

AMERICA'S BOATING COURSE

2022 ABC3 Instructor Manual



NASBLA and State/Territory approved/
United States Coast Guard Recognized
Basic Boating Knowledge Education

AMERICA'S BOATING COURSE®

Third Edition

Boater Education Course—Basic Boating Knowledge



This is WHY

We conduct the America's Boating Course 3rd Edition (ABC3) basic boating knowledge education course in compliance of NASBLA terms and conditions because:

Who is NASBLA?

The National Association of State Boating Law Administrators is a national nonprofit, 501(c)3 organization that works to develop public policy for recreational boating safety. NASBLA represents the recreational boating authorities of all 50 states and the U.S. territories.

They offer a variety of resources, including training, model acts, education standards, publications and more. Through a national network of thousands of professional educators, law enforcement officers and volunteers, we affect the lives of over 76 million American boaters. The education standards dictate what must be included in every certified course and cover everything from content and delivery through the knowledge assessment at the conclusion of the course. The standards are created and maintained by committees populated with individuals from the boating community including boating law enforcement and administration along with members of groups such as USPS, CPS-EPS, USCGAux, BoatEd, BoatUS, and National Safe Boating Council.

NASBLA Terms and conditions:

The Course Provider shall offer the same course as presented in the original application for approval or sanction. The "same course" means the use of the same student texts, testing materials, and any other supplemental materials. The Course Provider may add material to the course but may not delete or alter the material until the Course Provider has notified NASBLA of such changes to its course content and those changes have been approved in writing by NASBLA.

The United States Power Squadrons Pledge

I do solemnly pledge to abide by the bylaws of United States Power Squadrons; to promote high standards of navigation and seamanship; to maintain my boat and to operate it legally; to render assistance whenever possible; and to conduct myself in a manner that will add prestige, honor and respect to the United States Power Squadrons, America's Boating Club.

USPS By-Laws Article 17: Boating Safety Courses Section

17.1 Each squadron shall offer to the public at least once a year a USPS boating safety course. Squadrons may impose such restrictions upon class attendance as may from time to time seem reasonable to the squadron. No squadron shall sponsor any public boating safety course using material other than that approved by USPS.

17.2 Instruction in boating safety courses shall be without charge to any student. Amounts may be collected as determined by the squadron to cover reasonable costs of materials, facilities, and any squadron operating costs. Any person sitting for the examination only, without taking classroom instruction may be charged a fee set or delegated by the Board of Directors to cover the cost of administering the examination and the necessary reports required to be filed with USPS.

17.3 A squadron shall issue without charge to any person who has passed the prescribed boating safety course examination, a certificate supplied by the National Educational Department and signed by the Squadron Commander. Such certificate shall be known as the Certificate of Completion. The issuance of such a certificate shall not confer rights of any sort, including membership.

USPS Operations Manual:

G.2 - USPS STATEMENT OF POLICY ON TEACHING BOATING SAFETY G.2 - USPS STATEMENT OF POLICY ON TEACHING BOATING SAFETY COURSES

United States Power Squadrons' responsibilities include:

- 1) Scheduling and administering boating safety courses through USPS administrative structure.
- 2) Continuing to conduct and administer the boating safety courses in accordance with NASBLA guidelines and course requirements;

- 3) Providing the state a listing of America's Boating Course graduates (with the approval of the graduates) utilizing state provided forms within two weeks of course completion;
- 4) Utilizing state pamphlet(s) covering state boating laws in the conduct of America's Boating Course,
- 5) Requesting participation of state boating law agency personnel in the conduct of the classes covering state boating regulations and laws;
- 6) Providing the state information as to the date, time and location of boating safety courses, and the name and telephone number of a contact person;
- 7) Providing each student successfully completing America's Boating Course with a USPS Certificate of Completion;
- 8) Refraining from having USPS members collect or handling any state monies other than local taxes;
- 9) Refraining from associating any state fee other than local taxes in any manner with the fees charged for textbooks, materials and other course supplies and those charged to defray any custodial or classroom usage fees;
- 10) Providing a principal USPS point of contact to work directly with the state boating law administrator, or designated representative, in the execution of the program.

The State's responsibilities:

- 1) Recognize successful completion of America's Boating Course as meeting state boating education requirements;
- 2) Provide up to 10 examination questions on state specific laws and regulations;
- 3) Provide state pamphlets and other materials for each student attending America's Boating Course;
- 4) Provide state forms for use in reporting America's Boating Course graduates to the state;
- 5) Issue a state boating safety certificate to each person who successfully completes America's Boating Course and requests state certification;
- 6) Provide a listing of state boating law agency personnel available to make presentations at boating safety courses;
- 7) Provide initial orientation workshops to all USPS instructors covering state and local boating laws and regulations;
- 8) Provide for USPS instructors periodic updates concerning changes in state boating laws and regulations;
- 9) Maintain a database of state certified students, including those reported by USPS as graduating from America's Boating Course;
- 10) Provide a duplicate state boating safety course completion certificate for all students listed in the state database in the event of a lost certificate;
- 11) If a fee is required by the state, the state shall provide a state approved form that a graduate can utilize in requesting state certification.

Liability Insurance

The Professional Liability policy is a new policy designed to protect instructors of the USPS from suits brought from students of the various courses presented by USPS for alleged incorrect information provided in the educational courses conducted by USPS at all levels. The policy also protects instructors of the Boating Certification program and volunteers participating in the Cooperative Charting activities and the Vessel Safety Checks. The policy has a \$1 million limit of liability but carries a \$50,000 deductible

Basic Recreational Boating Knowledge Education

The United States Power Squadrons (USPS) provide basic boating knowledge education to the public. This is accomplished through America's Boating Course, 3rd Edition (ABC3), and presented in three formats. These formats meet the standards set by the American National Standards Institute (ANSI) and the National Association of Boating Law Administrators (NASBLA). All course formats include both Federal and the student's home state-required education.

Classroom.

The traditional classroom education format is presented by instructor-use of the ABC3 student manual, germane nautical teaching aids, and supportive PowerPoint (PPT) visual aid. The PPT presentation is paired with the student manual. The classroom course is presented in either an 8-hour (Chapters 1-4) or 16-hour (Chapters 1-5) format, the former meeting state boating education requirements. The 16-hour program complements the 8-hour program with an introduction to navigation, nautical charts, digital charting, and chart plotting. At end of instruction, the student's assimilation of course standards is assessed by a closed book proctored final examination. Successful completion of the course is achieved by correctly answering 80% or more of the questions on both the Federal examination and the state supplemental examination. Course completion diplomas and wallet cards are provided to the successful student. An on-the-water hands-on education is set forth in Appendix A.

Online.

The online format provides a student-flexible course meeting Federal and state education requirements. An electronic version of the ABC3 Student Manual (e-book) is included and the course is interactive to assist the student's assimilation of ANSI/NASBLA standards-driven content. The student may obtain help through a nearby USPS squadron or by electronic means with a volunteer coach. Successful completion is assessed by the online final examination. The passing score is 80% or more correct answers on both the Federal and state supplemental examinations. Course completion diplomas and wallet cards are proved to students who successfully completing the course by the ABC3 online course program..

Home Study.

A flexible format to complete ABC3 is available. It allows a student who could not complete an ABC3 classroom or ABC3 internet-based online course (either the 8-hour or 16-hour versions) in their home state to complete the basic boating knowledge education. Online course registration if not previously provided in the online course, is available. The student will be paired to a sponsoring USPS host squadron. Purchase of an e-ABC3 Student Manual is required, then through squadron tutoring, completion of end-of-chapter reviews, gain the education required by the respective state. With successful completion of the required closed book proctored final examination with 80% correct answers on both the Federal portion and state portion of the examination, graduate. Course completion diplomas and wallet cards are provided to the successful student.

Each of the three formats is offered to the Boating Law Administrator of each state during the approving cycle which occurs every three years. It is up to each state to determine what formats can be taught based on the laws, statutes, regulations, rules, or policies of that state. A state may allow a course to be taught using the Online format, but a law might specify that the final exam **MUST** be proctored. That can easily be accomplished by following the Home Study format to complete the course, and then the squadron provides a closed book proctored exam to assess the student's understanding of the required content of the course.

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Introduction - What's New

The ABC3 2022 printing expands education on the USCG Navigation Rules and Regulations Handbook, continues the personal flotation device (PFD) "WEAR IT" emphasis, and introduces the evolving international PFD labeling direction. The term PFD covers three categories: 1) life jackets - certified to roll the wearer face-up and provide mouth and nose freeboard for breathing; 2) buoyancy aids – provide flotation for varying forms of recreational boating; 3) other special use and configuration PFDs. Legacy PFDs, those labeled TYPE I, II, III, IV, and V, remain acceptable and useable provided they are serviceable. The federal requirement to use installed engine cut-off switches is emphasized along with any state or local regulations based on the course is being taught (Section 8).

Fire Extinguishers

Effective 22 August 2016 the United States Coast Guard switched from a weight based to a performance-based system to measure the effectiveness of portable fire extinguishers. The USCG has adopted the UL classification system to replace the old system that uses B-I and B-II, which were based solely on the weight of the contents. The UL classification can be simplified as saying that for every "A" there is the equivalent of 1 ¼ gallons of water worth of extinguishing agent. Meaning if you were proficient in putting out fires with both methods, you could put out the same size fire with either an 8-A UL Classified portable fire extinguisher or 10 gallons of water. The UL Classification can be simplified as saying that for every "B" there is enough extinguishing agent to put out a fire covering one square foot of area. The "C" in the UL Classification is not quantified; it refers to the non-conductive nature of the extinguishing agent. If there is a "C" on the label next to classification, it will not short out any of your electrical gear.

The A still stands for Ash producing, B still stands for burning liquid, and C is still an electrical fire. The new label will read something like 10-A:60-B:C (taken from slide in Section 2) indicating it can be used on A, B, and C fires. It is equivalent to about 12.5 gallons of water, and it can put out roughly 60 square feet of fire. It is also non-conductive.

The items to look for on the sticker are the UL symbol, Classification, Old Approval (B-I or B-II), New Approval (Marine Type U.S.C.G.), USCG approval number, serial number. If the extinguisher comes with a new bracket be sure to check the old bracket to insure it is the proper model for the new extinguisher and in good mechanical working order before reusing the old bracket – better to take the time to put the new bracket in place than having an unsecured object become a guided missile at the worst possible time.

Extinguishers UL Classified 5-B:C/10-B:C (or greater) meet carriage requirements for ALL recreational vessels regardless of vessel age where extinguishers rated as Marine Type USCG Type B:C, size I or size II are only acceptable on vessels built model year 2017 or earlier. If your boat was model year 2018 or later, USCG B-I and B-II fire extinguishers are not considered to be legal fire extinguishers and therefore you may not be meeting minimum federal requirements. *Model year* means the period beginning June 1 of a year and ending on July 31 of the following year and being designated by the year in which it ends. As before, ratings that include higher numbers or more letters are acceptable. People are encouraged to bring aboard larger extinguishers that cover a wider range of fire types. One 20-B extinguisher may be carried to replace two required 5-B extinguishers. This is the same as one B-II can replace 2 B-I extinguishers. There are special rules for vessels built prior to 1952.

Effective 20 April 2022, the Coast Guard will be removing some recordkeeping requirements from the recreational boater. They have also made a few clarifications that I have already mentioned above. But the biggest change will be in moving the recreational fire extinguishing equipment out of CFR › Title 46 › Volume 1 › Chapter I › Subchapter C › Part 25 › Subpart 25.30 (Code of Federal Regulations Title 46 or 46 CFR) to CFR › Title 33 › Chapter I › Subchapter S › Part 175 › Subpart E (Code of Federal Regulations Title 33 or 33 CFR). The purpose of the move is to keep the rules for recreational boaters separate from the rules that apply to commercial vessels. Another big item that changed was to place a 12-year life expectancy on disposable fire extinguishers. They must be replaced if they are discharged, if they have a gage or indicator, it must be in the operable range, the lock pin must be firmly in place,

the nozzle must be clean and free of obstruction, and the extinguisher must not show visible signs of significant damage or corrosion. Make sure the disposable fire extinguisher is not more than 12 years old from date stamp on bottle. It must be removed from service before 31 December of the 12th year.

The following is a quick summation of the new rules:

Fire extinguishers must:

- 1) Be on board and readily accessible
- 2) Be of an approved type
- 3) Not be expired or appear to have been previously used
- 4) Be maintained in good and serviceable working condition, meaning:
 - i. If the extinguisher has a pressure gauge reading or indicator it must be in the operable range or position
 - ii. The lock pin is firmly in place
 - iii. The discharge nozzle is clean and free of obstruction
 - iv. The extinguisher does not show visible signs of significant corrosion or damage

Emergency Cut Off Switch

All “covered” (USCG term for boats less than 26 feet overall in length and capable of developing 115 pounds or more of static thrust – about 2 – 3 hp.) boats built after 4 December 2019, require an Engine Cut Off Switch (ECOS) installed. They also require an Engine Cut off Switch Link (ECOSL) capable of activating the ECOS should the operator be ejected from the helm area. The ECOSL can be mechanical or electronic. An individual operating a “covered” recreational vessel shall use an engine cut off switch link while operating on plane or above displacement speed, if one is installed. An exception to the rule is if the helm is installed within an enclosed cabin or if the vessel does not have an ECOS and is not required to have one (HIN indicates boat was built before January 2020).

Keep in mind that any owner installed ECOS in working condition is also required to be used regardless to the age of the vessel. It is up to the owner to maintain the switch in good working order on a covered vessel. The federal law applies to navigable waters. First offense \$100, second \$200, and the third is \$300. Navigable waters of the United States are those waters that are subject to the ebb and flow of the tide and/or are presently used, or have been used in the past, or may be susceptible for use to transport interstate or foreign commerce. A determination of navigability, once made, applies laterally over the entire surface of the waterbody, and is not extinguished by later actions or events which impede or destroy navigable capacity.

Alabama, Arkansas, Illinois, Louisiana, Nevada, New Jersey, and Texas already had similar laws and the USCG is working with them to harmonize the two while not diminishing either.

New PFD Labels

The emerging labels will use the term “Level” on the PFDs, followed by a number. Labels range from “Level” 50 through “Level” 275. Level 50 provides minimum buoyancy and is used in confined or protected waters. Level 275 provides maximum buoyancy and is used in open ocean boating. The increase in level number reflects increasing buoyancy ability, lifting the mouth and nose freeboard higher. PFD education in ABC3 continues to include the legacy “TYPE” labeling since those PFDs will be in use, provided they remain in “serviceable condition,” for several more years. Since students will be exposed to both labeling systems, the 2022 ABC3 manual discussions include both the legacy labels (Type I, II, III, IV, and V) and the new PFD “levels 50 – 275” labeling. The PowerPoint presentation includes examples of the “Level” labels and introduces the icons that identify the uses and restrictions for each model of PFD.

USPS emphasis continues - wear a PFD always when on the water!

Sustained Focus

Similarly, emphasize the selection of the correct PFD for the planned boating activity, determining serviceability and proper sizing, and **WEAR IT!** Planning for boating activity includes checking weather predictions, and correct decision making to not expose boaters to foul weather. Filing of a FLOAT Plan is emphasized, as is checking navigation charts for safe passage and hazard avoidance.

Preventive maintenance through daily, checks and annual Vessel Safety Checks (VSCs) are emphasized. Emphasis continues for pre-departure briefings to all aboard and the use of checklists to ensure all is in good order. Choosing the right PFD, adjusting the straps so that it fits snugly and comfortably, ensuring it is the proper Type or Level for the boating activities planned, labeling the PFD with the names of the people they were sized for to reduce grabbing the wrong PFD should more than 1 person remove theirs, and having someone verify that these items were done correctly is essential for every person on board, before leaving the dock. Boating procedures are highlighted such as compliance with regulatory buoys, and no-wake zones to prevent accidents and protect the environment.

Remember to attach a whistle and light to every PFD and WEAR IT.

United States Power Squadrons Certified Instructor

Certification Policy and History:

Many states and adult education programs have become concerned with the quality of instruction being given to the public, especially in boating safety. They are now requiring that anyone who teaches the public be able to show evidence that they have successfully completed an instructor training program. Just as the information in our public boating classes must meet or exceed the standards set by the National Association of State Boating Law Administrators (NASBLA) and the individual states, our certification process is designed to make certain our instructors are of the highest possible quality.

USPS has always been committed to high standards in our educational programs and the Instructor Development Committee is committed to helping our instructors to be “the best they can be.”

Certified Instructors

To ensure that our instructors can show compliance with the new state and NASBLA requirements, USP has developed a policy for Instructor Certification.

USPS Educational Policy for Instructor Certification and Recertification (Revised 4/2021)

Attached is the USPS Educational Policy for Instructor Certification and Recertification (2104). Be sure to check that it has not been updated before enforcing this policy. We have every intention of keeping this document “Live” and current but may miss an update in the future.

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EDUCATIONAL DEPARTMENT
USPS Educational Policy for Instructor Certification and Recertification

THE NEED:

United States Power Squadrons (USPS) is a highly regarded organization in the recreational boating community, dedicated to boating education. It is committed to further boating safety by offering the USPS/ABC introductory boating course, currently titled *America's Boating Course Third Edition (ABC3)*, that when passed can result in a State Operator Certificate or License in states that require them. The content and instructional requirements for this course are approved by National Association of State Boating Law Administrators (NASBLA) and their respective states. Many state members of NASBLA require that USPS use certified instructors.

The certification program outlined below is based on the USPS Instructor Development course and is designed to satisfy the requirements of NASBLA and its member states and territories and to meet USPS expectations.

INITIAL CERTIFICATION:

Certification is required for all instructors who teach the USPS/ABC introductory boating safety course (ABC3) and all who teach in the Boat Operator Certificate Program (BOC). Certification is encouraged for all instructors teaching other USPS/ABC courses and seminars, particularly if students under 18 years of age are involved. Certification can be obtained in one of two ways, participating in the USPS Instructor Development (ID) course, or in certain circumstances through a waiver.

Successful completion of the ID Course will result in the issuance of a USPS Instructor's Certificate valid for four (4) years from the date of ID Course completion.

INITIAL CERTIFICATION WAIVER

Instructor certification may be granted to a member who has not completed the ID Course, provided the member participates in an Instructor Recertification seminar, meets one or more of the four provisions listed below, and obtains the requisite waiver approvals.

- The member has active, current teaching credentials from an accredited teaching organization, relevant to the USPS educational program.
- The member has taught for at least three years within the last five calendar years in an adult education community program or as a college instructor.
- The member has received training through the USCG (Aux) instructor training program.
- The member has demonstrated exceptional relevant instructional ability through professional endeavors.

This certification will be valid for up to four (4) years from the date of the member's participation in the Instructor Recertification seminar.

To request a waiver, the Squadron Educational Officer (SEO) must submit the "Waiver Request for Initial Instructor Certification" form to the District Educational Officer (DEO) for endorsement, who will then send it to the National Educational Officer (NEO) for approval by the NEO or the NEO's designee. If the request is based on prior educational endeavors, appropriate documentation must be included. The form is PS's instructor Development web page.



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EDUCATIONAL DEPARTMENT
USPS Educational Policy for Instructor Certification and Recertification

Instructors who receive certification as a result of a waiver do not receive credit for having passed the ID Course and must successfully complete the Recertification Seminar for the waiver to be effective.

RECERTIFICATION:

Recertification of all instructors requires completion of the USPS two-hour recertification seminar.

Instructors whose certification has expired as a result of four (4) years passage since receiving initial certification or recertification shall no longer teach classes requiring certified instructors until they have successfully completed the current recertification seminar.

Certified instructors who successfully complete the recertification seminar will be recertified for a new four-year term from the date of completion of the seminar. Responsibility for offering the recertification seminar will rest with the DEO, SEO and the Squadron ID Chair.

SPECIFIC BOATING COURSE RECOMMENDATION:

DEOs are responsible for defining and implementing district educational policies that provide for the certification and recertification of all instructors who teach the USPS/ABC introductory boating safety course.

ADMINISTRATION:

- Records of USPS instructor certification will be filed and maintained at USPS Headquarters.
- DEOs and SEOs are to maintain and monitor records of certified instructors within their areas of responsibility.
- A listing of certified instructors may be found using the "Locate Certified Instructors" function from the SEO/DEO Tools page, or directly at:
- <http://www.usps.org/cgi-bin/nat/eddept/pages.cgi?tools/SEO/instructors:Y>
- The Instructor Development Committee will provide, and post on the USPS Educational Department web site, forms and written procedures needed for adherence to this policy.

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 EDUCATIONAL DEPARTMENT
 USPS Educational Policy for Instructor Certification and Recertification

Waiver request for initial instructor

This form is for Squadron use to request a waiver for members who have not completed the Instructor Development course but have satisfied one or more of the following alternative qualifications for Initial Instructor Certification:

- | | |
|--------------------------|--|
| <u>Rationale:</u> | <u>Rationale description:</u> |
| A. | The member holds active, current teaching credentials from an accredited teaching organization relevant to the USPS educational program. |
| B. | The member has taught for at least three years within the last five calendar years in an adult education community program or as a college instructor. |
| C. | The member has received training through the USCG (Auxiliary) instructor training program. |
| D. | The member has demonstrated exceptional relevant instructional ability through professional endeavors. |

This form should be prepared by the Squadron Educational Officer (SEO); and a copy of the supporting documentation or certificate must accompany the form with the request.

Once signed by the SEO, a copy of the signed form is sent to the District Educational Officer (DEO) for endorsement. Once signed by the DEO, a copy is sent to the National Educational Officer (NEO) for approval. Upon approval by the NEO (or the NEO's designee), the SEO and DEO will be notified and the chair of the Instructor Development Committee advised so USPS systems can be updated to reflect that the member's initial instructor certification has been approved.

As SEO of _____ Squadron of District _____, I certify that the member listed below has met the requirements for initial four-year Instructor Certification pursuant to waiver provisions stated in the USPS Educational Policy for Instructor Certification

Certificate #	Name	Qualification Rationale (Note A, B, C, and/or D and comment.)

Squadron Educational Officer _____ : Date: _____

ENDORSEMENTS:

District Educational Officer: _____ : Date: _____

APPROVAL:

National Educational Officer: _____ : Date: _____
 (or the NEO's designee)

_____ End Inserted Form _____

Instructor Development Course Description and Materials:

The Instructor Development (ID) course focuses on how to teach adults using a modern, interactive, and fun approach to learning. Students who complete the course will become certified USPS instructors already prepared to teach our boating classes. It is an easy way for members to “break the ice” and overcome any inhibitions or anxieties they may have toward teaching, and the squadrons will have more qualified members willing to teach our courses. The certification will be valid for four years. Certification may be renewed for another four-year term by attending a recertification seminar.

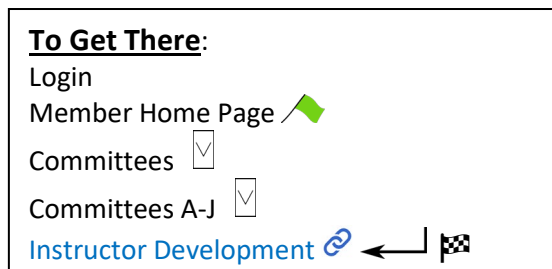
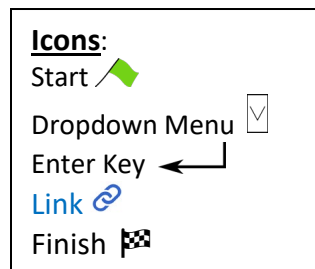
The Instructor Development Course material is all available for download from the national website without cost. The material can be found on the Instructor Development Downloads page. The course is designed to be taught in 8 two-hour sessions and is graded by the instructor and a member of the Instructor Development Committee before the student is allowed to complete the course.

Recertification Seminar Description and Materials:

The revised 2021 Instructor Recertification Seminar focuses on new technologies and techniques for presenting to adult audiences. It is a fun and audience participative program designed to renew enthusiasm and enhance presentation skills. It covers the benefits and pitfalls of using PowerPoint as an aid, as well as the value of manual aids. We have incorporated a lot we have learned from feedback since the inception of PowerPoint in our courses. It is a two-hour seminar that can be more readily run by squadrons as well as districts. The 2021 Recertification Seminar Instructor Guide and PowerPoint slides may be downloaded from the Instructor Certification Program webpage.

The 2021 revision of the seminar is for the recertification of currently certified instructors to keep them enthused and up to date with new ideas and concepts. However, it will serve as more than that, as it focuses on presentation skills useful for any kind of presentation whether in a leadership role or as a member providing a program for a membership meeting, etc. As such, the program will need to be revised and refreshed at least every four years.

The 2018 Recertification Seminar Instructor Guide and PowerPoint slides may be downloaded from this site (see Downloads above)



- Information found on the [Instructor Development Committee Web page](#)
- Link to [Instructor Development Course](#)
- Link to [Instructor Certification Program](#)
- Link to [Prince Henry Award](#)
- Link to [Chapman Award for Excellence in Teaching](#)
- Link to [Teaching Aids](#)
- Link to [Teaching Aids - Photos](#)
- Link to [Teaching Aid Library](#)

The certification policy has been revised to remove the grandfathering clauses, which expired at the end of 2005 along with the original 4-hour certification seminar. The original seminar was designed to refresh and grandfather current instructors for initial certification and introduce them to the concepts of the new ID Course. In contrast, the 2018 revision of the seminar is for the recertification of currently certified instructors to keep them enthused and up to date with new ideas and concepts. However, it will serve as more than that, as it focuses on presentation skills useful for any kind of presentation

whether in a leadership role or as a member providing a program for a membership meeting, etc. As such, the program will need to be revised and refreshed at least every four years.

With the increase in the number of states requiring mandatory safe boating education, we need to be sure that we have not only the best course materials but also the best instructors. USPS has always been committed to high standards in our educational programs and the Instructor Development Committee is committed to helping our instructors to be “the best they can be.” To ensure that our instructors can show compliance with the new state and NASBLA requirements, USPS is continually updating our Instructor Certification program.

Instructor Assistance

A wealth of information is provided on the national website to assist the instructor. Using the Basic Public Education Committee webpage as your starting point will allow access to the following pages.

Information found on the [Basic Public Education Committee Web page](#)

Link to **Educational Department Home**

Link to **America's Boating Course**

Link to **ABC Downloadable Material** – see below for contents

Link to **ABC Course Tips** – see below for contents

Link to **Questions About Public Boating Classes**

Link to **ABC3 Reports - America's Boating Course Completions**

Link to **ABC State-Specific Presentation Material**

Link to **Protected USPS and State-Specific Boating Questions**

Link to **Emergency Virtual Classroom Exams**

Link to download **New Life Jacket Labels PowerPoint**

Link to **Errata for 2022 Printing of ABC3 Student Manual**

Link to **Spanish Language Basic Boating Knowledge Education Materials**

Link to **USPS Materials Catalog**

Link to **Basic Public Education Com Assistance Form**

Link to download **America's Boating Course Education in New Jersey Materials**

Link to download **Exploring HQ-800 Presentation PowerPoint**

Links to Navigation Training Charts (NOAA, OpenCPN.org, Downloadable Material Page, and USPS Catalog)

Link to **USPS Useful and Related Web Links**

Link to download **USPS Float Plan**

Link to download **New HQ-800 Help Documents**

Link to download **HQ-800 Educational Presentation**

Link to **America's Boating Course, 3rd Edition** — Information, Registration, and Assessment Overview

Links to the following seminars

How to Use a Chart


Introduction to Navigation

Trailing Your Boat

Crossing Borders




To Get There:

Login

Member Home Page 

Committees

Committees A-J

[Basic Public Education](#)   

To Get There:

[Basic Public Education](#) 

[ABC Downloadable Material](#)   

Information found on the [ABC Downloadable Material Webpage](#)

Link to download **Managing ABC Internet Students, Squadron and District Guide**

Link to download **Chart for Exercises 1-1 and 1-2**

Link to download **Boating Primer**

Link to download **PowerPoint teaching aid for OpenCPN**
 HQ-800 User Self-Help / Education.

Link to download **Engaging Hispanic Youths in Recreational Boating Education** – Spanish Language.

Link to download **2021 America's Boating Course Instructor Manual**

Link to download **America's Boating Course Updates for Earlier Printings.**

Link to download **2021 ABC3 Short Course PowerPoint**

Link to download **Full Course ABC3 PowerPoint Slides in Spanish**

Link to download **Navigation Training Charts**

Link to download **ABC3 On-The-Water Teaching Aid Guide**

Link to **Chapter 5 Exam and Answers.**

Information found on the **ABC Course Tips Webpage**

Using Microsoft Edge Browser to Create and Print Student Certificates and Wallet Cards

HQ-800 Updates for Managing All USPS Courses and Seminars

Registering Overlooked ABC Class Completions

Squadron and Student Credit for Cooperative Courses by Squadrons

Using HQ-800 Software

Getting Certificate Numbers for Non-Members

Higher Final Examination Scores

ABC3 Course Attendance Success Note

Printing ABC3 Course Completion Wallet Cards from HQ-800 Software

Printing ABC3 Course Completion Wallet Cards

Your State Boating Law Administrator and Memorandum of Understanding

To Get There:

Basic Public Education 

[ABC Course Tips](#)   

Information found on the **Emergency Virtual Classroom Exams Webpage**

An overview of the key points in running an Emergency Virtual Classroom

Link to download **Emergency Covid-19 Virtual Classroom and Testing Procedures**

Link to download **Details of the NASBLA Authorization**

Link to download an **electronic answer sheet** for use in the Emergency COVID-19 Virtual Classroom

Links to download **Exams 1A, and 1B and the "scrambled" versions 1A1, 1A2, 1A3, 1A4, 1B1, 1B2, 1B3, and 1B4.**

Answer keys for each exam. These exams are

presented in a PowerPoint format for use in a virtual classroom.

To Get There:

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[Emergency Virtual Classroom](#)


[Exams](#)   

Information found on the **Protected USPS and State-Specific Boating Questions Webpage**

Link to download **State or Territory Material** – English

Link to download **State or Territory Material** - Spanish

To Get There:

Basic Public Education 


[Protected USPS and State-Specific](#)

[Boating Questions](#)   

Information found on the **Ed Dept Forms Webpage**

1. [ED-46a](#) – America's Boating Course Registration (16 Oct 19)
2. [USPS Float Plan](#) - General use float plan for distribution and use (Feb 15)

To Get There:

Basic Public Education 

[Ed Dept Forms](#)   

Items Found on the **United States Power Squadrons Materials Catalog Website**

<https://www.usps.org/EdDept/cart/catalog.html> include:

1. **2022 ABC3 Student Manual** in either hard copy or an electronic format (ebook)
2. ED27 final examination answer sheet
3. ABC3 Course Completion Certificates
4. ABC3 Course Completion Wallet Cards

To Get There:

Basic Public Education 

Materials Catalog   

A copy of the respective state boating rules and regulations is to be obtained from the state and provided to each student either in hard copy or as an ebook or ebook link. The state-provided assessment examination supplement is to be added as an extension to the 2021 ABC3 50-question final examination.

The NASBLA approved course is referred to as the 8-hour or “short-course.” It is presented using Chapters ONE through FOUR, end of chapter quizzes, teaching aids and props, and the accompanying PowerPoint slides for each section of the manual. The overall education received by the student is assessed using the 50-question final examination with state exam supplements. This course may be presented to meet squadron and student availability as a program over one or several days. The course may be lengthened to include Chapter FIVE and referred to as the 16-hour or “long-course.” Chapter 5 introduces basic navigation practices, the use of charts, and electronic navigation using OpenCPN software. The long course is encouraged for those not planning to continue education with us. The long course also provides a head start for those continuing their education with the **United States Power Squadrons Boat Handling Course**, our **Elective Courses**, our **Advanced Courses**, or our **Seminar Series**.

On-The-Water Training

On-the-water training related to the education in ABC3 is **very much encouraged**, and the approved program is available as Appendix A in the Student Manual. Use of the **National On-Water Standards (NOWS) program** is encouraged for OWT (www.usnows.org).

Assessment Administrator Information (2/21)

The following instructions are for USPS personnel who are administering the proctored, closed-book assessments for *America's Boating Course 3rd edition (ABC3)*. These instructions apply to all ABC3 instructor-led assessments. NASBLA conducts a Conformity Review to ANSI Standards every three years. Retention of the approval to conduct ABC3 in the approving states requires our adherence to the NASBLA terms, conditions, and using the material approved by the Conformity Review. An included standard covers the conduct of examinations and maintaining the integrity of the approved examinations. The ABC3 assessment examination administrator is responsible for compliance with the conduct and integrity of the following provisions.

Assessment (Examination)

NASBLA requires the use of an approved assessment for all courses certified by NASBLA. ABC3 examinations are derived from course objectives and measure their achievement. The end-of-chapter homework “review” quizzes provide an example of final examination questions. There are two 50-question, multiple-choice assessment exams, referred to as Part 1A, and Part 1B. Both assessments have been approved by NASBLA and in the event of failure, provide for the re-examination of the student after remedial education. These assessments are to be **proctored, closed-book examinations** and cover the Federal rules, regulations, and safety topics included in Chapters 1-4. A pencil and eraser are the only tools needed for Parts 1A & 1B examinations.

A 25-question examination is available for Chapter 5, Introduction to Navigation, and referred to as Part 2 (dated 2012). The assessment for Chapter 5 is an option for the squadron and assessment administrator. The results are to be maintained within the squadron, i.e., not sent to USPS HQ. A pencil,

eraser, plotter, dividers, and the Bowditch Bay practice chart are the only tools needed for Part 2. A calculator may be used if desired.

In addition to Parts 1A or 1B, and Part 2, there are Boating Law Administrator (BLA) approved supplemental state or local government examination questions. Typically, they are ten state-specific questions resulting in a 60-question final assessment examination. There may be more than 60 total questions in some areas. Check with your SEO/DEO for the most current copy of state-specific questions at least annually.

With exception of the Part 2 Chapter 5 examinations, the **ONLY authorized examinations are dated 2021**. Previous editions are to be destroyed by shredding or other methods to prevent compromise.

ABC3 Examinations and Answer Keys, including state questions, are available for downloading from the Educational Department web pages, ABC downloadable material. **The examinations are maintained in a secure section with access by username and password.** The answer keys include references to paragraphs in the student manual relevant to each question. Each question is also referenced to the NASBLA Standard that was a requirement for the approval of this course.

The student must answer correctly 80% of all the questions to pass the examination. All questions have an equal point value. For example, on a 60-question examination, which includes Part 1A or Part 1B and ten state-specific questions, the student must answer at least 48 questions correctly to pass. That is 1 2/3 points per question. Some states may require that their state-specific questions be graded separately; in such situations, follow the state requirements. Consult your Squadron and District Educational Officer to determine if special grading of state test questions is necessary.

Instructions to the Assessment Administrator and Table Monitors

The 50-question assessment exams and state exams apply to all assessments used in the classroom, home study, and independent study. They are “proctored, closed-book” events and are to be proctored by USPS personnel. No other materials are to be used during the examination. The student may ask the examiner to clarify a question if they feel it is unclear. **Be sure to collect all (repeat – ALL) exam materials from the student after the exam is completed.** There is no time limit on the printed exam. The printed examinations are to be reused in subsequent classes. Ensure that there are no marks inside the booklet from prior use. **A NASBLA APPROVED ABC3 ONLINE INTERNET COURSE DOES NOT INCLUDE NOR REQUIRE ANY ONE-ON-ONE INTERACTION BETWEEN THE STUDENT AND HUMAN INSTRUCTOR.**

Present the student with *America’s Boating Course* wallet card and course completion certificate if satisfactory scores were achieved, successfully completing Part 1A or Part 1B and the state-specific questions. Completion of the ABC3 final assessment and the chapter 5 assessment is recognized by an endorsement on the wallet card and diploma. Student data on the course completion cards is retained in secure files for use by appropriate law enforcement. If environmental distractions such as noise and construction, move to a quiet area or postpone the examination.

Examination Integrity Plan

The 50-question assessment exams and state exams apply to all assessments used in the classroom, home study, and independent study. They are “proctored, closed-book” events and are to be proctored by USPS personnel. No other materials are to be used during the examination. The student may ask the examiner to clarify a question if they feel it is unclear. **Be sure to collect all (repeat – ALL) exam materials from the student after the exam is completed.** There is no time limit on the printed exam. The printed examinations are to be reused in subsequent classes. Ensure that there are no marks inside the booklet from prior use.

Review the student registration to the ED26 examination answer sheet. Match answer-sheet data to student ID such as driver’s license to make sure the person taking the exam took the course. For

home study and independent exam students, administer oath and document with roster page so saying and place for student signature and instructor validation.:

On my honor, I agree to participate to the best of my ability in the assessment examination, ask the instructor questions when clarification is needed, conduct the examination as a closed book procedure and without other assistance.

The two 50-question examinations are composed of a 200-question exam bank and applied to all versions of ABC3. The examination bank questions reflect assessments of course objectives. The two approved 50-question examinations have been scrambled to provide FIVE-each 1A and 1B exams. This quantity of exams facilitates examination integrity in circumstances. Consider using different exams for students due to classroom size limitations, family members, use different examinations for multiple classes in a day, and follow-on classes. The approved and “scrambled examinations and their answer keys are available for download from the Education Department web pages, ABC3 examinations. This is a secure site and requires a username and password.

Table monitors are to be familiar with the Integrity Plan, and present during the exams to clarify questions and prevent “buddy system” help. They sanitize the exam room of posters, chalk/dry boards, and teaching aids are secured. Remind and enforce turning-off cell phones to prevent texting, clearing desks/student area of notes, student manual, and other material. ONLY an answer sheet, pencil, and eraser are allowed.

Care is taken when distributing exams to ensure no marks on the exam or score sheet. If adequate space is not available to prevent sharing of answers use different versions of the exam for adjacent students. Separate locations are used for the administration of exams to persons with visual or hearing disabilities. Reasonable accommodations should be provided, if possible, or arranged in advance for students based on their disability. Toilets and snack bars in proximity should be scanned by the monitors to ensure course materials are not present. The use of toilets should be timed to prevent the ability to receive outside help with the exam. If the student fails to return or is beyond the set time for absence, the exam should be removed, and a new exam number administered.

If using PPT versions of the examination show no more than FIVE questions at a time and time the viewing to approximately 5 minutes, then move on. Monitors should be alert and prevent copying of the exam questions – only the answer sheet paper is to be present.

The NASBLA approved examination questions apply to the classroom, home study, and independent assessments. Students with special needs should be assigned a table monitor and area separated from others taking the exam to allow for simple assistance to the handicapped person.

Use of the HQ800 provides student database and when the final exam is successfully completed and entered, permanent record of student data, their completion of the course, and provides a source for confirming course completion by law enforcement or need for a replacement course completion card.

Instructions on how to give the Virtual ABC3 Course Final Exam (6/20)

The evolution of the Emergency COVID19 Virtual Classroom and Examination Authorization provides for distance learning based on classroom approvals during a national crisis such as the pandemic with COVID 19.

The two 50-question ABC3 final exams are available from the Educational Department course materials, in the protected examination site, Virtual Classroom file. The state supplemental exams are filed as in the past. Username and password are needed for access. The methodology for Virtual Classroom camera proctored exams is:

1. With all audio/video equipment ready, identify the student by using the USPS University member number and snapshot picture taken at registration. Administer the honor oath and note completion on the student ED46a form. The oath is:

2. "ON MY HONOR I AGREE TO PARTICIPATE TO THE BEST OF MY ABILITY IN THE ASSESSMENT EXAMINATION, ASK THE INSTRUCTOR QUESTIONS WHEN CLARIFICATION IS NEEDED, CONDUCT THE EXAMINATION AS A CLOSED BOOK PROCEDURE AND WITHOUT ANY OTHER ASSISTANCE."
3. Five versions of the NASBLA approved 2021 ABC3 examinations 1A and 1B are available for your class. The downloadable Virtual Classroom 50-question final exams in PPT format are "scrambled" versions of the two approved 50-question exams, and numbered 1A, 1A1 through 1A4 and 1B, 1B1 through 1B4. A different version is used as final exams in subsequent courses. The 1A and 1B series vary by at least 50% from one another for use in the event a student fails, requiring remedial education and re-testing. The exam PPTs are reusable and not to be issued to the students. The final examinations are available in PowerPoint format for use ONLY with Virtual Classroom examinations. The "scrambled" PPT exam presentations and their answer keys are posted on the Educational Department web site in the protected files section for downloading as needed for the class at:
<https://www.usps.org/departments/13000/13000-educational-committees/13170/13170-emergency-virtual-classroom-exams>
4. The instructor will present the PPT exam for student view with student and answer sheet in camera view, monitoring their selection of an answer, and marking using an ink-pen on the answer sheet. The time for each question is 1.5 minutes. Each slide has FIVE questions. The student and exam answer sheet will remain in camera view through the exam. The answer sheet will show the student's name in the space provided and the USPS University member number. Student markings on the answer sheet will be with blue or black ink ballpoint pens.
5. At exam conclusion with student and with the exam answer sheet still in view, the instructor supervises the student to immediately mark the exam across the printed side in large, inked letters with **student name and University member number**. After marking, the student will electronically (or as the instructor specifies) forward an image of the completed answer sheet to the instructor for grading.
6. The instructor processes the exam. Successful completion is determined by passing scores of 80% or more correct answers on each exam part, the ABC3 50-questions section, and the state supplement 10-question section. Entering the final exam score in HQ-800 for each student completes the registration of graduating students. If the student fails the final exam, conduct remedial education, followed by administration of the second (1A or 1B) version of the exam.

Classroom Materials Summary

1. ED46a America's Boating Course Registration (16 Oct 19) Form; the form gathers data for entry into HQ800 and is used to document adult approval for participation by minor-aged students.
2. 2022 ABC3 Student Manual for each student or shared within a family.
3. 2021 ABC3 Downloadable Instructor PowerPoint with embedded state material in Section 8 for the respective state.
4. ED26 Examination answer sheets and enough copies of the final examination with state-specific supplemental exams for each student (exams are re-useable until superseded).
5. Course completion Certificates and Wallet Cards.
6. Handouts:
 - a. Respective State Boating Rules and Regulations for each student.
 - b. Respective State Boating Accident Report Form for each student (download from the state web page).
 - c. [USCG A BOATER'S GUIDE TO THE FEDERAL REQUIREMENTS FOR RECREATIONAL BOATS and Safety Tips \(2012 edition or later\)](#).
 - d. [USCG U.S. AIDS TO NAVIGATION SYSTEM \(2013 or later pamphlet\)](#).
7. Computer (laptop) to present 2021 ABC3 PowerPoint teaching aid program.

8. Provide an audio system sufficient for the audience to support computer video clips embedded in the PPT.
9. Projector with movie screen / or large screen TV to present the program.
10. Catalog, ABC3 section.
11. PFDs for use as teaching aids when fitting each student.
12. Teaching aids are welcomed. When teaching Visual Distress Signals (VDS), **NO LIVE PYROTECHNICS ARE ALLOWED IN CLASSROOMS. Use the inert VDS kit** available from USPS.


Course Syllabus Menus

To complement the manual a series of PowerPoint files should be downloaded from the national website. Download and unzip the files into one file folder for use during the course. When the files are unpacked, they should be in a folder with the name of your state. Inside that folder are 28 PowerPoint slideshows. Somewhere in the folder is a file with xx_section_08 at the beginning of the file name. The spot where I just placed the xx should be the postal abbreviation for your state. If it is not your state something has gone wrong, and you will be requiring a new deck before teaching State and Local Regulations. The slide set named ABC3_Section_00_Welcome_2021 is a good place to add information about your squadron, a syllabus, restrooms, how the class will be conducted, when breaks will occur, the lead instructor's contact information, and maybe help for filling out the forms.

The PowerPoints are self-contained and do not require outside links. You are encouraged to follow the order of both the coursebook and the PowerPoint slides. Please do not deviate from the instruction that is provided but feel free to augment the material with "local knowledge" and "sea stories" to emphasize that instruction, if time permits. You are free to use America's Boating Channel as well as multimedia from the web if it is appropriate for all audiences if the internet is available in your classroom. When leaving our site, please mention to the class that this is something that "you, your squadron or district (with permission) felt" displayed the concept very well. Please send me a link to see if it should be brought to a higher authority for dissemination to USPS or buried and forgotten.



Two files will open the syllabus:

1. **ABC3_2021_Selection_Menu.pptx** – This file will open the syllabus in PowerPoint to allow editing. If you change a file name, the link must be updated. You can launch a slideshow from this deck. Start it as you normally would such as clicking on the Slide Show button  at the bottom of the screen.
2. **ABC3_2021_Selection_Menu.ppsx** – This file is the one that will open the PowerPoint syllabus as a slideshow. It will allow you to link to a separate PowerPoint file that corresponds to each Section in the ABC3 Course Manual.

Once the PowerPoint slideshow has started you will be able to progress through the slides by single-clicking on the light-colored buttons shown on the screen. The buttons will open links as described shortly. To close a PowerPoint slideshow that is running on your screen you can hit the Escape (Esc) button and you will be brought back to the syllabus. If the syllabus is running as a slideshow, hitting the Escape key will close that slideshow.

The layout of the syllabus allows the instructor to easily pull up:

1. Welcome to ABC3 - A quick introduction to the course.
2. Any Section's PowerPoint slides. Each Chapter is made up of several Sections and there is a PowerPoint file included for all of them.
3. Chapter reviews - Multiple choice questions are shown as presented in the manual and then with the answer revealed. Re-enforce the concepts and understanding of the material presented in the chapter by involving the students before the reveal.
4. Most states, territories, or districts require certain laws and regulations to be taught to students within them. Section 8 has been customized to match the local requirements and inserted into the files you have downloaded.

The first 4 Chapters – Sections 1 through 16 – of ***America's Boating Course*** and the complementing PowerPoint files comprise the NASBLA 8-hour course.

Chapter 5 - Sections 17 – 18, 18 Supplement and the Appendixes are included with the longer, 16-hour, course.

Open and practice with the PowerPoint files before class. If you are having difficulties with the PowerPoint files, please contact me at bpecom@usps.org

If you are offering the 16-hour long course, it is suggested to complete the final examination at the end of Chapter 4 while the core NASBLA approved material is still fresh with the student, then proceed to Chapter 5 and *Introduction to Navigation*.

Course Goals and Learning Objectives

The United States Power Squadrons has developed and published a continuum of boater education courses, setting standards for all levels of recreational boating for over 100 years. Basic boating knowledge education courses have evolved to meet growing recreational boater needs, and importantly, focus upon boating aspects associated with accidents and injuries that have occurred in the past. The Goal of the United States Power Squadrons is to provide boating education that will enhance the enjoyment of their time on the water through safe operation while mitigating dangerous aspects associated with accidents and injury. The majority of accidents and injuries that have occurred could have been prevented if the operators had been trained on how to boat safely and taught to understand their limited experience before exceeding the threshold of their abilities. America's Boating Course 3rd Edition (ABC3) provides the foundation for a continuum of training and education for safe, recreational boating.

Basic Boating Knowledge Standards for the United States and its territories are prescribed by the joint organization - American National Standards Institute (ANSI) / National Association of State Boating Law Administrators (NASBLA). The 2022 printing of ABC3 provides basic boating knowledge education as specified in the current ANSI/NASBLA Standards. All boaters are responsible for knowing new developments in boating laws and safety information, local laws about licensing, equipment requirements, and accident reporting procedures. Boaters must be aware of the rules in the states/territories in which they are operating in addition to those in their home state. Boat operators who stay abreast of these variables and evolving changes will be ready for new situations, thus improving their boating enjoyment as well as the safety of all boating participants. Skill-based and/or advanced courses involving navigation and piloting are also available through the USPS University courses and seminars. The USPS instructors should maintain course content current, modifying and keeping their Section 8 instruction in tune with evolving state and territory regulations.

The information stated for goals and learning objectives will include in parenthesis the applicable NASBLA Standard Number and germane ABC3 section paragraphs, figures, and tables.

Chapter 1 (120 minutes for Sections 1 through 3 and end of chapter review)

Section 1: Getting Started

Goal – Provide basic information on types of recreational boats, common hull designs, and their performance in various types of boating situations. Common terms applicable to boating along with those necessary for compliance with the Navigation Rules will be provided, material supporting instruction throughout the course, and safe boat operations. Knowing these terms will allow the boat operator to save time, prevent confusion in the event of an emergency, and communicate efficiently and clearly. (Standards R1 and R2)

By the end of this section, the student will be able to:

1. State the terms common to both power and sailboats including directions and dimensions. (R1 & R2/§1/¶¶ 3-35)
2. State the terms used in power and sail boating including propulsion options and variables in sailboat keels, and human-powered boats. (R2/§1/¶¶ 36-70)
3. State differences in powerboat hulls, displacement, semi-displacement and planing, their efficiencies, and wake concerns. (R1/§1/¶¶ 71-82)
4. State the bottom shape(s) prevalent to the local area, and types available for differing areas of boating operations. (R1/§1/¶¶ 75-82)
5. State the three important factors influencing seaworthiness. (R2/§1/¶¶ 83-88)
6. Describe how a boat steers, the effects of propeller thrust, effects of propulsion and steering, directed thrust, directed thrust when mooring and slow speeds, and the boat's actions about the pivot points. (R1 & R2/§1/¶¶ 89-98)
7. Describe the types of drive mechanisms and their features. (R1/§1/¶¶ 99-103)
8. Identify the various types of boats used in recreational boating. (R1/§1/¶¶ 104-106/figs. 1-25 through 1-48)

Section 2: Required Safety Equipment

Goal – Instill in the recreational boating operator the knowledge of **federally required** boating equipment, the inherent responsibility to comply with all aspects of the requirements, and the awareness that Federal Requirements are minimal – much more is needed for safe operations by recreational boaters. Knowledge of and compliance with state/territory requirements is additionally required. A teaching aid, U.S. Coast Guard pamphlet *A BOATER'S GUIDE TO THE FEDERAL REQUIREMENTS FOR RECREATIONAL BOATS AND SAFETY TIPS* will be provided, if available, to each student. If a hard copy is unavailable a link to the most recent version will be provided. The student should be introduced to the U.S. Coast Guard *AMALGAMATED INTERNATIONAL & U.S. INLAND NAVIGATION RULES* which can be found at <https://www.navcen.uscg.gov/?pageName=NavRulesAmalgamated>. These amalgamated rules supersede the U.S. Coast Guard's *USCG NAVIGATION RULES AND REGULATIONS HANDBOOK*. To meet carriage requirements, a downloaded or printed copy of the Amalgamation must be on board all vessels 12 or more meters (39.4 ft.) in length. Compliance can also be achieved with a copy of the latest United States Coast Pilot® that can be found at <https://nauticalcharts.noaa.gov/publications/coast-pilot/index.html> because it also includes the Rules. (Standard 2.0)

By the end of this section, the student will be able to:

1. Using the center-fold Quick Reference Chart in the Federal handout, review the summary of **minimal equipment requirements** specific to boat length. Identify the minimum requirement for readily accessible personal flotation devices (PFDs) and fire extinguishers in an 18-foot power boat. (2.0 / 2.1.2 / 2.2 / 2.5 §2 ¶1-4)

2. State the criteria for selecting and the value of wearing when boating. Explain legacy “type,” new “level” meaning, and use nomenclature on old and new labels. (2.1.2.1 / 2.1.2.2 / 2.2.1.1 / 2.2.1.2 paragraph 4-9 and 90 and figure 2-2)
3. Know that the best PFD is the one that will be worn all the time and identify the type and level of PFD appropriate to the planned boating operations and area, using PFD labels. Try on and adjust a PFDs for proper fitting. (2.1.1.1 / 2.1.1.3 / 2.1.2.3 / 2.3.1.1 paragraphs 7-9, 42-44, 51-54 figure 2-2, table 2-2)
4. Describe the PFD types/levels by buoyancy characteristics, sizes, and designs to meet operations in local inland waters, rivers, lakes, and open ocean. (2.1.1.1 / 2.1.1.2 / 2.1.1.3 paragraphs 10-54 and table 2-1)
5. Discuss the characteristics of the PFDs which are labeled life jackets and will turn the wearer face-up / and why buoyancy aids will not turn most unconscious boaters face-up. (Paragraph 25)
6. Discuss the boating conditions requiring wearing a PFD jacket. (Paragraph 6)
7. Realizing that size is the most important consideration, demonstrate a selection of a properly sized PFD, wear it, and adjust ties and straps, emphasizing procedures required BEFORE leaving the dock, then wear it! (2.1.2.3 / 2.2.1.2 paragraph 5, 8-9, 46, 53, 83-86, figure 2-5, table 3-1)
8. State why putting on a PFD while in the water is very difficult – wear it! (Paragraph 6)
9. Know how to care for the PFD including action when finding the CO2 cylinder used, the criteria such as no rips or tears for being in serviceable condition for a PFD. (2.4.1.1 / 2.4.1.2 / 2.4.2 paragraphs 55-82)
10. State the factor determining the types and size requirements of fire extinguishers used on boats, number and size based on boat size and type of propulsion. (2.5.1.1 / 2.5.1.2 paragraphs 105-122, 113-115, table 2-3)
11. Recommend locations for fire extinguishers to be readily accessible, and state value of mounted and visible storage. (2.5.1.3 / 2.5.1.3 paragraphs 116-126)
12. State inspection and maintenance procedures for fire extinguishers. (2.5.1.4 paragraphs 124-126)
13. Describe how to use a fire extinguisher and fire suppression principals. (2.5.1.3 / 5.4.1.1.1 / 5.4.1.1.2 paragraphs 127-134, Section 11 53-57, figure 11-4)
14. Referring to the Federal booklet, identify the visual distress signals requirement for boaters by boat size Rule 37. (2.10.1.1 paragraphs 145-162, figure 2-10)
15. State the requirements for coastal waters and adjoining waters two or more miles wide at the mouth and up to the first point the river narrows to less than 2 miles. (2.10.1.2.1 / 2.10.1.2.2 paragraphs 135-144, 163-182)
16. Describe how the VSDs help you, and the markings on pyrotechnic devices that indicate expiration. (Paragraphs 151, 180-181)
17. Reviewing Federal requirements, describe the sound producing requirements for recreational boats from canoes to 65-foot trawlers. (2.9.1.1 paragraphs 183-186)
18. Describe the uses of sound signaling equipment for life jackets, operations in low visibility, and maneuvering / anchored signals (2.9.1.2 paragraph 186, tips pages 21, 95, 114, 151)

Section 3: Going Boating

Goal – Building upon terms and characteristics of recreational boats in Section 1, and required equipment in Section 2, this section will focus upon the operator’s responsibilities, from initial planning to securing the boat at the end of the day. Students will learn the value of planning and knowledge of boating conditions to ensure a safe and enjoyable day on the water.

By the end of this section, the student will be able to:

1. Discuss the value the operator using pre-boating check lists and briefing everyone onboard about their importance in all matters including use of emergency equipment, safe procedures, anchoring procedures, use of the VHF radio, Rescue-21, heavy weather procedures, mooring/getting underway, emergencies onboard, and falls overboard. (3.1.2.3 / 3.7.1.1 /

- 3.7.1.2 / 3.7.3.1- 3.7.3.6 paragraph 2, 23, table 3-1, Appendix A 8i)
2. Plan initial boating cruises within your boating skill levels along safe tracks in protected waters. (3.1.1.3 Tables 3-4, through 3-6 and figures 3-11 through 3-16, Appendix A)
 3. Calculate your operating ranges base on conditions and fuel consumption for use in cruise planning. (3.1.1.4 Section 11 paragraph 175-195)
 4. Discuss the need to add equipment beyond that Federally required for safe and comfortable operations (paragraph 2,3, table 3-1)
 5. Consult local navigation charts for hazards along your planned track, determine navigation aids, determine safe haven anchorages, avoiding Homeland security regulated commercial and military port areas and security zones, and show passengers items of interest. (3.2.1 / 3.1.2.2 / 4.1.3.1 / 4.1.3.2 / 4.1.3.3 / 4.1.3.4 paragraph 15-16, Section 7 paragraphs 27-38, 88-106, Section 9 paragraphs 1-11, NOAA Coastal Pilot Manual for your area)
 6. Brief all on board on the advantages of wearing life jackets, assist all in selecting a properly fitting life jacket the adjust all ties and straps, check to fitting to ensure it will not “ride-up” then preferable wear it or keep it close by and readily available to put on. (3.7.2.1 paragraph 23, 25-26, figure 3-9)
 7. Brief all persons embarking on a boating cruise by using pre-departure check lists, on emergency procedures, individual responsibilities as lookouts and assistants for man-overboard recovery, location of fire extinguishers and first aid equipment, and location and use of visual distress signaling devices. (3.1.2.3 / 3.7.2.2 table 3-1, paragraph 23, 29)
 8. State where the responsibility rests for ensuring rental boats have Federal required equipment on board. (4.1.1.1.1 / 4.1.1.1.2 / 4.1.1.3 / 4.1.1.4 paragraph 2, 23 table 3-1)
 9. Discuss the value of filing a float plan with a responsible friend, importantly including the date and time to contact authorities if you have not returned. (3.3.1.1 / 3.3.1.2 paragraph 21, figure 3-6)
 10. State the value of knowing weather predictions, state three procedures to obtain weather forecasts, and how to receive weather forecast updates while at sea, and factors leading do decision to seek safe harbor. (3.1.1.1 paragraph 15-16, figure 3-4)
 11. Evaluate water conditions and change plans if too severe. (3.1.1.2 paragraph 17-20)
 12. State the main factor for consideration when approaching a dock where you intend to moor, then discuss the three basic situations facing the operator when getting underway and mooring. (4.5.1.1 / 4.5.1.2 / 4.5.1.2 / 4.5.1.4 / 4.5.1.5 Section1 paragraph 83-88, 105, figures 1-25 through 1-1-48, Section 3 paragraphs 14-20, 23-24, 30-39, 42-55)
 13. State the purpose and use of a spring line. (Figure 3-18, table 3-5)
 14. State pre-fueling requirements for your boat. (3.6.1.1 paragraphs 10-13, table 3-3)
 15. Discuss precautions to prevent accumulation of gasoline fumes inside the boat during fueling, and post fueling practices to evacuate any fumes and check. (3.6.1.2 table 3-3, figure 32, 3-3)
 16. State pre-engine starting ventilation is required because gasoline fumes collect in the bilges; run engine compartment bilge blowers for at least 4 minutes and then sniff the compartment for fuel odors. (2.7.1 paragraphs 9, 27, figure 3-10 section 7 graph 71-82, figure 7-6)
 17. Discuss boat items needing periodic maintenance and checks for deteriorating conditions, including engine exhaust hoses, fuel hose clamps, through hull fittings, electrical connections, and engine shut-off switches. (3.4.1.1 / 3.4.1.2 paragraphs 3-8, table 3-2)
 18. Describe the purpose of the back-fire flame arrestor, which is required on gasoline engines with carburetors, required maintenance and need for frequent checking for cleanliness and tightly secured. (2.6.1.1 / 2.6.1.2 paragraph 7 and Section 7 paragraphs 83-87)
 19. Discuss the action required when operating in the vicinity of a NO WAKE regulatory mark, near shores or passing small craft. (Figure 3-17, paragraphs 41, 53 and Sec 5 par 113, figure 5-10)
 20. Use boating decision making regarding boat operations knowing the meaning of safe speed, the responsibility you have for your wake, the definitions of careless and reckless or negligent

operations and compliance with Homeland Security measures. (4.1.2.1 / 4.1.2.2 / 4/1/2/3 4/1/2/4 figure 3-17, paragraph 41, 48-55, Section 7 paragraphs 27-38, 88-106)

22. Discuss the way ahead with this course as the foundation for a continuum of boating education, involving skill and knowledge for piloting and navigation using electronic and celestial bodies as well as equipment maintenance and seminars on most aspects of boating. (4.1.4 Section 8 paragraph 1-2)
23. State the synergistic effect of alcohol use, drugs and boater fatigue on the boat operator, the major factor in boating accidents and fatalities, and BUI penalties like vehicle DUI. (4.2.1.1 / 4.2.1.2 Section 7, paragraphs 107-134)

Chapter 2 (120 minutes for Sections 4 through 8 and end of chapter review)

Section 4: Navigation Rules

Goals –The Navigation Rules, presented the USCG Navigation Rules and Regulations Booklet August 2014 Edition are intended to prevent collisions and accidents. They apply to all boats, large of small, and encompass inland and open-ocean waters. This section will assist you when encountering typical navigation rules situations. Knowing the Rules allows you to operate your boat with confidence, making you a safer boater and enhance your seamanship abilities. You will want to obtain the Navigation Rules for ready reference as you advance your boating career.

By the end of this section, the student will be able to:

1. Determine the location of COLREGS Demarcation Lines on navigation charts when outward bound prescribing crossover from using Inland to using International Rules. (Paragraphs 2-7, figure 4-1)
2. State conditions under which you may depart for the Rules - Rule 2 (4.3.3.1 paragraphs 23-24)
3. State the requirements for having a lookout – Rule 5 (4.3.3.2 paragraphs 37-39)
4. State the definition of safe speed – Rule 6(a) (4.3.3.3 paragraphs 39-42)
5. Discuss the responsibility of all operators to use all available means to determine if risk of collision exists Rule 7(a). (4.3.3.4.1 paragraph 43 and 45)
6. Discuss usual methods to determine if risk of collision exists, including no change to a compass bearing and that risks exist with bearing change when encountering a tow or very large vessel 7(d)(i) and 7(d)(ii) (4.3.3.4.2.1 / 4.3.3.4.2.2 paragraphs 44-45)
7. Discuss and know the actions required to avoid collision Rule 8. (4.3.3.4.3 paragraphs 46-52)
8. Discuss overtaking or passing other boats and ships and requirement to stay clear Rule 13(a) and 13(b). (4.3.3.4.4 / 4.3.3.4.5 paragraphs 58-60, figure 4-6)
9. Discuss the better maneuvers when meeting head-on, reaching agreement on actions using whistle signals and VHF marine radio, altering course to starboard for port-to-port passage 14(a). (4.3.3.5.1 paragraph 61, 64, figure 4-7, figure 4-8)
10. Discuss lighting arrangements in section 6, and actions to avoid collision during a head-on meeting situation at night 14(b). (4.3.3.5.2 paragraph 62, 64)
11. Discuss the even wherein doubt exists on the type of situation, act according to avoid collision 14(c). (4.3.3.5.3 paragraph 63, 64)
12. Discuss the positioning of two boats that leads to a crossing situation the actions required by each to avoid collision Rule 15(a). (4.3.3.5.4 paragraphs 65-66)
13. Discuss the actions required of a Give-way boat Rule 16. (4.3.3.4.6 paragraphs 67-68)
14. Discuss the actions required of a Stand-on boat Rule 17. (4.3.3.4.7 paragraphs 69-73)
15. Discuss the responsibilities between two boats and the privileges of your boat when trolling for Blues. Rule 18(a)(b)(c) (4.3.3.4.8 paragraph 74-78)
16. Discuss situations wherein boats are not in sight of one another when operating in or near an area of restricted visibility, including lookout requirements, sound, and light signals for differing stages of maneuverability, and anchored 19 (a) through (e) (4.3.3.6 paragraph 79 through 84, table 4-3)

17. Disclaimer is present in the student manual. (4.3.3.7.1 paragraph 2)
18. Discuss the terms for various types of waterways, International and Western Rivers rule, and operations in relation to commercial vessels and other craft (4.3.3.7.2)
19. For a complete listing of the Navigation Rules, obtain from on-line or commercial vendor. (4.3.3.8 paragraph 22)
20. Know and comply with state Rules and Regulations (4.3.3.9 paragraph 2, Section 8 paragraph 2)

Section 5: Navigation Aids

Goal: Mariners have a unique system of marking roadways and notifying direction changes and dangers. These are referred to Navigation Aids and summarized in the USCG U.S. AIDS TO NAVIGATION SYSTEM pamphlet (US ATONS) which is to be provided to each student. On completion of this section all will know the significance of the shapes, colors, numbers, sounds and lights comprising the navigation system, and the regulatory/information markers which are identified by their white color with orange bands and orange geometric symbols.

By the end of this session, the student will be able to:

1. Describe the use of white markers displaying orange circles (signifying operating restriction) in the regulator/information buoy system, advising situations for wake or speed control. (4.4.2.1 table 5-7, figure 5-20, paragraph 113)
2. Describe the use of white markers displaying orange diamonds (signifying danger) in the regulatory/information buoy system, advising dangers such as shoal, rock, dam, wreck. (4.4.2.2 table 5-7, figure 5-20, paragraph 111)
3. State the use of white markers displaying orange diamonds with cross inside (signifying exclusion) in the regulatory/information system advising prohibited / exclusion areas such as swim areas, dam, and rapids. (Paragraph 112)
4. Describe the use of white markers displaying orange squares or rectangles (signifying directions or instructions) in the regulatory/information buoy system such postings direction to marina, pump-out stations, fuel, and food. (4.4.2.3.1 / 4.4.2.3.2 / 4.4.2.3.3 paragraphs 107-113a, figure 5-20, table 5-7)
5. State the colors shape and numbers of markers in the lateral navigation aids system as viewed when returning from sea and their meanings. (Paragraphs 1a, 1b, 2-84, figures 5-1 through 5-16, tables 5-1 through 5-6)
6. State the colors of regulator and information marks, and the meaning of the shapes thereon. (Paragraphs 1a, 1c, 3a, 107-113a, figure 5-20, table 5-7)

Section 6: Lights and Sound Signals

Goal: Navigation lights and sound signals serve to alert other boats of your presence, indicate boat size / type, maneuverability, and course; they facilitate compliance with the Navigation Rules. This section will teach you the types of lights required, their placement with required visible distances, and significance of varying light displays. Status, intentions, and maneuvers are communicated to other boaters using sound, lights, flags, and radio communications. Data transmitted and received by Automated Information System (AIS) equipped boats complements visual and audio signals, however every boater must have operational knowledge of the light and sound signals as used with the Navigation Rules.

By the end of this section, the student will be able to:

1. State the required navigation light and day-shape requirements for recreational boats Rule 20/21/22/23/24/25/26/27/28/29/30/31. (2.8.1 paragraphs 5-75, figures 6-1 through 6-14, table 6-1, table 6-2)
2. State the required devices that boats must have aboard when operating between sunset and sunrise. (Paragraph 6, table 6-1)
3. State the navigation lights that must be displayed by a 19-foot powerboat underway at night. (Paragraph 13, 27-32)

4. State the types of sound-producing devices required on recreational boats. (2.9.1.1 Section 2 paragraphs 183-186, figure 2-17, tables 6-3 through 6-5)
5. State the use of sound-producing devices, including use on life jackets, on recreational boats Rule 34/35. (2.9.1.2 paragraphs 76-98, tables 6-3 through 6-5 Section 2 paragraphs 183-186, figure 2-17, tips on pages 21, 95, 114, and 151)
6. State the meaning of one short blast from another power-driven vessel you are approaching. (Paragraph 78, table 6-3)
7. Discuss the use of day shapes, cones, cylinder, balls, and diamonds to indicate the status of a boat Rule 24/25/26/27/28/29/30/37. (Paragraphs 69-75, figure 6-13, figure 6-14)
8. State required code and sport diving flags / visual signals and their use Rule 27 (paragraphs 55-62)

Section 7: Government Regulations

Goal: Knowing and complying with Government and State boating rules and regulations is required. Accidents, with injury and death, are typically linked to violations of the Rules. Previous sections present equipment requirement, navigation rules, sound, and light signals, specifying use of colors with visual and sound projections to facilitate avoiding collision. Government and state regulation provide for legal enforcement of the rules and regulations. All boaters must know and comply with the regulations. Distribute the USCG pamphlet BOATER'S GUIDE TO THE FEDERAL REQUIREMENTS FOR RECREATIONAL BOATS and safety tips if not previously done.

By the end of this section, the student will be able to:

1. Discuss in addition to Federal regulations you must be familiar with what other regulations (Paragraph 2)
2. Discuss conditions that slow reaction time after several hours on the water almost as much as if you were legally drunk. (Paragraph 109-112)
3. State the blood alcohol level content to be considered legally intoxicated in most states. (Paragraph 108)
4. Discuss why when operating a boat near other boats or when entering a congested area, you should watch your wake. (Paragraph 101)
5. Discuss how alcohol use affects boat operators and passengers. (Paragraph 113-117)
6. Alcohol use affects boat operators and passengers in that physical reactions become slower. Paragraph 113-117)
7. The use of alcohol and drugs is a significant problem on the water. According to the USCG statistics 50% of all boating fatalities involve alcohol. Alcohol increases the effects of boater's fatigue. (Paragraph 107, 113-122)
8. Discuss how a boat perform if it is loaded beyond its capacity plate rating. (Paragraph 56)
9. Discuss the condition that affects a person's judgment, keeps the person from thinking clearly, reduces boater's ability to survive in water, and is a major contributing factor in boating accidents. (Paragraph 109-112)
10. Describe how to determine boat capacities by locating and determining a boat's gross load capacity (total weight and number of persons) from the boat capacity plate (1.1.1.1 paragraphs 55-70, figure 7-5)
11. Refer to the pamphlet *A Boaters Guide to the Federal Requirements for Recreational Boats* page 58 to calculate capacity if no capacity plate.
12. State the engine horsepower recommendations from the boat's capacity plate. (1.1.1.2 paragraph 64, figure 7-5)
13. For boats such as personal watercraft or other boats without capacity plates reference the owner's manual and state laws. (1.1.2 paragraph 59)
14. Discuss the effects of drinking alcohol or using drugs while boating (4.2.1.1 paragraphs 107-122)
15. Discuss the boating laws pertinent to operating a boat while under the influence. (4.2.1.2 paragraph 124, pamphlet –Boater Guide to the Federal Requirements page 48)

16. Consult local navigation charts for hazards along your planned track, determine navigation aids, determine safe-haven anchorages, avoiding Homeland security regulated commercial and military port areas and security zones and show passengers items of interest. (3.2.1 / 3.1.2.2 / 4.1.3.1 / 4.1.3.2 / 4.1.3.3 / 4.1.3.4 Section 3 paragraph 15-16, Section 7 paragraphs 27-38, 88-106, Section 9 paragraphs 1-11, NOAA Coastal Pilot Manual for your area)
17. Discuss the need to observe and report suspicious activities to local marine police / USCG using 911 and or VHF channel 16 (4.1.3.4 paragraph 36)
18. Discuss the need for and value of hull identification numbers. (Paragraphs 40 -54)
19. Discuss the requirement to report accidents, to Federal or State agencies. (Paragraph 195-202, figure 7-10, Appendix D)

Section 8: State and Local Regulations

Goals: Previous sections have stressed knowing and complying with Federal Rules and Regulation, concomitantly knowing, and complying with the state rules and regulations whose waters upon which you are operating. State laws typically reflect, and expand upon Federal laws, and usually contain provision for reciprocity between states with contiguous borders. But there are differences, and you must know them before you begin boating in a different state. Accordingly, the goal of this section is to provide the student with the generic, required information, then through the local squadron enhance instruction to teach specific state/territory rules and regulations. Copies of the specific state/territory rules and regulations and the respective boating accident reporting form are to be provided to each student.

By the end of this section, the student will be able to:

1. Discuss the value of continued education, building up the knowledge gleaned from this course in basic boating safety. (8.1.1 paragraph 1)
2. Describe the requirements for registration of motorized boats and state the number of years for which the registration decals are valid. (8.2.1.1.1.1 paragraphs 3-9)
3. State the expiration dates of registration (8.2.1.1.1.2 paragraph 6)
4. State the correct placement of the boat registration decal (8.2.1.1.1.3 paragraph 6)
5. Discuss compliance with the Federal requirement for hull identification numbers (HIN) and state provisions to create them for home-built or other boats without HINs. (8.2.1.1.2 paragraph 9)
6. Discuss the carrying the required certificate of number (registration documentation), and external display of numbers (color / size / location and spacing. (8.2.1.1.3 paragraph 6-7)
7. Discuss the requirements for a federally documented boat, carrying the documents, and display of name, hailing port and documenting number. (8.2.1.1.4 paragraph 8)
8. Discuss reciprocity regulations for boats visiting and traveling to other states, especially for distance/trailer operations in less familiar waters and unknown rules. (8.2.1.1.5 paragraph 8)
9. Discuss registration requirements in the boat's state or territory of principal use. (8.2.1.1.6 paragraph 8)
10. Describe laws for required wearing of life jackets for children. (8.2.2.1.1 paragraph 10)
11. Describe laws for required wearing of life jackets for certain types of boats. (8.2.2.1.2 paragraph 10, 11)
12. Describe laws for special boating activities such as personal watercraft, skiers and others being towed. (8.2.1.3 paragraph 10, 11)
13. Describe additional equipment requirements such as anchor, towing observation mirror. (8.2.2.2.1 paragraph 11, 16, 18)
14. State additional equipment requirements such as an engine shut-down switch activated by a lanyard attached to the operator. (8.2.2.2.2 paragraph 13)
15. Describe additional equipment requirements such as bailing devices. (8.2.2.2.3 paragraph 18)
16. Describe additional equipment requirements such as visual distress signals (VDS). (8.2.2.2.4 paragraph 12)
17. Describe environmental laws and regulations concerning littering (8.2.3.1.1 paragraph 19)

18. Describe environmental laws and regulations concerning waste discharge. (8.2.3.1.2 paragraph 19, Section 7 paragraph 135, 138, 139, 140, 153, 161, 162, figure 7-9 2014 MARPOL decal)
19. Describe environmental laws and regulations concerning no discharge zones. (8.2.3.1.3 paragraph 19, Section 7 figure 7-9 2014 MARPOL decal)
20. Describe Federal requirement for boats 26 feet and longer to display oil and trash pollution placards. (8.2.3.1.5 paragraph 19, Section 7 figure 7-8 Discharge of Oil Prohibited placard, figure 7-9 Discharge of Garbage is Prohibited placard)
21. Discuss environmental laws and regulation concerning aquatic invasive species. (8.2.3.1.6 paragraphs 22-96 ((distill to those in your area)) Section 7 paragraph 135-145)
22. Describe prohibited discharge of human waste from recreational boats. Dispose on shore at pump-out stations or home sewer system. (8.2.3.2.1 para 19, Section 7 paragraphs 153-160)
23. Describe how to identify no discharge zones using the MARPOL placard and location using Coast Pilot and local marina information to locate pump-out stations. (8.2.3.2.2 paragraph 19, Section 7 paragraphs 154-159)
24. Describe procedures for the prevention of spills and improper disposal of toxic substances such as fuels, oils, and cleaning products into the marine environment. (8.2.3.3.1 para 19, Section 7 paragraphs 146-152)
25. Describe the fines for non-compliance of environmental rules and regulations. (8.2.3.2.2 per/state)
26. Describe the laws on mufflers and noise levers. (8.2.3.4 paragraph 21)
27. Describe special requirements of mandatory education (8.2.4.1.1 paragraph 95, 96)
28. Describe special requirements for licensing (8.2.4.1.2 paragraph 95, 96)
29. Describe special requirements for rental operations (8.2.4.1.3 paragraph 96)
30. Describe special requirements for proficiency test certifications (8.2.4.1.4 paragraph 95)
31. Describe requirements for children such as age and horsepower restrictions. (8.2.4.2.1 paragraph 95)
32. Describe requirements for children such as adult supervision requirements. (8.2.4.2.2 paragraph 95)
33. Describe laws defining careless, reckless, unsafe, and negligent operations such as becoming airborne. (8.2.5.1.1 paragraphs 97, 98)
34. Describe laws regarding operating less than specified distances behind a water skier. (8.2.5.1.2 paragraph 97)
35. Describe boat speed limits and operations in zoned and restricted areas. (8.2.5.2 paragraph 98)
36. Describe laws on operating under the influence of drugs and alcohol such as implied consent. (8.2.5.3.1 paragraphs 99-114)
37. Describe laws on operating under the influence of drugs and alcohol BAC levels. (8.2.5.3.2 paragraph 114)
38. Describe law enforcement officer authority and boater responsibility to comply. (8.2.6.1 paragraph 115)
39. Describe boat accident reporting requirements including how, when, and where to file the report (8.2.6.2.1 paragraph 116, 117)
40. Review the state approved boating accident report form or USCG form (8.2.6.3 paragraph 117 ((Appendix D))
41. Describe other laws or regulations as required by the state or territory approving authority. (8.2.7.1)

Chapter 3 (120 minutes for Sections 9 through 12 and end of chapter review)

Section 9: Finding Your Way

Goal: An important element of any boating adventure is planning, with special attention needed to proposed navigation tracks. The best method remains in this electronic age to lay out the track on a

navigation chart, the document that includes land and water/bottom features allowing use of piloting skills for the trip. Importantly, we can see and avoid problems such as shoals, sandbars, and wrecks. The section will teach locating the proper charts for the area of operation sources of information such as Coast Pilot and Tide tables, and a look at digital navigation.

By the end of this section, the student will be able to:

1. Know the differences between road maps and a nautical chart, and select the navigation chart for your area of operations from the NOAA chart catalog, (paragraphs 1-11)
2. Discuss the use of the chart features and symbols, determine compass heading, and determine your latitude and longitude (position), use the bottom contour lines and colors to lay out a track.
3. Review bottom symbols and factors for selecting a good anchorage.
4. Using an up-to-date chart, locate hazards, including shallow water and shoals that should be avoided along your planned track.
5. Discuss sources of tide and current information, primarily NOAA web sites.
6. Discuss the value of the *Coast Pilot* and notes for transit planning.
7. Discuss the nomenclature on the charts for navigation aids, bridge clearances, and explanatory notes on the chart.

Section 10: Anchoring

Goal: The art of anchoring includes planning new factors and considerations, followed by crew briefings, anchor rode preparation and review of navigation aids and bottom depth and composition. These are a few of the items in this section which will lead to achieving our goal that your anchorage is well planned, precisely executed, and that the anchor holds through the intended visit.

By the end of this section, the student will be able to:

1. Discuss the importance of carrying an anchor (4.6.1.2.1 paragraph 1)
2. Discuss the hazards of stern anchoring (4.6.2.3 paragraph 82)
3. Discuss the use of anchors as safety devices in emergency situations. (4.6.2.2 paragraph 1, 19, 20,
4. Discuss their use for different types of boats in various boating conditions (4.6.1.2.3 paragraphs 17-35D)
5. Discuss anchor systems and the best system for your boat and area of operations (paragraph 58-63)
6. State the type of anchor best for your boat and area of operations, (4.6.1.2.1 paragraphs 2-35D)
7. Select the ground tackle appropriate for the anchor, your boat and operating area. (4.6.1.2.2 paragraphs 36-43 table 10-1)
8. Establish the length of rode best for your area of operations, its composition of chain and line best for your area and boat type, and size of anchor line. (Paragraph 43-67C figure 10-6 and table 10-1)
9. State the proper procedures / technique for anchoring – ALWAYS OVER THE BOW (4.6.2.1 paragraphs 68-80B, 82, Section 11 paragraph 62)
10. Lay out an anchorage based on navigation aids and obstacles (paragraphs 68-80B)
11. Set an anchor. (Paragraph 80B)

Section 11: Adverse Conditions and Emergencies

Goal: We strive of boating in calm seas, good weather with all going smoothly as planned. The reality is things break, sometimes foul weather arrives before we can return to port, are atmospheric conditions bring us a dense fog. So, this section will focus on some of the less pleasant aspects of boating with the goal to prepare you with information and procedures to mitigate the situation and prevent accidents, injury, and collision.

By the end of this section, the student will be able to:

1. Set course immediately to do your duty to render assistance to a boat in distress. (5.1.1 paragraph 3)

2. Practice prevention of falls overboard and capsizing include when moving about the boat by keeping your weight low and centered (5.2.2.1 paragraph 20-21, 60)
3. Practice prevention of falls overboard and capsizing by avoiding standing with sudden moves. (5.2.2.2 paragraph 20, Section 13 paragraphs 76, 91)
4. Practice prevention of falls overboard and capsizing by maintaining three points of contact (5.2.2.3 Section 13 paragraph 91)
5. Practice prevention of falls overboard and capsizing by never overloading. (5.2.2.4 paragraph 60, section 13 paragraph 88, section 7 paragraph 56)
6. Practice prevention of falls overboard and capsizing by balancing the load. (5.2.2.5 section 13 paragraph 89,90)
7. Practice prevention of falls overboard and capsizing by avoiding rough water. (5.2.2.6 paragraph 63, section 13 paragraph 41)
8. Be prepared to respond by always wearing a life jacket (5.2.3.1 paragraph 9, 10, 11)
9. Assist taking a head count (5.2.3.2 paragraph 22 table 11-2)
10. Remember to always stay with the boat when appropriate (5.2.3.3 paragraph 58, table 11-2 section 13 paragraph 35)
11. Summon help by signaling for assistance. (5.2.3.4 table 11-2, tip pages 114, 118)
12. Assist all by using improvised floatation aids (5.2.3.5 table 11-2 paragraph 64)
13. Initiate procedures to recover people in the water. (5.2.3.6 paragraph 24-32, Appendix A 8i)
14. Inspect bilges frequently, keeping them free of flammable material. (Paragraph 35)
15. Respond to a fire using proper fire extinguishers (5.4.1.1.1 paragraph 53, 54, figure 11-4, table 11-1)
16. When fighting a fire, use basic knowledge of fire suppression principles (5.4.1.1.2 paragraph 53-54, section 2 paragraph 122-134)
17. Know that initial reaction (cold shock response, gasping and hyperventilation) (5.3.1.1.1 paragraph 71, 76, table 11-3)
18. Know short term response (cold incapacitation; swim failure, functional loss) (5.3.1.1.2 paragraph 72, table 11-3)
19. Know long term response (immersion hypothermia) (5.3.1.1.3 paragraph 73, table 11-3)
20. Know wearing life jackets enhances chances of survival during each stage. (5.3.1.2.1 paragraph 76)
21. Know immersion in water robs the body of heat 25 times faster than in air. (Paragraph 73)
22. Know that communication and signaling devices on attached to the person helps the gain attention and search. (5.3.1.2.2 tip page 114, section 13 paragraph 37)
23. Discuss preventing capsize, swamping and falls overboard. (5.3.1.2.3 paragraphs 59- 63)
24. Brief all their cold-water immersion initial reaction (first 1-5 minute) – protect airway and breath. control (5.3.1.3.1 paragraph 71 and 76)
25. Brief all that cold water immersion short term reaction (first 30 minutes) – performing the most important functions first (emergency communications. Situational awareness, decision making, and self- rescue activities (5.3.1.3.2 paragraphs 72, 76, 79, 80)
26. Brief all that cold water long term (after 30 minutes) – slow body core heat loss and be always prepared to signal rescuers. (5.3.1.3.3 paragraph 77-81, table HYPOTHERMIA)
27. Know the dangers of carbon monoxide poisoning (4.7.1.1 paragraph 82-91, figure 11-5)
28. Know the symptoms of carbon monoxide poisoning (4.7.1.2 paragraph 92-101)
29. Know the hazards of carbon monoxide poisoning from stern anchoring (4.7.1.3 paragraph 88-93, figure 11-5, table 11-4)
30. Be prepared for medical emergencies with solo actions by maintaining currency in first aid, CPR and use of an automated external defibrillator (AED) (paragraphs 125-141, table 11-5)
31. Collisions are preventable, and the tools are in place. Use common sense, maintain lookouts and safe speeds. (Paragraphs 142-149.)

32. First action when in collision is account for the crew and check their conditions. (Paragraph 147)
33. Know that groundings can be prevented by using up to date charts, depth sounder and check your position on the chart. (Paragraph 160)
34. First action when aground is tend to the crew and get all in life jackets. (Paragraph 161)
35. Know to render aid if you see someone aground, but not damage your boat. (Paragraph 2)
36. Shut off engines to prevent engine cooling system damage and tilt up I/O and outboard drive. (Paragraph 161)
37. Know your boats fuel capacity, consumption at cruising speed, and us the 1/3 rule to prevent running out of fuel. (Paragraph 152-185)
38. Know that towing or being towed requires “reinforced backed” cleats/tow points (table 11-6)
39. When entering restricted visibility first thing you do is get everyone in life jackets and slow to safe speed. (Paragraph 222, 223)
40. With approach of severe weather all should be in life jackets. (Paragraph 234)
41. High dark clouds and wind shifts often signal severe weather is approaching (paragraph 2331)
42. Have all hands in PFDs and take large waves at a small angle off the bow rather than head on. (Paragraph 248)
43. Lightning strikes are one of the top weather killers in the USA. Take shelter ashore.

Section 12: Communications Afloat

Goal: The essential communications between the boat operator and all persons aboard have been stressed throughout the course, and we have learned the ship-to-ship communications using whistle signals, light arrangements, shapes, and flags. This section provides additional information for radio ship to ship communications, then expands VHF radio communications to include ship to shore-based stations for emergency situations and logistic support. In the event of an emergency the boat operator must be able to respond quickly and communicate his/her situation to relevant authorities. Understanding how to use marine communication procedures is an essential element of responding to emergencies. The goal is instilling confidence in use of radio communications necessary in the event emergencies arise during your recreational boating (Standard R4).

By the end of this section, the student will be able to:

1. Discuss the communications systems available to the recreational boater and state the value of marine VHF radios for emergency communication needs. (R4 paragraphs 2 through16)
2. Use a marine VHF radio for ship to ship and ship to emergency responders. (R4 paragraphs 16 through28, figures 12-1, 12-2)
3. State the requirement to monitor channel 16 when vhf radios are turned-on. (R4 paragraphs 43-46, table 12-1, table 12-2)
5. Discuss the value of digital selective calling and need to obtain and program your VHF radios with the MMSI number. (R4 paragraphs 52-60, figure 12-3)
6. State the value of linking your GPS to your digital VHF radio to take the search out of search and rescue. (R4 paragraphs 5865,66-72, figure 12-4)
7. State the use and value of the USCG Rescue 21 system. (R4 paragraphs 68-72, figure 12-5)
8. Conduct VHF radio operations. (R4 paragraphs 73-135, tables 12-3, 12-4, figures 12-6 through 12-8)
9. Use the VHF radio to receive weather alerts and updates. (R4 paragraphs 136-141)

Chapter 4 (120 minutes for Sections 13 through 16 and end of chapter review)

Section 13: Water Sports Safety

Goal: The many aspects of recreational boating are culminated in water sports and family fun on the water. The evolution of many towed devices from water skis to tubes, wake boards and knee boards has surfaced safety issues to prevent things being towed from collision with other boats and structures such as piers and boat houses. Boating safety organizations such as the USPS along with many states have developed guidelines, some additionally have enacted rules and regulations for the

safe conduct of evolving water sports. This section provides information about the water sports and offers suggestions for their safe conduct. The goal for this course to provide education about safe recreational boating operations is reinforced in this section. While many of the activities are integral to Personal Watercraft (PWC) operations, PWC operations are specifically addressed in section 15.

By the end of this section, the student will be able to:

1. State two special requirements for high speed and white-water sports such as water skiing, towed devices, and kayaking. (Paragraphs 3-12)
2. Discuss aids available for pre-planning water sports in new area, locating hazards, navigation aids and methods to determine your position. (Paragraph 13-27, 31-33)
3. Follow American Water Ski guidelines to operate in a corridor about 200 feet wide (paragraph 61)
4. A large factor in all boating is weather, with decisions made after review of weather forecasts (paragraphs 39-46)
5. State safety equipment required and practices for pulling water skiers (6.2.1.1 paragraphs 58-62, 48-58, 66-67)
6. Most states specify observers will be aboard the towing vessel communicating with the operator and towed persons. (Section 8 paragraph 16)
7. Describe safety practices specific to towing anyone behind a vessel. (6.2.1.2 paragraphs 47-57, 110)
8. Know the procedure to approach a towed person for re-boarding, minimizing potential for prop strike. (Paragraph 58, 65, 111-134)
9. State safety practices specific to allowing anyone to participate in an activity using the wake of the vessel. (6.2.1.3 paragraphs 30, 40, 4147-54, 57-67, 111-114, 115-126, section 11 paragraphs 116-116, table 11-4)
10. Are aware of the dangers of propeller intervention and can describe them (4.8.1.1 paragraphs 111-126)
11. Discuss unsafe activities. (4.8.1.2 paragraphs 58, 65, 81, 115-126, 58, section 11 paragraphs 23, 28-29, Appendix A 8i)
12. Describe safety equipment to reduce propeller injuries (4.8.1.3 paragraph 112, 127-134, section 8 paragraph 13, 15)
13. State avoidance practices to mitigate or prevent propeller strikes in recreational boating (4.8.1.4 58, 65, Appendix A 8i, section 11 paragraphs 28-29, 65)
14. Describe the colors and shapes of the international code flag signifying underwater operations and the flag signifying the position of sport divers and snorkelers. (6.3.1.1 paragraphs 79-81, figure 13.2, section 8 paragraph 15,
15. State the legal requirements for operating a boat in the vicinity of snorkeling or scuba diving activities. (6.3.1.2 paragraphs 81-83, section 6 paragraphs 51-62, figures 6-11, 6-12, 6-14)
16. Discuss the considerations for people who are boaters that fish and hunt. (6.4.1.1 paragraphs 68-76)
17. Know that people that fish and hunt from boats are to follow safe boating practices. (6.4.1.2 paragraphs 68-69)
18. Discuss accident risks unique to the fishing and hunting group of recreational boaters. (6.4.2 paragraphs 69, 71, 73, 74, 75, 76-78)
19. Know that if separated from your boat in a strong current, float with your feet up and pointed downstream, (paragraph 94)
20. Describe the awareness that boat operators should have of the interactions around small boats including the effect of boat wakes. (6.5.1 paragraphs 56, 59, 62, 73, 79, section 3 paragraph 2, table 3-1, 23, 49a)
21. State the importance of putting on a life jacket prior to entering the watercraft. (6.5.2.1 paragraph 47, section 2 paragraphs 5, 6, section 3 paragraphs 23, 26)

22. Discuss stabilizing a small boat for entering (6.5.2.2 paragraph 91)
23. Discuss boarding a small boat safely (6.5.2.3 section 3 table 3-1, paragraph 24)
24. Describe proper loading for stability (6.5.2.4 paragraph 88-90, section 3 paragraph 24, 43)
25. Describe how to maintain stability while moving around in small boats (6.5.2.5 paragraph 71, 91, section 11 paragraphs 21, 59-63, 240)
26. Discuss the particular risk for a dangerous situation called entrapment, (paragraph 93)
27. Discuss maintaining stability while underway (6.5.2.6 paragraphs 89-91, section 3 paragraph 24, 43-47, table 3-1, section 11 paragraph 60-63)
28. Discuss being prepared for unintended water entry (6.5.2.7 paragraphs 100, 110, section 3 paragraph 25-26, section 7 paragraph 102-106, section 11 paragraph 1, 9, 79-81)

Section 14: Trailing

Goal: Trailing your boat offers flexibility for areas of operation, enjoyment of unexplored waters, and opportunity to travel and boat economically. Over 90% of recreational boaters operate from trailers. The goal is to provide basic boaters with knowledge about selecting the trailer that meets your needs, trailer nomenclature, maintenance, theft prevention and safety measures.

By the end of this section, the student will be able to:

1. Discuss the three major causes of trailing accidents and actions to mitigate these causes. (Paragraphs 2 through 39)
2. State safe towing preparations (3.5.1.1 paragraphs 7 through 14, 17, 19 through 22, 23-28, 30, 34-39, 41, 47-60, 61, 63, 72 through 101, table 14-1, figures 14-1 through 14-3)
3. Properly use and secure safety chains (paragraphs 23-28, figures 14-1, 14-2)
4. Discuss the road handling factors when pulling a trailer. (3.5.1.2 paragraphs 41, 60, 63, 72-101)
5. Discuss procedures for launching a boat. (3.5.1.3 paragraphs 102-127)
6. Discuss procedures for hauling-out a boat from the water. (3.5.1.4 paragraphs 144-158)
7. State the first thing you do after placing the boat on the trailer (paragraph 131)
8. Know and practice theft prevention measures (R3 paragraphs 159-164)

Section 15: Personal Watercraft Operation

Goal: We have learned through accidents and loss of boater life the need for specialized education to operate personal watercraft (PWC). To “ride safe and ride smart” most states have developed education programs and require completion of education and training for the PWC. Many now require boat operator licensure which documents meeting education requirements and even minimal operations training. The goal of this section is to provide education on the PWC which meets state education requirements.

By the end of this section, the student will be able to:

1. Discuss the minimum education requirements and know that the PWC is a boat which requires the operator to comply with Federal and state boating rules and regulations. (Paragraphs 1-14)
2. State the PWC characteristics that are different from other boats (paragraphs 15-19)
3. Discuss safe boating practices for PWC operation (6.1.1.1 paragraphs 45-163)
4. Discuss the unique PWC propulsion system, including how it steers and emergency lanyard activated engine shut-off switch. (6.1.1.2.4 paragraphs 32-35, 38-40, figures 15-2, 15-3,
5. Discuss and state the special risks unique to PWC off throttle loss of steering. (6.1.1.2.1 paragraphs 25)
6. Discuss the methods for stopping a PWC. (6.1.1.2.2 paragraphs 43-44, 118-120)
7. Discuss the proper methods for re-boarding a PWC. (6.1.1.2.3 paragraphs 127-137)
8. Discuss the use of a lanyard cutoff switch. (6.1.1.2.4 paragraphs 121-126 section 8 paragraph 13)
9. State the type of fire extinguisher required on a PWC. (Paragraphs 73-80)
10. Discuss the requirements for observers and / or mirrors when towing skiers, tubes, etc. (138-143, section 8 paragraph 16)
11. State the requirements for accident reporting. (Paragraph 90, section 8 paragraph 115-117, Appendix D)

Section 16: Knots and Lines

Goal: The use of lines in most every aspect of seamanship, from mooring to anchoring to halyards, requires knowledge of types of lines and the methods for fastening them for secure holding and easy release. The goal of this section is to familiarize you with the needs for lines with some elasticity, some requiring no stretch, and other that float. Knowledge of a few knots is also presented.

By the end of this section, the student will be able to:

1. Discuss the type of line and knots typically used to moor your boat to a pier. (Paragraphs 17-20, 34, 47-57)
2. Discuss the type of line preferred for anchoring rode and knots used. (Paragraph 18-19, 34, 36)
3. Discuss the type of line preferred for towing skiers, wake boards, tubes, and knee boards. (Paragraphs 24-28)
4. Discuss the type of line used for halyards. (Paragraphs 21-23)
5. Discuss coiling a line and common uses. (Paragraphs 58-75)

Chapter 5 (plan 300 to 480 minutes for sections 17, 18 and Supplement)

Section 17: Introduction to Navigation

1. Know how GPS works.
2. Discuss basic navigation concepts.
3. Know chart basics.
4. Identify key information available from a nautical chart and know the significance of each symbol.
5. Using local navigation charts and knowledge, prepare a safe track using safe routing practices via multiple way points, and pre-qualify the transit by listing characteristics of navigation aids, regulatory and advisory buoys, and identify potential safe havens.

Section 18: Charts

1. Chart characteristics
2. Plotting on a chart
6. Identify a safe anchorage, including anchor bearings and recommended anchor for the type of bottom, and recommended anchor scope.
7. The mariner's compass.
8. Calculating a steering course
9. Distance, speed, time
10. 24-hour clock

Supplement - Digital Charting and Chartplotting

1. Digital charts
2. USPS Digital Chart DVD
3. Exercises with digital charts

Appendices

- A. ABC3 On-The-Water Teaching Aid Guide – use Student manual Appendix A.
- B. ED46a Student Registration Form – shipped with each Student Manual until supply is exhausted; The form is available for download from the Ed. Dept. Forms page or the USPS forms page. Adult / guardian signature of approval is required for minor-aged students (under 18)
- C. Assessment Materials – download from Educational Department web page
- D. Chapter 5 2021 Assessment Examination 2 and answer key is downloaded from Educational Department web page.
- E. Boating Decision Making (BDM) – Use PowerPoint presentation on the PPT menu, after Section 18 Supplement, for presentation.