Certified Recreational Boating Professional
Exam Content Outline

The composition of the CRBP exam is guided by research on the job tasks performed and knowledge needed by recreational boating professionals. The CRBP Commission oversees an investigation into the skills required for successful recreational boating professionals. The research resulted in the identification of 245 essential recreational boating professional competencies organized into 10 knowledge domains. This outline presents the content covered on the CRBP exam. The exam content outline below takes effect in 2018.

Domain #1: Management, Leadership, Ethics and Character

1.1   General Management

1.1.1   Establish core values to provide a framework for effectively managing the program.
1.1.2   Develop and implement strategies to manage change and promote innovation.
1.1.3   Employ project management processes based on qualitative measures so that activities can be conducted effectively and efficiently.
1.1.4   Implement quality control procedures to improve operations.
1.1.5   Facilitate staff acquisition of state-of-the-art information of management practices.

1.2   Financial Management

1.2.1   Develop, recommend, and manage budgets to achieve strategic planning objectives.
1.2.2   Implement systems, metrics and tools to monitor and manage financial performance.
1.2.3   Establish a user-friendly financial reporting system for your program to provide financial transparency to the staff and community.
1.2.4   Evaluate the impact of economic and budget factors to effectively guide financial planning and performance.

1.2.5 Develop and establish policies and procedures to ensure strong internal financial controls to prevent accounting irregularities and inappropriate funds accounting.

1.2.6 Implement needed controls and accounting practices for federal grant financial tracking and reporting.

1.3 Leadership

1.3.1 Utilize qualitative and quantitative data to guide decision-making.

1.3.2 Engage in collaborative leadership with the community to achieve mutually agreed upon goals.

1.3.3 Establish a culture that is sensitive and responsive to the needs interests and values of the entire recreational boating community.

1.3.4 Provide guidance to staff and stakeholders to assist them in fully executing their responsibilities to the community.

1.3.5 Integrate strategic leadership and strategic planning to achieve the long-term goals of the Community.

1.4 Ethics

1.4.1 Maintain the highest degree of personal integrity in order to resolve ethical dilemmas.

1.4.2 Establish and implement conflict of interest policies to insure transparency.

1.4.3 Exercise effective and ethical negotiation skills to resolve conflicts and achieve consensus.

1.4.4 Utilize conflict resolution skills to productively resolve differences among staff and the community.

1.5 Character

1.5.1 Embrace respectful competition within the community that demands cooperation.

1.5.2 Be willing to alter decisions when presented and proved there is a better alternative.

1.5.3 Take responsibility for each stage of the community's successes and failure keeping in sight the any long-term goals.

1.5.4 Influence others by your energy, optimism, courage, honesty and integrity always fostering a sense of camaraderie

Domain #2: Boating Law Administration

2.1 Legislative/Regulatory

2.1.1 Certification requires the knowledge of how to initiate Bills and/or develop regulations relating to recreational boating safety. Professionals must understand the application of CFR to state laws and regulations and the significance of compliance with standards and model acts established by NASBLA.

2.1.2 Certification requires describing the preparation and coordination of testimony or comments on proposed legislation or rulemaking related to recreational boating safety in the applicant's state or territory and/or in the CFR.

2.1.3 Certification requires an explanation of a state or territory's relationship with U.S. Congressmen for comments relating to funding and passage of federal acts regarding recreational boating safety.

2.1.4 Certification requires the applicant be able to relate the process in serving as a state/territory contact for the passage of state laws and regulations regarding recreational boating safety. Any actual testimony that meets this requirement should be documented by the applicant.

2.1.5 Certification requires the applicant to describe the importance for inter-state consistency when developing and advocating for passage of laws/regulations relating to recreational boating safety. The applicant should be able to express this knowledge through verbal and written expression as well written confirmation.

2.2 Grant Writing and Reporting

2.2.1 Certification requires basic understanding of writing grants and more specifically coordinating all components of state/territory's grant submission to the USCG for Recreational Boating Safety (RBS) program funding as authorized under the Sport Fish Restoration and Boating Trust Fund.

2.2.1.1 Certification requires the applicant to document involvement in training workshops relating to the RBS program grant.

2.2.1.2 Certification requires the knowledge of utilizing the National RBS Strategic Plan and federal, state and local partnerships to develop state/territory-specific boating safety goals and strategies. The applicant should be able to document sources for acquiring this knowledge and answer specific questions pertaining to partnering, goals and strategies as referenced by the Strategic Plan.

2.2.1.3 Certification requires the applicant to describe the relationships between the RBS program sections and the financial audit sections as administered by the USCG, and the state/territory point(s) of contact for each.

2.2.1.4 Certification requires the applicant to relate knowledge of the location of the Federal/State Memorandum of Agreement for RBS between the USCG and

state/territory, the purpose of the memorandum and a generalized conception of the http://www.operationdrywater.org/agenciescontent involved and why it exists.

2.2.2 Certification requires the applicant to be able to recognize additional state or local funding opportunities to supplement the state/territory's RBS program without placing the state/territory in jeopardy of violating the CFR which regulates the grant process.

2.3 NASBLA

2.3.1 Certification requires the documented attendance or the ability to demonstrate knowledge of where to gain access to participate in business meetings, annual workshops and/or conferences of NASBLA.

2.3.2 Certification requires the ability of the applicant to provide comprehensive representation of state/territory's RBS program components, including those that the applicant may not have any direct authority.

2.3.3 Certification requires the applicant to be able to demonstrate a working knowledge of the response to solicitation for comments or other requests for information or action to individual states/territories or NASBLA staff. The applicant should be able to answer specific questions relating to the processes involved in these solicitations.

2.3.4 Certification requires the applicant to demonstrate through participation, verbal response or written confirmation the knowledge of serving on NASBLA committees to improve and standardize the field of recreational boating safety through development of model acts for adoption of administrative procedures, laws and regulations.

2.3.5 Certification requires generalized knowledge of NASBLA award opportunities and the concept of explaining the process involved in nominating candidates for the specific NASBLA awards as they relate to the RBS program.

2.3.6 Certification requires the ability of the applicant to demonstrate the ability to recognize opportunities in the promotion and participation of NASBLA sponsored training and certification programs. The applicant should have knowledge of the resources used to locate and participate in such training opportunities and convey this information.

2.3.7 Certification requires the basic knowledge of Parliamentary Procedures in conducting general meeting sessions as referenced by "Roberts Rule of Order". The applicant should be able to answer questions on the basic concepts of conducting a meeting under these rules.

2.4 Technology

2.4.1 Certification requires documented attendance at informational/training sessions on new or emerging technologies in recreational boating activities in order to

address user conflict, safety, regulatory or other issues within the state or territory.

2.4.2   Certification requires documented attendance at informational/training sessions on new or emerging technologies in the field of law enforcement, navigation, access, waterways management, accident investigation and education in order to enhance effectiveness of state/territory's RBS program.

2.4.3   Certification requires the applicant to be able to document in a written format the knowledge involved dealing with the monitoring of technological advances in on-line boating safety education and registration/numbering in order to ensure compliance with the CFRs and established NASBLA standards.

Domain: #3 Boating Laws and Compliance

3.1   Boating Laws

3.1.1   Recognize commonly used terms and their definitions as they relate to vessels and their associated equipment relative to marine law enforcement.

3.1.2   Identify basic federal vessel registration and vessel numbering requirements.

3.1.3   Identify the federal requirements for display of a vessel capacity plate and the information required to be displayed on a capacity plate.

3.1.4   Identify federal equipment carriage requirements for vessels as well as the minimum specifications for such equipment to meet legal requirements.

3.1.5   Identify the elements of boating violations as they relate to reckless and careless operation of a vessel, minimum distance requirements for vessels underway, towed water sports and other regulations relating to the safety of a vessel and its passengers.

3.1.6   Explain the basic Navigation Rules as they relate to meeting, crossing and overtaking situations and differentiate the responsibilities for each vessel operator in such situations.

3.1.7   Identify the basic boating safety education requirements as they relate to the States/Territories and explain the general terms of reciprocity relating to such requirements.

3.2   Accident Investigation

3.2.1   Accident Investigation Level I

3.2.1.1   Identify sources of boating accident data.

3.2.1.2   Analyze boating data to determine causes of vessel accidents and to develop related statistical information concerning fatalities, injuries and property damage.

3.2.1.3   Identify standards and regulations related to vessel construction.

3.2.1.4   Explain standards related to fuel ventilation and electrical systems safety.

3.2.1.5   Identify the role of ignition protection as related to vessel safety.

3.2.1.6   Explain the hazards of carbon monoxide in the boating environment.

3.2.1.7   Identify common causes of fires and explosions in the boating environment.

3.2.1.8   Identify common vessel construction techniques and processes.

3.2.1.9   Explain how vessel stability is affected by hull design/type and placement of passengers and equipment.

3.2.1.10 Identify methods used to determine proper vessel lighting was in use at the time of a night time or reduced visibility collision.

3.2.1.11 Explain how to establish a uniform investigative procedure for conducting a vessel accident investigation and the benefits of utilizing such procedure.

3.2.1.12 Explain the benefits of proper forensic photography techniques.

3.2.1.13 Interpret a vessel collision diagram to explain the location of damage and other pertinent evidence.

3.2.1.14 Prepare a report of a vessel collision as the evidence correlates to the operation of the vessel(s), collision dynamics, damage assessment, injury assessment, and the overall analysis of the evidence.

3.2.2   Accident Investigation Level II

3.2.2.1   Identify the benefits of boating accident reconstruction.

3.2.2.2   Identify the benefits of clear and concise presentation of evidence and testimony related to a boating accident collision.

3.2.3   Electronic Forensics

3.2.3.1   Identify the types of electronic devices that may have evidentiary value relating to a vessel accident.

3.2.3.2   Identify legal considerations for electronic device seizures and evidence collection.

3.2.3.3   Explain the basic process and identify the equipment required to conduct an electronic device examination.

3.2.4   Accident Reporting Requirements

3.2.4.1   Identify the federal requirements related to recreational vessel accident reporting.

3.2.4.2   Explain the purpose of the Boating Accident Report Database (BARD).

3.3   Marine Theft and Fraud Investigation

3.3.1   Identify the location of the public hull identification number (HIN).

3.3.2   Identify the proper configuration of the approved HIN formats and correctly interpret the information comprising a correctly formatted HIN.

3.3.3   Identify resources such as the National Crime Information Center (NCIC), National Insurance Crime Bureau (NICB), factory warranty divisions and other investigation assistance opportunities available to the marine law enforcement officer.

3.4   Operating Under the Influence

3.4.1   Identify law enforcement elements related to detecting and deterring BUI violations.
3.4.2   Identify laws relative to BUI enforcement, particularly the minimum blood/breath concentration required for BUI violations.
3.4.3   Identify the three phases of BUI detection.
3.4.4   Identify the basic process for the validation of standardized field sobriety tests (SFSTs).
3.4.5   Explain the concepts and principles of horizontal gaze nystagmus.
3.4.6   Identify the seated battery of SFSTs.
3.4.7   Identify the standing battery of SFSTs.
3.4.8   Explain the difference in logistical issues alcohol-related arrests relative to waterborne versus roadside arrests.
3.4.9   Identify Processing the arrested subject and preparation for trial.

3.5   Assistance, Search, Rescue & Recovery

3.5.1   Recognize commonly used terms and their definitions as they relate to waterborne assistance, search, rescue and recovery missions.
3.5.2   Identify crew efficiency factors, risk factors and team coordination needs in preparation for a successful SAR mission.
3.5.3   Identify boat characteristics and stability issues as they relate to successful assistance, search, rescue and recovery missions.
3.5.4   Explain proper vessel piloting and navigation procedures and techniques when conducting assistance, search, rescue and recovery missions.
3.5.5   Identify basic search and rescue patterns and techniques as they relate to vessel assistance, search, rescue and recovery missions.
3.5.6   Identify specific equipment, its use and the procedures used for vessel towing and salvage operations.
3.5.7   Identify situations (flood, ice, etc.) where specialized equipment and training are necessary.
3.5.8   Identify and explain the "3-R's" (rescue, recover, re-warm) of cold water rescue and the 1-10-1 Principle of cold water immersion.
3.5.9   Identify methods used for victim recovery in waterborne situations.
3.5.10   Identify technologies utilized for SAR & recovery.

3.6   Emergency Preparedness and Disaster Response

3.6.1   Identify how the National Incident Management System (NIMS) can be utilized by the marine law enforcement environment community.

3.6.2   Utilizing the National Incident Management System (NIMS) model, explain the functionality of the various NIMS groups as they apply to the incidents.

Domain #4: Federal Programs

4.1   Grants and Financial Assistance

4.1.1   Identify key components of the Recreational Boating Safety Grant process as governed by USCG policies and procedures.
4.1.2   Explain the Sport Fish Restoration and Boating Trust Fund Structure and Reauthorization.
4.1.3   Identify and explain three other Non-Profit recreational boating safety grants/financial assistance.

4.2   Boating Accident Report Data (BARD)

4.2.1   State, from memory, the boating accident reporting criteria required of your home state of record and what accidents are required to be reported to the United States Coast Guard.
4.2.2   Identify three trends from the previous three years of data furnished by the United States Coast Guard office of boating safety.

4.3   Federal and State Agreements

4.3.1   Differentiate between a Memorandum of Understanding and a Memorandum of Agreement, identifying two such memoranda applicable to boating in your home of record.

4.4   Search and Rescue Construct

4.4.1   Create a chart depicting the entire Search and Rescue construct including inshore, offshore, international and land-based SAR operations, articulating who has applicable authority, jurisdiction, and responsibility at each level.
4.4.2   Explain the five key elements to be recorded in the initial Search and Rescue report.
4.4.3   Explain the recreational safety equipment carriage requirements for all sizes of vessels.

4.4.4   Explain GMDSS and the SAR support construct for locator beacons.

Domain #5: Partnerships

5.1   Build Coalitions To Take on Individual Issues

5.1.1   Identify the best target for individual project or issues, such as federal, state or
         nonprofit partner.
5.1.2   Engage partners on an individual basis to generate interest in specific issues.
5.1.3   Conduct meetings and outreach efforts to larger boating safety community.
5.1.4   Maintain relationships with key stakeholders in partner agencies *between*
         specific efforts.
5.1.5   Attend at least some regional or national conferences or meetings to keep
         abreast of boating issues and to keep in regular contact with potential partners.

**5.2   Partner with federal agencies, such as U.S. Coast Guard, U.S. Fish and
         Wildlife Service and the National Park Service**

5.2.1   Federal partners have specific reporting and partnership requirements. Learn the
         specific agency methodology before reaching out to federal partners.
5.2.2   Conduct personalized, professional outreach tools, such as e-mail, letters and
         memorandums of understanding depending on specific need.
5.2.3   Implement needed controls and accounting practices for federal grant financial
         tracking and reporting.

**5.3   Work with state partners, such as resource agencies or boating safety
         agencies in individual states**

5.3.1   State agencies also have specific responsibilities that are often outlined in
         statute.
          Before working with a state, identify the specific departments and personnel
          responsible for specific boating safety issues.
5.3.2   Working with the Boating Law Administrator, reach out to state partner
         agencies responsible for specific issues.
5.3.3   Create timely outreach and reporting mechanisms to keep state informed of all
         projects.
5.3.4   Attend state events and be sensitive to the unique political timelines of states.

5.3.5   *If permitted* by your agency, make yourself available as a resource, witness or advocate in the state legislative process.

5.4   Partner with non-profit boating safety organizations, such as NASBLA, the National Safe Boating Council and the National Water Safety Congress

5.4.1   Join and participate in at least one "membership organization" to further the cause of recreational boating safety.

5.4.2   Pay dues and contribute to membership meetings and governance of such organizations.

5.4.3   In the context of your agency or organization, sit on committees and participate in specific projects of membership organizations.

5.5   Partner with nonprofit educational organizations, such as the U.S. Coast Guard Auxiliary, U.S. Power Squadrons and the American Canoe Association

5.5.1   Identify which educational organizations are active in your area of responsibility.

5.5.2   Attend organization meetings and interface with leadership to ensure a good, productive working relationship between organizations.

5.5.3   Continually look out for opportunities to partner on specific boating safety projects.

5.6   Partner with for-profit course providers, such as Boat-Ed and BoaterExam.com

5.6.1   Determine which course providers are active in your organization or area of responsibility.

5.6.2   Maintain close ties to course providers to ensure timely and accurate course content.

5.6.3   Consider novel project with for-profit partners that often have unique skills and tools for specific projects.

Domain #6: Boating Safety Marketing, Outreach and Public Relations

6.1   Conduct strategic marketing

6.1.1   Write comprehensive marketing plans to coordinate activities of a region, event or specific outreach program.

6.1.2   Identify audiences, goals and metrics for marketing program.

6.1.3   Coordinate volunteers, partner agencies and other stakeholders in outreach and marking campaigns.

6.1.4   Identify budgets, coordinate expenses and reconcile final expenditures of marketing plan.

6.2   Conduct advertising programs

6.2.1   Create innovative and effective advertising messages.

6.2.2   Identify the best advertising outlet for important messages, for example television, radio, print, internet or social media.

6.2.3   Coordinate, oversee or manage advertising agencies or media companies if appropriate.

6.2.4   Oversee or conduct advertising buys, measure effectiveness and audit budgets.

6.2.5   Conduct analysis of advertising effectiveness and report results.

6.2.6   Refine advertising program and messages based on metrics.

6.3   Write press releases, media alerts, social media and blog posts, news articles and other outward facing written collateral

6.3.1   Identify best tool to use for written communication, for example press release versus a contributed article.

6.3.2   Use clear, concise and simple language in all written material to reach the widest possible audience.

6.3.3   Write material that adheres to Associated Press style and that can easily be published by media outlets with minimum editing.

6.3.4   Create compelling headlines, leads and writing transitions in all materials.

6.3.5   Write compelling narrative in all external written products.

6.4   Community Relations

6.4.1   Keep a media relations calendar with important community meetings and events.

6.4.2   Develop strategy for representing your agency at community events.

6.4.3   Coordinate and keep in constant contact with community leaders.

6.5   Media Relations

6.5.1   Keep an up-to-date list of media contacts.

6.5.2   Respond to all media requests within 24 hours or less.

6.5.3   Reach out to targeted media contacts to promote agency messages, events and news.

6.5.4   Conduct all media relations activities with a focus on honesty and an ethic of serving the media *in addition to* your agency.

6.5.5   Position yourself as a resource for your local, state and national media contacts.

6.6   Crisis Media Relations

6.6.1   Respond to crisis media events with professionalism and immediacy.

6.6.2   Keep ongoing relationships with media in anticipation of crisis events.

6.6.3   Coordinate crisis media response between agencies and other responsible parties.

6.7   Maintain resources for photography, video, blogging, journalism and other specialty fields

6.7.1   As a public relations professional, you should have a high degree of expertise in at least one area of public relations in addition to media relations, specialties such as acting as a videographer, photographer, blogger or writer.

6.7.2   Not every public affairs specialist has high competence in every field, so ensure that your team has covered all the basic media and technical skills *or* have vendors in place to meet this need.

6.8   Conduct and maintain social media outreach

6.8.1   Social media is no longer "an option." Reach out to customers directly using some type of social media, based on your agencies policies and needs.

6.8.2   Maintain an active and engaged social media posture, posting often and responding to constituent posts.

Domain #7: Boating Safety Education

7.1 Develop and Implement Appropriate Course Delivery System

7.1.1   Determine the overall goal for a course including identification of ways to evaluate success.
7.1.2   Identify target students and community based on risk-assessment and safety concerns.
7.1.3   Analyze different delivery options to determine the most appropriate method of delivery for education course(s).
7.1.4   Identify methods to deliver courses, including identification of commercial, public, private, and/or volunteer course partners (see 1.7).
7.1.5   Schedule and manage ongoing boating course(s).

7.2 Understand and Utilize National Course and Testing Standards

7.2.1   Describe the benefit of providing courses meeting or exceeding American National Standards.
7.2.2   Locate and understand resources for national boating education standards and conformity assessment (including testing standards).
7.2.3   Demonstrate knowledge in how to evaluate course materials based on current national boating education knowledge or skill standards.
7.2.4   Demonstrate the ability to write test questions which conform to NASBLA testing standards including the ability to revise questions based on these testing standards.
7.2.5   Demonstrate an understanding of the role of voluntary consensus bodies [such as the Education Standards Panel (ESP)] in the development of an American National Standard.
7.2.6   Understand how to provide skill-based curricula to the powerboating community.

7.3 Understand the conformity assessment process for national boating standards

7.3.1   Demonstrate knowledge of how to design a course which conforms to national boating education standards (see 1.1-1.2)
7.3.2   Demonstrate knowledge of how to prepare course for the conformity assessment process by NASBLA.

7.3.3   Demonstrate how to engage partners, agencies and organizations in course preparation including design, delivery, and evaluation.

7.4   Understand the greater Boating Education Community

7.4.1   Identify national components of the boating education and training community including the key roles each organization fills.

7.4.2   Demonstrate understanding of how to participate in community educator peer groups, such as the Boating Education Advisory Panel (BEAP).

7.4.3   Identify how to contribute to boating education or interest groups, such as the U.S. Coast Guard Auxiliary (USCG Aux), United States Power Squadrons (USPS), the National Safe Boating Council (NSBC), the American Canoe Association (ACA) or *other* boating education organization.

7.4.4   Demonstrate participation and continued involvement in one or more local, regional or national boating education interest group.

7.5   Understand Common Boating Issues

7.5.1   Know how to locate and use Coast Guard statistics on boating fatalities and accidents.

7.5.2   Understand and be able to explain the latest technology and industry developments for life jackets (PFDs), including inflatable, inherently buoyant, and throwable devices.

7.5.3   Understand the impact of alcohol use in the recreational boating environment based on the latest statistics on accidents and fatal accidents.

7.5.4   Understand the role of cold water immersion, carbon monoxide, and other risk-factors directly impacting recreational boating.

7.5.5   Identify emerging trends in boating safety education.

7.5.6   Describe and explain the most current thinking on safe boating education based on research and analytical reports.

7.6   Incorporate Sail and Human-Powered Boating Education

7.6.1   Understand unique issues regarding sail and human-powered (paddlecraft) safety and education.

7.6.2   Recognize the importance and the role that unique differences between user communities play in order to communication and understanding.

7.6.3   Participate in hands-on education in sail or paddlecraft communities.

7.7   Boating Safety Course Providers and Partners

7.7.1   Know how to encourage and promote boating course offerings with course
              providers in your areas.
7.7.2   Demonstrate an understanding of how to coordinate boating education and
              public outreach, whether public and community relations is internal or external
              to your organization.
7.7.3   Describe steps to promote boating education to the public, interest groups and to
              internal audiences. (see subcategory 7).

Domain #8: Boating Safety Training and Program Development

8.1   Instructor Recruitment and Development

8.1.1   Develop a strategy to identify professionals in the recreational boating world
              who possess the knowledge, leadership and maturity required of an instructor.
8.1.2   Create a program to develop selected professionals in the art of instruction and
              education in accordance with acknowledged theories such as Mager's theories of
              adult learning, etc..

8.2   Curricula and Standardized Course Outline Writing

8.2.1   State the aspects of terminal performance objectives and enabling objectives in
              accordance with nationally accepted standards of adult learning.
8.2.2   Develop a standardized course outline to prepare recreational boaters to safely
              operate their vessel in accordance with applicable state and federal regulations.

8.3   Performance Standards and Testing

8.3.1   Establish a set of standards to evaluate potential CRBP candidates.
8.3.2   Develop two exam questions per CRBP domain.

8.4   Continuing Education and program sustainability

8.4.1   Establish protocol to ensure recreational boaters continue to demonstrate their
              proficiency on a bi-annual cycle.

8.4.2   Formulate a program sustainability strategy, including actionable steps to maintain a flow of aspiring CRBP's from recruitment through continuing education.

8.5   Training and Development Opportunities

8.5.1   Identify five various nationally-recognized recreational boating safety program management organizations, comparing and contrasting targeted audiences and benefits of each.

8.5.2   Attend two nationally recognized recreational boating safety training conferences or committee meetings.

Domain #9: Waterways Management and Access

9.1   Waterways Management

9.1.1   Identify sources of data or steps to conduct research on boating and waterways management including the effects of boating on natural resources.

9.1.2   Identify gaps in data which may require boater surveys. Identify the need to repeat surveys to determine trends.

9.1.3   When presented with data or reports on waterways use, identify trends and emerging issues such as changes in recreational use or devices, impediments to safe navigation, environmental impact, user conflicts and carrying capacity.

9.1.4   Describe social and physical factors that guide carrying capacity.

9.1.5   When presented with a given scenario, select appropriate water surface use control approach(es) and describe the most effective method(s) to gather public input.

9.1.6   When presented with various scenarios, demonstrate knowledge of the principles used to guide the selection and placement of aids to navigation to enhance safety, protect natural resources and manage conflict.

9.1.7   Describe the public permitting process, laws and regulations, and identify the state enforcement office for managing floating and fixed structures, private aids to navigation and floating homes.

9.1.8   As applies to your state or territory, describe public safety efforts including information and education relating to aids to navigation, reducing user conflict, managing expectations for carrying capacity, ice safety, boating safety and aquatic invasive species.

9.1.9   Describe the vectors for the spread of aquatic invasive species and identify the most effective methods boaters may use to reduce the spread.

9.2   Public Waterway Access

9.2.1   Identify and describe the public's right to access and use federal and state waters, as applicable to your state or territory.
9.2.2   Name the States Organization for Boating Access (SOBA) as the premier resource for states and territories regarding public waterway access.
9.2.3   When provided a scenario, prepare a public waterway access plan that addresses access priorities, user demand, carrying capacity, proximity to population centers and tourist destinations, and fisheries quality.
9.2.4   Explain how site location can impact safety including factors such as prevailing winds, fetch, water depth, current and vessel traffic, and describe how sites can effectively be selected to disperse use or provide refuge or escape from sudden storms.
9.2.5   Compare and contrast a state or territory's use of Acquisitions, Easements and Agreements to effectively provide public access.
9.2.6   When provided a scenario, describe how design factors such as wave protection, circulation, ramp design, accessibility and storm water control ensure public safety and protect state and federal interests.
9.2.7   Effectively describe the partnerships that provide land, funding, security and/or operations and maintenance assistance for the state or territory's public water access program.
9.2.8   When provided with basic inputs, outline an effective management and stewardship plan for public access that addresses routine maintenance, long-term infrastructure, ongoing monitoring and environmental stewardship.
9.2.9   List the necessary components of an effective Clean Marina Program and relate the benefits of such a program to the state/territory, marina operator and recreational boater.
9.2.10   Describe the federal grant programs that support public waterways access, including the goals of each program, limitations on their use, the application process and the state/territory's office for administering the funds.
9.2.10.1 Clean Vessel Act
9.2.10.2 Boating Infrastructure Grant
9.2.10.3 Sportfish Restoration and Boating Trust Fund
9.2.11   Describe state, territory or local public waterway access funding programs that are independent from the federal grant program that can benefit your agency.

Domain #10: Vessel Numbering, Titling and Vessel Identification System (VIS)

10.1 Federal Vessel Numbering Requirements

10.1.1 Primary Purpose of Vessel Numbering and Titling Certification shall require the applicant to differentiate the concepts of vessel numbering and vessel titling. Being able to reference the Code of Federal Regulations (CFR) to the requirements for each and demonstrating the purpose for the requirements will be essential.

10.1.2 State/Territory Numbering Requirements

10.1.2.1 State/Territory Registration Authority Certification shall require the ability of the applicant to recognize where, within a state or territory the registration authority for vessels may be located (which agencies).

10.1.2.2 Registration Processing Procedures Certification shall require an applicant to be able to identify the procedures generally associated with processing a vessel registration application and the required components of the registration process as identified under the Code of Federal Regulations.

10.1.3 State/Territory Assigned Hull Identification Numbers (HINs)

10.1.3.1 HIN Formats Certification shall require the recognition of the formats for marine vessel manufacturers and states to follow under CFR for assignment of Hull Identification Numbers, placement of the number on the vessel and the authoritative agency that has oversight on this process.

10.1.3.2 HIN Validation Certification shall require the applicant to be able to recognize the components of the hull identification number in order to validate the HIN' accuracy, locate its origination and the resources that can be used to find this information.

10.2 Vessel Titling

10.2.1 Procedures for Titling Vessels Certification will require the applicant to recognize the generalized procedures used for titling vessels, the specific descriptors of the vessel needed for titling, and the general concept involved with electronic titles.

10.2.2 Benefits to Titling Certification will require the applicant to give in written confirmation a basic understanding of the benefits of titling of vessels.

10.2.3 NCCUSL / UCOTVA Applications Certification will require the applicant to demonstrate the Applications of NCCUSL/UCOTA by answer-specific questions

dealing with the history of the Act, the benefits of a universal standard and the applicability towards an individual state to adopt the Act.

10.3 Vessel Identification System (VIS)

10.3.1   VIS Administration Certification will require the applicant to answer questions dealing with the historical significance of the vessel identification system, how the system is administered and the primary purpose for the existence of the system.

10.3.2   VIS Participation by States/Territories Certification will require the applicant to identify state participation in the Vessel Identification System by recognizing the
process for a state/territory to become a member.

10.3.3   VIS State/Territory Administrator Certification will require the applicant to recognize the purpose of the state/territory to identify the respective VIS administrator and their role within the system.

10.4 Identifying, Evaluating and Analyzing Recreational Boating Data

10.4.1   Identifying Registration, Titling Data Certification will require the applicant, through testing procedures, to demonstrate the ability to recognize the individual data components of a registration and/or titling system.

10.4.2   Analysis of Data for RBS, Legislative Purposes Certification will require the ability of the candidate to describe how registration/titling data can be used for legislative purposes relating to the recreational boating safety program or have the ability to answer specific questions in this regard.

10.5 Documentation

10.5.1   Purpose of Documenting a Recreational Vessel Certification will require the applicant to demonstrate a basic knowledge by answering questions relating to the purpose behind documenting a recreational vessel.

10.5.2   Authoritative Agency for Documentation of a Recreational Vessel Certification will require the applicant to recognize the authoritative agency who
governs the process, data collection, and storage of information for the documentation of a recreational vessel.

10.5.3   Requirements for Documentation of a Recreational Vessel Certification will require the applicant to answer questions relating to the requirements for documenting a recreational vessel as referenced by the Code of Federal Regulations.

10.5.4 State/Territory Registration Restrictions for a Documented Recreational Vessel. Certification will require the applicant to answer questions relating to restrictions placed on states/territories in registration and numbering of recreational documented vessels.