August 31, 2022

Boating Law Administrators,

The Education & Outreach Committee respectfully submits the following proposed revision of the "NASBLA Policy Basic Boating Education Course Approval" document that was adopted on September 13, 2016.
The revision of this document is necessary because of the recent adoption of the new
ANSI/NASBLA 100-2022: Basic Boating Knowledge – Core and 103-2022: Basic Boating Knowledge – Plus Power American National Standards.

The proposed new document is titled to reflect the content and intention of the document more accurately. The proposed revised document title is "NASBLA Policy for Course Delivery Platforms and Student Assessments for a Boating Safety Education Course." The current document is divided into Sections 8, 9, and 10. The proposed document is also divided into three sections. However, the subject content has been reordered to align better with the new knowledge standards.

Members of the E&O_PA_2021-1: NASBLA Education Policy Sections Charge spent considerable time drafting language and asked stakeholders for comments on multiple occasions. They also made drafts available to the Education & Outreach Committee for review and comments. On June 3, 2022, the entire Education & Outreach Committee voted unanimously to forward the "NASBLA Policy for Course Delivery Platforms and Student Assessments for a Boating Safety Education Course" document to the Executive Board for review prior to presenting to the membership at the 2022 NASBLA Annual Business Meeting. On August 17, 2022, the Executive Board accepted the following proposal for distribution to the membership.

Sincerely,

 NASBLA Education & Outreach Committee

August 31, 2022 - Summary of Changes to the existing document adopted September 13, 2016

NASBLA Policy
Basic Boating Education Course Approval
Section 8 - State Specific Information
Section 9 - Course Format and Assessment Requirements
Section 10 - Online and other Electronic Course Delivery and
Presentation

With the adoption of the ANSI/NASBLA 100-2022 Basic Boating Knowledge - Core Standard AND the discipline-specific ANSI/NASBLA 103-2022 Basic Boating Knowledge - Plus Power American National Standards in June of 2022, it is necessary to update the existing NASBLA Policy Basic Boating Education Course Approval Sections 8, 9, & 10. This document outlines the NASBLA review and approval of boating education safety courses and ensures compliance with the current standard.

The new, current standard established a "CORE Plus" format. This format ensures that the same "CORE" knowledge is presented in all boating education courses, regardless of the boating discipline. However, it also requires that additional discipline-specific "Plus" knowledge standards be combined with the CORE standards to develop a complete boating education course for any boating discipline.

Below is a summary of the proposed changes to policy sections 8, 9, & 10. These proposed changes update the purpose of each section in addition to ensuring the NASBLA review and approval of courses align with the current ANSI/NASBLA 100-2022 Basic Boating Knowledge - Core Standard AND the discipline-specific ANSI/NASBLA 103-2022 Basic Boating Knowledge - Plus Power American National Standards.

Summary of the changes the NASBLA Education Committee is proposing.

Document name change:
The Education Committee changed the previous name of the document to clarify the purpose of the document. The proposed title of the document is,

> NASBLA Policy for Course Delivery Platforms and Student Assessments for a Boating Safety Education Course
> > Section 8 – Requirements for Course Design
> > Section 9: Requirements for Student Assessments
> > Section 10: Requirements for State Specific Information

Summary Changes to Section 8 – Requirements for Course Design
- The name of this section was changed to describe this section more accurately. This section was previously Section 10: Online and Other Electronic Course Delivery and Presentation. The reorganization was done so that the requirements in this section align with the ANSI/NASBLA 100-2022 Basic Boating Knowledge - Core and ANSI/NASBLA 103-2022 Basic Boating Knowledge - Plus Power, both American National Standards.

- **8.1 Reading Comprehension and Grammar:** Comprehension and Grammar are addressed in Appendix H in the NASBLA Boating Course Approval documents. The Education Committee felt that adding it to Section 8 complements the information in this section and would be appropriate to describe this important information in the "Requirements for Course Design" section.
  The Education Committee also further simplified the language in Appendix H and specified updated the readily available tools for checking comprehension and grammar.
- **Section 8.3 – Minimum Required Time for Boating Education Courses:** Sets a minimum of three hours of instruction before taking the final assessment for ALL course formats. Previously the only minimum time requirement was for online courses.
- **Removed "References Consulted."** Many references were outdated or unnecessary given the new ANSI/NASBLA Boating Education Standards.
- Generic changes were made to the text to improve readability and understanding.

Summary Changes to Section 9: Requirements for Student Assessments
- The name of this section was changed to describe this section more accurately. The previous title of this section was Section 9: Course Format and Assessment requirements.
- **9.2 Assessment Integrity and Security:** Outlines the requirements for Assessment Integrity and Security plans for each method of course delivery.
  - In-Person Courses
  - **Virtual Classroom Courses – (NEW)** *Allows the delivery of boating education using virtual technology permanently rather than under a temporary COVID Authorization.*
  - Online Courses
  - **Home Study Course – (NEW)** *Specifies that state agencies are the only organizations that have the option to solicit and provide a home study course to the boating public.*
- **ASSESSMENT STANDARD 2 - Question References:** Updated resources used to validate assessment questions.
- **ASSESSMENT STANDARD 3 – Question Weights:** Requires and references the use of "ANSI/NASBLA Basic Boating Knowledge - Core and ANSI/NASBLA – Basic Boating Knowledge - Plus Power" for the creation of all course assessments.
- Updated the assessment topics and added ANSI/ NASBLA reference numbers to align with new boating education standards.
- Updates test weights
- **ASSESSMENT STANDARD 4 - Guideline for State-Specific Questions:** Increased the number of NASBLA-approved questions to 50 and requires a MINIMUM of 10 state-specific questions.
- **ASSESSMENT STANDARD 5 – Passing Scores:** States that in the absence of state guidelines, NASBLA recommends an overall passing score of 80%.
- Generic changes were made to the text to improve readability and understanding.

Summary Changes to Section 10: Requirements for State Specific Information
- This section was previously Section 8: State or Territory Specific Boating Knowledge and Continuing Education. The reorganization was done so that the requirements in this section align with the ANSI/NASBLA 100-2022 Basic Boating Knowledge - Core and ANSI/NASBLA 103-2022 Basic Boating Knowledge - Plus Power, both American National Standards.

- Renumbered the required elements of this section to align with the ANSI/NASBLA 100-2022 Basic Boating Knowledge - Core and ANSI/NASBLA 103-2022 Basic Boating Knowledge - Plus Power, American National Standards.
- Aligned requirements of this section with the ANSI/NASBLA 100-2022 Basic Boating Knowledge - Core and ANSI/NASBLA 103-2022 Basic Boating Knowledge - Plus Power, American National Standards.
- Generic changes were made to the text to improve readability and understanding.

**NATIONAL ASSOCIATION OF STATE
BOATING LAW ADMINISTRATORS**

NASBLA Policy for Course Delivery Platforms and Student Assessments for a Boating Safety Education Course

Section 8 - Requirements for Course Design
Section 9 - Requirements for Student Assessments
Section 10 – Requirements for State Specific Information

Section 8 – Requirements for Course Design

8.1 Reading Comprehension and Grammar

The reading level for a Course (online courses or classroom books) shall be no higher than an 8th Grade or age 13 reading level. Providers must calculate the reading and grade level for online courses and classroom books.

NASBLA will review your course at random intervals for readability. NASBLA will use one or more of the following methods to determine readability:

- Microsoft Word Flesch-Kincaid Grade Level Score
- Readable: https://readable.com/
- Time Tabler: https://www.timetabler.com/reading/
- Readability Test Tool: https://www.webfx.com/tools/read-able/flesch-kincaid.html

Professionalism must be maintained throughout the course regarding grammar and spelling. The Associated Press Stylebook (latest version) shall serve as the recognized editorial resource unless a Provider presents another source deemed acceptable by NASBLA and to the individual states.

8.2 Organization and Presentation of Course Content

The organization of course content must be consistent throughout the course. The content must be presented to the students in such a way as to promote comprehension and retention of each element of the standard. Regardless of the delivery method, the information provided shall not be a simple restatement of the element.

Content within the courses will be presented in a narrative fashion utilizing a consistent style throughout the course in terms of headings, titles, labels, and font. The narrative is defined as a logical presentation of the NASBLA course requirements that can be written or provided to the student through narration within audio, interactive or video elements.

If a Provider produces a course manual, then the manual must contain a Table of Contents showing the organization of the course content.

Providers offering online courses must provide a site map to show the organization of the course content. A student should receive a cue (i.e., color change, checkmark, etc.) indicating they have already viewed the course content and have completed the task or section.

The course will be designed so that the student's action initiates any advancement through the course (i.e., by the student clicking on a navigational button or successfully completing an end-of-chapter assessment). There will be no automatic advancement provided.

If animations or video clips are used, the student must be able to re-play the instructional segments of the animation or video.

Section 8.3 – Minimum Required Time for Boating Education Courses

All courses shall have a minimum of three hours of instruction before taking the final assessment.

Online Courses:

Online courses may be presented as either a time-managed course or an interactive course.

Time-Managed

The student will be required to remain on a page (credited time) for a specific amount of time. Students may not progress to the next page until the credited time has expired but may stay on a page longer than the credited time. After completing the minimum time requirements, a student can review the course without timers.

Interactive

An interactive course must be designed so that interactive course content replaces 50% or more of the material presented to eliminate course timers. eLearning Levels 3 or 4 must be incorporated in a variety of ways and dispersed throughout the course, as outlined in the interactive course approval rubric.

Section 9: Requirements for Student Assessments

9.1 – Student Course Assessments

A critical step in the NASBLA approval process is the inclusion and review of a well-designed and comprehensive student assessment. To receive approval, all assessments must be submitted for review, whether administered as part of a course of study or as an equivalency exam.

To receive final approval for boating safety education certification, states may require specific questions or procedures relative to the student assessments. NASBLA will approve the course only after receiving the state-signed approval.

All student knowledge assessments, regardless of course delivery method, must:
- comply with the prescribed test weights,
- begin with written or verbal directions regarding the examination process, conditions, and how to respond to the questions,
- be completed by the person taking the course, without the assistance of any outside informational resources (electronic or human),
- be closed book, unless state guidelines allow open book exams, and use the specific guidance based on examination delivery methods described below.

9.2 Assessment Integrity and Security

Each assessment submitted for review must include a plan that explains how the Provider will address security issues and assessment integrity commensurate with the purpose of the exam and perceived opportunity to commit assessment fraud. The guidelines for each delivery method are below:

In-Person Courses

1. The final student assessment will be administered in the presence of a proctor.
2. There will be a minimum of two written versions of the assessment. If the student fails the first assessment, the second version of the assessment will be used.
3. Fifty percent of the questions in the alternate assessment must be replaced with different questions.
4. Proctors will ensure the student does not retain the exam for fraudulent purposes.
5. Web-based testing programs may be used to replace written tests if they conform to the same guidelines as described in the testing procedure for online courses and allowed by the state.
6. Proctors will ensure the student signs an honor statement, if applicable.
   a. Example: I will not use any communication device to seek or receive information to assist me with answering the questions contained in this assessment. I affirm that I will not give or receive any unauthorized help on this exam and that all work will be my own.

Virtual Classroom Courses

In a virtual classroom setting, it is up to the state to determine if the instructor(s) must maintain visual confirmation of the students during the final test.

1. There will be a minimum of two written versions of the assessment. If the student fails the first assessment, the second version of the assessment will be used.

2. Fifty percent of the questions in the alternate assessment must be replaced with different questions.
3. Web-based testing programs may be used to replace written tests if they conform to the same guidelines as described in the testing procedure for online courses and allowed by the state.
4. Proctors will ensure the student does not retain the exam for fraudulent purposes.
5. Proctors will ensure the student signs an honor statement, if applicable.
    a. Example: I do not have any other web browsers open on the computer being used for the exam. I will not use any communication device to seek or receive information to assist me with answering the questions contained in this assessment. I affirm that I will not give or receive any unauthorized help on this exam and that all work will be my own.

Online Courses

For these guidelines, a Chapter is defined as a module, section, unit, or any other segmentation or packaging of materials within a course. An assessment is defined as a chapter review, practice quiz, final examination, chapter test, or any other form of evaluation of the student's progress. Providers must:

1. Provide a unique login for each student to access the assessment.
2. Provide the assessment procedures to the student before the student begins a final course assessment.
3. Explain what student actions constitute abandoning an assessment.
4. Develop a question pool that is at least four times the number of questions presented on the assessment.
5. Create the assessment by randomly selecting questions from a pool of approved questions such that the resulting assessment meets the weights specified in Assessment Standard 3 and will vary with each unique login.
6. Ensure the student does not have access to the course or course materials during any assessment.
7. Prevent a student from changing an answer once the answer is submitted on the final assessment. Grading will be automatic and provide the student with their score online. Answer feedback may be provided for both correct and incorrect responses.
8. Require a student to sign an honor statement.
a. Example: I do not have any other web browsers open on the computer being used for the exam. I will not use any communication device to seek or receive information to assist me with answering the questions contained in this assessment. I affirm that I will not give or receive any unauthorized help on this exam and that all work will be my own.
9. Ensure any subsequent final assessment provided to the same student shall have no more than 50% of the same questions.
10. Describe the policies and procedures used to secure the student's internet security (i.e., protect PII) when using electronic testing methods.

Chapter Quizzes if Required

1. Time-managed online courses must have an assessment at the end of each chapter. A student will proceed through all the credited time course content pages in each chapter prior to taking each end-of-chapter assessment to receive credited time for taking the course.
2. Once a student has completed an end-of-chapter assessment, the content pages for that chapter will be available for additional review by the student at any time. However, content pages will not be made available to the student via any means while the student is taking any assessment.

3. Online courses will provide feedback both for correct and incorrect answers on the assessments. Students who fail an end-of-chapter assessment will be required to review the entire chapter again before retaking the end-of-chapter assessment.

Home Study Course

State agencies are the only organizations that have the option to solicit and provide a home study course to the boating public.

1. There will be a minimum of two written versions of the assessment. If the student fails the first assessment, the second version of the assessment will be used.
2. Fifty percent of the questions in the alternate assessment must be replaced with different questions.
3. The state may ensure the student does not retain the assessment for fraudulent purposes.
4. The state may require a student to sign an honor statement.
   Example: I understand that the home study course is intended to include three hours of study. I affirm that I will not give or receive any unauthorized help on this exam and that all work will be my own.

ASSESSMENT STANDARD 1 – Question Writing Guidelines

Questions will follow the NASBLA guidelines below:

Assessment Standard 1.1
Each question must be an interrogative sentence.

_____

Assessment Standard 1.2
All answers must have some relevance to the questions and not be written in such a manner that it is obviously an incorrect choice.

_____

Assessment Standard 1.3
Each question in the examination will be a grammatically correct four-option multiple choice statement composed of a question (premise), a key (correct alternative), and three distractors (incorrect alternatives).

Premise – States the question or problem	Where are boat registration numbers displayed?
Alternatives (Options)	
Distractors – Incorrect alternatives	a. transom b. mast c. stern
Key – Correct alternative	d. bow

Assessment Standard 1.4
Each question must be a complete sentence.

Incorrect Example: The leading cause of boating fatalities is _____?

Correct Example: What is the leading cause of boating fatalities?

Assessment Standard 1.5

A question that states an opinion of an author or source, rather than reflecting a fact or principle, should use the statement, "According to. . ."

Example:
According to the *United States Coast Guard Boating Statistics*, what is the leading cause of recreational boating fatalities?

Assessment Standard 1.6

The alternatives should be in a logical order if one exists. Alternatives beginning with the same words should follow each other.

Example:
What is the minimum blood alcohol percentage limit used to determine if the operator is boating under the influence?

    a. 0.02%
    b. 0.05%
    c. 0.08%
    d. 0.10%

Assessment Standard 1.7

Each alternative answer should be a grammatical and logical reply to the question asked.

Example:
What is the preferred type of dock line?

    a. Nylon
    b. Dacron
    c. Braided core
    d. Polyurethane

Assessment Standard 1.8

Avoid overlapping alternatives

Example:
What type of boat is required to carry one USCG approved wearable life jacket for each person onboard and one throwable device?

    a. boats **16 feet and under in length**
    b. boats **16 feet and over in length**   **NO!** This answer overlaps with answer A.
    c. canoes, kayaks, and rowboats
    d. sailboats and motorboats

Assessment Standard 1.9

Alternatives should *NOT* utilize distractors such as "all of the above," "none of the above," "a and b," or "(1) or (2)."

Example:
What is the best type of PFD(s) for a toddler?

  a. Type I only
  b. Type II only
  c. Type III and Type IV only
  d. **none of the above**   **NO,** this an incorrect distractor.

Assessment Standard 1.10

When possible, avoid developing questions using negative words, i.e., no, not, never. Also, NEVER use double negatives.

Example:
What size of recreational boat is **_NOT_** required by Coast Guard regulations to carry a throwable personal flotation device?

  a. less than 16 feet
  b. 16 feet to less than 26 feet
  c. 26 feet to less than 40 feet
  d. 40 feet and over

Assessment Standard 1.11

Avoid repeating information in the alternatives that can be included in the question.

Example:
What type of fire should a class "A" fire extinguisher be used for?

  a. **a** chemical **fire**   Use the answers on the right.   a. chemical
  b. **an** electrical **fire**   b. electrical
  c. **a** wood or plastic **fire**   c. wood or plastic
  d. **a** gasoline **fire**   d. gasoline

Assessment Standard 1.12

Alternatives should _NOT_ be distinguishable from the correct alternative based on sentence length.

Example:
Which of the following statements are true about the flare type visual distress signals?

a. must be hand-held
b. are required on all boats
c. do not expire
d. **are required on boats operating on Great Lakes and coastal waters**   **No,** this answer is too long**.**

Assessment Standard 1.13

Do _NOT_ use abbreviations such as _lbs., in., ft._, etc. - except in drawings.

Example:

What is the most important consideration when selecting personal flotation devices for a 19 **ft.** family-use runabout?

NO, do NOT use abbreviations.

a. uniformity
b. color
c. price
d. size

Assessment Standard 1.14

In questions involving time, all times should be specified as either a.m. or p.m. (lower case with periods).

Example:

In clear weather and underway, when are recreational boats required to display navigational lights?

a. between sunset and sunrise
b. between 6 **p.m.** and 6 **a.m.**
c. only when other boats are present
d. only when there is no bright moon

Assessment Standard 1.15

Each test question must be referenced with an ANSI/NASBLA Standard.

See Appendix ?? and Appendix ??

Assessment Standard 1.16

The examination should include clearly written directions to the candidates on how to respond to the questions.

Assessment Standard 1.17

The correct alternatives for the exam questions should be equally distributed (or as nearly so as possible) among each of the alternatives, i.e., 25% of the answers should be alternative a, 25% should be alternative b, 25% should be alternative c, and 25% should be alternative d.

Assessment Standard 1.18

There should be no more than three questions in a row with the same key (correct alternative).

ASSESSMENT STANDARD 2 - Question References

Each test question must be referenced with an ANSI/NASBLA Standard.

In addition to being relevant to the current standards adopted by ANSI/NASBLA, questions must be based on current federal and state law. Assessment questions must be validated in at least one NASBLA recognized reference:

1. Navigation Rules and Regulations Handbook (most current edition)
2. Title 33 Code of Federal Regulations (CFR), Title 46 Shipping CFR, Title 50 CFR
3. Current U.S. Coast Guard Boating Accident Statistics/Reports
4. State statutes, regulations, and administrative rules
5. Relevant NASBLA Technical Report(s)

Other references may be submitted to substantiate a question. However, these references must be approved by the course review team.

ASSESSMENT STANDARD 3 – Question Weights

The aggregate of assessments must consist of at least 50 questions based on *ANSI/NASBLA Basic Boating Knowledge - Core and ANSI/NASBLA – Basic Boating Knowledge - Plus Power* in accordance with the following assessment plan. If an immediate change needs to be implemented to the national content outside of the course's reapproval year, a full course review will not be necessary. The Provider will need to submit only the required changes. This review will not change the expiration of the original course approval. (NOTE: Items below are bulleted content of this element. The numbers reference the ANSI/NASBLA 100-2022 and 103-2022 standards and were added for review reference only.)

Standard ANSI/NASBLA 100-2022 and 103-2022	REF#	Test Weight
2.0 Boat Types and Characteristics		
Boat Capacities	2.0	2%
3.0 Required Equipment		
Describe how to select, use and wear USCG approved life jackets	3.1	4%
Legal requirements for carriage and wear (including "readily accessible" versus "immediately available"	3.1.1	2%
Label information	3.1.2	2%
Life jackets Serviceability	3.1.8	2%
Describe common lighting configuration	3.2.1	2%
Sound Signaling Devices	3.2.2	2%
Visual Distress Signals	3.3	2%
Fire Extinguishers	3.4.1	2%
Engine Cut-off Switch (ECOS) & Links	3.4.4	2%
4.0 Trip Planning and Preparation		
Local, State, and Federal laws and regulations	4.1	2%
Checking Local Weather and Water Conditions	4.2	2%
Pre-Departure Checklist and Passenger Communication	4.3	2%
Filing a Float Plan	4.7	2%
Boat Preventative Maintenance	4.8	2%
Fueling Procedures	4.11.4	2%
5.0 Safe Boat Operation		
Operator Responsibilities	5.2	8%
Small Boats	5.4	2%
Influence of Drugs and Alcohol on Boat Operation	5.5	6%
Anchoring	5.6.3	2%
6.0 Navigation		
Navigation Rules (see below)	6.1	
Rules 2(a) and 2(b) - Responsibility	6.1.1	2%
Rule 5 - Look-out	6.1.2	4%

Rule 6(a) - Safe Speed	6.1.3	4%
Rules 7(a), 7(d) – Risk of Collision	6.1.4	4%
Rule 8 – Action to Avoid a Collision	6.1.5	2%
Rule 19(a-e) - Restricted Visibility	6.1.13	2%
Aids to Navigation System (USATONS)	6.3 & 6.4	2%
7.0 Emergency Preparedness and Response		
Rendering Assistance	7.1	2%
Capsizing/Falls Overboard	7.2 & 5.4	6%
Cold Water Immersion	7.3.6 & 7.3.7	2%
Carbon Monoxide	7.7.1.1	2%
Propeller Safety	7.7.1.2	2%
Onboard Fire-Prevention	7.7.1.3	2%
Running Aground Prevention and Response	7.7.1.5	2%
Water Skiing, Towed Devices, and Wake Sports	7.7.6	2%
8.0 Other Water Activities		
Hunting and Fishing	8.2	2%
Water-Jet Propelled Boats	8.3.1	6%
9.0 Environmental Concerns	9.0	0%
Total (out of 50 questions)		100%

ASSESSMENT STANDARD 4 - Guideline for State-Specific Questions

The NASBLA Approve assessment will contain 50 questions. In addition, the state-specific portion of the assessment must contain A MINIMUM of 10 state-specific questions. The state-specific questions must be written in accordance with Assessment Standard 1 - Question Writing Guidelines.

ASSESSMENT STANDARD 5 – Passing Scores

The minimum passing score on all assessments should be established by the state. In the absence of state guidelines, NASBLA recommends an overall passing score of 80%.

Developing a passing score for each assessment should not be arbitrarily determined. A state may use a court-approved testing technique (e.g., Angoff method, Ebel method) to establish a minimum passing score.

Section 10: Requirements for State Specific Information

This section describes the minimum required state and territory-specific content that must be included in a course. Course providers must contact the state or territory for specific content details and requirements. State and territory-specific content is supplemental and in addition to ANSI/NASBLA specified content. Course providers may be required to update this content at any time.

10.1 Age and Education

The course will describe the applicable requirements for the following age and education topics.
    10.1.1 Boating education requirements
- Mandatory education
- Licensing
- Rental operations
- Proficiency test certifications

    10.1.2 Age restrictions
- Age or horsepower restrictions
- Requirement for adult supervision

    10.1.3 Responsibility of operator to stay informed of changes in boating safety or operation requirements
    10.1.4 Continuing Education - Emphasize that this is a basic boating course, and additional boating education may be required to operate a recreational boat safely.

10.2 Boat Registration and Titling Requirements

The course will describe the requirements for the following boat registration and titling topics as applicable.
    10.2.1 All motorized boats and many other boats are required to be registered according to state or territory requirements, including:
- Length of registration or expiration date of registration
- Decal placement

    10.2.2 Requirements for hull identification numbers
    10.2.3 External display of registration numbers
    10.2.4 Requirements for Federally Documented Vessels
    10.2.5 Reciprocity Requirements
    10.2.6 Registration in the state of principle use

10.3 Equipment Requirements

The course will describe the requirements for the following boat equipment topics as applicable.
    10.3.1 Laws for the requirement of wearing PFD/life jackets for:
- Children
- Certain types of boats and seasons
- Any other activity as defined by the states

    10.3.2 Laws for carriage or use of:
- Anchors
- Engine Cut-Off Switch (ECOS) & Links
- Bailing devices
- Signaling and emergency communication devices

10.4   Marine Environment and Noise

The course will describe the environmental laws and regulations concerning:
    10.4.1 Waste Disposal, including
- Littering
- Waste discharge
- Proper disposal of human waste
- Identification of discharge zones and pump-out stations
- Waste management plans
- Display of information placards

    10.4.2 Aquatic invasive species
    10.4.3 Prevention of spills of fuels or other toxic substances
    10.4.4 Laws regarding mufflers and noise levels

10.5   Safe Boat Operation

The course will describe state laws further defining boat operations, such as:
    10.5.1 Careless or Reckless or Unsafe
    10.5.2 Negligent operations
    10.5.3 Towed Watersports
    10.5.4 Speed limits
    10.5.5 Operation in controlled and/or restricted areas

10.6   Boating Under the Influence

The course will describe laws regarding operating under the influence of alcohol and drugs, such as:
    10.6.1 Implied consent
    10.6.2 Blood Alcohol Concentration (BAC) or Drug levels
    10.6.3 Impaired operation

10.7   Law Enforcement and Incident Reporting

The course will describe legal authorities and incident reporting requirements:
    10.7.1 Law enforcement officer authority
    10.7.2 Incident reporting threshold and how to report

10.8   Other State-Specific Boating Laws

The course will describe any additional rules or information as required by the state or territory.

Reference Consulted

ESP TR 103-2022: Technical Report – Basic Boating Knowledge – Core Plus Power

END
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Previous Version: 09/13/2016