CAPP X-X

DD MMMMM YYYY

CIVIL AIR PATROL

{Publication Title}
{Publication Subtitle}

Insert Cover Graphic Here
NOTE: Graphic may fill entire first page, but not cover shield or printed text

{RELEASING HEADQUARTERS}

{Location (optional for region and below)}

Table of Contents {required for publications over 10 pages, otherwise optional}   **Page**

PREFACE

{The preface serves as the introduction to the publication, typically stating its subject, scope or aims. It is generally short, being no more than a few paragraphs.}

OVERVIEW

{The overview summarizes the publication. Although they sound similar, the preface and overview serve two different purposes. To best understand the distinction, consider the preface as a description from outside the publication, say as you might describe it to another person. The overview, on the other hand, is more of a description one might apply from inside the publication, say from a content point of view.}

STYLE AND FORMATTING

The conventions used in this template are as follows:

a. {Brackets} – information provided inside {brackets} is to assist the author or Office of Primary Responsibility (OPR) in creating the nondirective publication. The bracketed language offers suggestions, tips and descriptions on how to complete the entry. Authors/OPRs may view it as "fill in the blank."

b. Text color – text in black should be considered essential elements. Text in red should be considered informative, optional and "how to" in nature when creating the nondirective publication. For example, this paragraph on Style and Formatting is not needed for nondirective publications; however, the Preface and Overview are necessary.

c. Style – authors/OPRs have tremendous liberty in how they believe best the information should be presented to enhance readability, comprehension and application. As a nondirective publication, it is acceptable to insert tasteful humor if the author believes doing so will benefit the reader and inspire learning. Additionally, it's been said that a picture is worth a thousand words. Authors are encouraged to use graphics, tables, flowcharts, etc. to enhance learning.

d. Formatting – like style, authors may format nondirective publications in a manner that best promotes readability, comprehension and application of the subject matter.

NOTE – although authors are encouraged to present nondirective information in the format that makes for most enjoyable reading, some rigor is necessary when you're talking about educational publications such as Specialty Track Training Guides. The CAP professional development team encourages the use of a standardized format to provide
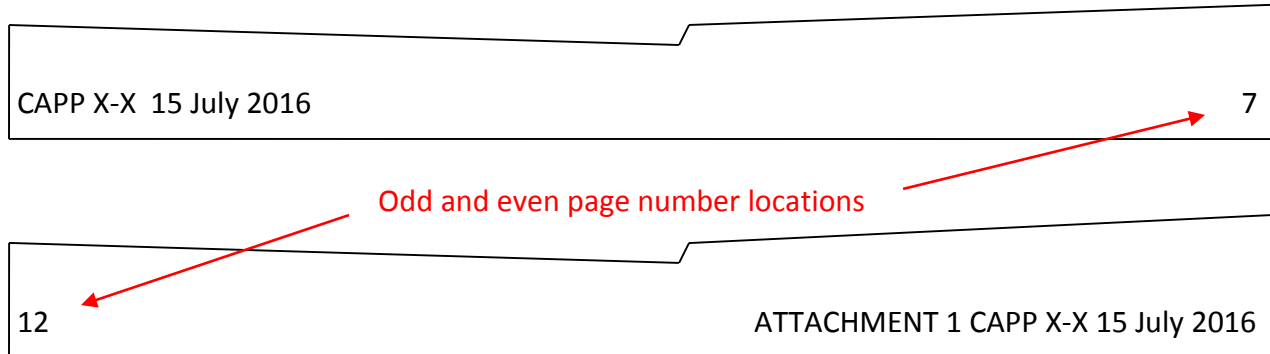
consistency for those learning a new specialty or advancing in an existing specialty. See the section on Specialty Track Training Guides for more information.

e. Font – authors should consider readability when deciding on a font. Studies have shown that serif style fonts, such as Times New Roman, are more easily read in paper format. Conversely, sans serif style fonts, such as Calibri (the font used in this template), are more easily read online. To tell the difference, serif style fonts add "tails," "feet" or other decorative flourishes to the letters. Authors should consider how readers are more likely to view the publication (online versus print) when selecting a font.

f. Headers – headers are used to break up major and minor sections of the publication. If Microsoft® Word® is used to create the publication, designating text using the styles "Heading 1," "Heading 2," etc. allows the text to be recognized within and linked to the table of contents. The remainder of the text should be designated as "Normal" style. For this template, Heading 1 uses bold 16-point Calibri front configured with the "SMALL CAPS" option. An example of the Microsoft Word styles tool bar is shown below.
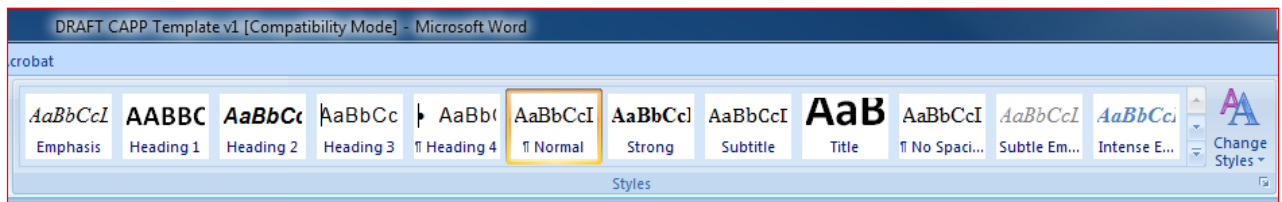
g. Chapters – breaking nondirective publications into chapters helps the reader to distinguish between related and unrelated content. The use of chapters is optional.

h. Paragraphing – authors should consider format and style when creating paragraphs. Paragraphs may be numbered or unnumbered. They may be indented or not. Additionally, authors should consider transitions when moving from one paragraph to the next.

i. Page Numbers – should have a consistent presentation throughout the publication. Page numbers may be shown at the top, bottom, center or side margin of the page and are placed in the header/footer section of the page. If page numbers are shown at the side margins, odd numbers go on the right and even numbers are displayed on the left. Authors are encouraged to distinguish basic publication page numbers from

attachment, appendix or other supplemental page numbers. Examples of these different page numbers might appear like this:

```
|                                                        |   |
| CAPP X-X  15 July 2016                                7 |
```

Odd and even page number locations

```
| 12                               ATTACHMENT 1 CAPP X-X 15 July 2016 |
```

SPECIALTY TRACK TRAINING GUIDES

Although Specialty Track Training Guides are nondirective publications (pamphlets), there is value in consistency of structure. This consistency adds predictability for members learning a new skill or advancing in an existing skill. As a matter of practice, the following make up the consistent structure found in Specialty Track Training Guides:

a. Training Objectives and Requirements. In other words, what's the desired outcome should a member satisfactorily complete the training and what are the requirements to obtain the targeted skill?

b. Guidance for OJT Supervisors and Unit Commanders. This section guides the member's instruction, providing their instructor tips for managing the upgrade training.

c. Achieving the Technician Rating. The technician rating is the first level in obtaining a skill. This section outlines the learning objectives, the position description, the

readings/lessons that must be successfully mastered, and the training and performance requirements to be met.

d. Technician Level Training Checklist. This is a step-by-step checklist that must be completed to obtain the technician rating.

e. Achieving the Senior Rating. Same as item c. above, but at a more advanced level.

f. Senior Level Training Checklist. Same as item d. above, but at a more advanced level.

g. Achieving the Master Rating. Same as item e. above, but at a more advanced level.

h. Master Level Training Checklist. Same as item f. above, but at a more advanced level.

{ADDITIONAL CONTENT}

{Any additional content provided should follow the same guidelines as presented above.}

{CLOSURE}

{Authors are encouraged to add a closing statement to wrap up the basic publication. Oftentimes this is phrased as "Conclusion," "Final Words" or something along those lines.}

{SUPPLEMENTAL INFORMATION}

{Supplemental information supports the publication. Examples of supplemental information include:

a. Addendum – additional documents that support the publication and might help to explain questions or provide clarity.

b. Appendix – additional information that supports and is considered vital to understanding the contents of a publication or document. An appendix is a form of addendum.

c. Attachment – information that supports a publication or document, but is not considered vital to the publication or document. Attachments could be presented as standalone documents. Right or wrong, CAP has historically presented supplemental information as attachments.

d. Exhibit – a document that's referred to in the publication. Exhibits traditionally present excerpts from other source documents.}

Attachment 1
{Brief Title for Attachment 1}

{Contents of Attachment 1. All subsequent attachments/appendices/etc should follow the same structure for consistency in presentation.}