

CLIMB

TRAINING MANAGEMENT SYSTEM

Customizing an Existing Course

A Guide for Chief Pilots, Owners & Training Managers

DRAFT

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Questions this guide doesn't answer? Contact team@climb.aero

Overview

This guide is for an independent CFI, flight school owner, chief pilot, or training manager who wants to start with an existing Climb TMS course and adapt it for school-specific use. It focuses on practical syllabus alignment and school customization, not full course-authoring training from a blank slate.

1. Purpose of This Guide

Use this guide when your school already has a syllabus it wants to continue using, or when you like an existing Climb TMS course but want to make practical adjustments for local operations.

Common reasons to customize a course

- Align the course with your school syllabus or training flow.
- Add aircraft-specific videos, checklists, procedures, or limitations.
- Add local airport, airspace, weather, aircraft dispatch, or risk-management guidance.
- Adjust lesson sequencing to match how your instructors already teach.
- Add school-specific policies, endorsements, documents, quizzes, or instructor actions.
- Remove or de-emphasize content that doesn't apply to your fleet, such as equipment your airplanes don't have.

2. Decide How Much You Want to Change

Before editing the course, decide whether your school needs light customization, moderate adaptation, or a more significant rebuild. This prevents unnecessary edits and helps preserve the structure of a course that already works well.

You can also contact team@climb.aero for advice and assistance. The Climb team can help convert existing syllabus content into a Climb course, explain available options and features, or help you decide which customization approach best fits your training program.

Level	Best when	Typical changes
Light customization	The existing course mostly matches your syllabus.	Add aircraft notes, local procedures, and instructor guidance; adjust a few prerequisites or the course grading rubric.
Moderate adaptation	The course is useful but doesn't fully match your sequence or terminology.	Reorder selected items, add or replace supporting content, adjust prerequisites, and add school-specific homework, documents, or videos.

Level	Best when	Typical changes
Significant rebuild	Your school has a distinct syllabus or training model.	Use the course as a starting point but revise stages, lessons, groupings, and stage checks — or build a content pack of customized activities and create a new course from it.

Recommended planning questions

- What parts of the existing course should remain unchanged?
- Which lessons or activities need to match your current syllabus more closely?
- What local or aircraft-specific content would help instructors and students?
- Which items are mandatory for your training program, and which are optional?
- Who at the school should approve changes before the course is published?

3. Review the Existing Course Structure

Before changing content, review how the existing course is organized. This helps you identify what should stay intact, what should be renamed or reordered, and where school-specific content should be added.

What to look for in the course map

- Stages, phases, modules, or lesson groupings that match your syllabus.
- Activities that are required for course completion.
- Prerequisites that control when students can access or complete items.
- Instructor-led activities versus self-paced student work.
- Quizzes, documents, videos, and instructor validations tied to specific lessons.
- Items that are optional, aircraft-specific, or potentially skippable.

Courses consist of Modules, Units, and Activities. Modules contain units and may use other modules as prerequisites. Units contain activities and may use other units as prerequisites. Activities can have other activities within the same unit as prerequisites, and activities can include:

- Instructor actions (such as TSA validation or providing an endorsement)
- Knowledge items (self-paced reading or video topics)
- Quiz items (multiple choice, short-answer instructor-graded, or short-answer AI-graded)
- Training activities (ground discussions, simulator activities, or flight activities)

One significant difference from many learning management systems is that prerequisites can include grade-level requirements, and all flight activities are graded relative to the final ACS standard. For example, slow

flight may need to be completed at a grade of 3 before stalls can be performed. Slow flight doesn't need to be at the proficient level, but the course author can enforce specific levels of competence as desired.

When one unit has another unit as a prerequisite, a unit grade requirement of 4 means every item in the prerequisite unit must have been performed and graded at 4 or higher before the next unit opens. Similarly, for modules, the overall module grade is the lowest grade of any item in that module.

Finding and opening a course

Under the Course Authoring menu, select the course of interest. From there you have three options: View Course Outline, Manage Course, or Copy Course — the action you'll use to create your school's own editable copy (see “Who Owns What” below).

Courses

	Course Title	Content Creator	Tags
Actions	Climb / FAA Private Pilot ASEL	Climb	FLIGHT, PPL ASE, SMA
Actions	Climb / FAA Private Pilot ASEL - Flight Portion	Climb	FLIGHT, PPL ASE
Actions	Demo Private Pilot	Climb	
Manage Course	Instrument Airplane Rating	Climb	
View Course Outline	View Airplane	Climb	
Copy Course	Private Pilot Certificate	Craig Eaton	

Course Authoring — the Actions menu offers View Course Outline, Manage Course, and Copy Course.

The Course Outline view lists every activity in the course on a single page, including prerequisites but not grade levels. This view is useful when looking for a specific activity and where it fits in the structure.

Module 38 - Flight Phase 2 (4 hours, 15 minutes)				
Description				
Prerequisites				
1 - TSA Security Check, 37 - Stage Check 1				
Unit 1 - Flight Activities (4 hours, 15 minutes)				
Description				
Activities				
Title	Type	Prerequisites	Duration	Version
1 - (Flight Phase 2) Slow Flight (05.02)	Training Activity		0 hours, 10 minutes	
2 - (Flight Phase 2) Power-off Stalls (05.03)	Training Activity	1 - (Flight Phase 2) Slow Flight (05.02)	0 hours, 10 minutes	
3 - (Flight Phase 2) Power-on Stalls (05.04)	Training Activity	1 - (Flight Phase 2) Slow Flight (05.02)	0 hours, 10 minutes	
4 - (Flight Phase 2) Accelerated Stalls Demo (05.05)	Training Activity	1 - (Flight Phase 2) Slow Flight (05.02), 2 - (Flight Phase 2) Power-off Stalls (05.03), 3 - (Flight Phase 2) Power-on Stalls (05.04)	0 hours, 10 minutes	
5 - (Flight Phase 2) Cross-Controlled Stalls Demo (05.06)	Training Activity	1 - (Flight Phase 2) Slow Flight (05.02), 2 - (Flight Phase 2) Power-off Stalls (05.03), 3 - (Flight Phase 2) Power-on Stalls (05.04)	0 hours, 5 minutes	
6 - (Flight Phase 2) Elevator Trim Stalls Demo (05.07)	Training Activity	1 - (Flight Phase 2) Slow Flight (05.02), 2 - (Flight Phase 2) Power-off Stalls (05.03), 3 - (Flight Phase 2) Power-on Stalls (05.04)	0 hours, 5 minutes	
7 - (Flight Phase 2) Rectangular Course (07.02)	Training Activity		0 hours, 10 minutes	
8 - (Flight Phase 2) Turns around a Point (07.03)	Training Activity		0 hours, 5 minutes	
9 - (Flight Phase 2) S Turns across a Road (07.04)	Training Activity		0 hours, 10 minutes	

Course Outline view for a module and unit, showing the flat activities list.

In the Manage Course view, only two levels are shown at a time. You can view and manage a module and its units, or a unit and its activities. This view also shows additional details, such as each item's subject area and prerequisite grade levels.

Managing Unit 1 - Flight Activities (Demo Private Pilot - 38 - Flight Phase 2) [← Return to Manage Course](#)

Demo Private Pilot / 38 - Flight Phase 2 / 1 - Flight Activities

Unit Activities (4 hours, 15 minutes) [Add Knowledge Activity](#) [Add Quiz Activity](#) [Add Instructor Action](#) [Add Training Activity](#)

	#	Type	Title	Subject Area(s)	Notes	Prerequisite(s)	Duration	Version	
Actions	1	Training Activity	(Flight Phase 2) Slow Flight (05.02) Content Pack	Flight - 14 CFR § 61.107(b)(1)(viii) - Slow Flight and Stalls			10		Delete
Edit Training Activity		Training Activity	(Flight Phase 2) Power-off Stalls (05.03) Content Pack	Flight - 14 CFR § 61.107(b)(1)(viii) - Slow Flight and Stalls		1 - (Flight Phase 2) Slow Flight (05.02) (Min Score 4 Edit)	10		Delete
Reorder Activity									
View Dependencies									
Actions	3	Training Activity	(Flight Phase 2) Power-on Stalls (05.04) Content Pack	Flight - 14 CFR § 61.107(b)(1)(viii) - Slow Flight and Stalls		1 - (Flight Phase 2) Slow Flight (05.02) (Min Score 2 Edit)	10		Delete
Actions	4	Training Activity	(Flight Phase 2) Accelerated Stalls Demo (05.05) Content Pack	Flight - 14 CFR § 61.107(b)(1)(viii) - Slow Flight and Stalls		1 - (Flight Phase 2) Slow Flight (05.02) (Min Score 4 Edit) 2 - (Flight Phase 2) Power-off Stalls (05.03) (Min Score 4 Edit) 3 - (Flight Phase 2) Power-on Stalls (05.04) (Min Score 4 Edit)	10		Delete

Manage Course view for a unit, with toolbar buttons to add activities and a per-row Actions menu.

While prerequisites can be entered on other screens, Manage Course is the only place the grade level of a prerequisite can be modified. In the example below, the Slow Flight item is currently required at a grade of 4, and the “Edit” link lets you change that to any other score. This gives you a robust set of controls for enforcing good course sequencing and building-block training.

Unit Activities (4 hours, 15 minutes) [Add Knowledge Activity](#) [Add Quiz Activity](#) [Add Instructor Action](#) [Add Training Activity](#)

	#	Type	Title	Subject Area(s)	Notes	Prerequisite(s)	Duration	Version	
Actions	1	Training Activity	(Flight Phase 2) Slow Flight (05.02) Content Pack	Flight - 14 CFR § 61.107(b)(1)(viii) - Slow Flight and Stalls			10		Delete
Actions			Flight Completion Standard for "(Flight Phase 2) Slow Flight (05.02)"						
Actions			Minimum Flight Score						
Actions									
Actions									
Actions	4	Training Activity	(Flight Phase 2) Accelerated Stalls Demo (05.05) Content Pack	Flight - 14 CFR § 61.107(b)(1)(viii) - Slow Flight and Stalls		1 - (Flight Phase 2) Slow Flight (05.02) (Min Score 4 Edit) 2 - (Flight Phase 2) Power-off Stalls (05.03) (Min Score 4 Edit) 3 - (Flight Phase 2) Power-on Stalls (05.04) (Min Score 4 Edit)	10		Delete

Editing a prerequisite's minimum grade level from Manage Course.

The goal is for course prerequisites to provide guard rails for the instructor and a common set of supporting materials for all students and instructors, while still allowing freedom to customize a student's training to match their specific progress and needs. If you're trying to match an existing school syllabus, Climb can help provide a starting point, but you'll still need to set prerequisites and grade levels.

Use Manage Course to adjust activity settings, reorder or delete items, adjust prerequisites, or add additional items.

Who Owns What

NOTE If you use a Climb course as-is, the course author is responsible for keeping its contents up to date — for example, as regulations or guidance change, the course materials will be updated to reflect the new information.

If you customize a course, choosing Copy Course creates a school-owned copy and you become the owner of that copy. If you create your own materials — such as documents or videos — for this course, you're responsible for keeping them up to date. If you build course activities using a “content pack,” the content pack owner owns those items, and you're responsible only for the additional or replaced content your school adds.

If you'd like to become a content pack creator or course author and sell your finished product to other schools, talk to Climb — we're always looking for good material!

4. Recommended Course Customization Workflow

Use this workflow to adapt an existing course while keeping it organized, reviewable, and usable by instructors.

Step	Action	Owner / reviewer
1	Select the existing course you want to use as the starting point.	Owner or chief pilot
2	Use Copy Course to create a school-specific copy rather than editing the reference course directly.	Climb administrator
3	Review the course map, stages, lessons, prerequisites, and completion requirements.	Chief pilot or training manager
4	Identify required school-specific additions, such as aircraft videos, local procedures, or documents.	Chief pilot and instructor team
5	Make edits in small batches and document what changed.	Assigned editor
6	Test the course from both instructor and student perspectives.	Reviewer or test instructor
7	Train instructors on the customization and publish the course when approved.	Owner or chief pilot

5. Authoring Options at a Glance

Flight school leaders don't need to build every item from scratch to benefit from course authoring tools. In most cases, the goal is to adapt, supplement, and manage an existing course so it reflects the way the school trains.

Common things a school may edit or add

- Knowledge content — school-specific reading, aircraft notes, local procedures, or recommended resources.
- Videos — aircraft-specific preflight videos, avionics demonstrations, local pattern examples, or school policy explanations.
- Documents — checklists, aircraft profiles, dispatch procedures, rental agreements, endorsement examples, or required forms.
- Quizzes — short knowledge checks for local procedures, aircraft systems, or school policies; adjust length or pass criteria on existing quizzes.
- Instructor actions — required validations, document checks, endorsements, signatures, or school approval steps.
- Training activities — adjust flight, ground, or simulator activities to match how your school conducts lessons.
- Prerequisites — control what must be completed before a student can access or complete another item.
- Optional or skippable items — mark content that may not apply to every student, aircraft, or training scenario when the system supports it.
- Stage check items — adjust when and how many stage checks occur.
- Grading rubrics — reset the course grading scale to one consistent with your flight school policies.
- Expirations — some activities have expiration dates set, so if enough time passes since practicing a given activity, it will appear and be required again.
- Simulator usage — specify the use of a simulator for a given activity before it's accomplished in the aircraft.

Editing content-pack items

If you're building a course using a content pack item, in addition to adjusting prerequisites, inclusion/exclusion, and ordering, keep these limits in mind:

- Knowledge items — you may only add additional resources (documents or videos). You can't edit or delete existing resources.
- Quizzes — you may edit the title, subject areas, and expiration.
- Training activities — you may edit the rubric, subject areas, and expirations.

NOTE The team at Climb can help you understand how these work and how to get the most out of the TMS tools.

6. Practical Customization Examples

Example A: Add aircraft-specific content

If your school uses a specific aircraft or avionics configuration, add content that helps students prepare before they arrive for training.

- Add a video showing the school's preferred preflight flow for that aircraft.
- Add a document with aircraft speeds, limitations, checklist flow, or avionics notes.
- Add a short quiz to confirm the student reviewed the material.
- Add the item as homework before the first aircraft-specific lesson.

Example B: Add local airport and airspace guidance

Local operating knowledge can be added as required or recommended preparation for early lessons.

- Pattern entries and exits used at the home airport.
- Noise abatement procedures.
- Common radio calls and local phraseology.
- Nearby practice areas, airspace boundaries, and avoidance areas.
- School expectations for weather minimums and go/no-go decisions.

Example C: Align the course to your school syllabus

If your school already has a syllabus, use the existing course as the framework and adjust sequencing, lesson titles, and supporting content so instructors recognize the flow.

- Map existing course activities to your syllabus lessons.
- Rename or group items when terminology differs.
- Add school-specific guidance for instructors.
- Adjust prerequisites only when you understand the downstream impact.
- Retain required regulatory or standards-based items unless the course owner confirms they may be changed.

7. Review Before Publishing

Before assigning the customized course to active students, review it as both a school leader and a working instructor. The goal is to confirm that the course supports actual day-to-day training without creating confusion or unnecessary work. The course can be edited while in use, but it's best and safest to minimize changes once students are active.

Review checklist

- Confirm lesson order matches the school's expected training flow.
- Confirm prerequisites make sense and don't unintentionally block training.
- Confirm required items can't be skipped unless that's intentional.
- Confirm optional or aircraft-specific items are clearly labeled.
- Confirm homework items appear where instructors expect them.
- Confirm added videos, documents, and quizzes are accurate and current.

- Confirm instructor-only notes aren't written as if the student should see them.
- Confirm reports still provide the records your school needs.

8. Rollout Plan for Your Instructor Team

After the course is customized and reviewed, give instructors a short orientation so they understand what changed and how the customized course should be used.

Recommended rollout steps

1. Explain why the course was customized and what problem the changes solve.
2. Show instructors the course map and major structural changes.
3. Point out new school-specific documents, videos, quizzes, or instructor actions.
4. Explain expectations for homework assignment and lesson planning.
5. Explain which items are mandatory, optional, or aircraft-specific.
6. Collect instructor feedback after the first few students use the revised course.

9. Maintenance and Version Control

A customized course should be reviewed periodically so it stays aligned with aircraft, procedures, school policy, and regulatory expectations.

- Assign one person to own course updates.
- Keep a brief change log for each meaningful update.
- Review aircraft-specific content when equipment, avionics, or procedures change.
- Review local procedure content when airport, airspace, or dispatch procedures change.
- Review quizzes and documents after policy updates.
- Decide how future updates from the original course should be evaluated before adoption — a customized copy does not automatically receive changes made to the base course.

10. Frequently Asked Questions

Does my customized course automatically get updates from the original course?

No. Once you copy a course, it's a separate, school-owned copy. Decide ahead of time who reviews updates to the original course and how those changes should be evaluated before you adopt them.

How do I create my school's own copy of a course?

From Course Authoring, select the course and choose Copy Course. This creates a school-owned copy that you can edit freely in Manage Course.

Who owns content I add versus content from a content pack?

You own any materials you create yourself, such as documents or videos. If you build activities from a content pack, the content pack owner retains ownership of those items; your school is responsible only for the additional or replaced content it adds.

Can I sell a course or content pack I've built to other schools?

Yes — talk to the Climb team about becoming a content pack creator or course author. Climb is always looking for good material.

Where can I get help deciding how much to customize?

Contact team@climb.aero. The Climb team can help convert existing syllabus content into a Climb course, explain available options, and help you decide whether light customization, moderate adaptation, or a significant rebuild best fits your program.

A Note on This Guide

TIP This guide focuses on customizing an existing course for school-specific use. If you're building course activities entirely from scratch or acting as a content pack author, additional course-authoring documentation applies. Questions this guide doesn't answer? Contact team@climb.aero.