

International Hunter Education Association

Education Standards

Ratified by vote on December 13, 2024

Section 1: Reasons for Hunter Education & Justification for Hunting

Standard	Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
1.1	Justification for Hunter Education	Why hunter education is important	Identify the purpose and importance of hunter education.	The goal of hunter education is to train safe, responsible and law abiding hunters. Hunter education is important because it: • Decreases hunting-related shooting incidents and other hunting injuries • Promotes responsible hunter behavior, including compliance with hunting laws and regulations	Legal, Safe, Responsible
1.2	Hunter's Role in Wildlife Conservation	Role of hunting in conservation	Identify hunters and recreational hunting as key to wildlife conservation.	• Hunters are primary source of financial support that benefits all wildlife species • Hunters advocate and support legislation that protects wildlife resources • Hunters assist wildlife agencies with management of some wildlife populations	Responsible
1.3	Hunter's Role in Wildlife Conservation	North American Model of Wildlife Conservation	Describe the central principles of the North American Model of Wildlife Conservation	• Fish and wildlife are public resources and every citizen has the opportunity to pursue them within legal limits • Wildlife populations are sustained and scientifically managed by professionals in government agencies	Responsible

1.4	Hunter's Role in Wildlife Conservation	Conservation funding for wildlife management, habitat management, and hunter education.	Describe how license fees and excise taxes support wildlife conservation.	Wildlife management is funded largely by users who directly benefit from the resource. Two primary funding sources for wildlife management are: • Excise taxes on hunting equipment and ammunition from 1937 Federal Aid in Wildlife Restoration Act • Revenue from state natural resource agencies, including hunting license fees	Responsible
1.5	Key Wildlife Ecology & Management Principles	Basic factors of wildlife conservation	Describe how wildlife and habitat interact	Factors that affect wildlife production and survival are: • Quality and amount of habitat • Climate • Reproductive potential of species Habitat: • Is most important factor affecting wildlife survival • Changes over time through natural succession providing benefit to distinct species at different stages of growth	Responsible
1.6	Key Wildlife Ecology & Management Principles	Basic factors of wildlife conservation	Identify key components of wildlife habitat.	Habitat consists of: • Food • Water • Cover • Space • Arrangement	Responsible
1.7	Key Wildlife Ecology & Management Principles	Biological basis of hunting	Define carrying capacity, biological surplus, and limiting factors	Carrying capacity is the number of animals a habitat can support throughout the year. This number is regulated by the quality of the habitat. The size of the population will grow	Responsible

				when resources are abundant and decline when resources are scarce. Healthy populations fluctuate on an annual basis. Most increase in the spring and summer and decrease in the fall and winter. It is common for a species to exceed carrying capacity until various influences slow or stop population growth. These are called limiting factors. Resources required for survival – food, water, shelter, and living space – are limiting factors. Other limiting factors such as competition, predation, and disease also influence the size of a population. When populations fluctuate annually, the number of animals that are above the carrying capacity is called the biological surplus. It is common for a species to produce more animals each year than will survive to the next. When this happens, all extra or surplus animals will die due to disease, predation, or other mortality factors. Most harvest seasons occur in the fall and winter when this surplus is available and regulated hunting replaces the mortality factors that would otherwise reduce the population.	
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Section 2: Safe Firearm Handling

Standard	Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
2.1	Safe Firearm Handling (mechanics)	Major causes of incidents	Identify common causes of hunting and shooting-related incidents.	Four main types of hunting-related shooting incidents: • Hunter Judgement Mistakes - such as mistaking another person for game or not checking the foreground or background before firing • Safety Rule Violations - including pointing the muzzle in an unsafe direction and ignoring proper procedures for crossing a fence, obstacle, or difficult terrain • Lack of Control and Practice - can lead to accidental discharges and stray shots • Mechanical Failure - such as an obstructed barrel or improper ammunition	
2.2	Safe Firearm Handling (mechanics)	Parts of a firearm including safety mechanisms	Identify the basic parts of a firearm and state their purposes.	The three main parts of a firearm are the: Action: • Loads and fires ammunition • Ejects the spent cases Stock: • Serves as a platform for supporting the action and barrel and is held by the shooter Barrel: • The part of a firearm through which a projectile or shot charge travels under	Safe

				pressure from burning gunpowder, compressed air or other like means. A barrel may be either smooth or rifled and guides the projectile in the intended direction. Rifling: • Is a pattern of spiral grooves cut into the bore of the barrel • Puts spin on a bullet when fired • Allows for more accurate shooting	
2.3	Safe Firearm Handling (mechanics)	Parts of a firearm including safety mechanisms	Identify the basic parts of a firearm and state their purposes.	Other parts of the firearm include: Trigger: • Allows shooter to initiate the shot Trigger guard: • Protects trigger from unintended movement Safety: • A device that is designed to block the trigger and therefore to prevent the firearm from firing. A safety does not necessarily block the gun's firing mechanism. Never depend solely on a safety to prevent a gun from firing. Barrel stamp: • Specific information stamped on the side of the barrel about the correct ammunition (caliber or gauge) to use • Allows shooter to correctly match ammunition to the firearm Muzzle: • Part of barrel from which projectile emerges	Safe

				• Must always be pointed in a safe direction Sights: • Allow precise alignment of the firearm with the target	
2.4	Safe Firearm Handling (mechanics)	Differences between rifles, shotguns and handguns	Describe the characteristics of rifles, shotguns and handguns.	Rifles and handguns: • Are distinguished by spiral grooves in the bore known as rifling • Fire cartridges typically with a single projectile called a bullet • Are aimed by aligning the sights and are fired by carefully squeezing the trigger to avoid disturbing sight picture • Are used for stationary targets • Extra care must be taken to control the muzzle of a handgun, because of the short barrel length Shotguns: • Usually have a smooth bore • Fire shotshells with multiple projectiles or a single projectile known as a slug • If designed to fire slugs, may have a rifled barrel • Are pointed, rather than aimed and are fired by quickly "slapping" the trigger when the shooter is ready to fire • Are typically used for moving targets in the air	Safe
2.5	Safe Firearm Handling (mechanics)	Basic rules of firearm safety	Apply the basic rules of firearm safety.	Four basic rules of firearm safety: • Always treat the firearm as if it is loaded • Control the muzzle by keeping the firearm pointed in a safe direction • Keep your finger off the trigger until	Safe

				ready to shoot • Be sure of your target and what lies in front of and beyond	
2.6	Safe Firearm Handling (mechanics)	Common firearm actions	Describe common types of modern firearm actions	Common firearm actions: • Bolt • Break or hinge • Lever • Pump or slide • Semi-automatic	Safe
2.7	Safe Firearm Handling (mechanics)	Parts of ammunition	Describe how ammunition functions in a firearm.	Rifle and pistol cartridges consist of: • Case • Primer • Powder • Bullet Shotgun shells consist of: • Hull • Primer • Powder • Wad • Shot Cartridge or shotshell firing sequence: • Trigger is pulled • Firing pin strikes the primer, which ignites the powder in the case • Burning powder increases pressure from hot gasses • Heat and pressure propel the bullet or shot and wad out of the barrel	Safe, Legal, Responsible
2.8	Safe Firearm Handling	Proper ammunition	Match ammunition to	Steps to correctly match ammunition to firearm: • Locate and understand barrel stamp on	Safe

	(mechanics)		the respective caliber or gauge of a firearm.	firearm • Locate and understand head stamp on ammunition correctly match proper caliber or gauge and length of shell • You must match the descriptions exactly Example of the importance of correctly matching firearm to ammunition: A 20 gauge shotshell loaded into a 12 gauge shotgun can slide forward beyond the chamber. If another shell is fired, there is a barrel obstruction which can cause the barrel to rupture.	
2.9	Safe Firearm Handling (mechanics)	Proper ammunition	Match ammunition to the respective caliber or gauge of a firearm	Steps to correctly match ammunition to firearm: • Locate and understand barrel stamp on firearm • Locate and understand head stamp on ammunition • Correctly match proper caliber or gauge and length of shell • You must match the descriptions exactly A 20-gauge shotshell loaded into a 12-gauge shotgun can slide forward beyond the chamber causing a barrel obstruction. If a 12-gauge shotshell is loaded and fired, the obstruction can cause the barrel to rupture. (required example)	
2.10	Safe Firearm Handling (mechanics)	Loading and unloading firearms	Show how to load and unload common modern firearm actions.	Specifics of safely loading and unloading firearms vary by manufacturer and firearm type. It is critical to refer to the manufacturer provided user manual to gain greater understanding of safely loading and unloading a specific firearm. Principles of safely loading and unloading a	

				firearm: Loading sequence: • Point the muzzle in a safe direction • If possible, engage the safety • Keep finger off the trigger and outside the trigger guard • Open the action • Load the correct ammunition into the chamber or magazine • Close the action. The firearm is loaded • Confirm that the safety is engaged Unloading sequence: • Point the muzzle in a safe direction • If possible, engage the safety • Keep finger off the trigger and outside the trigger guard • Remove the magazine • Open the action • Eject cartridges if it is the only way to remove them • Physically and visibly check to make sure the chamber and magazine are empty • Confirm that the safety is engaged	
2.11	Safe Alternative Methods of Harvest	Primitive Arms	Identify parts of a muzzleloader and archery equipment and their functions	Muzzleloader: • Action or Lock - the mechanism that creates the spark, ignites the powder, and fires the muzzleloader. Flintlock, caplock, and inline are all types of actions. • Breech plug • Stock • Ramrod	

				• Safety Compound Bow: • Limb • Riser • Arrow shelf • Grip • Limb pocket • Axle • String stop • Bowstring • Cables • Roller guard • Nocking point Crossbow: • Stock • Trigger • Latch • Arrow Retention Spring • Foregrip • Cam/Wheel (compound) • Cable • String • Serving • Limb • Cocking Stirrup • Riser	
2.12	Safe Alternative Methods of Harvest	Primitive Arms	Describe safety considerations for muzzleloader and archery equipment	Safety principles involving muzzleloaders • Always point muzzle in a safe direction • Never use modern, smokeless powder - only use black powder or a safe synthetic substitute • Do not cock the hammer of a muzzleloader until ready to fire. Utilize	

				the half-cock position as a safety when the pan is primed or the nipple is capped. • Always use eye and ear protection • Never smoke or use an open flame when near black powder • Load powder from a calibrated powder measure • Use only brass loading equipment • Load only one charge at a time • Never blow down the barrel when loading • Unload before transporting the muzzleloader • Be attentive to a charged muzzleloader at all times • Follow manufacturers instructions for loading and unloading at all times Safety principles involving archery equipment Bows: • Release arrow when path to target is clear • Have a proper backstop • Do not shoot in the general direction of other people • Never shoot straight up • Use finger and arm protection • Do not travel, walk, or ride with a nocked arrow • Carry arrows in a quiver with a solid cover to protect arrow points • Check your equipment before each use • Follow manufacturers instructions • Do not dry-fire Crossbows: • Do not dry-fire crossbows	
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				• Inspect bowstrings regularly • Adhere to manufacturer's instructions • Ensure fingers are outside of the path that the string travels • Do not walk, transport, or carry a loaded crossbow • Keep finger off trigger and outside trigger guard until ready to shoot • Keep arrows and broadheads in quiver when not in use • Raise and lower a cocked but unloaded crossbow using a string with the front of the crossbow pointed toward the ground	
2.13	Safe Airgun Handling	Airgun Safety	Describe safety considerations for airgun use	• Read and understand manufacturer instructions for loading, unloading, and use. • All firearm safety rules remain applicable for airguns. • Practice caution with air cylinders and always have them filled at a reputable filling station.	Safe
2.14	Safe Firearm Handling	Passing firearms safely	Show how to transfer a firearm from one hunter to another.	Basic rules for passing a firearm to another person: • Keep the firearm pointed in a safe direction • Unload the firearm with your back toward the other person • Engage the safety • With the action open, check the chamber and magazine to be sure there is no ammunition • With the action open, allow the recipient to verify that there is no ammunition in the	Safe

				chamber or magazine • Allow the recipient to grasp the firearm securely • Maintain your grip until the recipient acknowledges a secure hold by saying "Thank you" or "I got it"	
2.15	Safe Firearm Handling (mechanics)	Shooting skill	Explain the fundamentals of rifle marksmanship or shotgun shooting.	Shooters should determine and use their dominant eye for shooting. Fundamentals of rifle marksmanship are: • Proper shooting position(s) (benchrest, prone, kneeling, sitting, standing) • Sight alignment • Sight picture • Breath control • Trigger squeeze • Follow through Fundamentals of accurate shotgun shooting include: • Proper stance • Mounting the shotgun • Pointing the shotgun • Proper lead on moving targets • "Slapping" the trigger • Follow through	Safe, Responsible
2.16	Safe Firearm Handling (mechanics)	Eye and ear protection	Explain why it is important to wear eye and ear protection while shooting.	Firing a cartridge: • Creates loud noise which can damage hearing • Sends the projectile down range • Discharges small particles of the projectile, burning gas and other residue which can damage eye Wear eye and ear protection at all times when	

				shooting	
2.17	Safe Firearm Handling (mechanics)	Performance characteristics of ammunition	Describe the differences among rifle, shotgun and handgun ammunition	Characteristics of cartridges and shotshells greatly affect performance of projectiles. Cartridges and shotshell performance depends on: • Bullet weight • Shot size • Design of the projectile • Materials used to manufacture the projectile (i.e. copper, steel, lead) • Type and amount of gunpowder Rifles and handguns usually fire a single projectile, called a bullet, which is caused to spin by the rifled barrel. The spin leads to greater accuracy. Shotguns usually fire multiple projectiles, called shot. The pattern of the shot may be tightened (brought closer together) by the choke in the end of the barrel. Rifle and handgun bullets usually travel further than shotgun pellets. Shooter's choice of cartridge or shotshell should be based on: • Species to be hunted • Hunting Environment • Legal and responsible considerations • Responsible hunting practices include choosing ammunition that ensures a quick, humane harvest and complies with local, state, and federal regulations.	Safe, Legal, Responsible

				- Some jurisdictions regulate certain calibers/gauges and ammunition materials in specific locations or when hunting specific game species. Lead ammunition is not allowed everywhere, and alternatives exist such as copper, steel, and tungsten ammunition. Using lead-free ammunition or best management practices that reduce the risk of unintended ingestion of lead by non-target wildlife is encouraged. When not required by law, use of lead-free ammunition or actions to reduce unintended ingestion of lead is voluntary. Hunters that desire to reduce lead residue ingestion while using lead ammunition can take the following voluntary actions: - Select appropriate ammunition - Recover spent materials - Practice using selected ammunition as performance may vary between lead and lead-free ammunition. Determine the performance characteristics of the chosen ammunition to allow for an ethical harvest. - Use all legal means to recover game - Remove entire animal as permitted by local jurisdictions *Specific language within highlighted areas are required to be used within course content.	
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2.18	Safe Firearm Handling (mechanics)	Performance characteristics of ammunition	Explain the importance of a safe backstop when taking a shot.	When shooting, a safe impact area is necessary. Backstop needs to be solid enough to capture fired bullets and is constructed of a material that will not allow ricochets. Also when hunting the shooter must be certain that the area beyond the intended target is clear of any non-target objects. Examples of projectile travel distances: • .22 bullet can travel over 1 1/2 miles • Centerfire bullet can travel several miles • Small shot can travel 200-350 yards • Larger shot can travel over 600 yards • Slugs can travel over 800 yards	Safe, Legal, Responsible
2.19	Safe Firearm Handling (mechanics)	Transporting firearms	Describe how to make a firearm safe for transport in a vehicle, watercraft, or ATV/UTV.	When transporting a firearm in a vehicle, boat, or on a horse, snowmobile, backpack with gun bearer, or ATV/UTV, firearms should: • Have the safety engaged • Be completely unloaded • Have the magazine removed • Be cased (except when carried in gun bearer)	Safe, Legal
2.20	Safe Firearm Handling (mechanics)	Cleaning firearms	List the steps to safely clean a firearm.	Cleaning firearms ensures safe, proper function of the action and performance of the ammunition. Steps for cleaning a firearm: • Safely unload the firearm • Remove all ammunition from the cleaning area • Use cloth and gun cleaning solvents to remove dirt, powder residue, skin oils and moisture from all metal parts of the firearm, including the action	Safe

				• Use cleaning rods, brushes, patches and solvent to clean the bore • Disassemble the firearm for more thorough cleaning • Apply a coating of gun oil to protect the firearm from rust	
2.21	Safe Firearm Handling (mechanics)	Storing firearms	Describe how to safely store firearms and ammunition.	Safety precautions for firearm storage: • Firearms should be unloaded when stored • Firearms should be stored so that unauthorized persons cannot access them Preferred conditions for firearm storage: • Store firearms in a locked cabinet or safe • Store firearms and ammunition separately Control of firearms when not in storage: • A hunter must maintain physical control of firearms whenever they are not in storage to prevent unauthorized use. This could mean being physically present, using gun locking mechanisms or locking the firearms in a vehicle. • Firearms should be unloaded except when actually hunting. This includes in a home, yard or vehicle. • Family members should be taught what to do if they find a firearm which has not been properly stored.	Safe

Section 3: Safe Field Practices

Standard	Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
3.1	Safe Firearm Field Practices	Handling firearms in hunting situations	Describe how to make a firearm safe when entering or exiting a ground blind.	When entering or exiting a blind: • Keep muzzle(s) pointed in a safe direction • Safely unload the firearm(s) and engage the safety	Safe
3.2	Firearm Field Practices	Proper field carries	Choose safe firearm carry methods while hunting alone and with others.	Methods of carry include: • Sling carry • Trail carry • Elbow or side carry • Shoulder carry • Two-handed or "ready" carry When choosing a carry method, you must consider muzzle control. Never allow your muzzle to be pointed at anyone. Weather or terrain may limit your choices. Also keep your finger off the trigger and keep the safety "on". Two-handed or ready carry is the best carry for control of the muzzle and it allows the hunter to get into a shooting position quickly. In case of a fall, the two-hand ready carry allows a hunter to: • Better control of the firearm with both hands • To keep the muzzle pointed in a safe direction	Safe

3.3	Safe Firearm Field Practices	Safe zones of fire	Apply the concept of safe zone of fire while hunting in groups.	A safe zone of fire is: • An area into which the hunter may safely shoot • An area where no persons, houses, outbuildings, or domestic animals are in range When hunting with one or two partners: • Each hunter's zone of fire is the area that extends in a 45° angle directly in front of the hunter • Hunters must walk abreast • A hunter must never swing or shoot outside of the safe zone of fire • Hunters must not move away from an established "stand" location without notifying all other hunters in the group • Changing location will change the safe zone of fire for not only that hunter but for the rest of the hunting party	Safe
3.4	Safe Firearm Field Practices	Handling firearms in hunting situations	Choose the proper response when presented with safe/unsafe shot opportunities.	Before taking a shot, the hunter must always: • Be sure of the target. Positive identification of the target eliminates "mistaken for game" incidents • Be sure of what lies in front of and beyond the target. Being sure of a safe backstop means that the projectile cannot hit and unintended target Also, never shoot at sky-lined animals or animals out of range. Extreme caution should be used when shooting at running or fast-moving game. Shoot only within your zone of fire. Do not shoot unless you are	Safe, Responsible

				confident that you can make an effective shot.	
3.5	Safe Firearm Field Practices	Barrel obstructions	Explain how to identify and clear an obstruction from the barrel of a firearm	For clearing obstructions in a firearm: • Always point the muzzle in a safe direction • Open the action • Make certain that the chamber and magazine are unloaded • Check for obstructions by looking from the breech toward the muzzle, if possible • Alternatively, check from the breech using a tool, such as a barrel light • Clear the obstruction using a cleaning rod	Safe
3.6	Hunter Field Safety	Elevated stands	Identify the causes of falls from an elevated stand.	The number one cause of injury or death when using elevated stands is falls. Falls from elevated stands are caused by: • Errors in the placement and use of equipment • Errors made while climbing into or out of the stand Falls may also be caused by equipment damage due to: • Weathering or stress • Insufficient familiarity with the equipment • Weather	Safe
3.7	Hunter Field Safety	Elevated stands	Identify safe practices for hunting from an elevated stand	Always use caution when off the ground. Stay attached with a full body harness/fall arrest system (FBH/FAS) whenever off the ground. A full body fall arrest system should include a full body harness with a tether strap and lineman's belt and a suspension relief system. Users should: • Follow the manufacturer's instructions • Practice at ground level before climbing	Safe

				• Inspect the stand and accessories before each use • Use three points of contact when climbing • never climb into or out of a stand with a loaded firearm • Use a haul line to safely raise and lower unloaded firearms, bows or other equipment	
3.8	Hunter Field Safety	Full Body Harness/Fall Arrest Systems	Explain how the fall arrest system/full body harness is essential for reducing the risk of serious injury.	A properly used full body harness/fall arrest system (FBH/FAS): • Prevents the wearer from falling to the ground • Has a shock absorbing feature built into the tether • Includes suspension relief to avoid suspension trauma • Allows the wearer to re-enter the treestand Tethers should have no slack when sitting to prevent a wearer from falling any distance should the system be weighted. This results in suspension with the ability to recover into your treestand. Some systems allow a safe and gradual descent to the ground in the event that it is not possible to re-enter the stand.	Safe
3.9	Hunter Field Safety	Full Body Harness/Fall Arrest Systems	Describe how to recover from a tree-stand fall.	• Do not panic - the full body harness/fall arrest system (FBH/FAS) will hold you • Signal for help • Recover and get back on the platform as quickly as possible • Take action to avoid suspension trauma if	Safe

				you cannot quickly get back on the platform or the ground. Your FAS/FBH should have a suspension relief strap, step into the loop and stand up to relieve pressure caused by the leg straps. If you do not have a suspension relief strap, keep moving your legs.	
3.10	Safe Firearm Field Practices	Crossing obstacles	Show how to cross an obstacle or hazardous terrain when hunting alone and with others.	To safely unload a firearm: • Keep the muzzle pointed in a safe direction at all times • Engage the safety and unload • Keep the action open When crossing fences, logs and other obstacles alone: • Safely unload the firearm • Cover the muzzle • Keeping the muzzle in a safe direction, place the firearm on the opposite side of the obstacle , with the barrel pointing away from crossing point • Cross the obstacle on the stock side of firearm away from the muzzle (near a post if crossing a fence) • Retrieve the firearm. Keep the muzzle in a safe direction, fingers off the trigger and outside of the trigger guard. • Check the barrel for obstructions before loading and continuing the hunt. Remember to engage the safety. When crossing obstacles with one or more hunting partners: • Safely unload all firearms while standing back to back	

				• The first hunter hands their firearm to the second hunter • The second hunter visually confirms that both firearms are unloaded and that the actions are open and verbally confirms control of both firearms by saying "I got it" or "Thank you" • The first hunter crosses the obstacle (near a post if crossing a fence) • The second hunter passes both firearms to the first hunter using visual and verbal confirmations • The second hunter crosses the obstacle (near a post if crossing a fence) and retrieves his or her firearm using visual and verbal confirmations • Both hunters stand back to back to reload, before continuing the hunt	
3.11	Hunter's Best Practices	Hunter Orange	Explain the importance of wearing blaze orange to reduce hunting-related shooting incidents	Wearing blaze orange allows an individual to be more easily seen and identified as a human. Wearing blaze orange reduces hunting-related shooting incidents. Most states require hunters to wear blaze orange clothing for certain hunting activities.	Safe, Legal
3.12	Hunter's Best Practices	Avoid alcohol and drug consumption	Identify reasons for avoiding alcohol and drug consumption prior to and during the hunt.	Alcohol and drug consumption prior to and while hunting can impair a hunter's motor skills and judgment, leading to serious injuries or death	Safe, Legal, Responsible

3.13	Hunter's Best Practices	Outdoor preparedness	Identify items that should be included in every a survival kit	Items chosen for a survival kit should be based on certain factors: • Knowledge and skills of the user: do not include items without the skills required to use them • Environment: items should be included based on expected environmental conditions • Remoteness of location: distance from help may indicate extended duration of rescue Standard survival kit items: • Fire building device • Method of procuring safe water for drinking • Personal first aid kit • Signaling device, material for shelter construction • Map & compass • Emergency food Additional items should be included based on user and location specific factors.	Safe, Responsible
3.14	Hunter's Best Practices	Outdoor preparedness	Outdoor preparedness Describe the essential steps necessary to survive an emergency situation in the outdoors.	During an emergency situation a hunter should: • Stop - remain calm and analyze the situation • Think - what should I do now? • Observe - survey the terrain and look for familiar landmarks • Plan - what is the next best course of action? A hunter should remember to follow the STOP principles.	Safe, Responsible

3.15	Hunter's Best Practices	Outdoor preparedness- Prepare a hunt plan	Identify reasons for preparing and following a hunt plan.	A hunter should prepare and follow a hunt plan in case of becoming: • Lost • Sick • Injured A hunter should leave the hunt plan with a friend or family member so that searchers will know where to find the hunter. If the plan changes during the hunt, then the hunter should notify others to update the plan. A hunter should prepare and follow a plan when hunting in groups to prevent accidental shootings. A well-planned hunt is usually more successful.	Safe, Responsible
3.16	Hunter's Best Practices	Outdoor preparedness - Physical conditioning	Explain the importance of personal preparedness when outdoors..	Preparation is important for reducing the likelihood of serious emergencies while hunting. Staying in shape can prevent exhaustion and heart attacks. Carrying medication for known medical conditions allows immediate treatment in the field. Proper clothing and a survival kit can be used to reduce the effects of changing weather conditions.	Safe, Responsible
3.17	Hunter's Best Practices	Outdoor Preparedness	Identify causes, symptoms and treatments of hypothermia and hyperthermia	Hypothermia is a decrease in the body's core temperature caused by cold, wind and wet conditions. Signs and symptoms of hypothermia are: • Early stage hypothermia - judgment begins to fail, protective instincts fade, decreased fine motor skills, shivering begins as constant, uncontrollable fine motor tremor. • Advanced stage hypothermia - shivering progresses in intensity, coordination fails,	Safe, Responsible

				waning awareness of being cold, slurred speech, inability to stand or walk. If untreated, symptoms will progress until the victim becomes unconscious. To treat hypothermia: • Remove the victim from cold, windy and wet conditions (move to or create shelter) • Remove wet clothing and dry the victim well, replace with dry insulating layers • Re-warm gradually • If the victim is conscious and can safely drink, provide sugary drinks to sip. Do not give food. • Get medical help if severe If the victim is experiencing severe hypothermia (unconscious), avoid excessive movement, seek medical help immediately, do not perform CPR. Hyperthermia is a medical condition caused by the body temperature being abnormally high. This is caused by prolonged exposure to heat, excessive physical exercise or certain medical conditions. There are two categories of Hyperthermia: • Heat exhaustion • Heat stroke Heat exhaustion is caused by: • Excessive heat • Dehydration Signs and symptoms of heat exhaustion include: • Cool, clammy, pale skin • Thirst • Fatigue • Weakness • Dizziness	
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				• Headache • Nausea • Muscle cramps To treat heat exhaustion: • Move victim to cool or shady place • Remove any excess clothing that may trap heat • Replace lost fluids and salt • Keep victim inactive • Seek medical attention if severe If left untreated, heat exhaustion can lead to heat stroke which is a life-threatening condition. Signs and symptoms of heat stroke: • Skin will be red, hot, and dry (skin may be wet if in humid environment) • Loss of the ability to sweat • Victim will be disoriented, confused, combative, or may hallucinate • Victim may experience seizures To treat heat stroke: • Cool the victim rapidly (apply wet cloths, fan the victim, move to shade, remove as many clothes as possible) • Vigorously massage limbs • Seek immediate medical care (continue to cool while traveling)	
3.18	Hunter's Best Practices	Outdoor preparedness	State the importance of wearing a personal flotation device (PFD) when hunting on the water.	A personal flotation device (PFD) is worn to: • Keep the individual afloat in water • Prevent drowning • Delay the onset of hypothermia	Safe, Responsible
3.19	Hunter's Best	Outdoor	State the importance	First aid skills are necessary to treating life	Safe,

	Practices	preparedness	of first-aid training for hunters	threatening emergencies while hunting, such as: • Heart attacks • Drowning • Broken bones • Cuts and bleeding • Tree stand falls • Burns • Snakebites Other issues may be specific to individual jurisdictions. *If the course provides specific information on field based emergencies, medical specific standards are applicable for the accreditation review. (See Appendix C)	Responsible
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Section 4: Hunting Laws, Regulations & Wildlife Identification

Standard	Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
4.1	Hunting Regulations	The reasons for hunting laws and regulations; entities responsible for regulating hunting	Explain why hunting laws and regulations are important.	Hunting laws and regulations have been enacted to: • Protect people and property • Protect wildlife populations • Ensure fair chase • Ensure a fair distribution of game	Legal, Responsible
4.2	Wildlife Identification	Wildlife Identification skills	Explain the importance of wildlife	Correct identification of wildlife species can: • Prevent unintentional killing of non-target	Safe, Legal, Responsible

		for hunters	identification skills for hunting.	wildlife Prevent accidental shootings during which people are "mistaken for game"	
4.3	Hunting Regulations	Use resources for finding current hunting regulations	Locate information regarding hunting regulations by using an official resource.	Resources for hunting regulations, places to hunt, and species-specific information include: - Official state publications - Wildlife agency websites - Hunting access guides or booklets - Mapping software - Contact with agency personnel These resources provide information regarding: - How to obtain a license - Hunting season dates and hours - Hunting implements - legal means and methods - Blaze orange requirements - Bag limits and other restrictions on taking game - Permit and/or stamp requirements - Tagging, transporting and reporting requirements - Trespass law	Legal
4.4	Wildlife Identification	Wildlife identification skills for hunters	Identify game species and their distinguishing features.	Game animals are wildlife that can be hunted legally. Game animals: - Are useful, often for food - Are abundant and have populations levels that can be sustained - Offer a unique or traditional challenge for hunters State resource agencies typically classify wildlife species into several categories including big game, small game, upland game, migratory game birds,	Safe, Legal, Responsible

				furbearers, non-game and endangered species (including threatened and special concerns). Characteristics to consider with identifying wildlife: • General description (shape, size, color, and distinguishing features) • Habitat and range • Behaviors such as daily activity patterns • Wildlife sign such as tracks, scat, and calls	
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Section 5: Personal Responsibility & Next Steps

Standard	Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
5.1	Personal Responsibility and Behavior	Responsible and respectful hunters: behaviors that promote positive image of hunters and hunting	Describe how responsible hunters show respect for natural resources, other hunters, landowners, non-hunters, and themselves.	Responsible hunter: • Respects wildlife and the environment • Respects landowners and property • Shows consideration for non-hunters • Hunts safely • Knows and obeys hunting laws • Supports wildlife conservation • Hunts using fair chase methods • Becomes knowledgeable about wildlife • Hunts only with ethical hunters and reports those that violate regulations A responsible hunter will: • Display game in a respectful and responsible manner • Wear clean, appropriate clothing in public places • Present a professional image when talking to the media • Avoid alcohol and drugs before or during a hunt • Take tasteful photographs • Harvest only as much game as can be used or shared	Safe, Legal, Responsible
5.2	Personal Responsibility and Behavior	Responsible and respectful hunters: behaviors that	Explain why developing responsible hunting	Hunters should develop a personal code of conduct (sportsman's code), which includes but is not limited to:	Legal, Responsible

		promote positive image of hunters and hunting	behavior is important for every hunter and the future of hunting.	• Following laws and regulation • Ensuring proper and appropriate behavior at all times By developing this code, the hunter will be able to: • Act more responsibly • Respect his or her own behavior Positive actions by responsible hunters lead to a more positive image of hunters by the public. The result can be greater acceptance of and support for hunting, as well as greater awareness and interest in becoming a hunter.	
5.3	Personal Responsibility and Behavior	Hunters who follow fair chase principles show respect for game.	Describe the concept of "fair chase".	Fair chase balances the skills and equipment of the hunter with the abilities of the animal to escape. Standards of fair chase are defined by: • Law • Regional preferences • Personal choice Fair chase is primarily defined by individuals and their level of hunting ability. The expert hunter may use more restrictive and less restrictive techniques than the novice hunter. Fair chase emphasizes self-restraint and the development of skills.	Responsible
5.4	Responsibility to Wildlife	Effective shot placement ensures a quick kill.	Describe effective shot placement for a quick kill.	Hunters must understand the anatomy of the birds and animals they hunt to kill game quickly. The effective kill shot for: • Big game is the heart, lung, and liver • Turkeys is in the head and neck • Flying birds is in the head, spine, heart, and lungs to ensure recovery Hunters must adjust their shots for: • Varying angles in relation to the game • Location of large bones in big game	Responsible

				Broadside or quartering away shots are most effective for big game	
5.5	Responsibility to Wildlife	Game Recovery - Tracking techniques and reading sign	Describe the basic steps of big game recovery	• A responsible hunter will make every reasonable effort to retrieve downed game. • Wait for a period of time before trailing the game. Normally this time period is between ½ and 1 hour • Make practice of carefully observing every movement of a game animal after you shoot it • Once at the site look for signs: ○ Blood on the ground or vegetation ○ Broken twigs or branches, or scattered leaves ○ A "dew" line if early in the morning ○ Tracks ○ Hair, meat or bone fragments ○ Downhill trails, especially towards water • When a downed animal is found, approach the animal carefully from above and behind the head • Check the animals eyes. The eyes of a dead animal are normally open • If the animal is still alive, it should be finished with a well-placed lethal shot • Once the animal is dead, follow the state's regulations for reporting or recording a kill. You may be required to immediately sign, date, and affix a tag to the animal • Then begin field dressing	Legal, Responsible

5..6	Responsibility to Wildlife	Proper and legal care of game helps prevent meat spoilage	Describe how to properly and legally care for harvested game.	Hunters use harvested game to provide meat for the table, it should never be wasted. Big game must generally be tagged immediately. Removing internal organs of all harvested game animals by field dressing should be done as soon as possible after the kill to delay meat spoilage. Heat, dirt, and moisture can spoil meat. Latex gloves can protect hunters from wildlife diseases.	Legal, Responsible
5.7	Responsibility to Wildlife	Proper selection of a firearm for hunting satisfies legal requirements and supports accuracy	Select a proper firearm and ammunition types for the game to be hunted.	Firearms chosen for hunting must often meet minimum legal requirements for caliber, gauge, or energy produced by the projectile. The firearm for hunting should be powerful enough to kill game: • Quickly • Effectively The firearm should fit the hunter to allow accurate shooting. Many shooters practice more often and shoot more proficiently if they use a firearm with moderate recoil. Selection of ammunition for hunting should be based on the type of game to be hunted. Most manufacturers recommend specific ammunition for each species. For hunting with a shotgun, be sure to select the proper choke and ammunition combination.	Legal, Responsible

IHEA-USA Online Delivery Standards

Delivery Standard 1 - Organization of Course Content

Standard 1.1

Content within the courses will be presented in a narrative fashion utilizing a consistent style throughout the course in terms of headings, titles, labels, and font. "Narrative" is defined as a sequential description of information contained within the IHEA-USA Hunter Education Standards, Trapper Education Standards, or Bowhunter Education Standards that can be written in paragraph form or provided to the student through narration within audio or video elements.

Standard 1.2

A table of contents (or site map for online courses) will be available to show the organization of the course content. In an online course, students will know that they have already viewed the course content upon receiving a cue (i.e. color change, check mark, etc.) that a particular task/section has been completed.

Standard 1.3

Courses must be organized and structured using elements such as chapters, modules, sections, etc.

Standard 1.4

The course will be designed such that any advancement through the course is initiated by the action of the student (for example, by the student clicking on a "next" button or successfully completing an end-of-chapter assessment). There will be no automatic advancement provided.

Standard 1.5

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

Delivery Standard 2 - Minimum Initial Study Time for an Online Course

Standard 2.1

Online courses will be organized so that the minimum time for the course content to be delivered to and completed by the student is at least three (3) hours. Course content is defined as that material meeting the IHEA Hunter Education Standards, Trapper Education Standards, or Bowhunter Education Standards, not including any course assessments.

Standard 2.2

Each page of the online course content will have a minimum time that a student is required to remain on that page ("credited time") which the course provider will set when the online course is presented for review and will retain through the approved period. The sum of the credited times over all content pages will equal or exceed three (3) hours. The student may not progress to the next page until the credited time has expired,

however, students may stay on a page longer than the credited time. Additional time required to re-study the materials if a student fails a chapter assessment does not count as part of the credited time.

Standard 2.3

If a student exits or logs off a page before completing its credited time, they will be required to complete the remaining time on that page when they return before progressing to the next page.

Standard 2.4

If a student leaves an assessment without completing it, the course will be designed to give the student the option of returning to continue taking the assessment at the point in which the student stopped or of treating the abandonment as a failing score. The passing score and number of questions (beyond the minimum 50 questions as required in Assessment Standard 5.2) on all assessments will be established by the Hunter Education Administrator of each state.

Rationale - Simply following through the minimum content necessary to meet the IHEA-USA Hunter Education, Trapper Education, or Bowhunter Education Standards should take a minimum of (3) three hours. This provides the opportunity for the individual to learn the information and discourage bypassing materials or skipping to the assessment.

Delivery Standard 3 - Interactive Courses

Standard 3.1

Minimum amounts of time for courses and for each section are not required if a course is sufficiently interactive. The requirements of Standards 3.2 and 3.3 will determine sufficiency.

Standard 3.2

All content contained in student learning objectives from the IHEA-USA Standards for Hunter Education, Trapper Education, or Bowhunter Education must be presented during the course as described in the Standards or at a higher level from Bloom's Taxonomy.

Standard 3.3

The IHEA-USA eLearning Interactivity Design Requirements will be used for IHEA-USA evaluation and approval of interactive online courses, which do not have timers. A minimum overall score of 50 points is required to meet the interactive standards.

Rationale - Timers are not necessary for eLearning if a course has a sufficient level of interactivity.

Delivery Standard 4

All courses must provide narration as an option to assist in learning the material being presented through the course. Any audio must include closed captioning.

Rationale - Many students need to be able to hear the information in addition to seeing it so that they can better retain the information being presented.

Delivery Standard 5

The online course makes effective use of multimedia suitably applied to content standards to support different learning styles or preferences. Effective use is measured using the IHEA-USA Rubric for Multimedia. An online course must receive a score of at least (23) twenty-three to demonstrate effective use of multimedia. (See Appendix A)

Delivery Standard 6 - Information Technology Expectations

Standard 6.1

The online course must work equally well on computers and mobile devices using responsive web design (RWD).

Standard 6.2

The online course must provide direct customer service seven days a week at optimal times to meet the needs of students. Direct customer service may include knowledge bases and chat bots so long as the services are able to provide immediate assistance for frequently addressed issues.

Standard 6.3

All online courses must conform to the accepted industry standards for protecting the cybersecurity of student's personal information and maintain compliance with the Federal Information Security Management Act.

Standard 6.4

All online courses must be capable of communicating with state agencies to ensure student records and course data can be securely transferred from and imported to the State's records system using current industry standard storage and cybersecurity protocols in a user compatible file format type including but not limited to csv, xml, text, or PDF.

Standard 6.5

All online courses must be able to produce a unique identifying number for each student in a manner acceptable to the state agency.

Standard 6.6

The online course provider shall maintain a complete database of records for each student who takes the online course. These records must include every student that attempted, failed, and passed the course; including first name, last name, date of birth, address, city, state, zip, phone number, course date, course name, unique certification number, and email address.

Standard 6.7

Student information collected by the course provider may not be shared with any other entity without the expressed written permission of the state agency.

Standard 6.8

Each student must be required to have a unique account and required to provide an email address and password to access the course. Passwords should be at least eight (8) characters in length.

Standard 6.9

The online course provider must securely maintain a secondary, off-site, backup storage system that is updated on at least a weekly basis.

Delivery Standard 7 - Course Evaluations**Standard 7.1**

ELearning courses must be capable of contacting each student with an automated evaluation survey upon completion of the course.

Standard 7.2

The format, timing, and content of the evaluations will be determined by each individual state.

IHEA-USA Online Course Assessment Standards

Assessment Standard 1

In order to receive IHEA-USA approval, all Internet Course Assessments, whether presented as an entire course or as part of an independent study requiring a field day, must be submitted for review.

Assessment Standard 2

The assessments must be comprehensive in covering IHEA-USA's standards for hunter education. A comprehensive assessment will evaluate hunter education skills and knowledge equally well as an independent exam or as an exam at the end of course.

Assessment Standard 3

Each assessment submitted for review must be accompanied with a plan that explains how the test administrators will seek to maintain assessment integrity. The plan must address security issues commensurate with the purpose of the exam and perceived opportunity to commit assessment fraud.

Rationale - It is essential that assessment security be designed to be appropriate for the exam purpose and the context of the assessment. Assessment security plans might address procedures such as: confirming the identity of the assessment taker; randomizing assessment items; using different versions of an assessment; observing assessment takers during the assessment; protecting the security of the assessment item answers; using distinctive, hard to duplicate certificates; maintaining assessment taker records; etc. Rather than mandate a single assessment security procedure for all assessments regardless of format or context, reviewing assessment security plans provides IHEA-USA with the opportunity to determine appropriate levels of security for varying levels of assessment circumstances. Assessment security can be thought of as an escalating series of procedures that respond in kind to potential threats to assessment integrity.

Assessment Standard 4

Students will proceed through all of the credited time course content pages in each chapter prior to taking each end-of-chapter assessment to receive credited time for taking the course. "Chapter" is defined as a module, section, unit, or any other segmentation or packaging of materials within a course.

Online courses must have an assessment at the end of each chapter. "Assessment" is defined as a chapter review, practice quiz, final examination, chapter test, or any other form of evaluation of the student's progress.

Assessment Standard 5

Standard 5.1

The final examination must consist of at least 50 questions based on the IHEA-USA Hunter Education Standards. If a state does not wish to require a final examination, then the aggregate of the assessments must consist of at least 50 questions based on the IHEA-USA Hunter Education Standards.

Standard 5.2

The assessment questions for an online course will be randomly selected from a pool of questions such that the resulting assessment meets the weights specified below. The number of questions in the pool from which the random selection draws will be at least four times the number of questions presented on the assessment. Furthermore, the questions in the assessment pool must be distributed according to the weights specified below:

Weighted Question Scale for a 50 Question Test

Question Topic	Number of Questions	Weight
I. Reasons for Hunter Education and Justification for Hunting	5	10%
A. Justification for Hunter Education		
1. Why hunter education is important		
B. Hunter's Role in Wildlife Conservation		
1. Role of hunting in conservation		
2. North American Model of Wildlife Conservation		
3. Conservation funding - wildlife management & hunter education		

C. Key Wildlife Ecology & Management Principles		
1. Basic factors of wildlife conservation		
2. Biological basis for hunting		
II. Safe Firearm Handling	20	40%
A. Safe Firearm Handling (mechanics)		
1. Major causes of incidents		
2. Basic rules of firearm safety		
3. Parts of a firearm including safety mechanisms		
4. Differences between rifles, shotguns, and handguns		
5. Common firearm actions		
6. Parts of ammunition		
7. Proper ammunition		
8. Performance characteristics of ammunition		
B. Safe Firearm Handling		
1. Passing firearms safely		
2. Failure to fire		
3. Loading and unloading firearms		
4. Crossing obstacles		
5. Shooting skill		

6. Eye and ear protection		
7. Transporting firearms		
8. Cleaning firearms		
9. Storing firearms		
III. Safe Firearm Field Practices	10	20%
A. Safe Firearm Field Practices		
1. Handling firearms in hunting situations		
2. Proper field carries		
3. Safe zones of fire		
4. Barrel obstructions		
B. Hunter Field Safety		
1. Elevated stands/climbing systems		
2. Full body harness/fall arrest systems		
C. Hunter Best Practices		
1. Avoid alcohol and drug consumption		
2. Outdoor preparedness		
3. Preparing a "Hunt Plan"		
4. Physical conditioning		
IV. Hunting Laws, Regulations, and Wildlife Identification	4	8%

A. Hunting Regulations		
1. Reasons for hunting laws/regulations and who regulates/legislates		
2. Resources for locating current hunting regulations		
B. Wildlife Identification		
1. Wildlife identification skills for hunters		
V. Personal Responsibility and Next Steps	6	12%
A. Personal Responsibility and Behavior		
1. Responsible & respectful behaviors that promote positive image of hunters/hunting		
2. Fair chase principles that show respect for game and others		
B. Responsibility to Wildlife		
1. Effective shot placement/angles to ensure a quick, clean kill		
2. Game recovery - tracking techniques and reading sign		
3. Proper and legal care of game to prevent violations/meat spoilage		
4. Proper selection of sporting arms to satisfy legal requirements and ensure accuracy		
General Questions from Standards I-V	5	10%
Total Questions (minimum)	50	100%

Standard 5.3

Assessments must utilize diverse formats to evaluate varying aspects of students' knowledge and skills. Confirming student learning is a part of the educational experience. Assessments are utilized to confirm retention of educational objectives for certification while also helping the student to confirm their understanding and supporting long-term retention of knowledge. These formats include:

- (A) **Photos:** Use of photographic evidence to identify wildlife, habitats, and equipment.
- (B) **Compare and contrast:** Questions that require students to differentiate between similar concepts or practices
- (C) **Matching:** Questions that involve matching terms with definitions (equipment with uses or scenarios with appropriate actions).
- (D) **Virtual simulations:** Interactive simulations that recreate scenarios, requiring students to make decisions based on the context provided.
- (E) **Interactivity:** Elements that engage students actively, such as drag-and-drop sorting, clickable maps, or interactive diagrams
- (F) **Dialogue simulations:** Simulated conversations that assess students' understanding of safety practices, responsibility, and ethics.
- (G) **Multiple choice:** Traditional multiple-choice questions to assess knowledge retention and understanding of key concepts

At least 3 of the 7 formats must be utilized in assessments throughout a course. When possible, avoid developing questions using negative words, i.e.: no, not, never. Also, do not use double negatives. Each test item must be linked to an IHEA-USA Standard. Ensure questions are designed in a manner that will allow the student to reach a clear outcome. True/false questions are not permitted. The assessment must include clearly written directions to the student on how to respond to the questions.

Assessments should be designed to be inclusive and accessible to all students, including those with disabilities. This may involve providing alternative formats or additional support where necessary. Assessments should be both valid (accurately measure what is intended) and reliable (produce consistent results over time). Regular reviews and updating of assessment items are necessary to ensure accuracy and consistency.

Timers are not permitted on assessments throughout a course including the final assessment. Research suggests that utilizing a timer in online assessments can be detrimental as it increases student anxiety, potentially compromising performance and failing to accurately reflect true knowledge and abilities. Timers can disproportionately affect students with learning disabilities, non-native speakers, and those with varying access to technology. Overall, a timer can undermine the primary goal of assessments: to accurately gauge student understanding of the subject matter.

Standard 5.4

If an online course presents more than one assessment to the same student, the assessment presentation algorithm will ensure that no two assessments have more than 50 percent of the same questions on the assessments.

Rational - Unlike a classroom course, the assessments in an online course are the only form of evaluation available. Therefore it is imperative that the online assessment standards be established and regulated. The feedback should be designed to encourage students to review, comprehend, and understand the course content rather than to memorize questions and answers.

Standard 5.5

In order to receive IHEA-USA accreditation, any assessment offered for hunter education certification through online courses in a state must conform to the assessment plan adopted by the Hunter Education Administrator of that state.

Assessment Standard 6

The state specific portion of the assessment must contain a minimum of 10 state specific assessment questions provided by the Hunter Education Administrator of that state. It is recommended that the state-specific questions be in addition to the 50 questions covering the IHEA-USA Hunter Education Standards.

However, if an assessment of 60 or more questions is not feasible, the state may choose to replace some of the 50 questions required by Assessment Standard 5.2 with state-specific questions. In this case, the state-specific questions will not only address course content defined by the IHEA-USA Hunter Education Standards, but also address course content as defined by Assessment Standard 5.2. The resulting assessment must have at least 50 questions, including 10 or more state-specific questions, and conform to the standard weighting of the assessment plan adopted by the Hunter Education Administrator of that state.

Assessment Standard 7

Developing a passing score for each assessment should not be arbitrarily determined. Using court approved testing techniques (e.g., Angoff method, Ebel method) for establishing a passing score is recommended but not required. The minimum passing score will be determined by each state in which the course is approved. In addition, the decisions as to what happens when a student scores below the state established threshold will be determined by the states.

Rationale - Professionals in test writing identify four essential components: 1) validity 2) reliability 3) fairness 4) practicality. These components and assessment standards will provide IHEA-USA with a professional and legally defensible assessment program.

Assessment Standard 8

Students who fail an end-of-chapter assessment will be required to review the entire chapter for the credited time again before re-taking the end-of-chapter assessment.

Assessment Standard 9

Once a student has successfully completed an end-of-chapter assessment, the content pages for that chapter will be available for additional review by the student at any time with no time requirements. However, content pages will not be made available to the student via any means while the student is taking any assessment.

Assessment Standard 10

All assessments will be graded automatically and the student shall be provided with his/her score online. The course provider must provide the student with a certificate of completion or voucher that can be printed by the student. The certificate of completion or voucher must be approved by the state administrator.

Assessment Standard 11

If an online assessment provides feedback for each question, no feedback will be given until an answer has been submitted. Once an answer is submitted, it cannot be changed by the student.

Assessment Standard 12

In an online course, the course provider will not provide links which allow a student to reference the course materials during any assessment.

Appendix A: IHEA-USA Rubric for Multimedia

Multimedia in online learning refers to the use of various digital content forms, such as text, images, audio, video, animations, and interactive elements to enhance the learning experience. Effective multimedia use in online courses facilitate engagements, supports different learning styles, and aids in the comprehension and retention of information. The quality and relevance of multimedia, its integration with course content, and its alignment with learning objectives are crucial factors in determining the effectiveness of multimedia in online learning.

Criterion	Description	Score (0-4)	Rating Scale
Relevance to Learning Objectives	The multimedia elements align with and support the IHEA-USA Learning Objectives.		0: Not Aligned 1: Slightly Aligned 2: Moderately Aligned 3: Strongly Aligned 4: Fully Aligned
Quality of Multimedia	The multimedia used is of high production quality (clear audio, HD video, etc.)		0: Poor Quality 1: Below Average 2: Average 3: Good Quality 4: Excellent Quality
Integration of Content	Multimedia is seamlessly integrated with text and other course content.		0: Not Integrated 1: Poorly Integrated 2: Somewhat Integrated 3: Well Integrated 4: Fully Integrated
Accessibility	The multimedia is accessible to all learners including those with disabilities. • Content is compatible with assistive technologies • Alternative text for images is used		0: No Technology for Accessibility 1: Limited Accessibility 2: Moderately Accessible 3: Mostly Accessible 4: Fully Accessible

	• Audio description used in video • Balance contrast between text and background		
Frequency of Use	The frequency of multimedia use is appropriate for the course content.		0: None Used 1: Infrequently Used 2: Occasionally Used 3: Frequently Used 4: Consistently Used
Engagement	The multimedia elements encourage student interaction with the educational content.		0: Not Engaging 1: Slightly Engaging 2: Moderately Engaging 3: Very Engaging 4: Extremely Engaging
Variety of Multimedia Types	A variety of multimedia types (video, audio, images, infographics, interactivity, etc.)		0: No Variety 1: Limited Variety 2: Some Variety 3: Good Variety 4: Excellent Variety
Technical Performance	Multimedia performs well technically (loads quickly, no errors) and works equally well on mobile devices.		0: Poor Performance 1: Below Average 2: Average 3: Good Performance 4: Excellent Performance
Total:		/32	
Online courses must receive a score of 23 at minimum to demonstrate effective use of multimedia.			

Appendix B: Division of International Standards for Basic Hunter Education

Establishing international standards and country specific standards will allow for greater distribution and applicability of IHEA-USA standards. International standards would apply to all courses and the country specific standards would be applicable depending on the country in which the course is offered. This will not change the standards or the accreditation process used in the United States. Individual nations would have the option of developing their own location specific standards with IHEA World involvement.

International Standards:

Section 1: Reasons for Hunter Education & Justification for Hunting

- Standard 1.1
- Standard 1.5
- Standard 1.6
- Standard 1.7

Section 2: Safe Firearm Handling

- Standard 2.1
- Standard 2.2
- Standard 2.3
- Standard 2.4
- Standard 2.5
- Standard 2.6
- Standard 2.7
- Standard 2.8
- Standard 2.9
- Standard 2.10
- Standard 2.11
- Standard 2.12
- Standard 2.13
- Standard 2.14
- Standard 2.15
- Standard 2.17
- Standard 2.18

Section 3: Safe Field Practices

- Standard 3.1
- Standard 3.2
- Standard 3.3
- Standard 3.4
- Standard 3.5

- Standard 3.6
- Standard 3.7
- Standard 3.8
- Standard 3.9
- Standard 3.10
- Standard 3.12
- Standard 3.13
- Standard 3.14
- Standard 3.15
- Standard 3.16

Section 4: Hunting Laws, Regulations & Wildlife Identification

- Standard 4.2

Section 5: Personal Responsibility & Next Steps

- Standard 5.1
- Standard 5.2
- Standard 5.4
- Standard 5.4

United States Specific Standards:

Section 1: Reasons for Hunter Education & Justification for Hunting

- Standard 1.2
- Standard 1.3
- Standard 1.4

Section 2: Safe Firearm Handling

- Standard 2.16
- Standard 2.19
- Standard 2.20
- Standard 2.21

Section 3: Safe Field Practices

- Standard 3.11

Section 4: Hunting Laws, Regulations & Wildlife Identification

- Standard 4.1
- Standard 4.3
- Standard 4.4

Section 5: Personal Responsibility & Next Steps

- Standard 5.3
- Standard 5.6
- Standard 5.7

Appendix C: Supplemental Standards

Supplemental standards apply only when a course provider opts to cover one of the specified topics. These standards are not required for accreditation, and a provider may achieve accreditation without addressing them. However, if any content from the "supplemental standards" is included in the course, the related standards must be met and will be evaluated as part of the accreditation review.

Education Standard 2 Supplemental Standards

2.6.1	Safe Firearm Handling (mechanics)	Common Firearm Actions	Describe Common Types of Firearm actions	Modern Sporting Rifles	Safe
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Education Standard 3 Supplemental Standards

3.19.1	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for heart attacks.	Sign & Symptom: (some or all may be present) • Left-sided chest pain not caused by impact (trauma) • Pale, cool, clammy skin • Shortness of breath • Sweating • Nausea • Upset stomach Treatment: • Minimize exertion • Place victim in a position of comfort • Help calm the victim • Seek immediate medical care	Safe, Responsible
3.19.2	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for	Drowning is a process resulting in respiratory impairment from submersion in a liquid. Rescue: when providing aid to a drowning victim, it is important to use a means of rescue that puts the	Safe, Responsible

			drowning.	rescuer in the least amount of danger: ● Reach: Extend an arm, tree branch or paddle that the victim can grasp ● Throw: throw a rope or something that can help the victim stay afloat ● Row: get in a boat and row or motor to the victim. Do not try to pull the victim into the boat. Have the victim hold onto the boat and move them to safety ● Go: the last option as it presents the highest level of risk for a rescuer Treatment: ● If the victim is not breathing, give rescue breaths if you know how to ● If the victim does not have a pulse, give CPR if you know how to ● Seek immediate medical care. If the victim recovers after a drowning event, the victim still needs to seek immediate medical care due to complications that may occur	
3.19.3	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for broken bones.	Signs & Symptoms: ● Victim heard or felt a snap ● Possible swelling and/or discoloration ● Possible deformity ● Victim has point-tenderness at the break location Treatment: ● Immobilize the affected area using a splint. If the broken bone is a limb, immobilize the joints above and below the break. Use a rigid object, such as a stick with padding to provide structural integrity to the limb. ● Seek medical care. If the victim has lost	Safe, Responsible

				sensation or motion to the area past the break, move quickly to medical care.	
3.19.4	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for bleeding.	Treatment of external bleeding: • Apply direct pressure with a gloved hand. If possible, place absorbent material over the wound before providing pressure. • Once bleeding has stopped, maintain direct pressure for additional 10 minutes to allow blood clots to form before removing absorbent material. • If bleeding is not controlled with direct pressure, apply digital pressure by finding the source of the bleed and close off with fingers. • If bleeding is on an appendage and uncontrollable, the use of a tourniquet may be required.	Safe, Responsible
3.19.5	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for tree stand falls.	Falls from height have the potential to cause multiple injuries. A significant consideration should be given to injuries involving the head, neck or spine. Treatment: • Encourage the victim to remain still (if possible have someone hold the victim's head still) • Do not move the victim unless the environment poses a threat to life • Call for immediate medical care • Treat other injuries (stop bleeding, etc.)	Safe, Responsible
3.19.6	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for burns.	Burns are potential life threatening emergencies. The nature of a burn can vary depending on severity. Treatment: • Cool the burned area - use cool water to remove the heat from the area for at least 15 minutes	Safe, Responsible

				● Wrap the burned area with moist sterile dressing ● Help victim stay hydrated ● Seek medical care Immediately seek medical care if: ● Victim has severe burn ● Burn that involves the airway ● Burns covering any joint ● Circumferential burns	
3.19.7	Hunter's Best Practices	Outdoor preparedness	Identify signs & symptoms and treatment strategies for snakebites.	Treatment for snakebites: ● Keep victim calm - keep heart rate down ● Clean and disinfect bite site ● Do not: ○ apply cold packs ○ use a tourniquet ○ try to suck out venom ○ cut the skin ● Immobilize the extremity ● Seek immediate medical care If possible try to identify the reptile, but do not risk being bitten. Inform the hospital of the species so that the correct antivenom may be used.	Safe, Responsible

Appendix D: Update in Accreditation Practices

IHEA-USA Basic Hunter Education standards include learning objectives and specific content. Learning objectives illustrate the skills or knowledge that a student should possess as a result of the education provided in the course. The objective includes a taxonomy of measurable verbs to describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The verb establishes the scope and depth of learning required to meet a specific standard.

Example:

The Learning Objective for Standard 3.10 states, "Students will be able to *show* how to cross an obstacle or hazardous terrain when hunting alone and with others". This standard requires that as a result of pedagogical practices and content provided in the course, the student will be able to *demonstrate* appropriate practices for crossing obstacles and hazards alone and with others. If the standard stated, "*explain* how to cross an obstacle", then the expectation would be that the student would be able to verbally state the steps but may not be proficient in application. In both circumstances, the spirit of the standard remained the same, however, the depth of learning shifted based on the verb.

Specific content outlines particular information that should be incorporated into the fulfillment of each standard. This content establishes a consistent knowledge base across the industry. However, the specific content alone, does not offer all the subject matter necessary to ensure students reach the stated learning objective. At a minimum, course providers are required to provide additional accurate baseline content and incorporate effective instruction to ensure students obtain the necessary functional knowledge associated with each learning objective.

The IHEA-USA Basic Hunter Education accreditation process will consider both the learning objective and the specific content to determine compliance with a standard. The accreditation reviewer will consider if the quality of the education would promote or allow for a student to reach the stated learning objective and ensure that the specific content was included in the information provided to a student. A standard may receive an unmet designation if the learning objective is not reached even if all parts of specific content are provided.

Appendix E: Update in Standards Review Process

The IHEA-USA standards are currently updated on a 10-year cycle. This time frame is too lengthy, hindering IHEA's ability to address emerging needs and maintain relevance. To enhance responsiveness and ensure continued alignment with Hunter Education needs, the standards review cycle will be shortened so as to not exceed six years.

Under the new schedule, the SEAR committee will conduct a comprehensive review and publish updated standards at maximum every six years. Following the release of updated standards, course providers will be granted a one-year period to implement the changes. During this time, providers must ensure compliance with the new standards, culminating in a full accreditation review to verify adherence to IHEA-USA requirements. The accreditation review process will remain a 3-year cycle.