THE CRITERIA

Background

Collective experience has proven that the successful educational program under sail comes from these essential components:

1) A seaworthy sailing vessel (as determined by SOLAS and/or Administration standards in combination with organizational standards set by the operating personnel).

2) Operating under competent command and crew (as determined by STCW and/or Administration standards and demonstrated experience at sea).

3) Qualified and responsive instructors (as determined by an appropriate blend of demonstrated ability, student evaluations, experience and academic credentials.)

4) A sound educational program (one that meets the organization's goals and is in keeping with the capabilities of the ship and the students).

5) A responsible shoreside management organisation.

A basic assumption of these guidelines is that those interested in its contents either own, operate or have chartered a vessel and seek to develop an appropriate program for the purpose of providing sail training or "sailing instruction." The remainder of this booklet outlines in greater detail four significant criteria which are referenced in the essential components of the successful educational program under sail.

Criterion I   Goals
Criterion II   Curriculum
Criterion III   Instruction
Criterion IV   Administration

CRITERION I: GOALS

The foundation of a successful sail training program is the organization's Mission statement. The Mission Statement is a broad statement of organizational purpose and direction, describing why an organization exists. Objectives follow from the mission, and allow organizations to monitor progress in regard to reaching goals and achieving the mission.

Guidelines for Developing Program Goals

Although the shipboard setting is an uncommon "classroom", sail training holds to the common purpose of all education: to develop knowledge, skills, and attitudes. Sail training enhances general education, fosters marine education, and reinforces learning from the sea experience. Specifically, sail training programs support these overall goals:

    ---to develop safe seamanship skills (sailors).
    ---to increase self-knowledge, cooperation and responsibility (shipmates).
    ---to increase knowledge and appreciation of maritime heritage and mankind's
        interrelationship with the water environment (stewardship).

In sail training, the ends and the means are inextricably bound together and require participation in:

    --instruction and practical experience in sailing.
    --the interdependence of shipboard living.
    --on-the-water experience with the world of water.

CRITERION I: Goals act to focus the program and attract the resources of the organization toward fulfilling the purposes of sail training: better shipmates and sailors with a sense of stewardship.

GOAL GUIDELINES AND INDICATORS OF EFFECTIVENESS

In whatever ways they may differ, worthy goals:

1.1 -- clearly express the purposeful interaction of elements that make sail training
        unique (students, sailing, the sea).

1.2 -- address the development of knowledge, skills, and attitudes about self, others andthe world.

1.3 -- apply to the future, whether the learnings are to be transferred to shoreside living, used in water-related careers or enjoyed in recreational pursuits.

1.4 -- are broad enough to challenge and inspire.

1.5 -- are flexible enough to offer a range of satisfaction and reward.

GOALS DOCUMENTATION

Organizational constitution, by-laws, statement of purpose, policy papers, brochures, manuals, promotional materials, articles, etc.

CRITERION II: SOUND CURRICULUM

Guideline For Developing Sound Curriculum

The measure of the quality of any curriculum is based on a combination of sound program content and supportive materials. A sail training curriculum addresses an uncommon mixture of "coursework" and shipboard living, relating the elements of students, the ship, and the sea to the organization's goals.

The distinctive core of the curriculum must be "sailing instruction" defined in the Sailing School Vessels Act of 1982 as "teaching, research, and practical experience in the operation of vessels propelled primarily by sail and may include any subjects related thereto and to the sea, including but not limited to seamanship, navigation, oceanography, other, nautical and marine sciences, and maritime history and literature".

Above all, safety must be the pervasive priority in both planning and delivery of the curriculum. At every level, students must learn to master the appropriate responses to shipboard emergencies. Every aspect of the curriculum must reinforce everyone's ongoing responsibility for ensuring safety and preventing accidents.

The subject of character-building may be part of a sail training curriculum. Content and materials focusing on developing leadership, teamwork and self-reliance add to the fullness of any education and are particularly relevant to the sea experience.

Impact On Personal Growth and Development

A common theme which links an organizations, ships and individuals involved with sail training is the issue of appropriate recognition of the growth and development of the students. In moments of quiet reflection, even the most crusty sailors recognize the impact of experiencing life from the perspective of the high seas aboard a vessel under sail. Life's priorities seem clearer and one develops a certain humble respect for one's place in the world and an appreciation for the cooperative effort toward achieving shared goals.

The individual and group dynamics which occur aboard a sailing ship at sea are ever present and indeed complex. Daily changes in wind, weather, sea state, tack and angle of heel effect these dynamics on a regular basis. Cramped living spaces promote personal growth through extended periods of forced patience and cooperation.

Some organizations choose to address the human issues in structured formal and informal talks, discussions or seminars. By surfacing the issues of group dynamics and individual growth, programs hope to strengthen internal changes that have begun as the new perspective grows during the experience at sea. Other organizations let human dynamics grow and take shape on their own and leave the student to discover the new perspective is his/her own' way in his/her own time.

An organization must look to its mission, goals and objectives in the decision to spotlight the human development or leave it in the hidden agenda. Instructors must recognize the sea helps to surface a range of issues in those who spend time before the mast. Failure to do so suggests lack of experience and/or an insensitivity to the student (learner's) point of view.

CRITERION II:

A sound sail training curriculum furthers both sailing and character building goals with well-planned content and materials that are appropriate to the needs and interests of the students and to the particular characteristics of each vessel and the waters being sailed.

CURRICULUM GUIDELINES AND INDICATORS OF EFFECTIVENESS

II.1   Both the content and materials must be suitable for the students and the setting, considering the variations in these essential elements:

    1.1 students (experiences, abilities, limitations, ages, sizes, numbers, needs, interests, etc.).
    1.2 ships (size, rig, accommodations, history, special features, draft, range, time   under sail, power, etc.).
    1.3 seas (waters, environmental conditions - weather, wind, waves, natural habitats, harbors and ports of call, climate).

II.2   Flexibility of content and materials is desirable including being prepared to through special opportunities such as harbor festivals, races, companion ships, international exchanges, and semi-predictable happenings - such as sighting a whale, weathering a storm, maneuvering in a crowded channel, being seasick, taking part in search and rescue, etc.

II.3   A sound curriculum is strengthened by relevant content that:

    3.1 ensures health, safety, and security, and reinforces legal requirements for drills and pre-underway training including the "handling of sails, emergency procedures, nautical terms, location and use of life-saving and firefighting equipment, and the general layout ofthe vessel". (Refer to CFR 46 169.833 (b) (9), and 169.855).

    3.2 balances responsibilities and opportunities for:

        3.2.1 watchstanding
        3.2.2 sail and line handling
        3.2.3 ship's maintenance
        3.2.4 group-living tasks
        3.2.5 off-watch learning

    3.3 defines clear learning objectives for both course-work and character-building.

    3.4 fosters both individual competence and group cooperation.

    3.5 emphasizes understanding the how's and why's" to reinforce the consequences   of individual actions.

    3.6 provides for measurable evaluation and recognition.

    3.7 offers a variety of activities to accommodate different interests, abilities, and learning

styles.

    3.8 provides a progression of activities to satisfy beginners and to challenge advancement.

II.4   Materials and equipment support the curriculum. Educational resources are:

    4.1 continually updated or maintained in safe and serviceable condition (as appropriate, care and maintenance are to be part of each student's routine).

    4.2 made available in sufficient quantity and/or for enough time for meaningful   use   or mastery.

    4.3 suitable for the age, size, and ability of students (such as reading level, complexity   of operation, scale).

    4.4 stored securely yet appropriately accessible for student use.

    4.5 supplied with a variety of parts, tools, and other materials for repair and/or improvising. (See Administration Standard IV.6'. Note that although some materials and equipment are required to be part of the vessel's inventory, duplicates or additional supplies may be needed for student use).

<u>CURRICULUM DOCUMENTATION</u>

Course catalogs, outlines, descriptions, syllabi including:

- objectives
- prerequisites, if any
- time (length of classes/sessions - evaluative criteria
- completion requirements
- credits, certification, if any
- special topics, featured activities

References, texts, tapes, operating manuals, watch and duty assignments, emergency procedure checklists.

Instruction sheets, student workbooks, logs, sail plan, rigging diagram, pin diagram, equipment list (pre-boarding and onboard).

Maintenance and storage procedures, inventories of instructional equipment and educational materials.

List of charts and nautical publications carried.

Station bill (sample).

CRITERION III: EFFECTIVE INSTRUCTION

Guidelines for Developing Effective Instruction

Effective instructors influence the quality of the students' interactions. -- with their shipmates, with the ship, and with the sea. Balancing the demands of the ship with the educational objectives, instructors should be qualified mariners and responsive teachers.

The commanding reality of the "school of the sea" requires that the captain and instructors work cooperatively together, with the captain's responsibility for safety as a priority for all. The captain also sets the climate for learning, with key support from instructors. One instructor needs to be designated as the onboard manager of the educational program. Working with the captain, this Instructor-Coordinator ensures that each student takes the opportunity to complete the sail training curriculum.

The Instructor-Coordinator's success is determined by his or her skills in organizing, delegating, teaching, evaluating and recording educational progress. Although these skills apply to good teachers anywhere, seagoing instructors must make special adaptations to be successful under sail. They recognize that aboard ship, where space is confined and a group is isolated; thinking, feeling, living and working are rarely more concentrated.

Effective instructors capitalize on the special potential of the shipboard setting using methods to intensify learning and influence students, often for a lifetime.

At times, on-board instructors fill other roles as well—ship's officers, crew, deckhands, guests, scientists, students, etc. When ship demands and weather conditions allow, officers and crew should consider teaching as part of their duties, not as something extra. Above all, as role models, effective instructors need personal qualities that communicate their belief in the value and importance of sail training and contribute to student motivation and success.

CRITERION III: Effective education under sail depends on qualified instructors who deliver the curriculum using methods that motivate students and capitalize on shipboard living, sailing, and the sea experience to realize the educational goals of the program.

INSTRUCTION GUIDELINES AND INDICATORS OF EFFECTIVENESS

III.1 -- To ensure effective instruction it is necessary to manage the teaching/learning process. The Instructor-Coordinator (or others as assigned) need(s) to:

    1.1 coordinate teaching assignments and monitor their successful completion.

    1.2 orient, coach and supervise instructors when necessary and as appropriate.

    1.3 provide instructional support to the Captain for:

        (a) required safety drills

     (b) lookout
     (c) roving patrol
     (d) wearing of PFD's
     (e) harnesses
     (f) emergency stations

1.4 monitor the health and well-being of the students.

     (a) review health information forms, noting medications, treatment procedures, dietary restrictions, known allergic reactions, and physical limitations.
     (b) help students to prevent injury and illness (sea-sickness, sunburn, hypothermia
     (c) note behavior when mustering on and off watches, at meals, etc.

1.5 -- classify and assign students by skill and ability levels.

     (a) consider physical and learning disabilities as well as talents.
     (b) support special groups and self-initiated learning, (offering special interest sessions, regrouping by age, ability or experience for events, classes, or shoreside leave.

1.6 -- arrange for the Welcome Aboard.

     (a) assign accommodations, gear stowage, and watch sections.
     (b) define rules and expectations, including drugs/alcohol, smoking, student personal space/time, "off-limits" space/time/behavior.
     (c) provide orientation to ship routine and responsibilities such as conserving water and electricity, using the head, food preparation, service and cleanup, being on time, etc.

1.7 -- coordinate reading, lecture, drills, practical experience (watches, sail and line handling, ship maintenance, galley, serving and clean-up duties), and other activities to achieve the objectives in the curriculum considering individual and group needs, and taking advantage of varying conditions and spontaneous learning opportunities

1.8—maximize student participation in the program, providing opportunities for planning, scheduling classes, rotation of watch duties, additional activities, "free" time, port calls and regular input on how things are going.

1.9—make materials and resources available for student use.

III.2 -- Effective instructors use teaching <u>methods</u> that promise successful achievement. They:

2.1 -- base their objective on analysis of the content to be taught, the abilities of the students, and the requirements for safe ship operations

2.2 – make their objective clear to students for each learning opportunity

2.3 – deliver the content in a logical sequence matched with a progression of methods, developing from basic awareness through active mastery. They use reading, lecture, demonstration, supervised drill, practical experience, responsibility for supervising others and teaching as appropriate

2.4 – are responsive to environmental conditions and student readiness

2.5 – use methods that balance the development of individual competence and foster group cooperation

2.6 -- emphasize participatory methods in realistic situations, explaining the reasons for and the consequences of actions (more than "Don't touch that"). They help students to relate concepts to specifics.

2.7 -- provide multi-sensory stimuli to broaden perceptions, focus attention on details and reinforce retention deliver the content in a logical sequence matched with a progression of methods, developing from basic awareness through active mastery. They use reading, lecture, demonstration, supervised drill, practical experience, responsibility for supervising others and teaching as appropriate are responsive to environmental conditions and student readiness.

2.8 -- pace their presentations to allow time for different rates of learning, providing feedback and practice as appropriate.

2.9 -- are well-grounded in their teaching knowledge of instructional aids such as a plankton net, depth sounder, sextant. They demonstrate and insist on proper care and use of materials and equipment.

2.10 - present content and use methods in enough depth and breadth to be satisfying to beginners and challenging to advanced students. They provide enough repetition in the basics not be boring and enough variety to be interesting yet not confusing.

2.11 - use methods designed to encourage different ways of evaluating performance and/or reinforcing progress (use informal feedback, observation, testing, demonstration, practical experience and use, written logs, competition, incentives and recognition).

2.12 - see that every watch/work detail is monitored for needs for additional instruction, or provided with supervision or instructional help. They routinely involve student assistants or have a report-back system -- formal or informal.

2.13 -- explain the methods of evaluation as well as the requirements for completion or advancement, previewing sample grades, ratings, and/or descriptive comments, evaluation forms, criteria for recognitions, etc.

2.14 -- are open to ongoing improvement themselves, measuring results with the original objectives. They seek input from evaluation forms, student and parent comments, peer and supervisory reviews.

2.15 -- show systematic evidence of keeping current in both subject matter and teaching abilities, subscribing to relevant periodicals, keeping active contacts and memberships in related fields and organizations.

INSTRUCTION DOCUMENTATION

Course outlines, instructors' guides, notes, sample lesson plans, typical session/class/daily schedules for in port and at sea (however formal or informal).

Lectures, descriptions of drills, demonstrations, games, activities.

Evaluation tools, forms, tests, skill sheets, activity checklists, (such as the Trainee Logbook), rating scales, performance goals, descriptive comment samples.

Requirements for completion or advancement, certifications, licenses, credits from academic institutions, incentives, recognitions, etc.

Summary of instructors' qualifications, instructors' resumes, job applications, references, recommendations showing general education, specialized training, experiences both in subject areas and in teaching.

Listings of instructors' credentials, licenses, and certifications relevant to sailing and/or education, including small-craft safety, swimming, lifesaving, first-aid, CPR, and other outstanding and specified qualifications.

CRITERION IV: RESPONSIBLE ADMINISTRATION

Guidelines for Developing a Responsible Administration.

To apply sound management principles to sail training requires combining the skills of a school administrator, travel consultant, event coordinator, property manager, community organizer, promoter and adventurer... and adapting them to the challenging setting of a sailing ship at sea! Unusual costs and risks are inherent in sail training: shoreside support is remote from the floating classroom, weather conditions are variable and beyond control, staffing for ship operation and program delivery requires highly specialized knowledge and planning, and vessels themselves draw constant attention.

Still, although the school of the sea demands unusually responsible administration, there is no better showcase for a well-managed organization. Success depends on the administration of policies, procedures and practices defined by:

Ethical communication: Above all, credibility depends on clear and open communication among all concerned. The exchange of information is managed with integrity.

Careful planning: A responsible administration formulates worthy goals and sees that a sound curriculum is developed to support them. The focus on risk management is important, with standards for financial stability and for health, safety and security.

Sensible organization: Sensible organization directs resources and personnel so they achieve maximum success in reaching the program goals. When accountabilities and responsibilities are clear, the deliver of program can be effective and efficient.

Conscientious implementation: Carrying out the goals requires staffing and directing the operations (instruction) with students who are suited to the program. Recruiting and hiring qualified instructors is only the first step, with quality further insured by staff development and ongoing resource improvement.

Responsible control and evaluation: Responsible control involves record-keeping, superVision and evaluation, and periodic review of all aspects of the sail training program.

CRITERION IV: RESPONSIBLE ADMINISTRATION

Responsible administration requires that every aspect of an endorsable program be ethically communicated, planned carefully, organized sensibly, implemented conscientiously and controlled responsibly.

ADMINISTRATION GUIDELINES

IV.1 -- The organization has all effective management/planning process, including:

    1.1. framework of bylaws for guidance

    1.2. educational goals formulated and adopted based on the characteristics of students, the vessel(s) and the waters being sailed.

    1.3. an operational plan including objectives, tasks, responsibilities, time and budgetary allocations.

    1.4. systematic review of program and finances.

    1.5. evaluation of organizational performance at the end of each session or annually, as appropriate.

IV.2 -- The organization manages communications effectively and ethically.

    2.1 -- The exchange and interpretation of information is clear, accurate, timely, and consistent for:

        (a) all audiences, considering internal and external needs and concerns.

        (b) all materials, informational and promotional.

    2.2 -- There is an effective crisis communications plan

        (a) A responsible spokesperson is designated, with backups both for aboard ship and ashore.
        (b) Shipboard and shoreside information includes:

            1. vessel information
            2. the tentative itinerary and program plan
            3. a complete list of-program personnel, students, and their emergency contacts
            4. ways to contact the shipboard spokesperson in an emergency (radio
            5. call sign, frequencies, monitoring schedule)
            6. ways to contact shoreside spokesperson in an emergency (day and
            7. night phone, and backup contact numbers)

        (c) Parents and/or emergency contacts of program personnel and students are provided information about how to reach the shoreside spokesperson and/or the student in an emergency.

    2.3 -- Student enrollment is based on open recruitment and fair selection practices.

2.4 -- Students (and parents) are provided with information describing what they can expect and' what is expected of them, 'including, as appropriate:

(c) details on the special nature of risks involved in sail training.

(d) the duration of cruise/program, underway time overnight and typical schedule.

(e) the range offshore (distance from a harbor of safe refuge) .

(f) routes and possible ports of call.

(g) verification of vessel seaworthiness.

(h) verification of vessel operators' qualifications.

(i) expenses and requirements for special gear or clothing.

(j) payment/scholarship and refund policies and procedures.

(k) pre-requisites for enrollment/participation.

(l) educational, program offerings/credits.

(m) letter to school officials/employers for "excused absence".

(n) follow-up services; ways to advance or return; possible referrals for certifications.

(o) typical shipboard duties and opportunities.:

(p) tips for successful and comfortable shipboard group living, with clear limits for behavior aboard ship and ashore.

2.5 -- Required student application/enrollment information includes:

(a) health history and/or physician's statement form.

(b) permission/release forms, signed by student (and a responsible adult if a minor student) confirming understanding and acceptance of the special nature of risks involved in sail training.

(c) emergency information form including student name, address, and age; name, address, phone of responsible adult and/or emergency contact; evidence of insurance.

(d) program placement information form including age, interests and abilities, education and experience background, goals.

2.6 -- Pre-trip orientation and preparation includes:

> (d) clothing and equipment list and packing instructions.

> (e) travel and boarding directions, with times and location for embarking and debarking

> (c) ship familiarization including sail plan; rigging, line and pin diagrams; basic nomenclature; typical commands and routines.

IV.3 -- The organization manages risks with standards designed with concern for the health, safety, and security of the participants.

3.1 -- Health and safety standards comply with applicable local, state and federal regulations.

3.2 -- Health and safety standards include consideration of:

> (a) the number of students and their ages, attitudes and abilities.

> (b) the size, rig, and condition of the ship

> (c) the basic curriculum and special activities that may be difficult or dangerous

> (d) the waters and the weather conditions

> (e) the time available for instruction, length of the session, etc.

> (f) the number of staff and their qualifications and experience.

3.3 -- Health and safety standards define requirements for:

> (a) staff licensing and certification (i.e., vessel operation, first aid, CPR, lifesaving, teaching).

> (b) supervision (staff/student ratios)

> (c) drills and level of student preparation for emergencies and for activities involving unusual risk

> (d) care, use, and storage of equipment (i.e., PFD's, safety harnesses, first aid kit).

> (e) staff training on laws and liabilities; what to do in a crisis or in case of negligence; responsibilities to and for students (i.e., when and how to dismiss a student, send them home or put them ashore; what to do if a student is injured, lost, missing, runaway, etc.).

3.4 -- Safety standards address emergency procedures and accident prevention (reinforcing applicable regulations) including:

(a) man overboard

(b) fire

(c) rough weather

(d) reduced visibility (e) abandon ship

(e) going aloft

(f) working the foredeck/foresails

(g) swimming

(h) smallcraft/lifeboat handling

(i) hazardous rig and equipment handling

(j) operating machinery

.3.5 -- Health standards address sanitary practices and prevention and treatment of illness.

(a) food preparation and storage

(b) clean water

(c) waste disposal

(d) dishwashing procedures

(e) dispensing and storing medications

(f) abuse of alcohol and drugs

(g) prohibition of illega1 substances

(h) protective shelter and clothing

(i) scheduling work and rest

(j) preventing/providing treatment for illness or injury (especially sunburn,hypothermia, seasickness)

(k) hygiene

3.5 -- A health history and/or physician's statement is available for all students and program personnel, as required.

(a) prepared and signed by the adult or by an adult responsible for a minor student.

(b) includes a record of conditions requiring special consideration, medical treatment, immunizations, known allergies, dietary restrictions, other.

IV.4 -- Personnel policies and practices attract, develop and retain qualified staff (especially instructors).

4.1 -- Responsibilities, accountabilities and authority are made clear through written:

(a)   organizational chart showing reporting lines for administrative personnel, policy-makers, program instructors, support personnel, and links with the Captain and ship personnel.

(b)   personnel policies including remuneration, time-off, "absence from work," shore leave, medical exam/health history, insurance, liabilities, conditions of severance, performance evaluation, personal conduct, special condition of service. (Applicable to both paid and volunteer staff).

(c)   agreements/contracts with staff, including compensation and benefits, if any, term of service/employment, reference to job description and personnel policies.

(d)   job descriptions, especially for the Instructor - Coordinator.

(e)   personnel services for systematic recruiting, selection, orientation, supervision, continuing development and performance evaluation.

(f)   communication with the Captain describing the program goals, staffing and instructional supports needed/provided for mutual understanding and benefit.

(g)   guidelines for the Instructor-Coordinator to meet with the Captain (then for both to meet with ship and program staff prior to student boarding time) to reinforce mutual understanding of areas of authority and to gain program support.

4.2 -- Qualified instructors are recruited, selected, trained and assigned on an equal opportunity basis considering:

(a) knowledge and experience appropriate for sail training (not necessarily represented by formal credentials)

(b) the ability to impart that knowledge in the shipboard setting showing they are:

- flexible and persistent, with high expectations for themselves and others.
- fun, approaching sail training with enthusiasm and a sense of awe and wonder.
- empathetic, responding with concern for t,he group and individuals.
- fair, with respect for differences and trust in others.

- tough, with understanding of uncompromising leadership in matters of safety.

4.3 -- Incentives for excellence are given for outstanding instruction, success rates and/or accomplishments of students. They include awarding recognitions, and providing opportunities for educational development and/or professional advancement.

IV.5 -- The organization's financial resources are adequate and stable.

5.1 -- Records show that financial support is maintaining quality program and all students are completing full instruction.

5.2 -- Auditable records show income equal to or exceeding expenses for at least two years and/or a realistic projection of solvency after one year of operation for a new organization. (Annual audits are most desirable).

5.3 -- Careful financial plans, accounting procedures, and records protect the organization and its assets from financial risk, including:

(a) written agreements (charters, contracts) for use of non-owned ships.

(b) legal counsel available to review contracts, insurance, procedures, forms, practices.

(c) insurance coverage, considering liability, health, and accident. Also, hull, host liquor liability, directors insurance.

(d) a budget, stating projected income and expenditures.

(e) a tuition payment procedure, schedule, and refund policy.

(f) a plan for the acquisition, development, maintenance, and replacement of property, facilities, and equipment to support the program.

(g) records of inspection, ownership, leases and other property documents.

(h) inventories of equipment (for maintenance and insurance).

IV.6 -- The organization provides ship(s), instructional space, equipment, and resources , to support the effective delivery of the educational program.

6.1 -- All vessels, facilities, and equipment are:

(a) safe, secure, and seaworthy

(b) in compliance with local, state, and federal regulation with evidence of current inspection by appropriate authorities.

6.2 -- Program resources are well-maintained and checked prior to use including:

(a) student lists, emergency information, health forms, releases, permissions.

(b) inventory of equipment and supplies for scientific and weather observation, navigation, marlinspike seamanship, nautical crafts, etc. (as appropriate for the curriculum).

(c) reference materials and bibliography.

(d) curriculum guide,. course outlines, lesson/activity plans, study handouts.

(e) visual aids, models, games, samples.

(f) forms for scheduling watches, duties, classes, etc.

(g) evaluation forms and tests.

(h) recognitions/certificates of completion, advancement, participation.

(i) student/group log book (unofficial program record).

(j) first aid kit

IV.7 -- The organization maintains quality control through the systematic review of goals, curriculum, and instruction.

7.1 -- Input is sought from individuals, groups, and representatives of those involved (students, instructors, curriculum developers, employees, volunteers, ship people, etc.).

7.2 -- Methods of evaluating the curriculum and instruction include:

(a) personal observations.

(b) supervisor reports or reports from Captain, officers or peers.

(c) self-evaluation by instructors

(d) student reports and evaluations

(e) letters from parents, anecdotal information.

(f) evaluation by subordinates, ship's personnel.

(g) interviews, questionnaires, open-ended suggestions from concerned people.

(h) meetings with staff.

(i) accreditation review for school, college or university.

7.3 -- If an outside or parent organization sets the standards or determines all or part of the curriculum, the relationship should be clearly defined, along with links with local and national organizations with resources and supports. If an advisory committee or board

gives advice, it is important to keep a list of members and their credentials, to cite examples of input, and to give evidence of resultant changes.

7.4 -- By keeping adequate and accurate records in good order and under safe keeping, the organization monitors the effectiveness of the program. The following educational records are important:

(a) information on each student and all program staff (see also Program Guideline IV. 2.5; 3.5; 4.1

(b) attendance / enrollment/ completion records including the number starting, the number dropping, the number completing each session (especially if academic credit is granted).

(c) if not in the ship's log, health records in a bound volume, noted daily, on numbered pages, with no "lines skipped, in ink, and dated and signed by the person making .the entry. (Refer to 169.807, 169.841).

(d) confidential records of performance reviews, problem situations, dismissals, and crises.

(e) evaluations, organizational minutes, annual reports, and accreditation reviews, as appropriate.

IV.8 -- The organization fulfills its responsibilities to the national and international sail training movement by:

8.1 --functioning according td these endorsement standards.

8.2 -- maintaining membership and participating in activities and business of the national sail training organization.

8.3 -- making reports as requested.

8.4 -- conducting self-evaluation and review.

8.5 -- using review findings as a basis for improvement.

8.6 -- monitoring and taking appropriate action on legislative and regulatory actions which affect the delivery of sail training programs.