

EDUCATION STANDARDS

Appendix



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APPENDIX A

Rubric for Multimedia Use

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 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 • Audio description used in video • Balance contrast between text and background		0: No Technology for Accessibility 1: Limited Accessibility 2: Moderately Accessible 3: Mostly Accessible 4: Fully Accessible
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

APPENDIX A

Rubric for Multimedia Use (Cont.)

Criterion	Description	Score (0-4)	Rating Scale
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 Score: _____ (out of 32 possible points) 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 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

Reasons for Hunter Education & Justification for Hunting

- Standard A.1
- Standard A.5
- Standard A.6
- Standard A.7

Safe Firearm Handling

- Standard A.8 – A.22
- Standard A.24 – A.25

Safe Field Practices

- Standard A.29 – A.38
- Standard A.40 – A.44

Hunting Laws, Regulations & Wildlife Identification

- Standard A.49

Personal Responsibility & Next Steps

- Standard A.52 – A.55

U.S. Specific Standards

Reasons for Hunter Education & Justification for Hunting

- Standard A.2
- Standard A.3
- Standard A.4

Safe Firearm Handling

- Standard A.23
- Standard A.26 – A.28

Safe Field Practices

- Standard A.39

Hunting Laws, Regulations & Wildlife Identification

- Standard A.48
- Standard A.50 – A.51

Personal Responsibility & Next Steps

- Standard A.54
- Standard A.57 – A.58

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.

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.13.1)	Common Firearm Actions	Describe Common Types of Firearm actions	Modern Sporting Rifles	Safe
Hunter's Best Practices (A.47.1)	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

APPENDIX C

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.47.2)	Outdoor preparedness	Identify signs & symptoms and treatment strategies for drowning.	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 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	Safe, Responsible
Hunter's Best Practices (A.47.3)	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 sensation or motion to the area past the break, move quickly to medical care.	Safe, Responsible

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Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.47.4)	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
Hunter's Best Practices (A.47.5)	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

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Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.47.6)	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 - 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	Safe, Responsible
Hunter's Best Practices (A.47.7)	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 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 A.38 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 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 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 requirements. The accreditation review process will remain a 3-year cycle.

