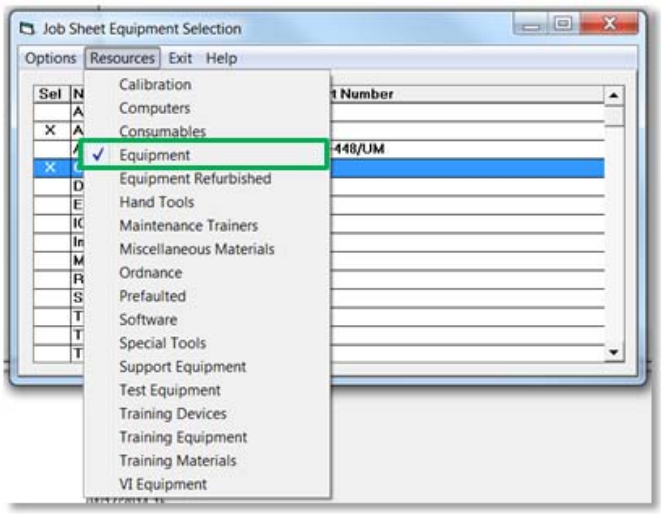
1.6.2.4.1.2 Add Equipment to a TG Sheet

To add equipment to a TG sheet:

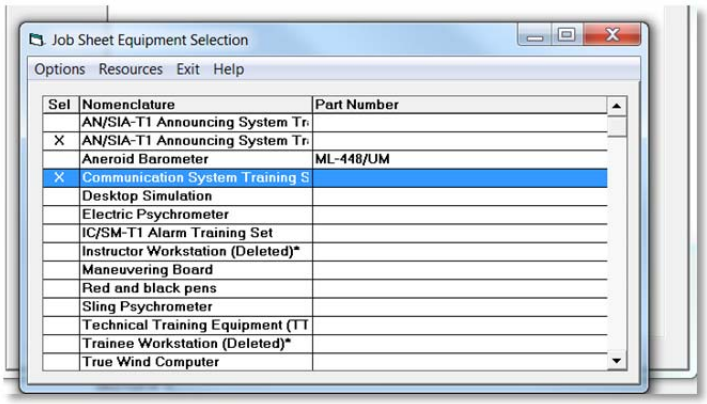
1. Select Contents → Equipment.



2. If needed, select Resources → [type of resource] to choose a type of resource other than Equipment.



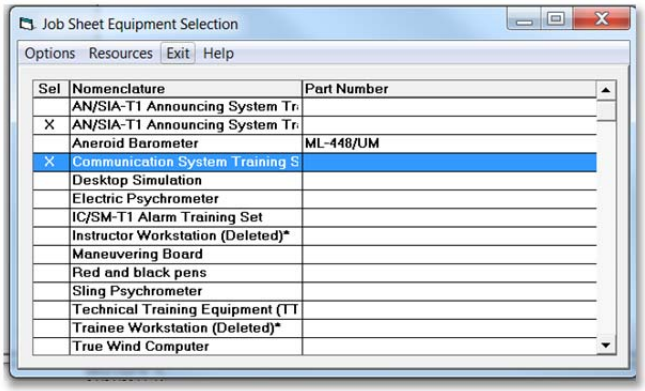
3. Double-click the appropriate equipment. An X shows in the Sel column when selected.



4. Repeat the above steps as necessary to add all equipment.

Note: If the equipment is not listed, add it to the RRL. Refer to Section 1.6.1.1 Adding Items to Site Resource Requirements List (RRL) for further instructions.

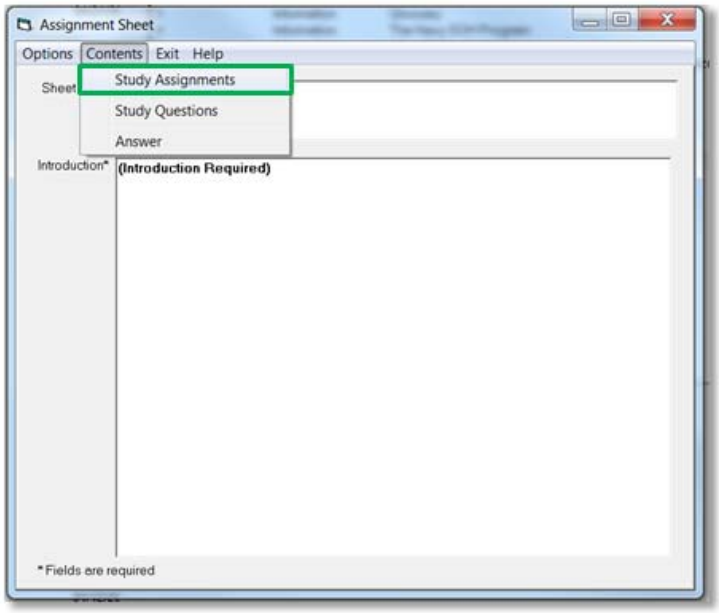
5. Select Exit to close the Equipment Selection pop-up.



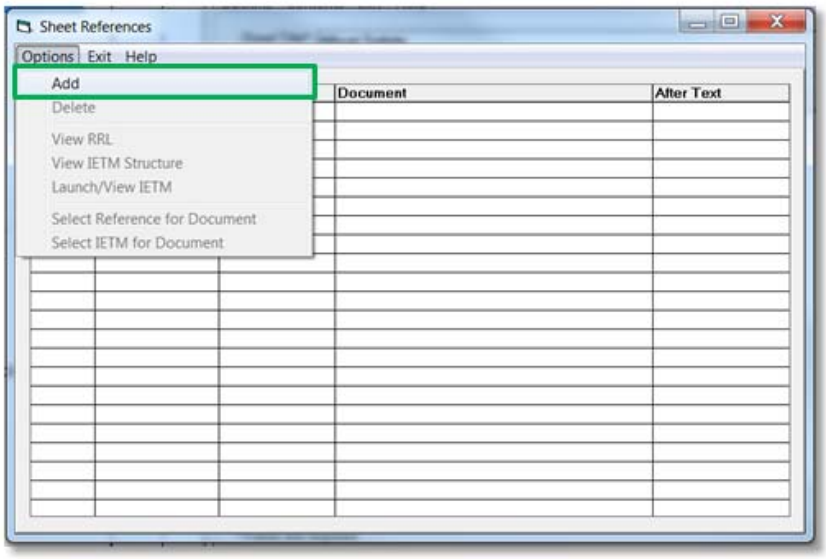
1.6.2.4.1.3 Add Study Assignments to a TG Sheet

To add study assignments to a TG sheet:

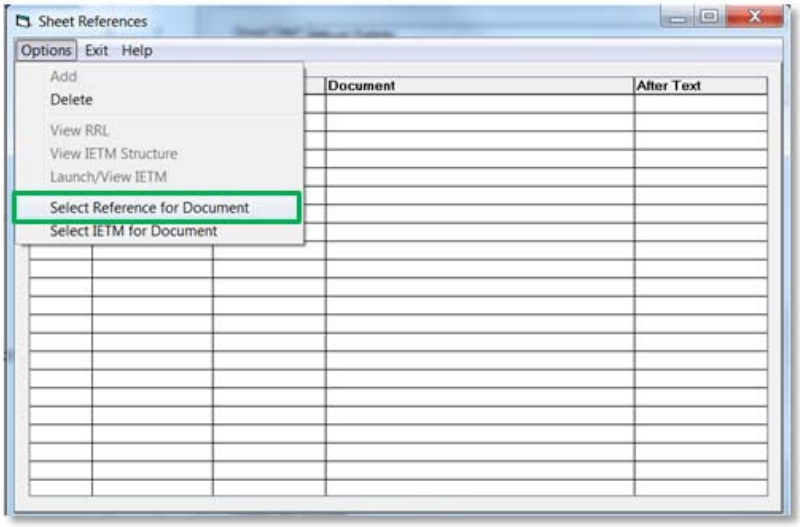
1. Select Contents → Study Assignments.



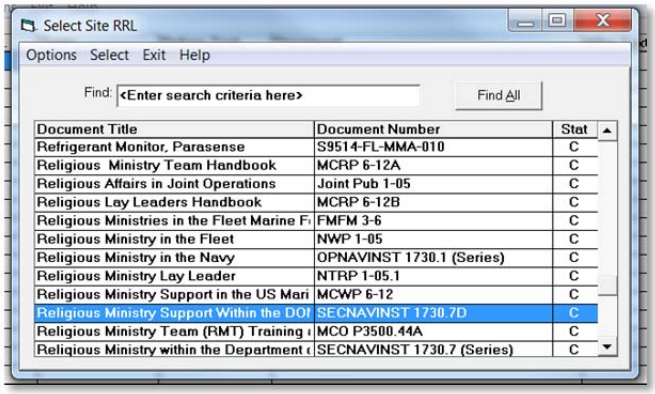
2. Select Options → Add.



3. When the number appears in the Seq. column, select Options → Select Reference for Document.



4. When the Select Site RRL pop-up appears, double-click the appropriate document.



Note: If the Study Assignment listed in the As-Is TG sheet does not have an actually publication referenced that can be added to the RRL, the Study Assignment cannot be added to this Section. Instead, add the Study Assignment to the Study Questions Section of the TG sheet. Prior to entering the Study Questions, enter the following text:

Before answering the following questions, [insert study assignment text].

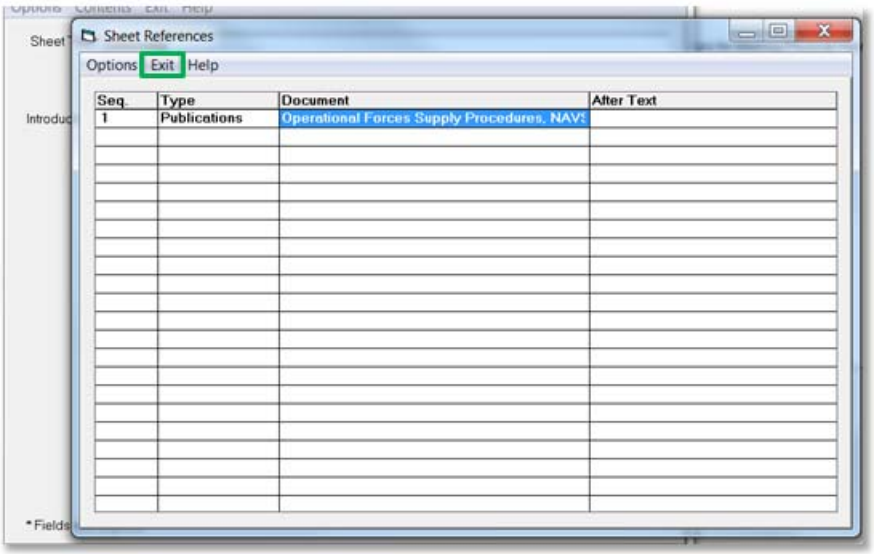
For example, “Study class notes” cannot be entered into Study Assignments because there is no document to select. Therefore, the Study Assignment is entered into the Study Questions Section as:

Before answering the following questions, study class notes.

5. Repeat Steps 6-8 as needed to add all references.

User Tip: Select the references in alphabetical order by title, as references cannot be resequenced once they have been added to a TG sheet.

6. Select Exit to close the Sheet References pop-up.

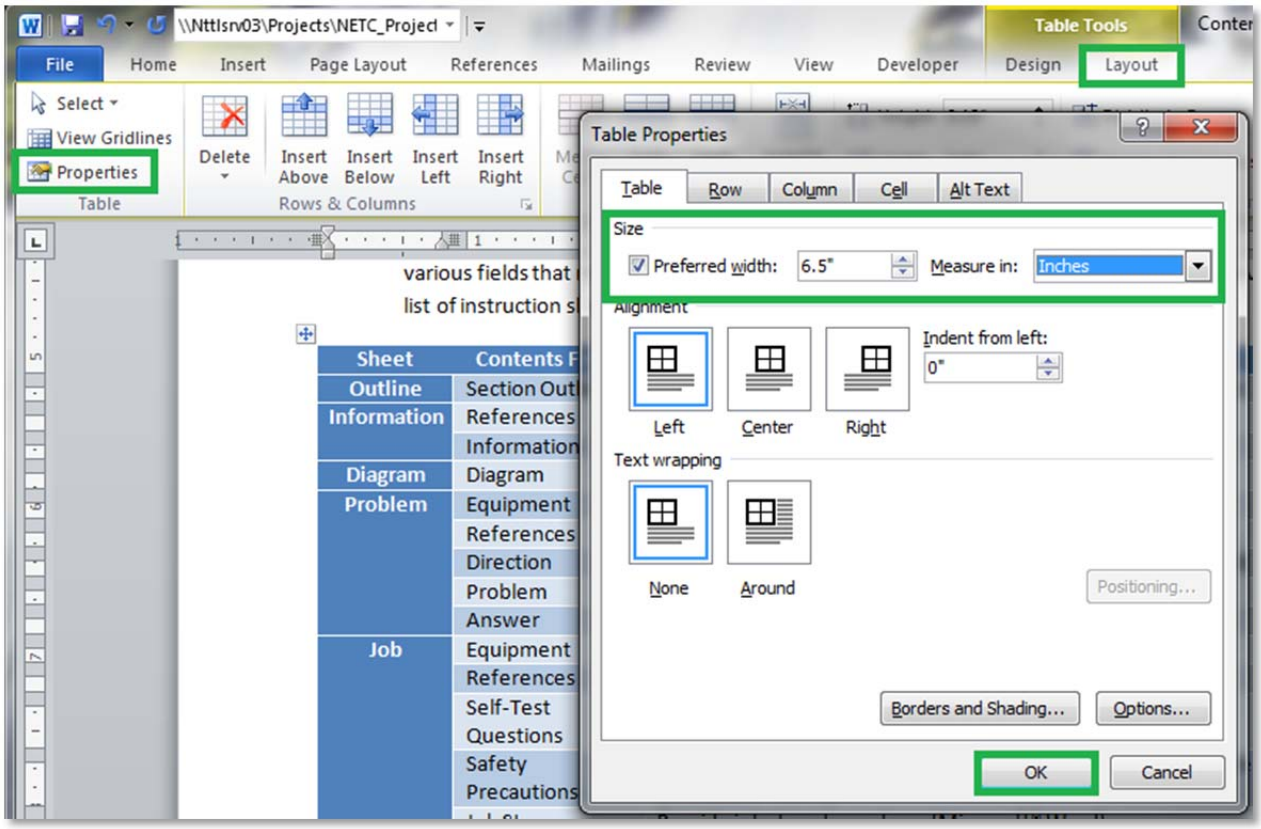


1.6.2.4.1.4 Add Additional Content to a TG Sheet

Other fields in the Contents drop-down menu are Microsoft® Word based, and are entered directly into a Microsoft® Word document.

Follow these guidelines for all TG sheets:

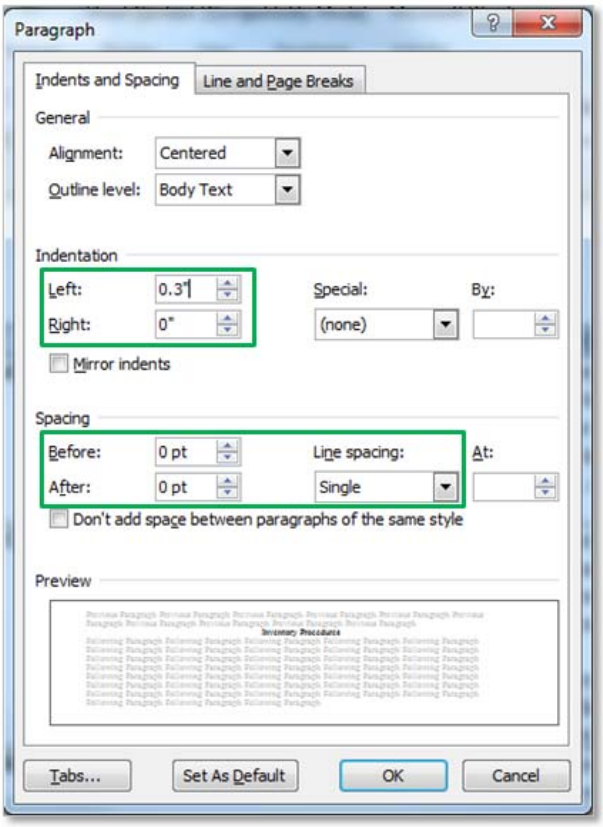
- If a field is blank in the As-Is content, leave it blank in the new TG too.
- Format text as it appears in the As-Is content (i.e., bold, underline, italicize).
- When using bullets, use the default bullet settings in Microsoft® Word. Ensure the bullet levels are consistent and reasonable among the TG sheets and that they do not start before 0.3” indent.
- Use Notepad to copy and paste text. This helps avoid formatting issues and on-going auto-numbering amongst multiple sheets.
- If the As-Is TG sheet contains lines to write an answer, do not include the lines. Simply enter down to allow space for the trainee to write.
- Create tables as closely as possible to the way they appear in the As-Is content. Ensure the table is within 6.5”.



- Ensure the font for TG sheets is Times New Roman, 12 point.
- Titles such as the following example can be entered with a larger, bold, centered font.

- Ensure all TGs use the default indentations and spacing.
  - Check the spacing and indentation by right clicking and selecting Paragraph
    - Before 0 pt.
    - After 0 pt.
    - Single line spacing

- Left 0.3”
- Right 0.0”

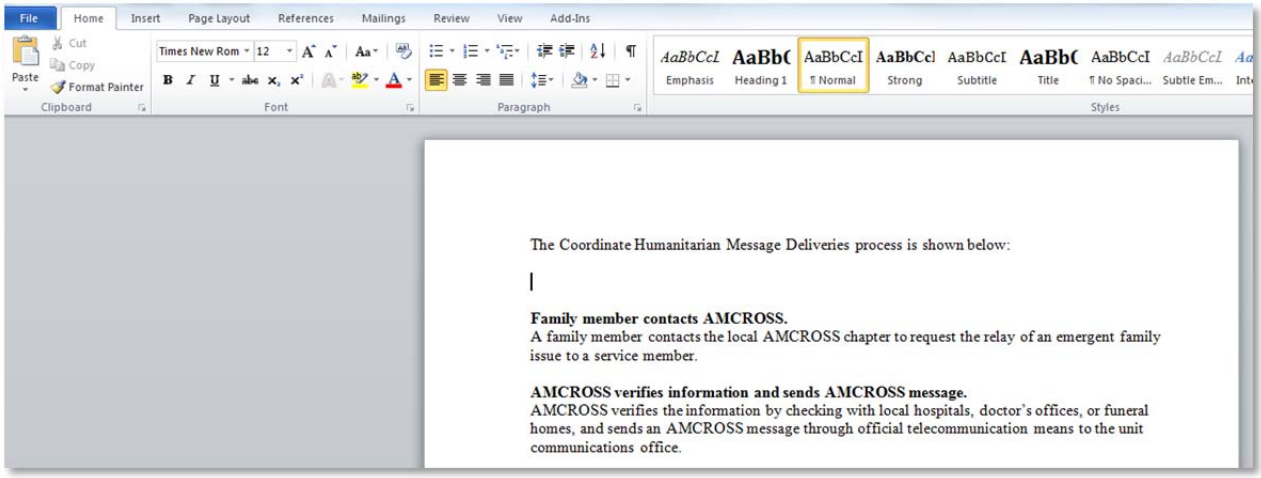


Note: You may need to select text and force this indentation. Preview the TG sheet once complete to make sure all text aligns.

1.6.2.4.2 Add Media to a TG Sheet

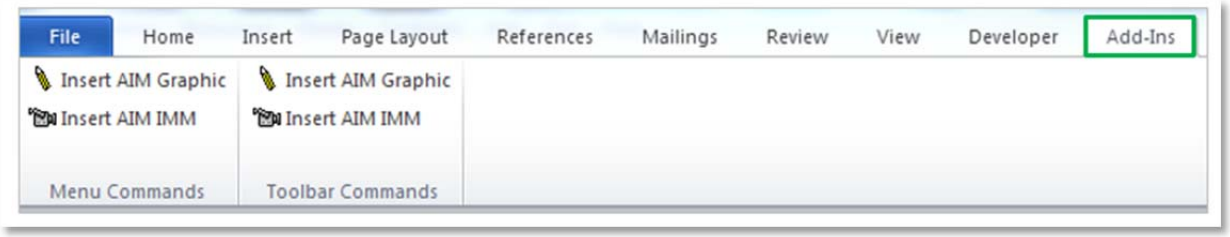
To add media to a TG sheet:

1. Open the Word authoring Section of the TG sheet requiring a graphic.
2. Position cursor. Place the cursor in the position the graphic is needed.

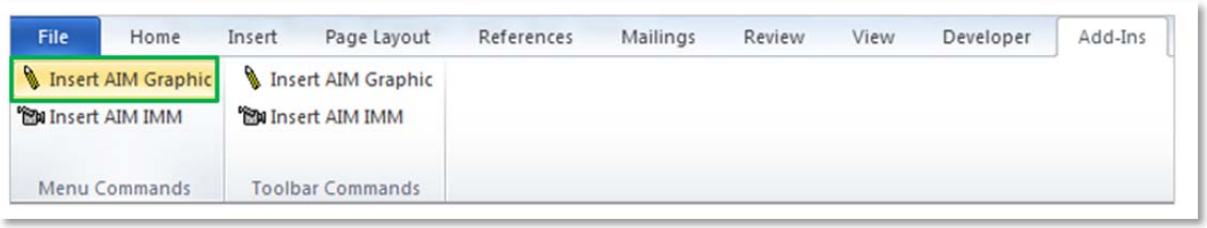


Note: Ensure the graphic is indented 0.3 from the left. Select Page Layout → Indent Left, and enter 0.3".

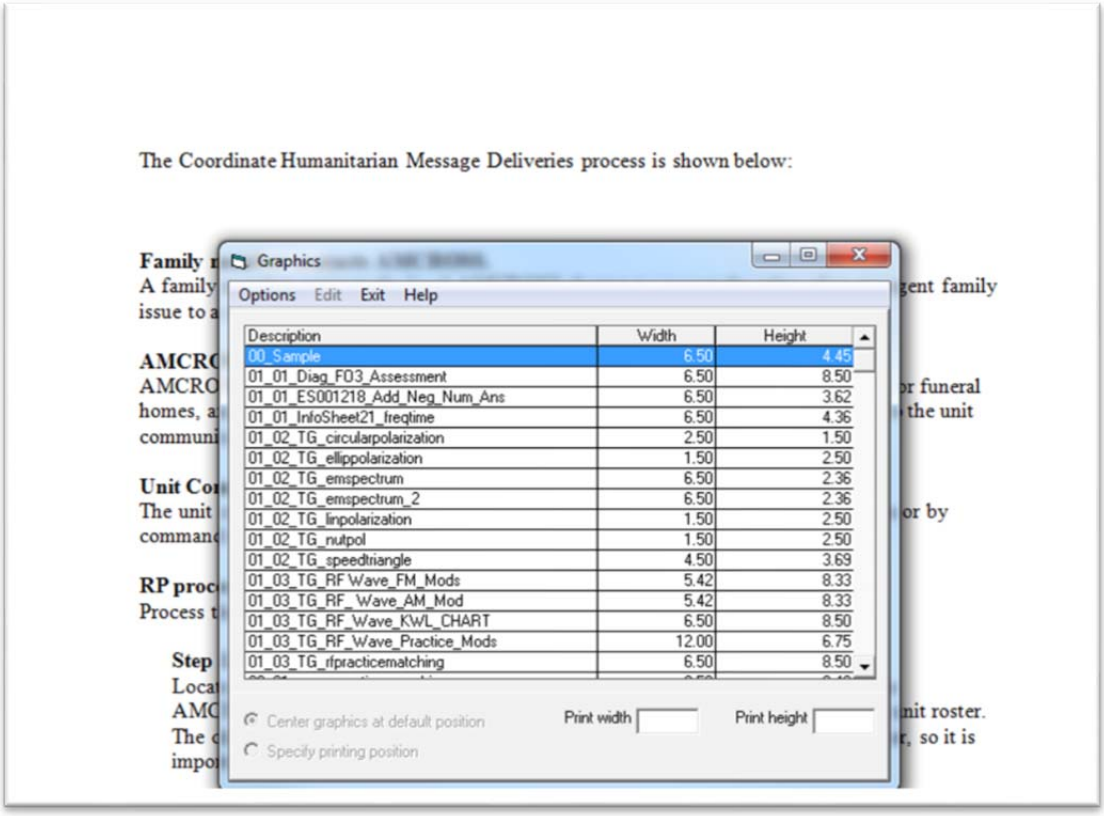
3. Select the Add-Ins tab. You must use the "Add-Ins" tab to insert graphics. Do NOT use the Insert tab. Do NOT paste the graphic directly into the sheet.



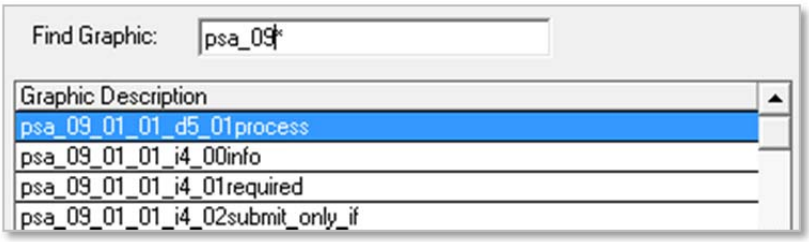
4. Select Insert AIM Graphic. You can select Insert AIM Graphic from either Menu Commands or Toolbar Commands. They both result in the same outcome.



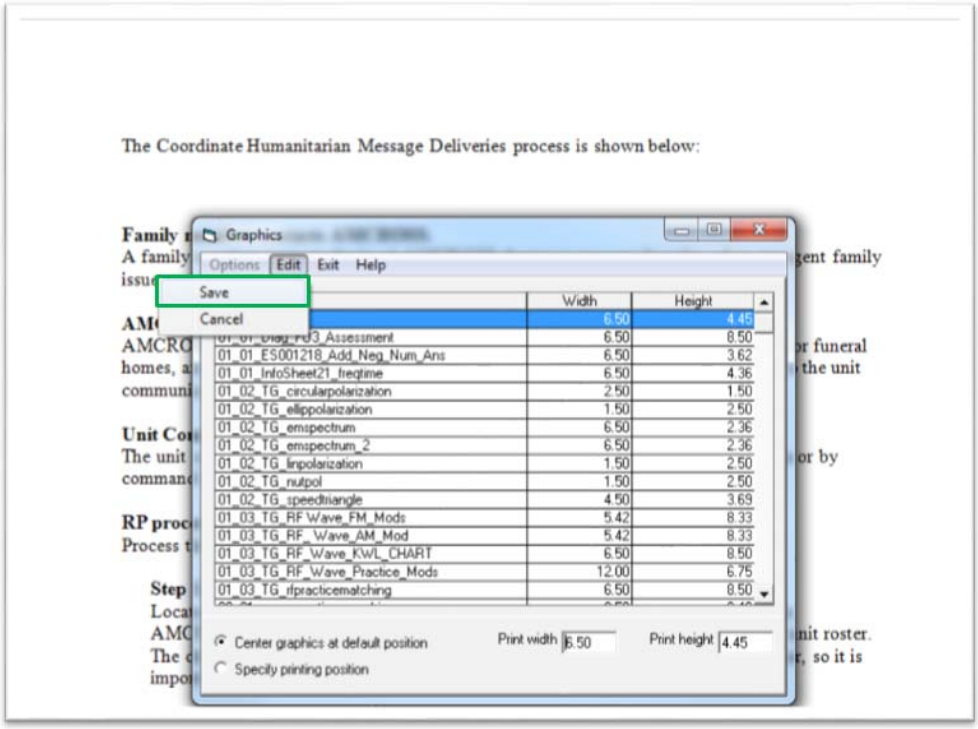
5. Select the media file name.



You can also select Options → Find to search for a graphic in the list. If you choose this option, be sure to leave the asterisk at the end of the search field. Place your cursor before the asterisk and begin typing. The list will update automatically.



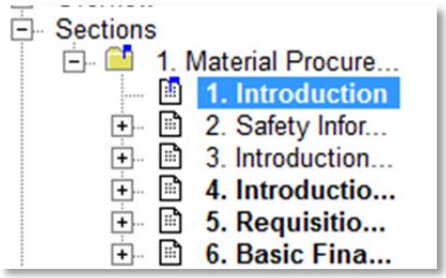
6. Select the Edit menu item → Save. The graphic will display in the TG sheet.



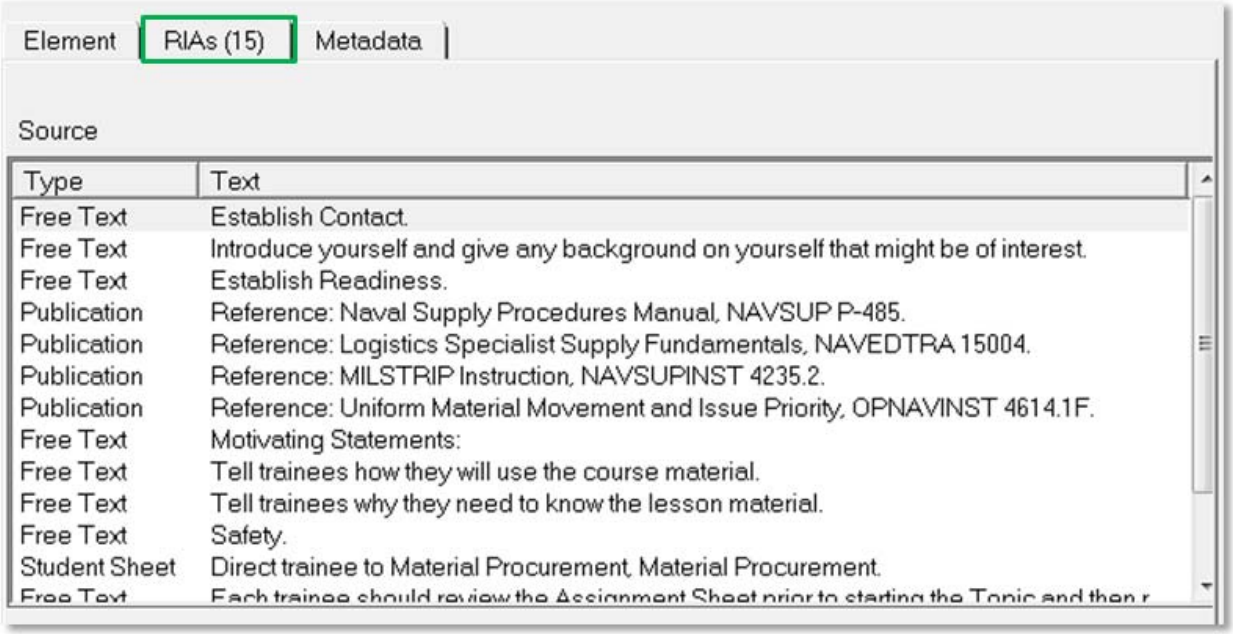
1.6.2.4.3 Delete a TG Sheet

To delete a TG sheet from a Section, you must first delete all instances of the sheet throughout the Section RIA.

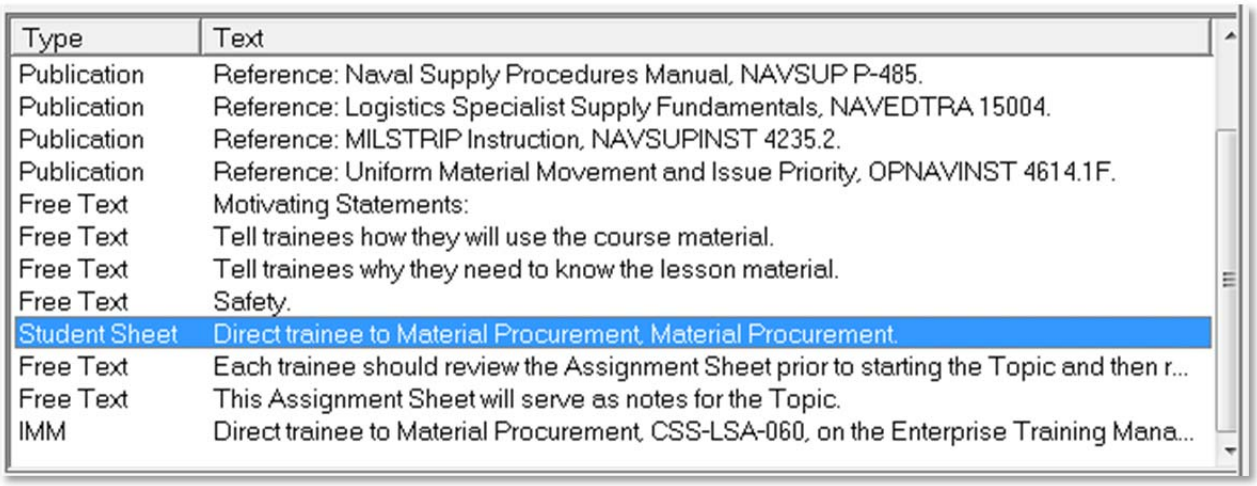
1. Select the Element to which the TG sheet is attached.



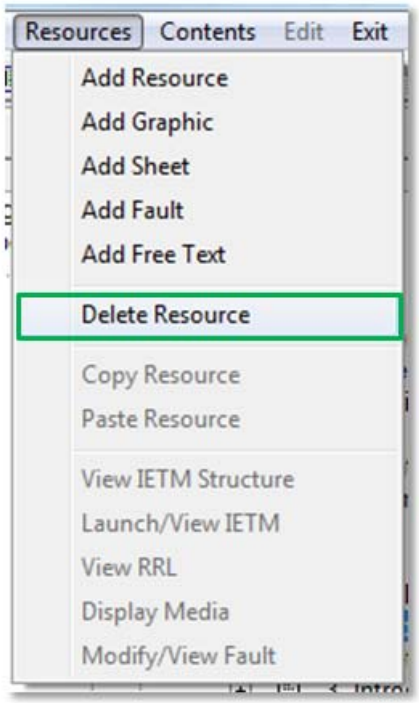
2. Select the RIAs tab.



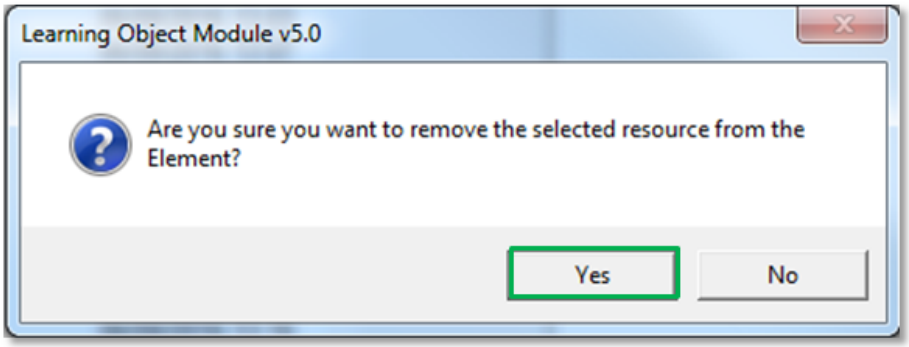
3. Select the appropriate sheet.



4. Select Resources → Delete Resource.

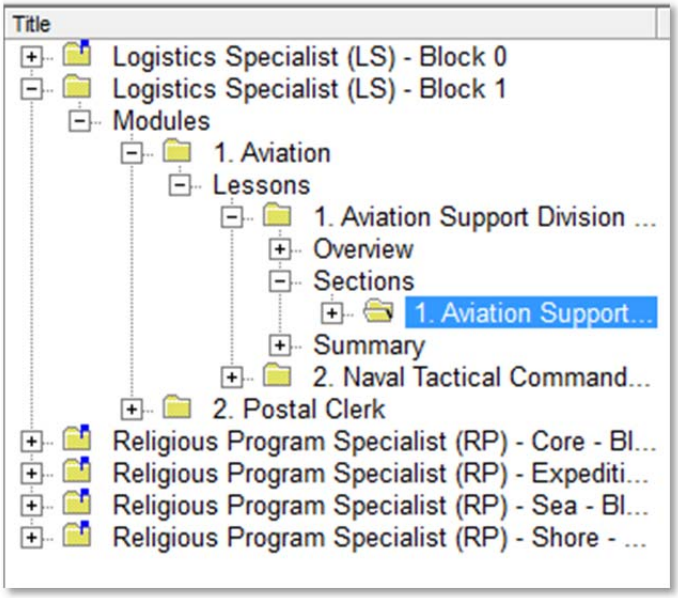


5. Select the Yes button.



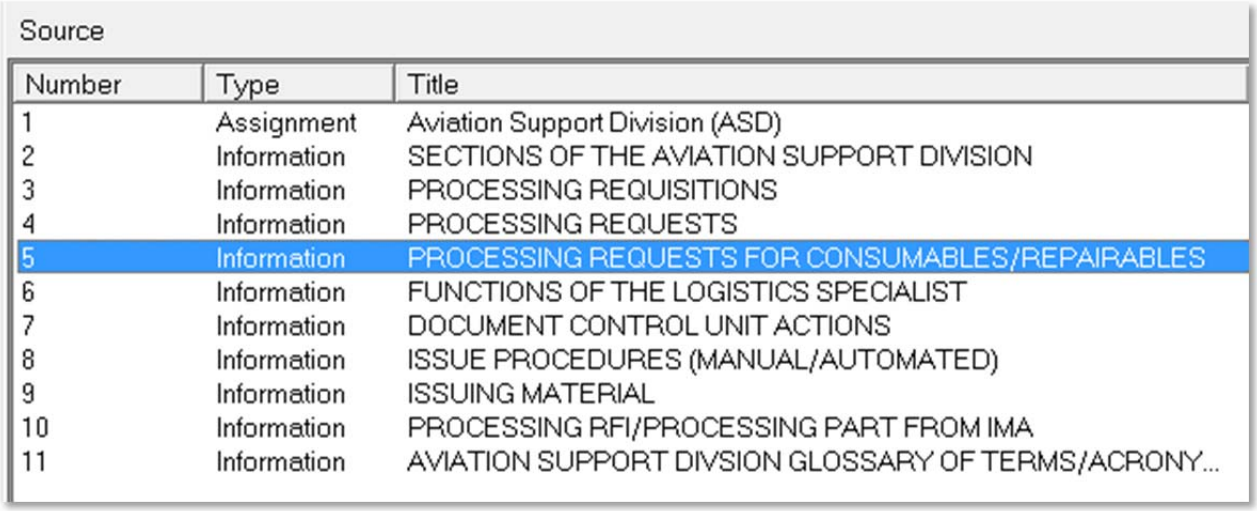
6. Repeat the above steps for all instances of the TG sheet.
7. Select the Save icon.

8. Select the Section folder that the sheet is in.



9. Select the Sheets tab.

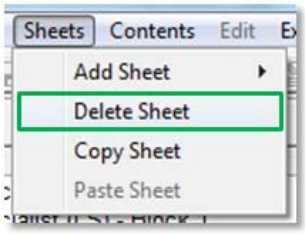
10. Select the TG sheet you wish to delete.



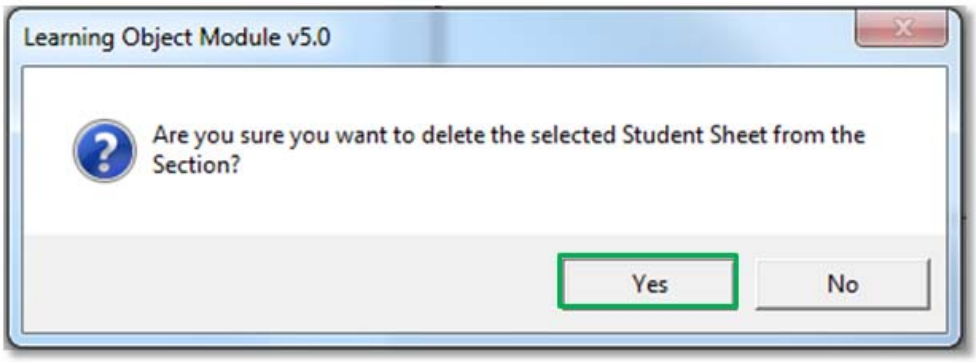
Source

Number	Type	Title
1	Assignment	Aviation Support Division (ASD)
2	Information	SECTIONS OF THE AVIATION SUPPORT DIVISION
3	Information	PROCESSING REQUISITIONS
4	Information	PROCESSING REQUESTS
5	Information	PROCESSING REQUESTS FOR CONSUMABLES/REPAIRABLES
6	Information	FUNCTIONS OF THE LOGISTICS SPECIALIST
7	Information	DOCUMENT CONTROL UNIT ACTIONS
8	Information	ISSUE PROCEDURES (MANUAL/AUTOMATED)
9	Information	ISSUING MATERIAL
10	Information	PROCESSING RFI/PROCESSING PART FROM IMA
11	Information	AVIATION SUPPORT DIVSION GLOSSARY OF TERMS/ACRONY...

11. Select Sheets → Delete Sheet.



12. Select the Yes button.

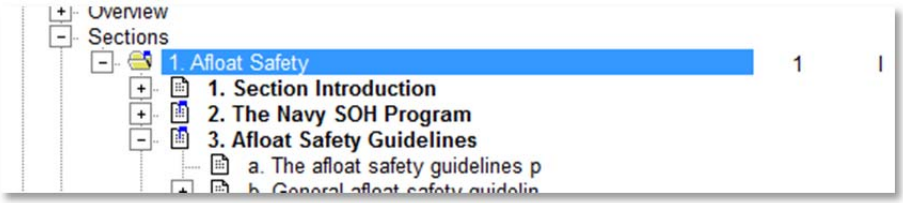


13. Select the Save icon.

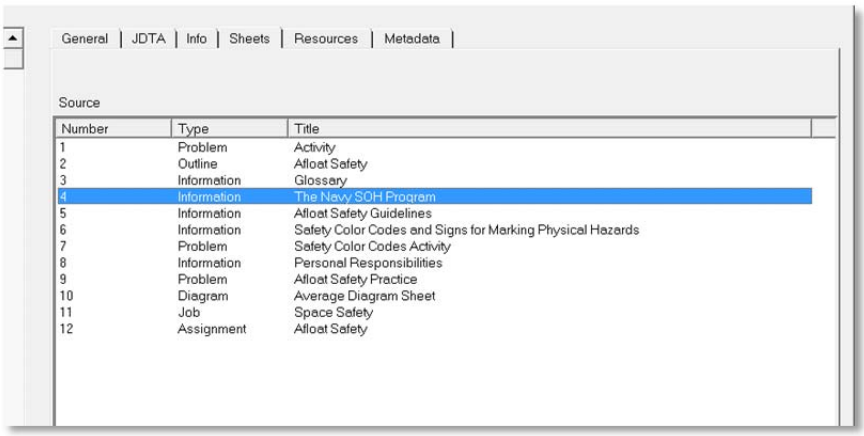
1.6.2.4.4 Copy and Paste a TG Sheet

To copy and paste and TG sheet:

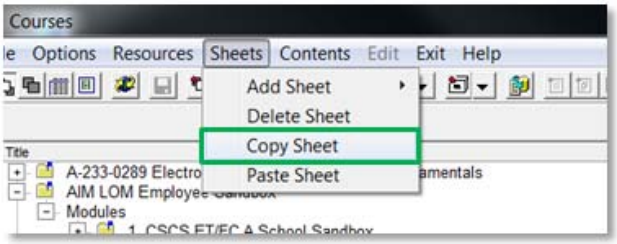
1. Select the Section that contains the desired TG sheet.



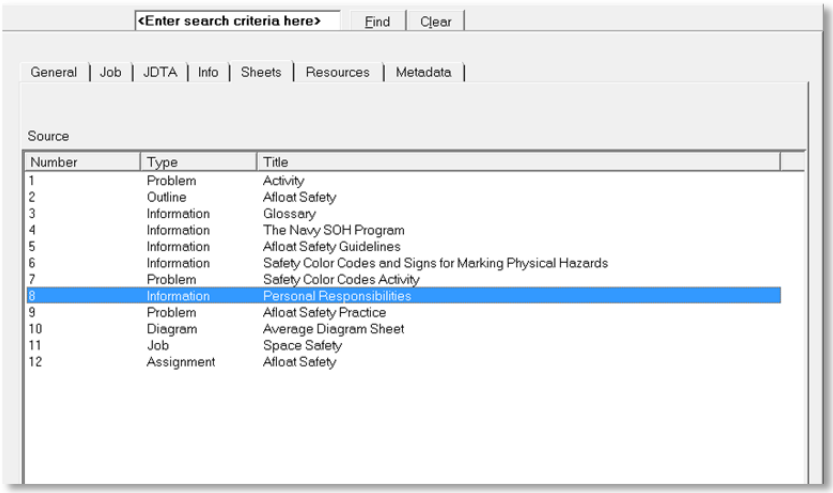
2. Select the Sheets tab, and then select the sheet to copy.



3. Select Sheets → Copy Sheet.

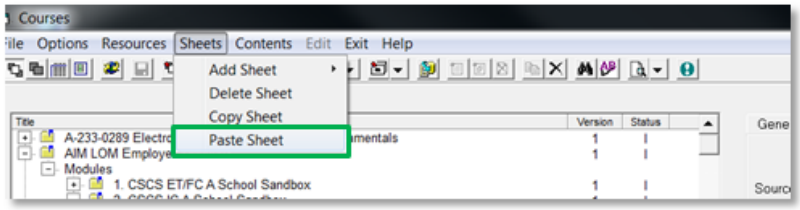


4. Select the sheet before which the copied sheet should be inserted.

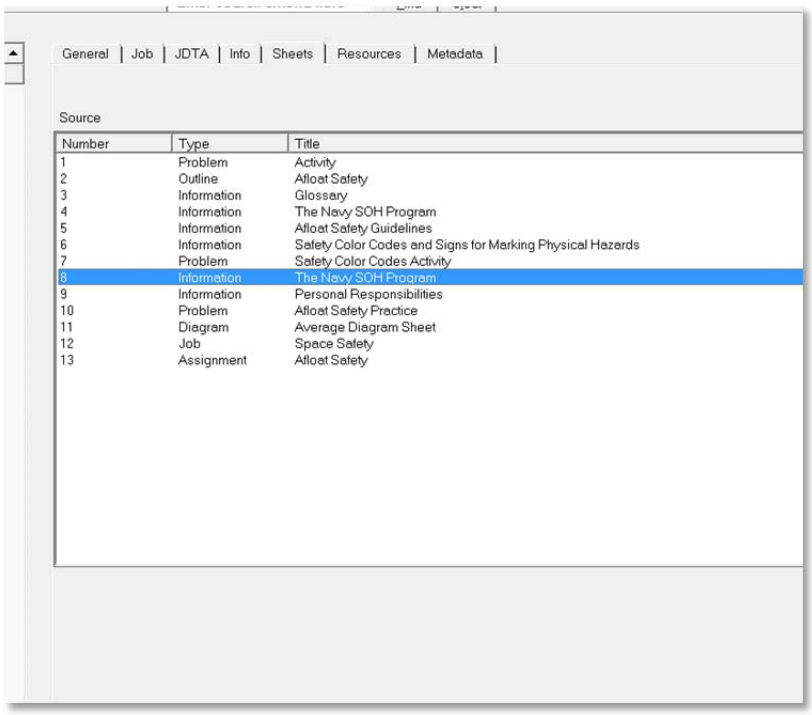


User Tip: Sheets can be pasted within a Section or to a different Section or Lesson.

5. Select Sheets → Paste Sheet.



6. Double-click on the pasted sheet to edit as needed.

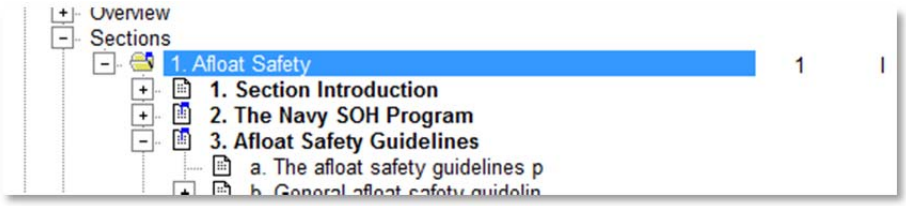


7. Select the Save icon.

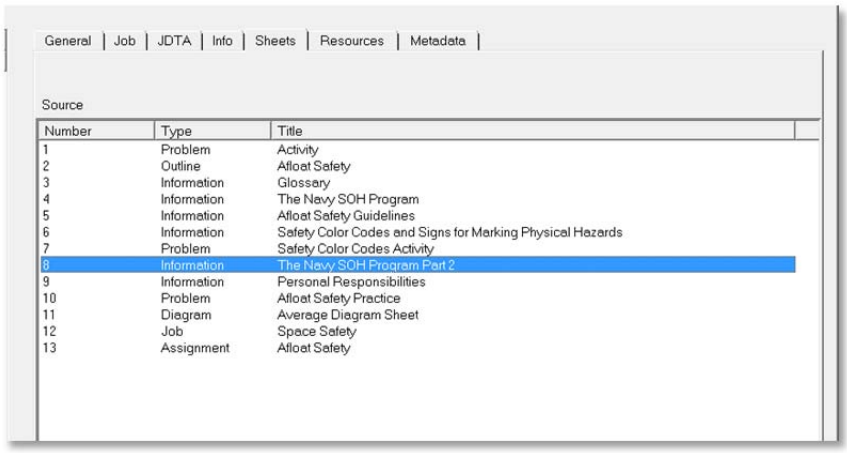
1.6.2.4.5 Resequence TG Sheets

To resequence TG sheets:

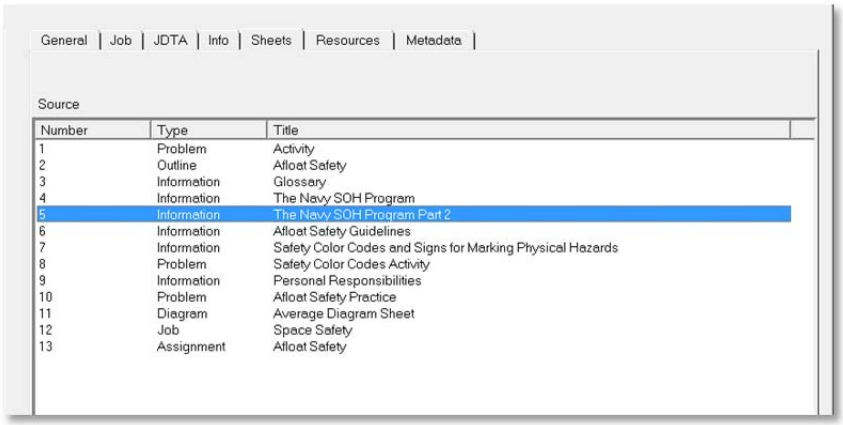
1. Select the Section with the appropriate TG sheet.



2. Select the Sheets tab and select the sheet to move.



3. Drag the sheet to the new location in the sheet sequence list.



4. Select the Save icon.

1.7 Update Course in LO Module from CPM

Prior to exporting the LP and TG for delivery to the Learning Center, LO Module should be updated to reflect the addition of the Objectives and Module changes. The Course should be exported to the EDE from CPM and then updated in LO Module from the EDE. Once this update is complete, the Course should be reviewed to ensure there are no errors.

1.8 Exporting LP and TG for Review

The LP and TG are exported as PDFs from AIM LO Module. Exports take place prior to Learning Center review.

the LP and TG are exported at the Course level and delivered for the entire Rating.

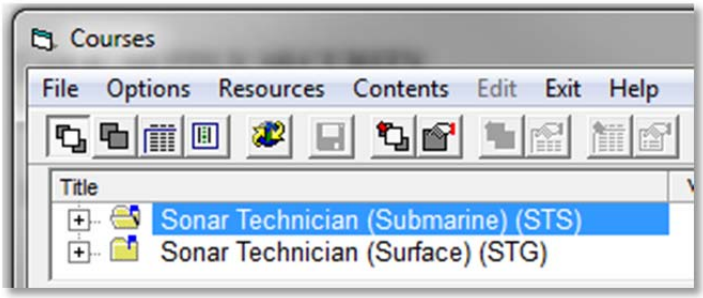
1.8.1 Generating an LP

AIM LO Module generates an LP using all the information entered within the Element and RIAs tabs. Once generated, the LP is saved as a PDF file. For this project, LPs will be exported at the Course level for Learning Center review.

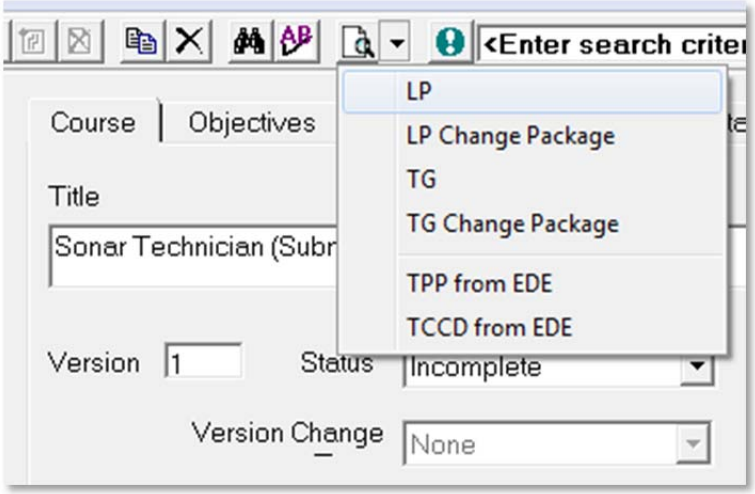
User Tip: Save often and be patient when in AIM LO MODULE. AIM LO MODULE quite often takes a few moments to update.

Note: The following instructions describe how to export the LP at the Course level, however exports can be done at the Module, Lesson, or Section level for internal reviewing and QA'ing.

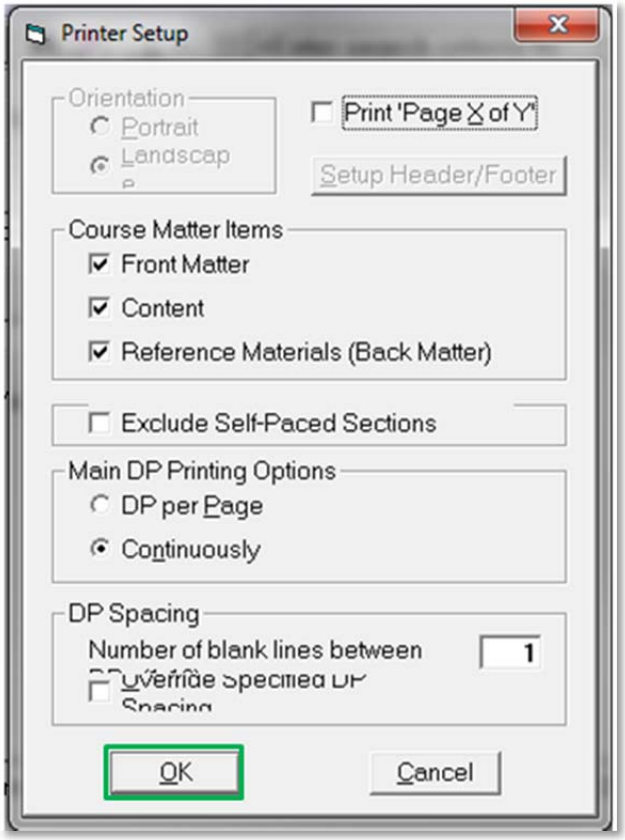
1. Select the Course title from the Course structure.



2. From the Preview drop-down menu, select LP.

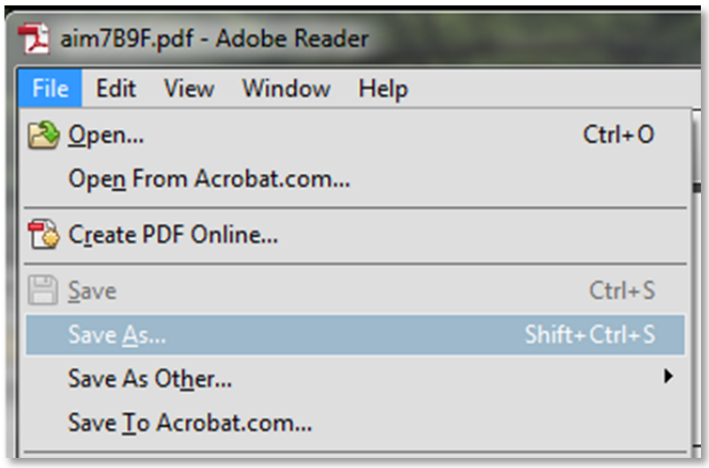


3. On the Printer Setup pop-up, select the OK button.



4. Use the Print Preview to preview, search, etc.

5. To save the LP PDF, select File → Save As…



6. Save to the appropriate folder, using the required naming convention.
    a. File name for deliveries to the Learning Center should be entered as [Rating]_LP_MMDDYYYY.

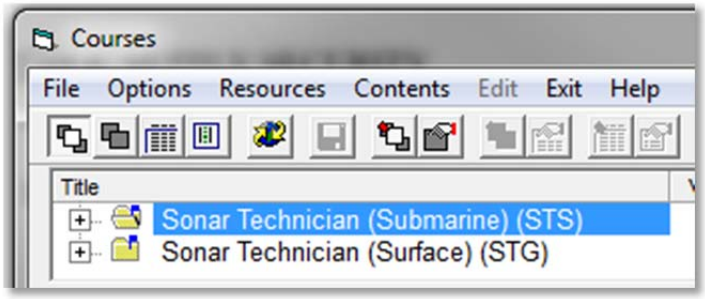
7. Select Exit to close the Print Preview window.

1.8.2 Generating a TG

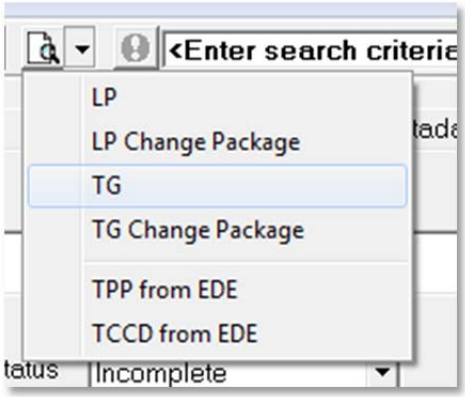
User Tip: Save often and be patient when in AIM LO MODULE. AIM LO MODULE quite often takes a few moments to update.

Note: The following instructions describe how to export the TG at the Course level, however exports can be done at the Module, Lesson, or Section level for internal reviewing and QA'ing.

1. Select the Course title from the Course structure.



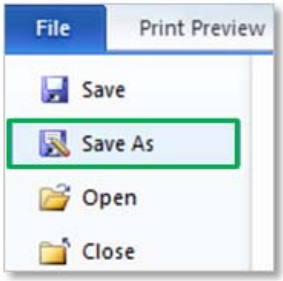
2. From the Preview drop-down menu, select TG.



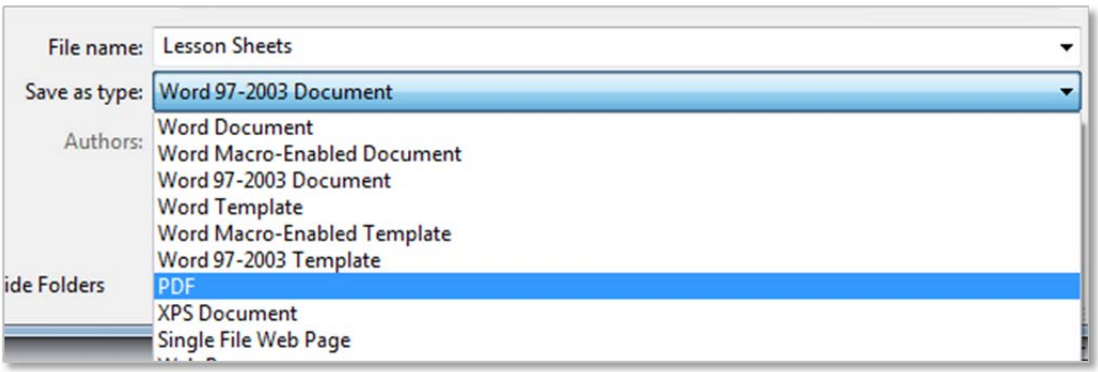
Note: When Print Previewing a TG Sheet from other levels in the Course structure, the Print Preview drop-down may say Sheet instead of TG.

User Tip: Be patient when the Preparing pop-up appears. AIM LO MODULE may take several minutes to create the TG sheet preview.

3. Once the Word Lesson Sheets preview appears, select File → Save As to save the TG sheet.



4. Select PDF from the Save as type drop-down menu.

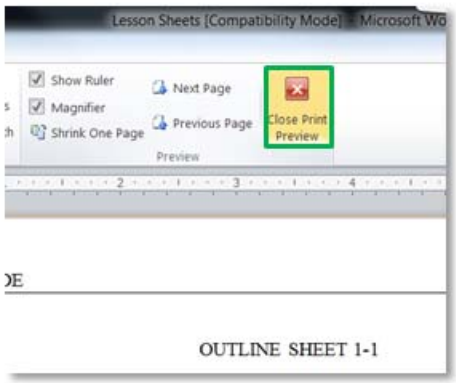


Note: You must save the TG as a PDF. Information will not display if saved as a Word document.

5. Save to the appropriate folder, using the required naming convention.
    a. File name for deliveries to the Learning Center should be entered as [Rating]_TG_MMDDYYYY.

> **User Tip**: The PDF version often appears differently from the Print Preview version. When checking the Lesson for formatting issues, check the saved PDF, not the Print Preview.

6. Select the Close Print Preview button to close the print preview.



2 Learning Center Review of Performance-Based Course Structure and Gaps

The Rating LP and TG are reviewed by the Learning Center to ensure all content is accurately reflected within the Performance-Based Course Structure from the content migration. The Learning Center also reviews the Courseware for any missing content that was identified through the content migration from the previous versions of AIM to AIM CPM/LO Module and provides recommendations for filling in content.

A standard comment and adjudication spreadsheet is used to track Learning Center review comments and recommendations. The Learning Center reviewers enter their name, the location of the comment (or Global if it refers to the entire Course), and their specific comment or recommendation remarks in the Performance-Based Course Review tab of the comment spreadsheet. The Learning Center should also provide specific text to enter for any areas in the LP or TG that have [Content not available] or [Reference not available].

	A	B	C	D
1	[Rating] Reviewer Comments			
2	Reviewer	Location	Comment	Contractor Adjudication
3	Sample Reviewer	Global	Add (Series) to publication numbers.	
4	Sample Reviewer	Lesson Plan Module 2, Lesson 3, Section 4	Add RIA to each element to change the PowerPoint slide.	
5	Sample Reviewer	Lesson Plan Military Postal Service (MPS) Section, Introduction Element	Add RIA to this element to direct trainees to the Outline Sheet.	
6	Sample Reviewer	Trainee Guide Outline Sheet 3-2-1-1 Introduction section	Replace [Content not available] with the following text: The purpose of this outline sheet is to provide an overview of the topics covered in this section and a place to write notes.	

This spreadsheet is sent back to the Lead ISD at the completion of the review.

Double-click the file below to open the Learning Center Comment Template

Learning Center_comments_te

3 Implementation of Learning Center Recommendations

Once the Learning Center review comments are received, comments are implemented in LO Module and recommended content for areas that indicate [Content not available] is entered. All comments and recommendations are implemented in CPM/LO Module and adjudicated in the comment spreadsheet.

	A	B	C	D
1	[Rating] Reviewer Comments			
2	Reviewer	Location	Comment	Contractor Adjudication
3	Sample Reviewer	Global	Add (Series) to publication numbers.	(Series) added to the end of the Document Number for each publication within the Rating. BA 12/08/2016
4	Sample Reviewer	Lesson Plan Module 2, Lesson 3, Section 4	Add RIA to each element to change the PowerPoint slide.	Added the following RIA to the end of each element within the Section: "Advance to the next slide." BA 12/08/2016
5	Sample Reviewer	Lesson Plan Military Postal Service (MPS) Section, Introduction Element	Add RIA to this element to direct trainees to the Outline Sheet.	The following RIA was added to the Introduction Element: "Refer trainees to Outline Sheet 3-2-1-1, Military Postal Service (MPS)." BA 12/08/2016
6	Sample Reviewer	Trainee Guide Outline Sheet 3-2-1-1 Introduction section	Replace [Content not available] with the following text: The purpose of this outline sheet is to provide an overview of the topics covered in this section and a place to write notes.	Replaced [Content not available] with suggested text as requested. BA 12/08/2016

4 Learning Center Verification of Course Content

Prior to creating the Block Courses, the Learning Center performs another review and verification of the Course content that was filled into all of the [Content not available] items.

The Learning Center reviewers will verify the adjudication and make additional comments in the Verification column.

Comment	Contractor Adjudication	Verification
Add (Series) to publication numbers.	(Series) added to the end of the Document Number for each publication within the Rating. BA 12/08/2016	Implemented SR12/20/16
Add RIA to each element to change the PowerPoint slide.	Added the following RIA to the end of each element within the Section: "Advance to the next slide." BA 12/08/2016	Implemented SR12/20/16
Add RIA to this element to direct trainees to the Outline Sheet.	The following RIA was added to the Introduction Element: "Refer trainees to Outline Sheet 3-2-1-1, Military Postal Service (MPS)." BA 12/08/2016	Implemented SR12/20/16
Replace [Content not available] with the following text: The purpose of this outline sheet is to provide an overview of the topics covered in this section and a place to write notes.	Replaced [Content not available] with suggested text as requested. BA 12/08/2016	Implemented, however space needs to be added between each paragraph in the Outline Sheet to accommodate notes. SR 12/20/16

5 Block Course Development

Once the Learning Center verification review comments are received, comments are implemented in LO Module. At this time, the Block Courses can be created in CPM with the appropriate content linked.

5.1 Create Block Courses in CPM

The approved Block Learning Recommendations Report is used to update CPM with the Block Courses. Block Courses are created in CPM for each Block within each Training Path for the Rating.

Instructions TBD based on software functionality updates.

5.2 Link Appropriate Content to Block Courses in CPM

The approved Block Learning Recommendations Report to is used to link appropriate Lessons and Sections from the Rating Project to the Block Courses in CPM.

Instructions TBD based on software functionality updates.

5.3 Create TPP/TCCD in CPM

2. TCCD/TPP
    a. Forward
        i. *Course Mission Statement – business rule – should be included in the CeTARS description in the Course Overview (NAVEDTRA 131 2-10)*
        ii. Forward - Rewrite to provide brief history; some could be cookie-cutter list -> create this list

b. Course Overview – Rewrite the Fleet requirements for the Course from the original (NAVEDTRA 130 & 131) .
    i. A Course Overview should be included in CeTARS Course Overview Screen; provides topical outline of the Course
c. Development Method
    i. Documents Section – select boxes TPP, TCCD, TG, IMM, Support Materials, LP, Knowledge/ Performance Test and Administrator's Guide, Testing Plan
    ii. Learning Objects: select appropriate item (*write business rules*)
d. Trainee Data
e. Justification - tailored statement reflective of Sailor 2025
    i. Reference(s) – Use "Based on Sailor 2025 Directives"
    ii. Reasons for and Anticipated Benefits of the Proposed Project - leave blank for Sailor 2025
    iii. Summary of Differences - leave blank for Sailor 2025
    iv. Impact If Not Approved - leave blank for Sailor 2025
f. Milestones – leave blank for Sailor 2025
g. Safety Risks and Hazardous Materials – select appropriate items and provide text for specific requirements
h. Purpose of Course – Rewrite the purpose of the Course (should match with CeTARS) NAVEDTRA 130 & 131 does not have this; should this be dropped from AIM/CPM?
i. Pre-requisites – requirements for the Course or Rate (i.e., ASVAB scores) if an initial Course of instruction (split out from Pre-requisites/Occupational Classification if an existing TCCD)
j. Occupational Classification - This Course provides the student with the occupational Rating of *XXX* upon successful completion (split out from Pre-requisites/Occupational Classification if an existing TCCD)
k. Instructor/Support Manning – (located in TPP; if missing contact Learning Center (LC))
l. Training Sites – created in Admin tab of CPM and marked active
    i. Go to Admin tab in CPM
    ii. Go to Centers – ensure center is marked "Is Active"
    iii. Go to Training Sites – if not listed, select "New" and use Business Rule – write exactly the way CeTARS lists the site name and information
    iv. Go back to Project Tab
    v. Highlight "Training Sites" and select "New" then select appropriate site data and save
    vi. CMS – Master Schedule Summary Sheet is TTCCD (Keep learning hierarchy intact, include instructor ratios, need Business Rules for entire Section)
        1. Justification – why differing from CCMM for a training site?
    vii. Facilities – How much money and facilities requirements to complete Course (needs Business Rules)

viii. Funding – From existing TCCD; include accounting lines for all items (need Business Rule if it doesn't exist)
ix. Manpower - From existing TCCD; include for all required out years (need Business Rule if it doesn't exist)
x. RRL – From existing TCCD (needs Business Rules)

5.4 Update LO Module with Block Courses

Instructional Developer updates LO Module with new Block Courses and reviews for any necessary modifications.

Instructions TBD based on software functionality updates.

6 Learning Center Review of New Block Courseware

Once the Block Learning Courses are created, the LP, TG, and TCCD for each Course is exported and delivered to the Learning Center in PDF format. The Learning Center reviews the Block Courses for any final adjustments that need to be made to the Courses.

The Learning Center receives the comment and adjudication spreadsheet along with the Courseware. The Learning Center reviewers enter their name, the location of the comment (or Global if it refers to the entire Course), and their specific comment or recommendation remarks in the Blocked Course Review tab of the comment spreadsheet.

The contractor will implement all comments and resubmit the Courseware to the Learning Center for final approval before the Content Build Process is considered complete and the Course content is imported into the Sailor 2025 instance of LO Module on the Citrix Servers.

7 Course Import into Citrix Servers

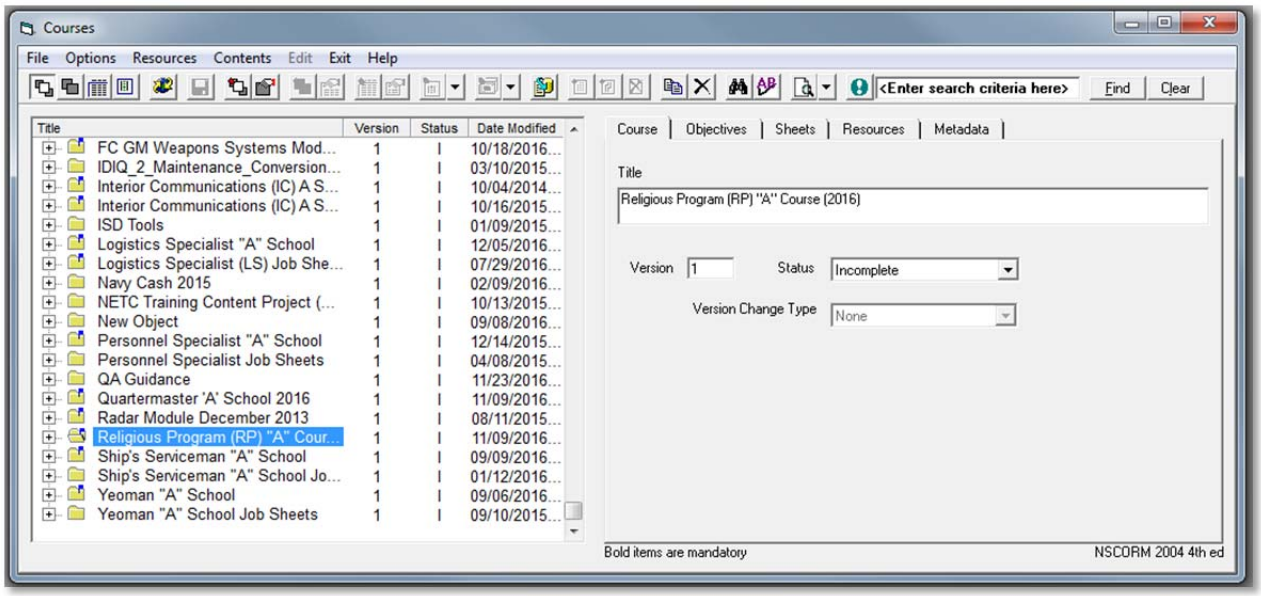
If the Courses were populated in a standalone instance of LO Module, they need to be imported into the Sailor 2025 instance of LO Module on the Citrix Server.

7.1 Export SCORM Packages from Standalone LO Module

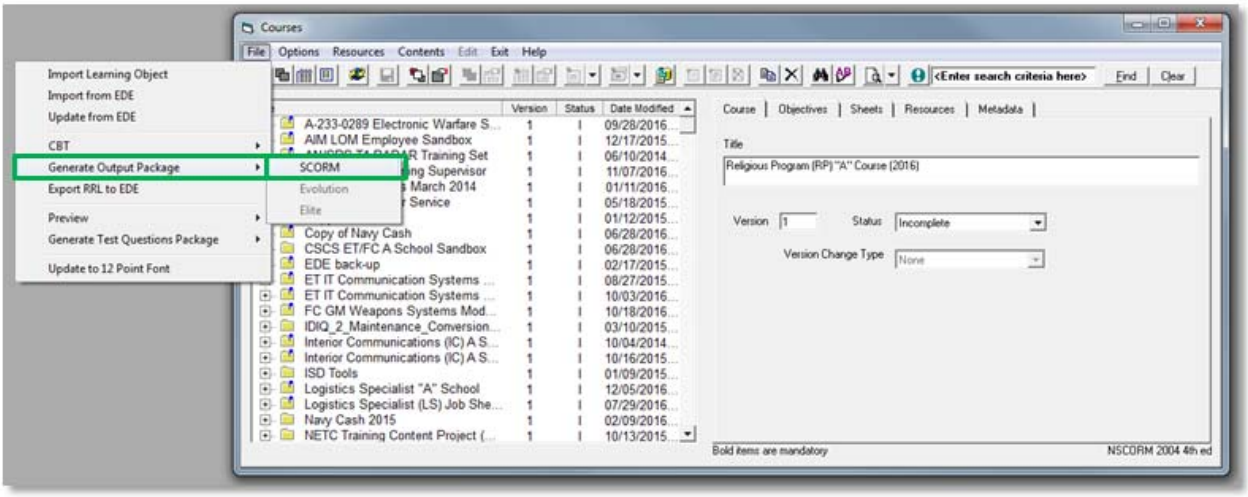
Lead ID exports SCORM package of Courses from Standalone LO Module.

To export a SCORM Package:

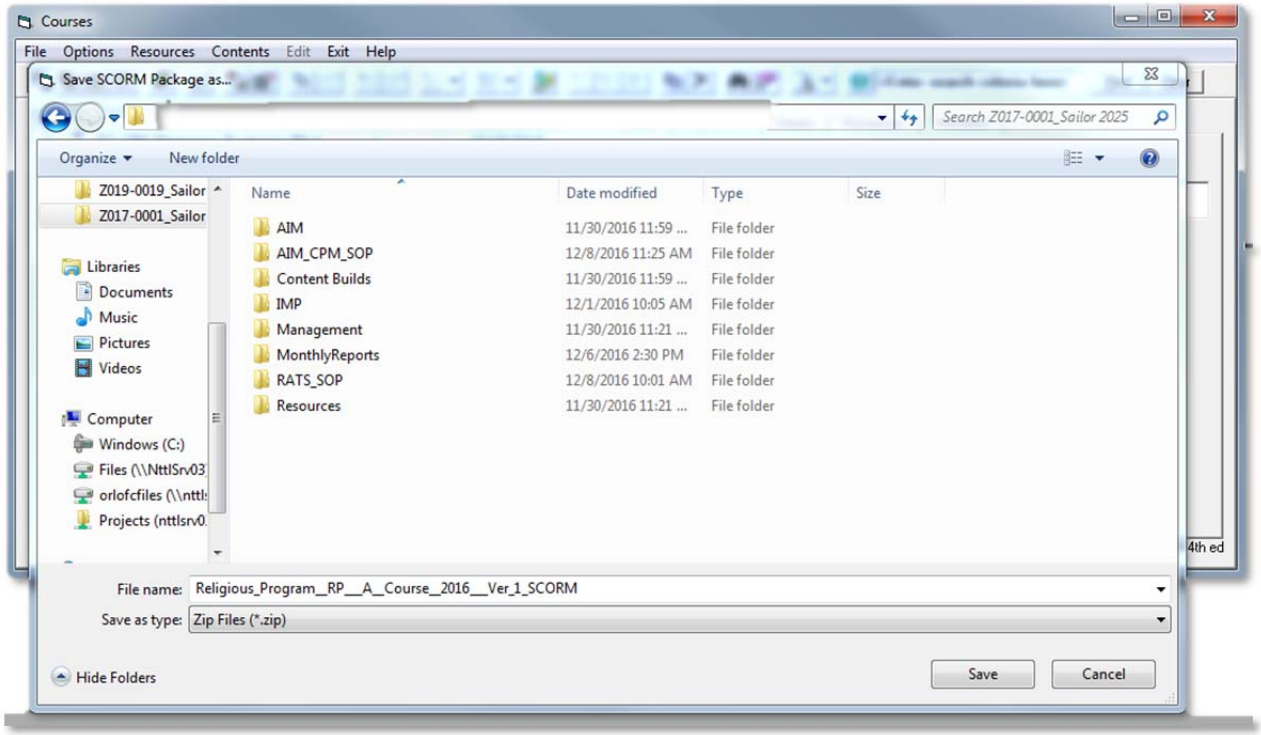
1. Select the appropriate Course at the Course level.



2. Select → File Generate Output Package → SCORM.



3. Save the zipped file to the predetermined folder.



Note: The file name autopopulates when saving the SCORM package.

7.2 Import SCORM Packages into Sailor 2025 Citrix Server

Lead ID imports SCORM package of Courses into Sailor 2025 instance of LO Module on the Citrix Server.

Instructions TBD.

Appendix A: Completing the AIM CPM Data Tab

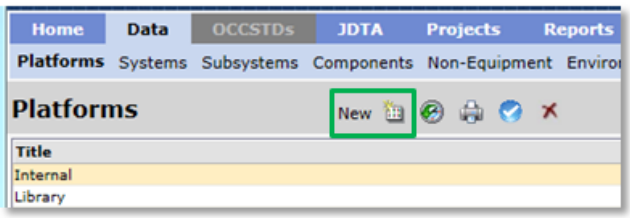
The Data tab allows users to enter data to support the building of information in AIM CPM. Data types include the following:

- Platforms
- Systems
- Subsystems
- Components
- Non-Equipment
- Environments
- Tools
- Verbs
- Conditions
- Standards
- KSATRs

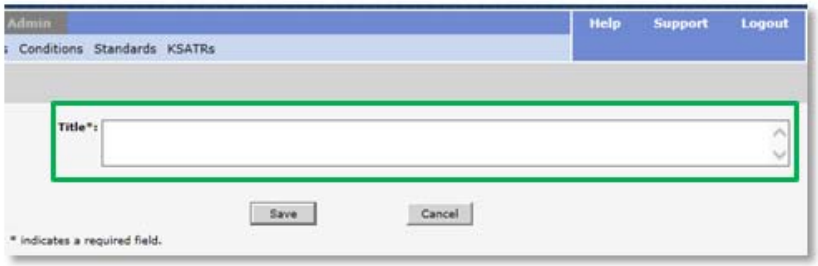
Platforms

1. From the Data submenu, select Platforms.

2. Select the New icon.



3. In the **Title*** field, type in the platform title.



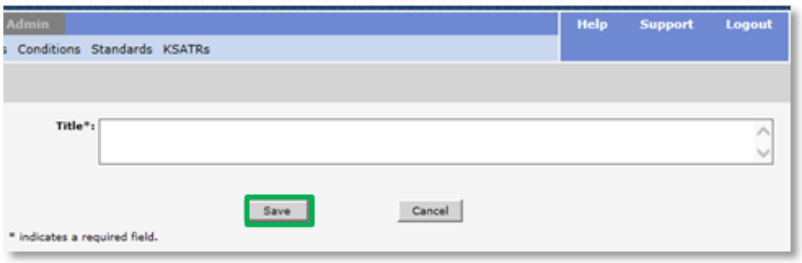
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the platform is a general term or phrase, enter it in sentence case. If the platform is a formal name, enter it in title case.

Examples of platforms that currently exist in the Platform submenu include the following:

- All aircraft carriers
- All amphibious ships
- All auxiliary ships
- All aviation platforms
- All cruisers
- All destroyers
- All fixed-wing aircraft
- All platforms
- All rotary-wing aircraft
- All ship platforms
- All submarines
- Hawkeye (E-2) early warning and control aircraft
- Los Angeles (SSN-688) class submarine
- San Antonio (LPD-17) class amphibious ship
- Sea King (H-3) helicopter

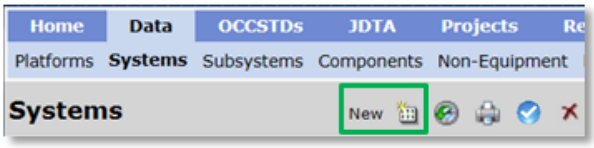
4. Select the Save button.



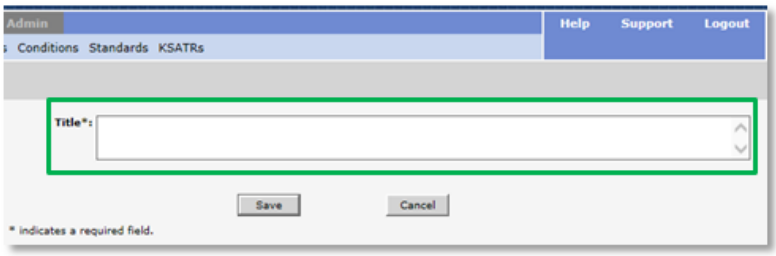
Systems

1. From the Data submenu, select Systems.

2. Select the New icon.



3. In the **Title*** field, type in the new system title.



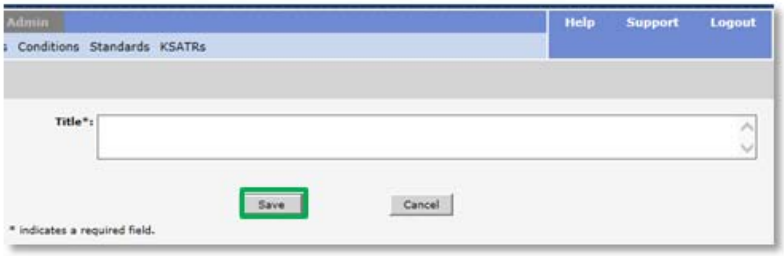
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the system is a general term or phrase, enter it in sentence case. If the system is a formal name, enter it in title case.

Examples of systems that currently exist in the System submenu include the following:

- TBD
- TBD
- TBD

4. Select the Save button.

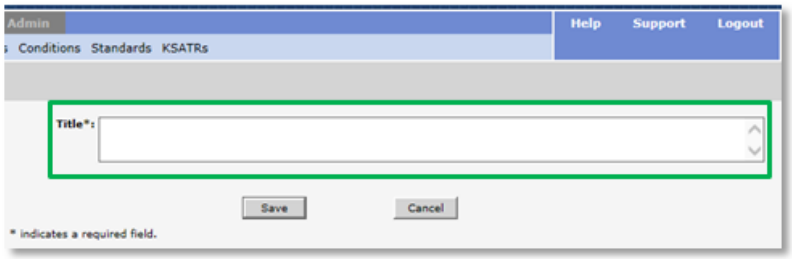


Subsystems

1. From the Data submenu, select Subsystems.

2. Select the New icon.

3. In the **Title*** field, type in the new subsystem title.



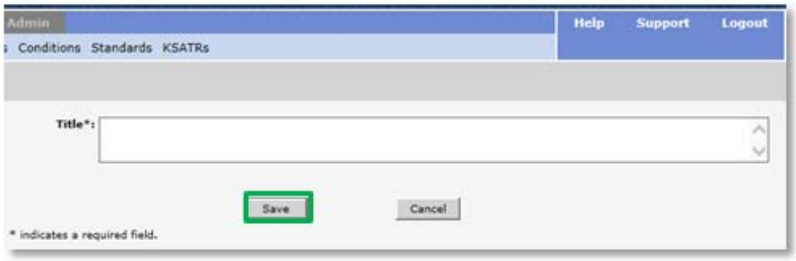
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the subsystem is a general term or phrase, enter it in sentence case. If the subsystem is a formal name, enter it in title case.

Examples of subsystems that currently exist in the Subsystem submenu include the following:

- TBD
- TBD
- TBD

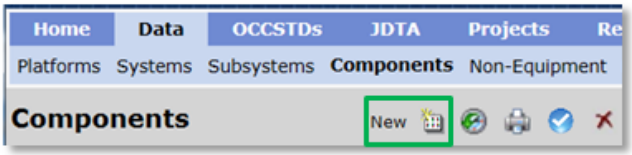
4. Select the Save button.



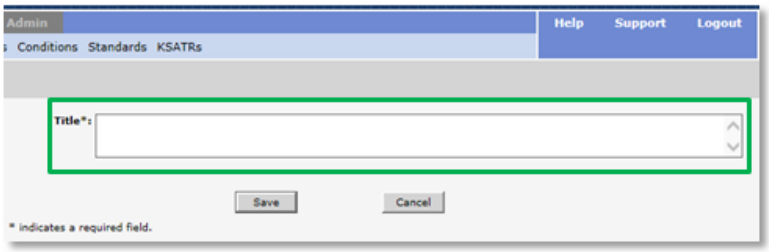
Components

1. From the Data submenu, select Components.

2. Select the New icon.



3. In the **Title*** field, type in the new component title.



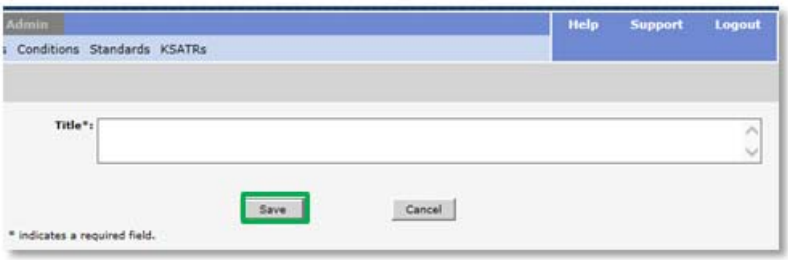
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the component is a general term or phrase, enter it in sentence case. If the component is a formal name, enter it in title case.

Examples of components that currently exist in the Components submenu include the following:

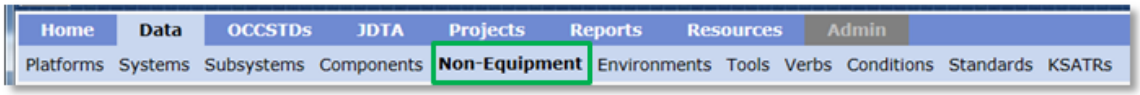
- TBD
- TBD
- TBD

4. Select the Save button.

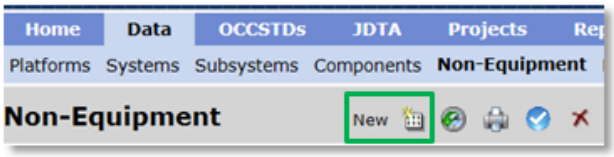


Non-Equipment

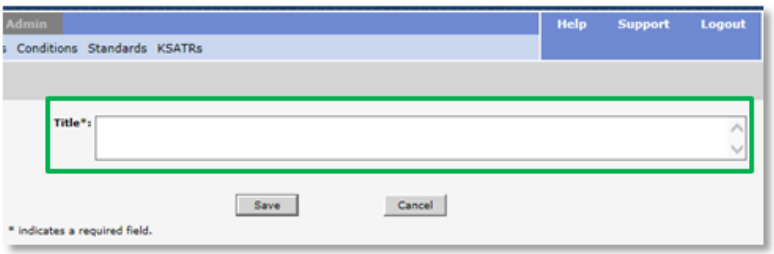
1. From the Data submenu, select Non-Equipment.



2. Select the New icon.



3. In the **Title*** field, type in the new non-equipment title.



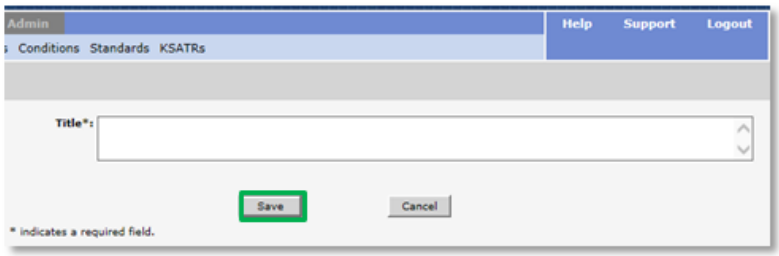
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the non-equipment is a general term or phrase, enter it in sentence case. If the non-equipment is a formal name, enter it in title case.

Examples of non-equipment that currently exist in the Non-Equipment submenu include the following:

- TBD
- TBD
- TBD

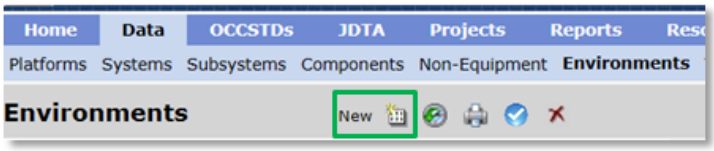
4. Select the Save button.



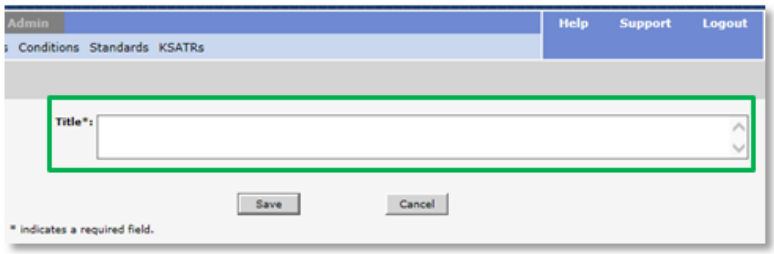
Environments

1. From the Data submenu, select Environments.

2. Select the New icon.



3. In the **Title*** field, type in the new environment title.



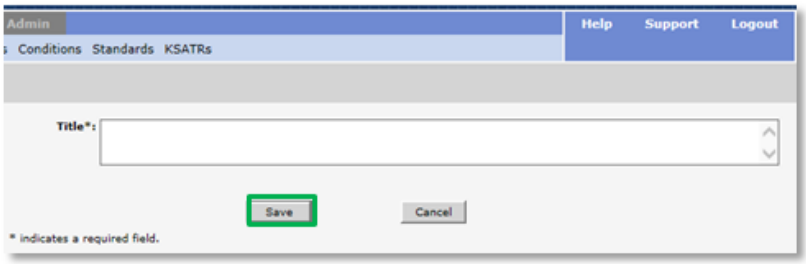
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the environment is a general term or phrase, enter it in sentence case. If the environment is a formal name, enter it in title case.

Examples of environments that currently exist in the Environments submenu include the following:

- TBD
- TBD
- TBD

4. Select the Save button.

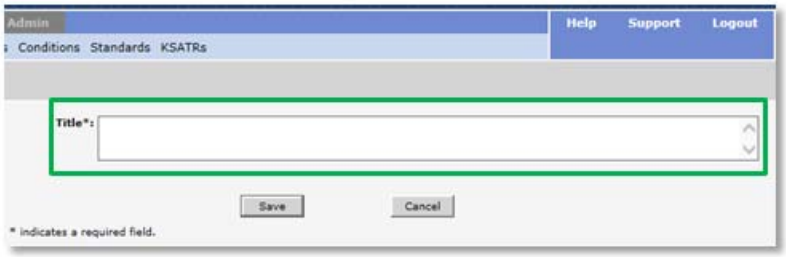


Tools

1. From the Data submenu, select Tools.

2. Select the New icon.

3. In the **Title*** field, type in the new tool title.



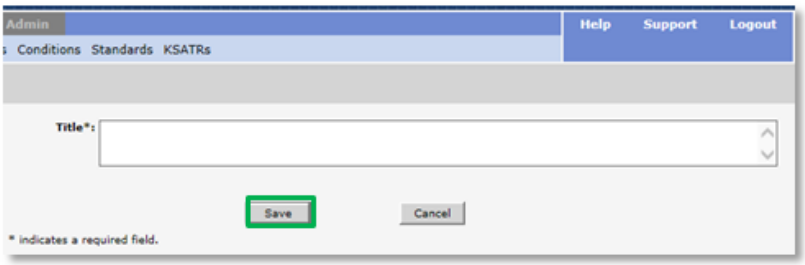
User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

Style Guide:
If the tool is a general term or phrase, enter it in sentence case. If the tool is a formal name, enter it in title case.

Examples of tools that currently exist in the Tools submenu include the following:

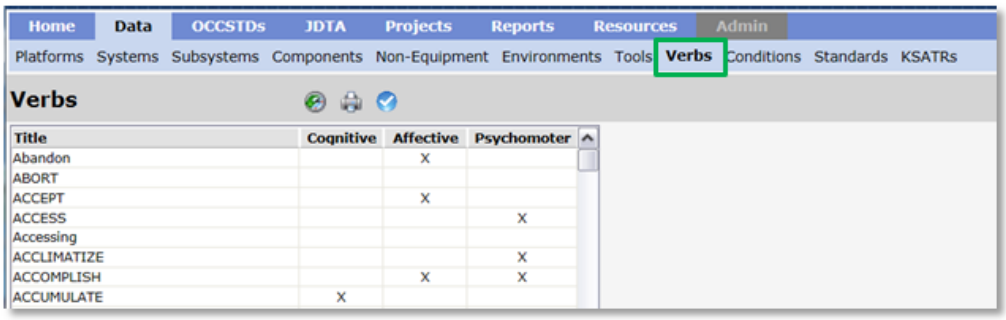
- TBD
- TBD
- TBD

4. Select the Save button.



Verbs

Verbs cannot be entered into AIM CPM. New verb suggestions can be made to NETC CPM Management, and if approved, will be added the current list of verbs. Verbs appear in AIM CPM in alphabetical order with their corresponding domain (cognitive, affective, and psychomotor) indicated.



The current list of verbs is shown below with their corresponding domain indicated.

Title	Cognitive	Affective	Psychomotor
Access			X
Acquire			X
Activate	X		X
Adjust			X
Administer			X
Advise	X	X	
Aid		X	
Align		X	X
Analyze	X		
Annotate	X		
Apply	X		
Approve		X	
Archive			X
Arm			X
Arrange	X	X	X
Articulate	X	X	
Assemble			X
Assess	X	X	
Assign	X		
Assist		X	
Attach	X		X
Attend		X	
Audit	X		
Authorize	X		
Backup	N/A	N/A	N/A
Bake	X	X	X
Balance		X	X
Be		X	
Bend			X
Blue		X	
Boil	X	X	X

Title	Cognitive	Affective	Psychomotor
Braise	X	X	X
Brief	X		
Broil	X		
Build	X		
Calculate	X		
Calibrate			X
Call	N/A	N/A	N/A
Carry			X
Carve			X
Certify	X		
Change	X		X
Characterize		X	
Check	X		
Chill	X	X	X
Chock			X
Classify	X	X	
Clean			X
Clear	X		X
Close			X
Collate	X		
Collect	X		X
Combat		X	X
Communicate		X	
Compare	X	X	
Compile	X		
Complete	X	X	X
Comply		X	
Compose			X
Compute	X		
Conduct	X		X
Configure			X
Connect			X
Construct	X		X
Contain	X	X	X
Control			X
Convert	X		
Coordinate		X	
Correct	X		X
Correlate	X		
Counsel	X		
Create	X		X
Cut			X
Cycle	X		X

Title	Cognitive	Affective	Psychomotor
Debrief			X
Decode	X		
Deconflict	X		
Decorate	X		X
Define	X		
Delegate		X	
Deliver	X		X
Demonstrate	X	X	
Deploy			X
Deposit	X	X	
De-rig			X
Describe	X	X	
Design	X		X
Designate	X		
Destroy			X
Detain	X		X
Detect	X		X
Determine	X		
Develop	X	X	
Dewater	X		X
Dial			X
Dig			X
Direct	X		X
Disassemble			X
Disburse	X	X	
Disconnect			X
Disintegrate	X		X
Dispatch		X	X
Dispose			X
Disseminate			X
Distribute	X		X
Document	X		
Doff	X		
Don	X		
Download	X		
Draft	X		X
Draw	X		X
Dress	X	X	
Drill		X	X
Edit	X		X
Employ	X		X
Enable	N/A	N/A	N/A
Encode		X	

Title	Cognitive	Affective	Psychomotor
Endorse		X	
Energize			X
Enforce		X	
Engage			X
Enhance	N/A	N/A	N/A
Ensure		X	
Enter			X
Equalize	X	X	
Erect	X		
Establish	X	X	X
Estimate	X		
Evacuate			X
Evaluate	X		
Examine	X		
Execute	X	X	X
Exercise	X	X	
Explain	X	X	
Exploit	X		X
Extract	X		
Fabricate			X
Facilitate	X		
File			X
Fill	X		
Finish	X		
Fire			X
Fix			X
Follow		X	X
Forecast	X		
Formulate	X	X	
Forward	X		
Fry			X
Gather	X		
Generate	X		
Give		X	
Grant	N/A	N/A	N/A
Graph	X		
Grill			X
Grind			X
Groom	X		
Handle			X
Heat	X		
Identify	X	X	
Implement	X		

Title	Cognitive	Affective	Psychomotor
Incorporate		X	X
Inform	X		
Initialize			X
Initiate	X	X	X
Input			X
Insert			X
Inspect	X		X
Install			X
Instruct	X		
Integrate	X	X	X
Interface			X
Interpret	X	X	
Interview	X		
Inventory	X		
Investigate	X		
Isolate			X
Issue			X
Know	N/A	N/A	N/A
Label	X	X	
Launch			X
Lead	X		X
Liaise	X		
Lift			X
List	X		
Load			X
Localize		X	
Locate	X		
Log	X		
Lower			X
Lubricate			X
Machine	X		
Mail			X
Manage	X		X
Manually			X
Manufacture	X	X	X
Map	X		X
Mark			X
Match	X		
Measure	X		
Mentor	X		
Mix			X
Modify	X	X	X
Monitor	X	X	

Title	Cognitive	Affective	Psychomotor
Moor			X
Move			X
Navigate			X
Notify	X	X	
Observe	X	X	
Obtain	X		X
Open			X
Operate	X		X
Optimize	N/A	N/A	N/A
Order	X	X	X
Organize	X	X	X
Outline	X		X
Overhaul			X
Override	N/A	N/A	N/A
Pack			X
Package		X	
Paint			X
Participate	X	X	
Pass			X
Perform	X	X	X
Place			X
Plan	X		
Plot			X
Plug		X	
Portion	X	X	X
Position			X
Post			X
Predict	X		
Preheat		X	X
Prepare	X	X	
Present	X		
Preserve		X	
Print			X
Prioritize	X	X	
Process	X		X
Procure			X
Produce	X		X
Program	X		X
Provide	X		X
Publish			X
Purge	N/A	N/A	N/A
Qualify		X	X
Raise			X

Title	Cognitive	Affective	Psychomotor
React		X	
Read	X	X	
Receive		X	X
Recertify	X		
Recharge	X		
Recognize	X	X	
Recommend	X		
Reconcile			X
Record	X		X
Recover			X
Recruit	X		
Refer	X		
Refuel			X
Refurbish	X		
Register	N/A	N/A	N/A
Reinforce			X
Relay	X		
Release			X
Remove			X
Render	X		
Repack	X		
Repair			X
Replace			X
Replenish			X
Report	X	X	
Represent			X
Request		X	
Requisition	X		
Research	N/A	N/A	N/A
Reset			X
Resolve	X		
Respond	X	X	X
Restore	X		X
Retain		X	
Retrieve	X		X
Return			X
Review	X	X	
Revise	X	X	X
Rig			X
Rotate			X
Route	X		
Safeguard	X		
Sanitize	X	X	X

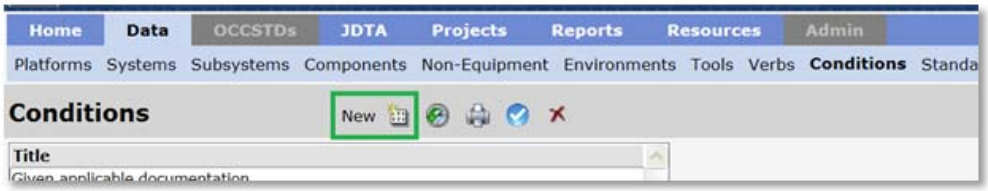
Title	Cognitive	Affective	Psychomotor
Scan	X		X
Schedule	X		
Screen	X		
Search	X		
Secure			X
Seek		X	
Select	X	X	
Send			X
Separate	X		X
Sequence	X		X
Serve		X	
Service			X
Set			X
Sharpen	X		
Shift			X
Shut	N/A	N/A	N/A
Signal			X
Solicit	X		
Sort	X		
Sound	X		
Splice			X
Split			X
Stand			X
Start	X		X
Startup	X		
State	X		
Steam			X
Steer			X
Stock	X		
Store	X		X
Stow			X
Stream	X		
Stress	X	X	
Submit	X		X
Summarize	X		
Supervise	X		X
Support	X	X	X
Survey	X		
Suspend	X		
Synthesize	X	X	
Take			X
Test	X		X
Tie	X		X

Title	Cognitive	Affective	Psychomotor
Trace	X		X
Track			X
Train	X		X
Transcribe	X		
Transfer	X		X
Transition	X		
Translate	X		
Transmit			X
Transport			X
Transpose			X
Treat			X
Troubleshoot	X		X
Understand	X		
Unload			X
Unpack			X
Unrig			X
Update	X		X
Upload	X		
Use	X	X	X
Utilize			X
Validate	X	X	
Verify	X	X	
Weld			X
Write	X	X	X

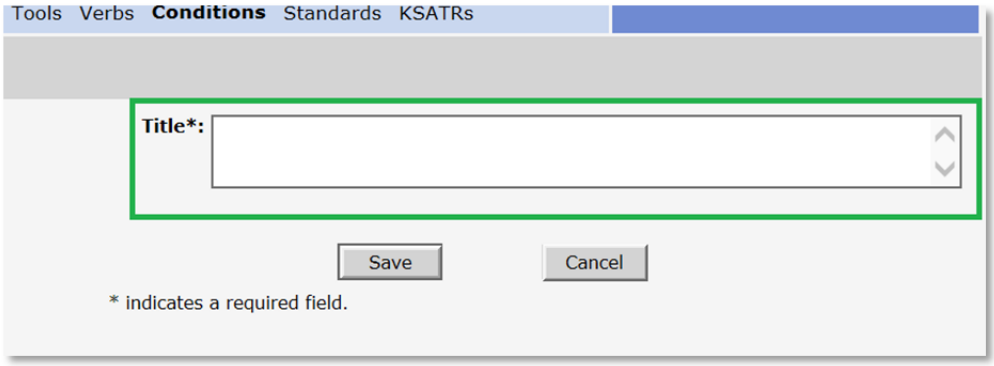
Conditions

1. From the Data tab submenu, select Conditions.

2. Select the New icon.



3. In the **Title*** field, type in the new condition.



User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

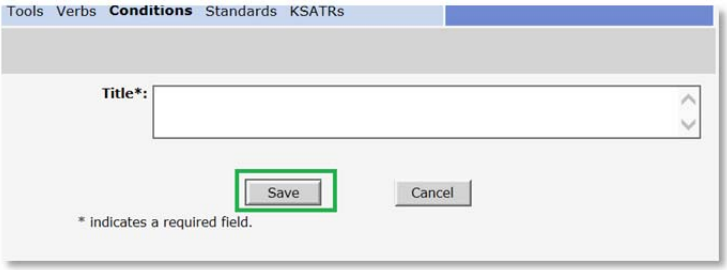
Style Guide:
Enter the condition in sentence case.

Examples of conditions that currently exist in the Conditions submenu include the following:

a. Given applicable documentation and/or directives,
b. Given an applicable Maintenance Requirement Card (MRC),
c. Given applicable technical documentation,
d. Given the proper tools,
e. Given the proper tools and data,
f. Given the proper equipment,
g. Given the required information,
h. Given applicable Operational Sequencing System (OSS) procedures,
i. Given applicable Operational Procedures (OPs),
j. Given applicable Casualty Procedures (CPs),

Note: Never reference a specific equipment or reference in the condition. Conditions should remain general in nature.

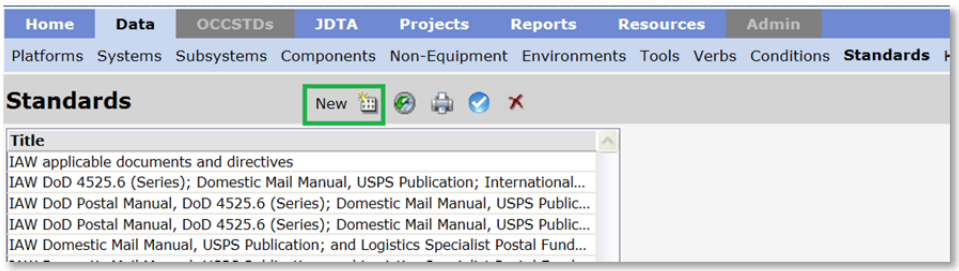
4. Select the Save button.



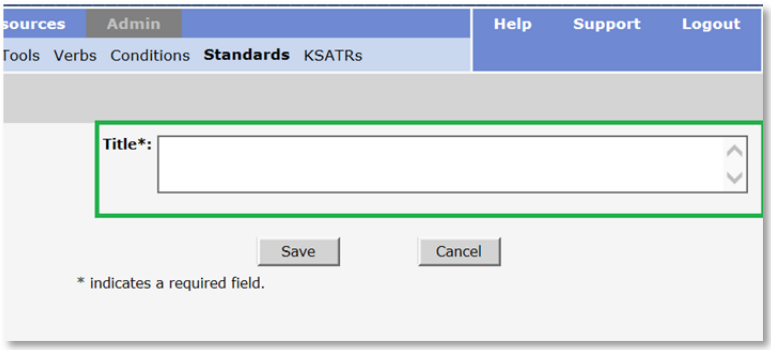
Standards

1. From the Data submenu, select Standards.

2. Select the New icon.



3. In the **Title*** field, type in the new standard.



User Tip: CPM can have problems with formatted text that is copied and pasted into fields. To avoid this, copy the text into Notepad, and then cut and paste the Notepad text into CPM.

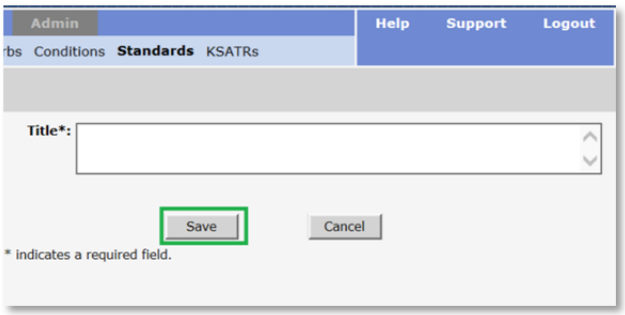
Style Guide:
Enter the standard in lower case.

Examples of standards that currently exist in the Standards submenu include the following:

- TBD
- TBD
- TBD

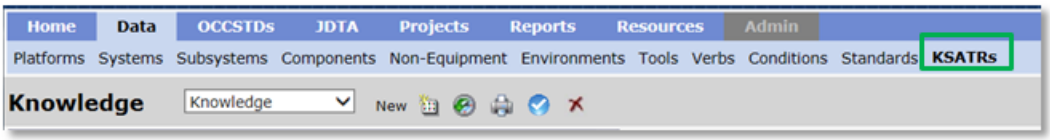
Note: Never reference a specific equipment or reference in the standard. Standards should remain general in nature.

4. Select the Save button.

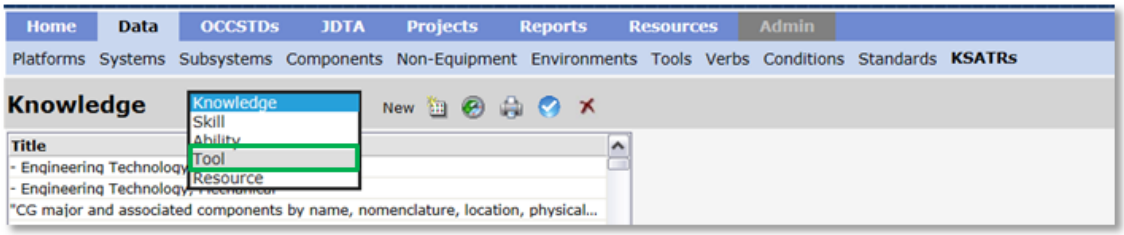


KSATRs

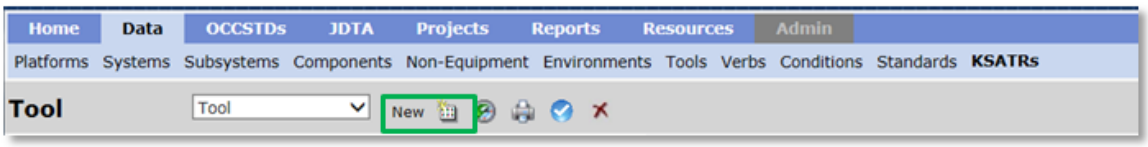
1. From the Data submenu, select KSATRS.



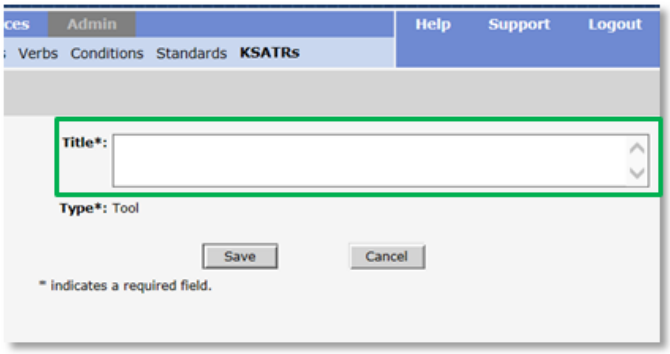
2. From the drop-down menu, select the type of KSATR to enter.



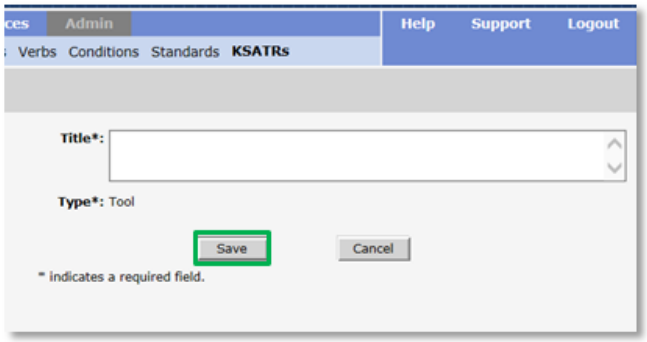
3. Select the New icon.



4. In the Title* field, type in the new KSATR item title.



5. Select the Save button.



Appendix B: Transferring AIM LO Module Resources to AIM CPM