

EDUCATION STANDARDS

Complete
Guide



PREFACE

Overview

Hunter Education is an international educational program developed to train individuals to be safe, knowledgeable, responsible, and involved hunters to prevent hunting incidents and to ensure the future of the hunting tradition.

Background

Basic Hunter Education curriculum standards were first developed by the International Association of Fish and Wildlife Agencies Hunter Education Study Team in 1981 and reexamined in 1996 by a team lead by the Wildlife Management Institute. These initial standards were translated into student learning objectives in 1999 to facilitate a more student-centered course that defines the skills and knowledge students will master in simple clear language. The standards again were revised in 2008 to accommodate online delivery systems, and again in 2010 as part of an ongoing process to maintain the standards' relevancy. These 2010 standards were used as a starting point for this current revision of the IHEA Basic Hunter Education standards.

Meeting Overview

The International Hunter Education Association, USA (IHEA-USA) Standards Work Group (Work Group) met on December 3 and 4, 2013. The Work Group consisted of the IHEA-USA Standards and Evaluation Committee, invited guests from industry and media, and select individuals who have a history in advancing hunter education.

The challenge for the group was to develop a set of universal core standards for the fundamental basic hunter education course that were: (1) defensible, (2) justifiable, and (3) effective. The importance of the following was stressed:

- Develop a model curriculum for states to use in refining state-specific programs,
- Identify specific student outcomes for the Basic Hunter Education course

Ultimately, the product became an educational model embraced by the 50 states, measured in a consistent manner across the states, and used as a template to assist jurisdictions in their efforts to refine their own hunter education programs. In addition, the final product became a useful framework for the IHEA-WORLD, to promote consistency and reciprocity worldwide.

PREFACE

Vision and Purpose of Hunter Education

The purpose of the basic hunter education course is to: (1) reduce dangerous hunting-related incidents, (2) promote a positive image of hunters and hunting, (3) enhance the future of hunting, (4) conserve wildlife, and (5) produce a hunter or a hunter-supporter. Incorporating these outcomes into the standards development process helps make the standards more relevant to decision makers, helps people understand the link between these outcomes and course content, and allows basic hunter education courses to make systematic adjustments to adapt future technological, educational, and societal changes. Accessibility concerns are also addressed in the standards to ensure the delivery of hunter education is available to everyone.

Content Classified by Outcome and Student Learning Objectives

Considering desired outcomes focuses course content on important components and provides a basis to measure the short- and long-term impacts of hunter education. It was reaffirmed at the meeting in 2013 that the goal of the basic hunter education course is to produce hunters who were Safe, Law abiding, and Responsible.

With this essential content in mind, the Work Group recognized that basic hunter education should be composed primarily of student learning objectives that promote hunter safety and hunter responsibilities. These objectives were structured using strategies and models taken from widely accepted Bloom's taxonomy.

It was also recognized that the student learning objectives should be based on student performance and not teacher performance, so learner-centered language was used.

Student learning objectives needed to be specific, measurable, universal (not specific to any jurisdiction) and written in plain language. In addition, specific content was added for each student learning objective to further define performance expectations.

PREFACE

Closing

The process used to develop both standards and expected outcomes will serve as a process to regularly review and update the student learning objectives. The group recommended a ten-year time frame for this review. The standards were written to give individual jurisdictions the flexibility to choose how to deliver the course and how to assess student performance. Therefore, the learning objectives were written to add detail regarding specific student performance expectations but remains independent of recommending any specific delivery method.

The standards were presented to the IHEA-USA membership for approval at the annual meeting in June 2014 and then to AFWA for their concurrence at their annual meeting in September 2014. Next, education standards for Bowhunter Education and Trapper Education were revised using the same practice and presented to the IHEA-USA membership for approval in 2016 and 2019 respectively, and again to AFWA for their agreement.

Lastly, the most recent addition to these standards came in 2019 when delivery standards and assessment standards for online courses were created to accommodate continuously modern trends of learning.

TABLE OF CONTENTS

Hunter Education	2.1
Bowhunter Education	3.1
Trapper Education	4.1
Online Standards	5.1
Appendix	6.1

Cover photo courtesy of U.S. Fish and Wildlife Service
Graphic design provided by Alex Evans & One Desk Solutions, LLC



**INTERNATIONAL
HUNTER EDUCATION
ASSOCIATION**

Write

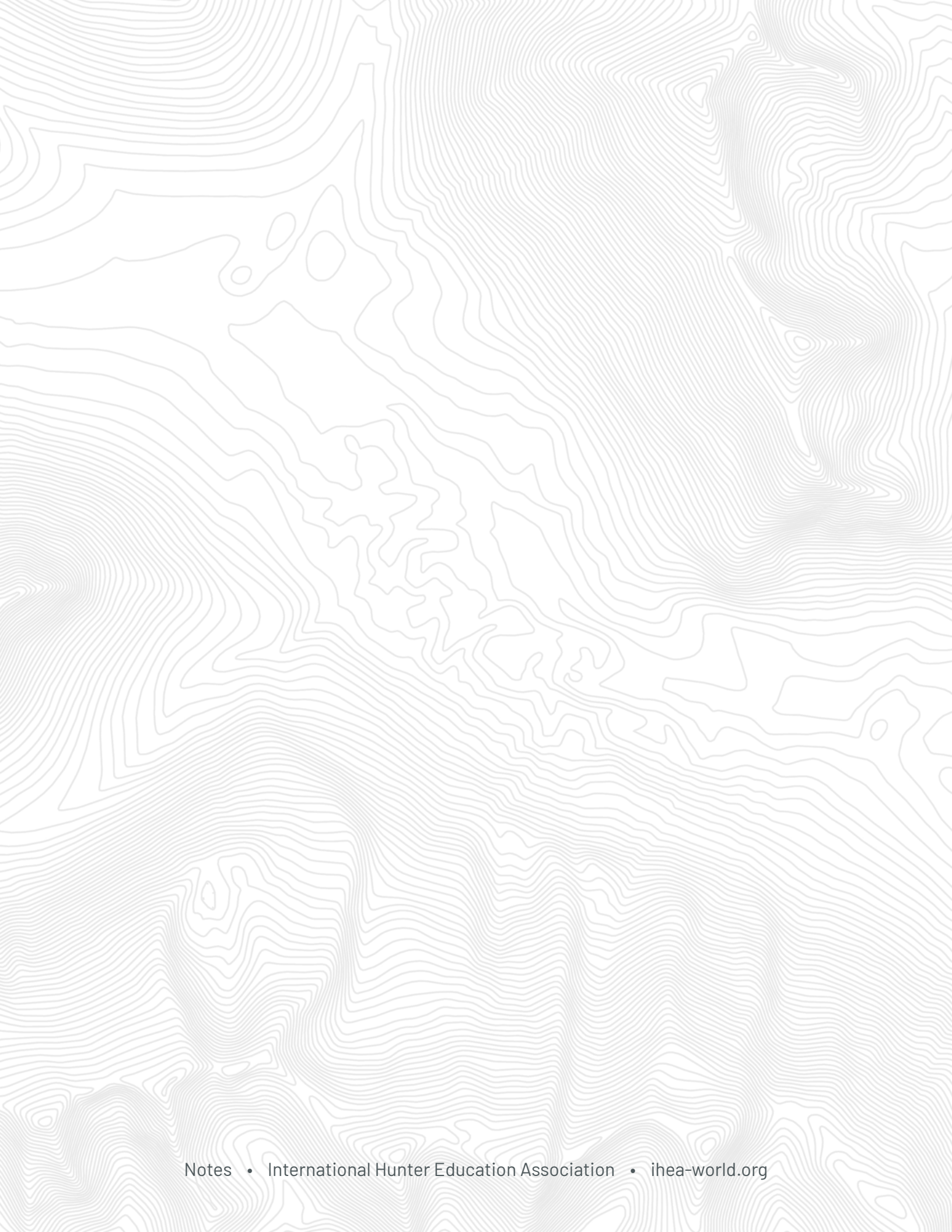
PO Box 1320
Lolo, MT 59847

Call

303.430.7233

Email

helpdesk@ihea-usa.org



EDUCATION STANDARDS

Basic Hunter
Education



TABLE OF CONTENTS

Hunter Education Curriculum	2.3
Reasons for Hunter Education & Justification for Hunting	2.4
Safe Firearm Handling	2.6
Safe Field Practices	2.19
Hunting Laws, Regulations & Wildlife Identification	2.29
Personal Responsibility & Next Steps	2.31

Cover photo courtesy of U.S. Fish and Wildlife Service
Graphic design provided by Alex Evans & One Desk Solutions, LLC



**INTERNATIONAL
HUNTER EDUCATION
ASSOCIATION**

Write

PO Box 1320
Lolo, MT 59847

Call

303.430.7233

Email

helpdesk@ihea-usa.org

HUNTER EDUCATION

Core Curriculum

Course content designed for students to be instructed and assessed according to performance-based learning objectives related to safe, legal, and responsible hunting.

Safe

Justification for Hunter Education and Hunting

Safe Firearms Mechanical Handling

Safe Firearm Field Practices

Legal

Justification for Hunter Education and Hunting

Hunting Regulations

Wildlife Identification

Responsible

Justification for Hunter Education and Hunting

Key Wildlife and Management Principles

Hunter's Role in Conservation

Responsibility to Wildlife

Hunter Best Practices

Personal Responsibility and Behavior

Non-Core Curriculum

Course content designed for students to receive information about next steps.

Participate, Learn, Connect

To foster graduate participation in hunting, emphasize importance of continuing education, and illustrate value of mentorship and social support.

HUNTER EDUCATION

Reasons for Hunter Education & Justification for Hunting

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Justification for Hunter Education (A.1)	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
Hunter's Role in Wildlife Conservation (A.2)	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
Hunter's Role in Wildlife Conservation (A.3)	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
Hunter's Role in Wildlife Conservation (A.4)	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
Key Wildlife Ecology & Management Principles (A.5)	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 benefits to distinct species at different stages of growth	Responsible

HUNTER EDUCATION

Reasons for Hunter Education & Justification for Hunting (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Key Wildlife Ecology & Management Principles (A.6)	Basic factors of wildlife conservation	Identify key components of wildlife habitat.	Habitat consists of: • Food • Water • Cover • Space • Arrangement	Responsible
Key Wildlife Ecology & Management Principles (A.7)	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 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.	Responsible

HUNTER EDUCATION

Safe Firearm Handling

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.8)	Major causes of incidents	Identify common causes of hunting and shooting-related incidents.	Four main types of hunting-related shooting incidents: - Hunter Judgment 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—which can lead to accidental discharges and stray shots - Mechanical Failure—such as an obstructed barrel or improper ammunition Most common causes of hunting incidents. - Failure to identify the target (15.5%) - Shooter swinging on game (12.8%) - Careless handling of firearm (11.4%) - Victim out of sight of shooter (8.3%) (NSSF, Industry Intelligence Reports, 2007)	Safe, Legal
Safe Firearm Handling (mechanics) (A.9)	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 case Stock: - Serves as a platform for supporting the action and barrel and is held by the shooter Barrel: - That part of a firearm through which a projectile or shot charge travels under pressure from burning gunpowder, compressed air or other like means. A barrel may be either smooth or rifled 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	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.10)	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 - Must always be pointed in a safe direction Sights: - Allow precise alignment of the firearm with the target	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.11)	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
Safe Firearm Handling (mechanics) (A.12)	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 ready to shoot - Be sure of your target and what lies in front of and beyond	Safe
Safe Firearm Handling (mechanics) (A.13)	Common firearm actions	Describe common types of modern firearm actions	Common firearm actions: - Bolt - Break or hinge - Lever - Pump or slide - Semi-auto	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.14)	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 gases • Heat and pressure propel the bullet or shot and wad out of the barrel	Safe, Legal, Responsible
Safe Firearm Handling (mechanics) (A.15)	Failure to fire	Describe how to safely handle a firearm during and after a misfire.	Steps to handle a misfire: • Maintain safe muzzle control • Keep the action closed and firearm pointed at a safe backstop • Wait 15 seconds (60 seconds for a muzzleloader) • If gun still has not fired, remove shell or cartridge from chamber	Safe
Safe Firearm Handling (mechanics) (A.16)	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)	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.17)	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 • 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 • 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	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Alternative Methods of Harvest (A.18)	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	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Alternative Methods of Harvest (A.19)	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	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(A.19)			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 • 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	
Safe Airgun Handling (A.20)	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

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (A.21)	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 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"	Safe
Safe Firearm Handling (mechanics) (A.22)	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

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.23)	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 eyes Wear eye and ear protection at all times when shooting	Safe
Safe Firearm Handling (mechanics) (A.24)	Performance characteristics of ammunition	Describe the differences among rifle, shotgun and handgun ammunition	Characteristics of cartridges and shotshells greatly affect performance of projectiles. Cartridge 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.	Safe, Legal, Responsible

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(A.24)			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. • 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. <i>Using lead-free ammunition or best management practices that reduce the risk of unintended ingestion of lead by non-target wildlife is encouraged.</i> 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: • <i>Select appropriate ammunition</i> • <i>Recover spent materials</i> • <i>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.</i> • <i>Use all legal means to recover game</i> • <i>Remove entire animal as permitted by local jurisdictions</i> *Specific language in italic is required to be used within course content.	

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

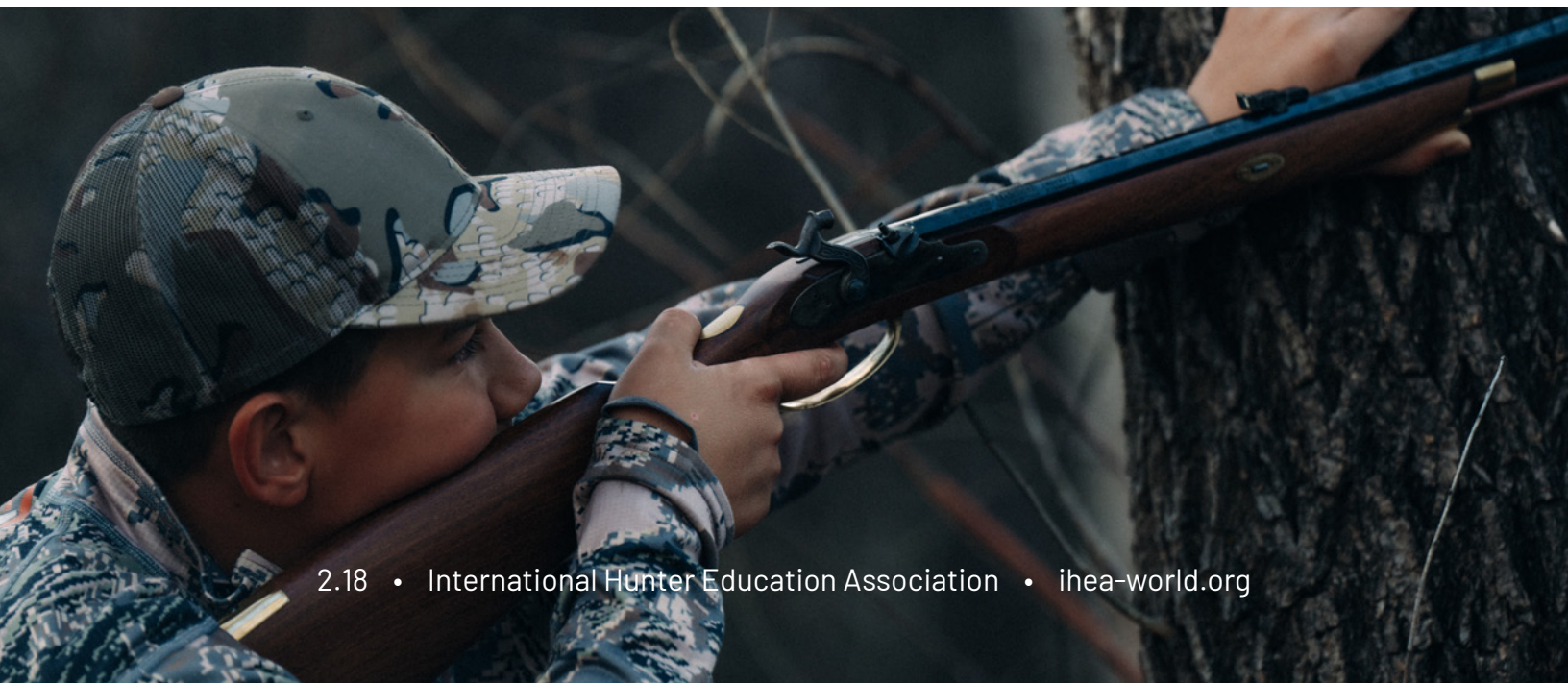
Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.25)	Performance characteristics of ammunition	Explain the importance of a safe backstop when taking a shot.	When shooting, a safe impact 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 intended target is clear of any non-target objects. Examples of projectile travel distances: • .22 bullet can travel over 1½ 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
Safe Firearm Handling (mechanics) (A.26)	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
Safe Firearm Handling (mechanics) (A.27)	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 • 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	Safe

HUNTER EDUCATION

Safe Firearm Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics) (A.28)	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

Photo courtesy of U.S. Fish and Wildlife Service



HUNTER EDUCATION

Safe Field Practices

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices (A.29)	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
Firearm Field Practices (A.30)	Proper field carries	Choose safe firearm carry methods while hunting alone and with others.	Methods of carry include: - Sling carry - Trail carry - Cradle 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 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

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices (A.31)	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 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
Safe Firearm Field Practices (A.32)	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 an 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 confident that you can make an effective shot.	Safe, Responsible

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices (A.33)	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
Hunter Field Safety (A.34)	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
Hunter Field Safety (A.35)	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 - 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	Safe

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter Field Safety (A.36)	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
Hunter Field Safety (A.37)	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 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.	Safe

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices (A.38)	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	Safe

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.39)	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
Hunter's Best Practices (A.40)	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
Hunter's Best Practices (A.41)	Outdoor preparedness	Identify items that should be included in 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

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.42)	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 situation • Think—what should I do now • Observe—survey terrain and look for familiar land marks • Plan—what's the next best course of action A hunter should remember and follow the STOP principle.	Safe, Responsible
Hunter's Best Practices (A.43)	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
Hunter's Best Practices (A.44)	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

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.45)	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, 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.	Safe, Responsible

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(A.45)			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 • 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)	

HUNTER EDUCATION

Safe Field Practices (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.46)	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
Hunter's Best Practices (A.47)	Outdoor preparedness	State the importance of first-aid training for hunters.	First aid skills are necessary to treating life 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)	Safe, Responsible

Photo courtesy of U.S. Fish and Wildlife Service



HUNTER EDUCATION

Hunting Laws, Regulations & Wildlife Identification

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunting Regulations (A.48)	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
Wildlife Identification (A.49)	Wildlife identification skills for hunters	Explain the importance of wildlife identification skills for hunting.	Correct identification of wildlife species can: • Prevent unintentional killing of non-target wildlife • Prevent accidental shootings during which people are “mistaken for game”	Safe, Legal, Responsible
Hunting Regulations (A.50)	Use resources for finding current hunting regulations.	Locate information regarding hunting regulations by using an official resource.	Resources for hunting regulation, 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 • Hunter orange requirements • Bag limits and other restrictions on taking game • Permit and/or stamp requirements • Tagging, transporting and reporting requirements • Trespass laws	Legal

HUNTER EDUCATION

Hunting Laws, Regulations & Wildlife Identification (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Wildlife Identification (A.51)	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, 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	Safe, Legal, Responsible

Photo courtesy of U.S. Fish and Wildlife Service



HUNTER EDUCATION

Personal Responsibility & Next Steps

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Personal Responsibility and Behavior (A.52)	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
Personal Responsibility and Behavior (A.53)	Responsible and respectful hunters promote positive image of hunters and hunting	Explain why developing responsible hunting behavior is important for every hunter and the future of hunting.	Hunters should develop a personal code of conduct (sportsman's code), which includes but is not limited to: • Following laws and regulations • 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.	Legal, Responsible

HUNTER EDUCATION

Personal Responsibility & Next Steps (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Personal Responsibility and Behavior (A.54)	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 effective techniques than the novice hunter. Fair chase emphasizes self-restraint and the development of skills.	Responsible
Responsibility to Wildlife (A.55)	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 Broadside or quartering away shots are most effective for big game	Responsible

HUNTER EDUCATION

Personal Responsibility & Next Steps (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Responsibility to Wildlife (A.56)	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
Responsibility to Wildlife (A.57)	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

HUNTER EDUCATION

Personal Responsibility & Next Steps (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Responsibility to Wildlife (A.58)	Proper selection of a firearm for hunting satisfies legal requirements and supports accuracy	Select a proper firearm and ammunition 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

Photo courtesy of Savage Arms



EDUCATION STANDARDS

Bowhunter
Education



TABLE OF CONTENTS

Bowhunter Education Curriculum	3.3
Bowhunter Education Overview	3.4
Equipment & Accessories	3.6
Bowhunting Safety	3.12
Bow Shooting Skills, Techniques & Preparation	3.17
Bowhunting Responsibilities & Game Recovery	3.21

Cover photo courtesy of U.S. Fish and Wildlife Service
Graphic design provided by Alex Evans & One Desk Solutions, LLC



**INTERNATIONAL
HUNTER EDUCATION
ASSOCIATION**

Write

PO Box 1320
Lolo, MT 59847

Call

303.430.7233

Email

helpdesk@ihea-usa.org

BOWHUNTER EDUCATION

Core Curriculum

Course content designed for students to be instructed and assessed according to performance-based learning objectives related to safe, legal, and responsible bowhunting.

Awareness

Bow Hunter Education Overview – Justification/Purpose, Challenges, Motivations & Role in Wildlife Conservation

Safety

Bow Hunting & Archery Incidents

Safe Handling of Bows/Arrows

Tree Stand Safety

Outdoor Safety

Aerial Targets – Considerations

Equipment & Accessories

Basic Equipment- Bow & Arrows

Matching Bows with Arrows

Basic Equipment -Accessories

Bow Shooting & Techniques

Shooting Skills

Taking a Good Shot

Preparation & Techniques

Responsibility & Game Recovery

Bow Hunting Regulations

Basic Responsibilities

Confidence & Risks

Game Recovery

Care of Game

BOWHUNTER EDUCATION

Bow Hunter Education Overview

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Justification (B.1)	Why Bow Hunter Education is Important	Identify the purpose and importance of Bow Hunter Education.	The purpose of Bow Hunter Education is to train safe, responsible and law abiding bow hunters. Bow Hunter Education is important because it: - Decreases archery and bow hunting incidents. - Promotes responsible bow hunter behavior, including compliance with hunting laws and regulations. - Helps students identify specialized equipment, considerations and techniques to become effective and responsible bowhunters. - Helps bowhunters recognize their limitations with bowhunting equipment and identify ways to improve their bow shooting skills such as continual practice. - Recognize that before bow hunter education, formal opportunities to learn special knowledge and skills required for bowhunting were rare.	Awareness
Challenge (B.2)	Bow Hunting Challenges	Distinguish the differences in hunting with a bow from hunting with a firearm.	Four (4) ways bow hunting differs from hunting with a firearm: - Source of power is from bending the limbs of the bow, rather than from gunpowder. - Bow hunter's body takes the place of a stock in shooting bows without stocks or cocking devices. - Bowhunters must get closer to the game. - Bow hunting relies on cutting and bleeding to produce humane kills, rather than shock.	Awareness
Motivation (B.3)	Bow Hunting Motivations	Describe why you and others want to bow hunt.	Motivations to bow hunt include: - Added challenge. - Extended seasons. - Opportunity to get closer to game. - Getting outdoors at different times of the year. - Comradery with bow hunting family and friends. - Reduced noise, increased stealth required.	Awareness

BOWHUNTER EDUCATION

Bow Hunter Education Overview (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Role in Wildlife Conservation (B.4)	Conservation funding for wildlife management, habitat management and Bow Hunter Education	Describe how license fees and excise taxes support wildlife conservation and hunter education.	Wildlife management is funded largely by users who directly benefit from the resource. Two primary funding sources for wildlife management are: - Excise taxes on bow hunting/archery equipment, hunting equipment and ammunition (REF: 1937 Federal Aid in Wildlife Restoration Act). - Revenue from state natural resource agencies, including hunting and bow hunting license fees.	Awareness

Photo courtesy of U.S. Fish and Wildlife Service



BOWHUNTER EDUCATION

Equipment & Accessories

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Basic equipment –bows and arrows (B.5)	Bow types/ materials	Identify common types of bows, components and characteristics of each type.	Four type of bows include bows from two categories: Vertical (3) and Horizontal (1): Vertical bows: • Longbow • Recurve • Compound Horizontal bow: • Crossbow Vertical bows use the bow hunter's body as a drawing/cocking and shooting platform. Crossbows use a firearm-style stock as a drawing/cocking and shooting platform. • Longbows and recurves have a pair of simple limbs connected by a string and the force required to pull the string increases with the distance pulled. • Compound bows have eccentric wheels or cams connected to the limbs, cables, and string which provide a reduction in the force required to hold the string at full draw. • Crossbows have recurve or straight limbs with or without wheels and hold the string at full draw until released by a trigger-type mechanism. • All bows have limbs, strings/cables, grip area, handle/riser area, and sight area. • Longbows and recurve bows are generally made of wood. Many times recurve limbs will be of a fiberglass/wood composite. Recurve handles may also be metal. Compound bows and crossbows usually have handles/stocks made of metal and limbs made of carbon/ polymer composite materials.	Safety and responsibility

BOWHUNTER EDUCATION

Equipment & Accessories (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Basic equipment -bows and arrows (B.6)	Arrow types/ materials Arrow points types/ uses	Identify and describe components of a finished arrow, uses of each component, and types of arrow points used in shooting/ hunting.	All finished arrows have 4 distinct parts: • Shaft • Fletching • Nock • Point The length, flexibility (spine), and physical weight of a finished arrow is matched both to the shooter and the bow being shot.	Safety and responsibility
(B.6)			Shafts - may be wood, tubular aluminum, tubular carbon fiber, tubular fiberglass, solid fiberglass, or a combination of aluminum and carbon fiber. • Wood - Primarily used by recurve or longbow archers or as special recreational shafts (flu-flu arrows for flight shooting). Not as durable or exact as other materials and rarely used when shooting high poundage modern equipment. • Tubular aluminum - Thickness and diameter matched to bow weight is critical for good arrow flight and bow shooting safety. Commercially prepared charts by shaft manufacturers are available and necessary to determine correct size. • Tubular carbon fiber - Smaller in diameter and lighter weight than aluminum shafts of corresponding strength. Very durable and popular for bow hunting. Commercially prepared charts by shaft manufacturers are available and necessary to determine correct size. • Tubular fiberglass - Inexpensive and not made to high exactness. Manufactured for use with light weight recreational bows. • Solid fiberglass - Commonly used for bow fishing. Very durable for rough shooting conditions (rocks and underwater). • Combination carbon fiber and aluminum- Popular bow hunting shaft due to durability and precision. Commercially prepared charts by shaft manufacturers are available and necessary to determine correct size.	

BOWHUNTER EDUCATION

Equipment & Accessories (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(B.6)			Fletching - may be made of plastic or feathers and is attached to the opposite end of the arrow from the point. Fletching assists in stabilizing arrow flight and is available in a variety of lengths and heights. Generally 4-5 inch length fletch is recommended with the fletching height profile on the arrow to meet or exceed the cutting diameter of the broadhead used. Shorter length fletch is possible depending on arrow shaft composition, bow weight, and grain weight of point. Fletching may be arranged on the arrow in a variety of configurations and generally adhered to the shaft with adhesive. Common configurations are as follows: • Offset - Most common with three (3) fletch adhered to shaft symmetrically 120 degrees apart. Archer preference for four (4) fletch are situated 90 degrees apart. Ends of either fletch configuration are offset 1.5-2.5 degrees. • Helical - Popular configuration used for both bow hunting and target shooting. For greater arrow spin and in-flight stabilization, fletch is adhered to shaft at a 3 degree angle and at a slight angle to the axis of the shaft. • Flu-Flu - Large or uncut feathers adhered around the shaft. Fletching this large will slow down arrow speed due to the increased resistance of oversized fletch. Many times these are used for aerial games and small game.	
(B.6)			Nock - The part of the arrow which attaches to the bow string. This point on the bowstring is called the nocking point. An arrow nock is most commonly made of plastic. A consistent nocking point aids in shooting accuracy.	

BOWHUNTER EDUCATION

Equipment & Accessories (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(B.6)			Arrow Points – are designed for functions such as target practice, games and small and big game hunting. It is critical that for hunting, your practice points and hunting tips are of the same grain weight. - Practice Points – Bullet shape or field tip shape points are designed to shoot into most back stops made of foam or other synthetic type materials. Practice points are economical to shoot for frequent practice. - Judo®Points – Used for small game or when field shooting (roving) as wire protrusions prevent shaft from going deeply into the ground or other ground cover. Judo points should match the grain weight of practice points. - Blunt Points – Have a flat, wide tip instead of pointed and kill by shock for small game such as squirrels or rabbits. They can be made of rubber, plastic, or steel and should match the grain weight of practice points. Used many times with flu-flu arrows. - Bowfishing Points – Usually made of steel to penetrate the hard scales of rough fish such as carp or gar with removable tip to facilitate removal of fish from arrow. - Broadheads – Used for hunting big game. All broadheads must be kept razor sharp and handled with extreme care due to their potential cutting ability.	

BOWHUNTER EDUCATION

Equipment & Accessories (Cont.)

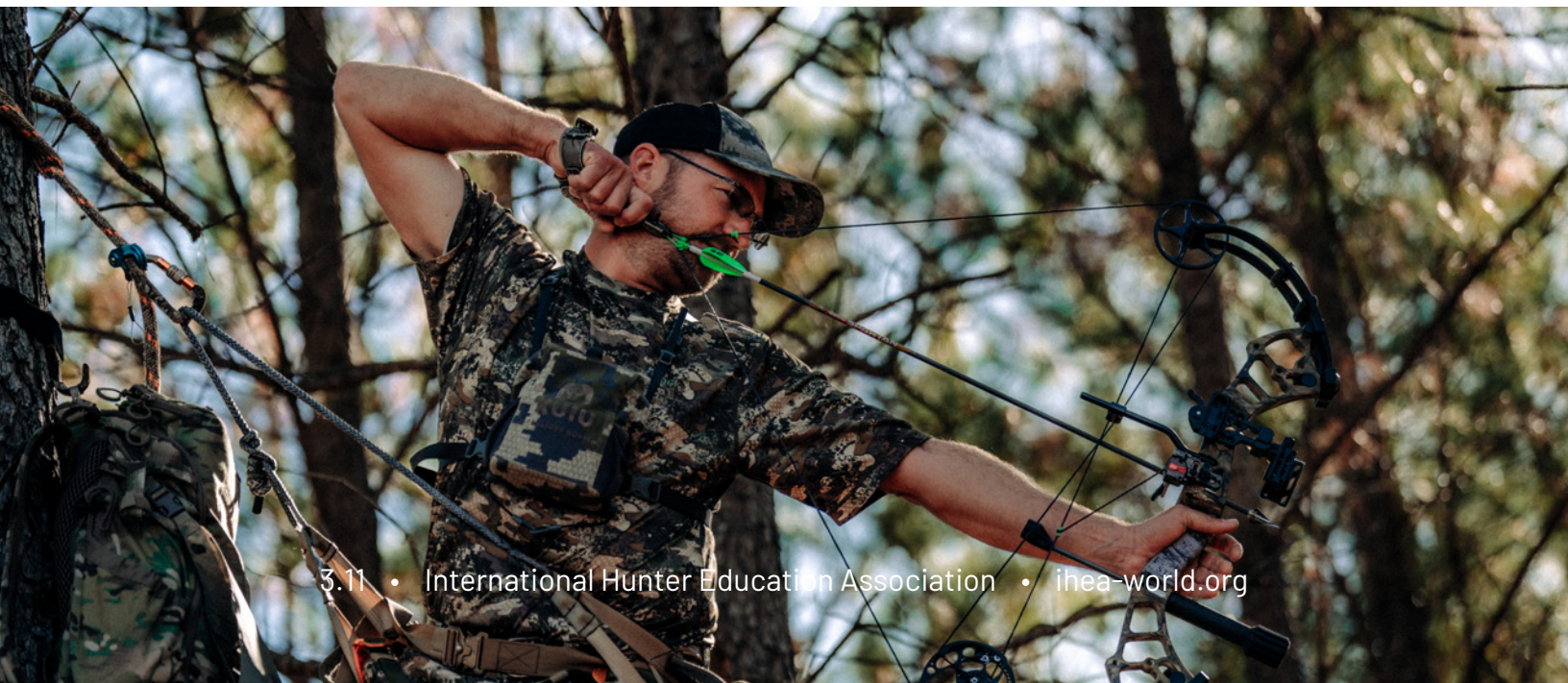
Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(B.6)			There are 3 (three) types of broadheads: - Fixed Blade - broadheads are mostly used by traditional style bow hunters and many times will glue directly onto the arrow shaft. This type has maximum cutting efficiency with lower draw weight bows. Blade is not removable. - Removable Blade - broadheads are designed with grooves on the center portion of the head (ferrule) which hold the blades in place. Blades may be replaced if damaged without discarding entire broadhead. - Mechanical or Expandable Blade - heads have blades retracted close to the ferrule and therefore a lower profile in flight. Blades open upon impact to expose cutting areas. This type of broadhead is only recommended for bows having a draw weight of 50 pounds or more due to the energy required to expose the blades upon impact.	
Matching bows and arrows (B.7)	Matching Equipment	List 3 (three) ways bow hunting equipment must be properly matched.	For maximum performance and accuracy: - A bow is matched to a bowhunter's size, strength, shooting style, and game hunted. - Arrows are matched to the bow being shot, the archer shooting, and the game being hunted. - All arrows must match each other.	Safety and Responsibility

BOWHUNTER EDUCATION

Equipment & Accessories (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Basic Equipment -Accessories (B.8)	Bow Sights, Arrow Quivers, Finger & Arm Protection	Describe the utility of stated accessories.	Many commercially manufactured accessories are available. Basic accessories should aid in the maximum performance of both you and your equipment resulting in more game harvested. • Bow Sight - Improves accuracy of shot placement. • Arrow Quiver - Allows safe transport of arrows when hunting by covering sharp broadhead points. Most common quivers attach/detach easily to/from bow. • Finger and Arm Protection - Shooting tabs or mechanical string releases can be used to protect fingers when shooting higher poundage bows. Mechanical releases result in a higher degree of accuracy as the string is released precisely in the same manner each time drawn. Arm protection improves accuracy as clothing is contained behind the arm protection (guard) and not available to get caught on string being released. Arm protection may also help prevent injury to the archer's arm when the string is released.	Safety and Responsibility

Photo courtesy of U.S. Fish and Wildlife Service



BOWHUNTER EDUCATION

Bowhunting Safety

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Archery/ Bow hunting Incidents (B.9)	Major causes of bow hunting incidents	List the common types of bowhunting injuries and how to prevent them.	- Falls - proper use of fall restraints devices (4-point harnesses), climbing/step systems and haul lines. - Bleeding Injuries – proper use of hooded quivers, broadhead wrenches, and cautious and proper use of knives.	Safety
Safe handling of archery equipment (B.10)	Handling of bows and arrows	Demonstrate how to properly inspect bows and arrows and use a quiver and a broadhead wrench for safety.	- Review the No DRY FIRE Rule when it comes to handling and pulling back strings on bows (only on safe range, in a safe direction, with arrow properly nocked and it's safe to shoot). - Inspect bows and arrows prior to every time you plan to shoot them and immediately after shooting exercises. Things to look for include: - Cracks, bends, loosening of bolts, nuts and accessories on bows. - Cracks, splinters and bends (aluminum) in arrows. - Frayed strings, strings and cables too close to vanes/feathers on arrow on rest. - Loose or damaged fletching on arrows. - Non-functioning rests, quiver inserts, cams/wheels. - Dull or damaged broadheads/points.	Safety
Safe handling of archery equipment (B.11)	Proper storage and transportation of bows and arrows	Explain why proper storage and transportation are important to your and others safety.	- Sturdy bow cases are a must for safe transport of bows in vehicles, on planes, ATV/UHVs, and in boats. - In many jurisdictions, it is required to have bow cased while in an ATV/UHV and/or vehicle. - Proper storage of broadheads is in a protective quiver and bows away from heat or anything that can damage or bump cables and strings, sights and rests.	Safety and legality

BOWHUNTER EDUCATION

Bowhunting Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Tree stand safety (B.12)	Tree stand types/ inspection	Describe at least three (3) types of tree stands and their primary functions.	- Tree stands and other elevated stands are commonly used by bow hunters. - Falls from stands are the number one cause of hunting incidents in North America (Ref: IHEA-USA Hunting Incident Data). - Tree/Elevated Stand Types: - Hang-on - Ladder - Climbing - Tripods - Platforms	
Tree stand safety (B.13)	Basic harnesses/fall arrest systems, Basic climbing/step systems, Ascending/ descending systems – lines, belts & Haul lines/use	List the steps to safely place, ascend, climb into and out of, and descend from a tree stand.	- Purchase quality, Treestand Manufacturer's Assn. (TMA) – approved stands and accessories such as climbing systems, harnesses and climbing ropes/belts and haul lines. - Always inspect equipment thoroughly before use especially stands and climbing systems. - Being properly secured from ground to stand back to the ground is the most important aspect of hunting from tree stands. - Most injuries/fatalities occur while climbing into and out of a tree stand. - Consider a sturdy ladder and help from others when securing/placing a hang-on, climbing or platform stand and other elevated stands such as tripods and platform blinds/houses.	Safety

BOWHUNTER EDUCATION

Bowhunting Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
(B.13)			Steps to properly ascend/descend from a tree stand: • Ensure stands and steps/ladder are tightly secured with quality straps and against a proper, sturdy tree with no obstructions in the way while climbing or stepping into/onto the stand itself. • Ensure climbing ropes, Prusik knots and haul line are in place and that arrows are in a protected bow quiver or in a separate bow quiver. • Properly secure your bow to the haul line and ensure it is free from obstructions when pulling it up to the stand; secure fanny/backpack/separate quiver to a second haul line if necessary. • Put on a properly adjusted harness/vest with the proper straps/clamps for securing yourself to the Prusik knot/climbing rope and tree strap once in the stand. • Ascend using three points of contact while climbing (i.e. two feet/one hand; two hands/one foot). • Climb above stand and step down onto platform. • Secure clamp from Prusik knot to Tree strap clamp ensuring that harness strap is taut and allows for little give while in the standing or sitting position in the stand. • When securely in stand, carefully pull up the haul line(s) with bow and packs. • Reverse the order for descending upon completion of the bow hunt.	

BOWHUNTER EDUCATION

Bowhunting Safety (Cont.)

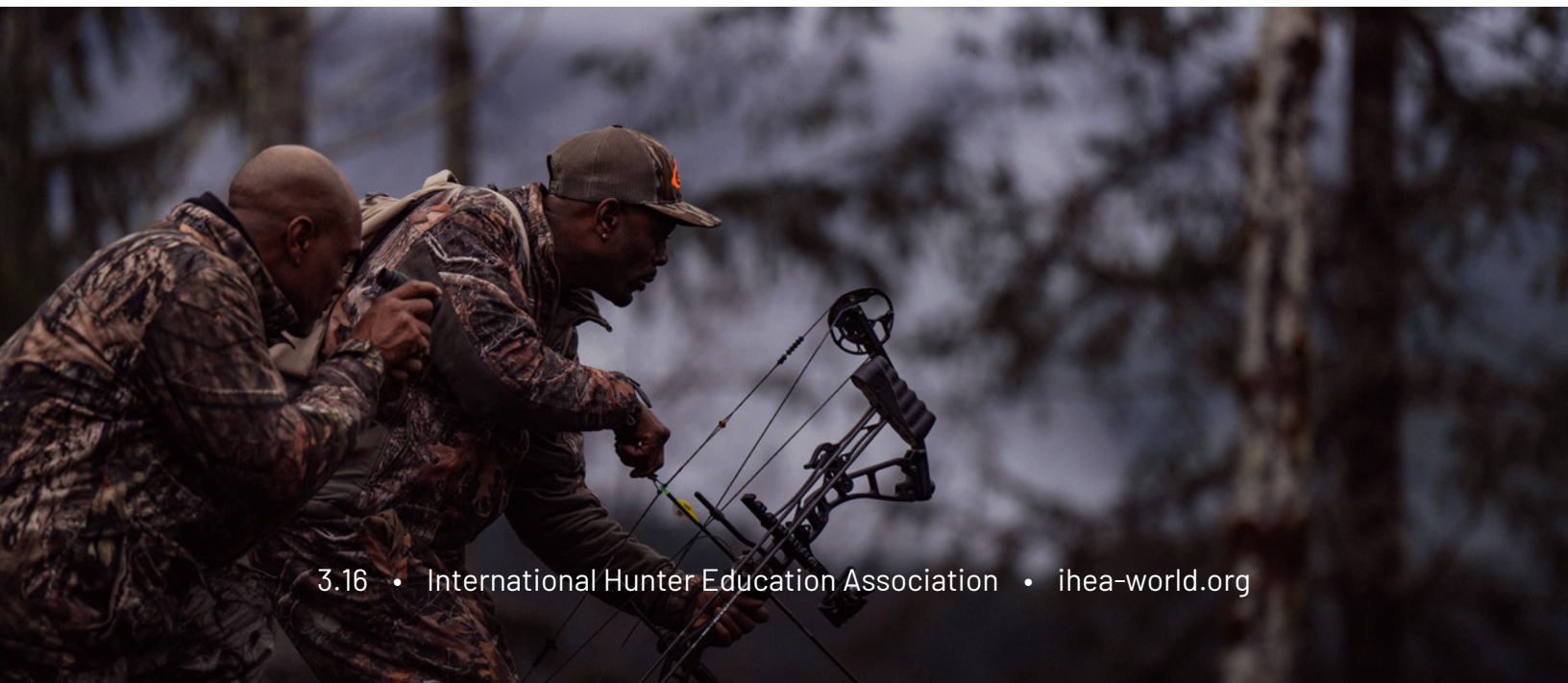
Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field safety (B.14)	Field shooting safety/range set up	Review proper range set up indoors and outdoors as it applies to bow hunting practice in the field.	- Ensure adequate space (300-yards) for an outdoor range or adequate backstop for an indoor range with proper, adequate targets. - Use the correct targets (e.g. animal 3-Ds, block-style) when practicing with broadheads and field points. - Consider shooting less number of arrows per end/round during your practice session to avoid damage to your arrows (i.e. no more than 5 arrows). - Only shoot at a safe range or one that you have properly marked as a target range. - If shooting on your property or in your back yard or buildings, ensure that you have an adequate, safe background, backstop and that no arrow if shot accidentally or improperly, can escape the range and strike an unintended target. - Count arrows in an outdoor setting to ensure all are retrieved, especially in a public area or field. - Never shoot at glass, bottles or other targets not intended for arrow penetration and retrieval.	Safety
Field safety (B.15)	Safety considerations while shooting aerial targets	Review proper range set up and shooting at aerial targets for bow shooting.	- Ensure adequate space (300 yards) and use of flu-flu fletching and safety tips for aerial target practice. - Make sure area is clearly marked as a target range and open enough to see any/all intruders/domestic animals/etc.	Safety
Outdoor safety (B.16)	Survival considerations for bowhunters	Describe the basic causes, prevention, symptoms and/or field treatments of hypothermia and heat exhaustion and name two factors, which cause each.	- Hypothermia - the cooling down of core body temperature caused by cold, wind and wet conditions coupled with lack of preparation, emergency preparedness, mental state and knowledge demonstrated by victim and any companions. - Heat exhaustion is the heating up of the core body temperature caused by hot, sunny and humid/dry conditions coupled with same factors as with hypothermia plus lack of water.	Safety

BOWHUNTER EDUCATION

Bowhunting Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Outdoor safety (B.17)	First aid considerations for bowhunters	Give three major bow hunting/outdoor scenarios which make it important for every bow hunter to get first aid/CPR training.	- Bowhunters face many of the same outdoor survival and wilderness first aid situations that all outdoor users face: (e.g. Heart attack, falls, altitude sickness (hypoxia), burns, knife/broadhead cuts, allergies, animal bites, shock, etc. - Information on where to take local CPR/ First Aid training is the best lesson for bow hunters.	Safety

Photo courtesy of U.S. Fish and Wildlife Service



BOWHUNTER EDUCATION

Bow Shooting Skills, Techniques & Preparation

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Shooting skills (B.18)	Matching bow to personal capabilities & game hunted	List methods to personalize bow to the individual hunter.	Choose bow dexterity based on eye dominance of the hunter. Bowhunters should determine the dominant eye and shoot with both eyes open for the following reasons: • Depth perception • Balance • Safety through peripheral vision • Improved field of view Select the correct arrow: • Choose arrow spine, weight and length to match the bow setup. • Select the correct broadhead / game-point for game hunted: • Deer - fixed blade broadhead • Turkey - large mechanical broadhead • Rabbit - Judo®/ blunt • Pheasant - Snaro® point • Common carp - bow fishing point	Responsibility
Shooting skills (B.19)	Draw weight & length	Describe how to adjust a bow to fit the hunter's current physical condition.	• Select a draw weight that is both comfortable and effective for the game animal being hunted. • For adjustable weight bows - adjust draw weight while increasing limb resistance and energy by turning limb bolts clock wise or decreasing limb resistance and energy by turning limb bolts counter clockwise. • Select and adjust correct draw length. • Calculate draw length by measuring hunter's greatest wingspan (fingertip to fingertip) and divide by 2.5 to give the hunter a good starting point. • The correct draw length will enable the archer to have correct form, improving accuracy and consistency.	Responsibility

BOWHUNTER EDUCATION

Bow Shooting Skills, Techniques & Preparation (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Taking a good shot (B.20)	Distance estimation	Through field exercise, demonstrate the importance of learning to judge distance. Know what a laser range finder is and how to use one. Describe how to incorporate distance estimation into shooting practice. Define the hunter's effective range.	- Bow sighting physics—especially if using a sight—and arrow trajectory make accurate distance estimation a very critical element for accurate shooting. (Distance judging becomes more critical at longer ranges.) - Take a walk with a laser rangefinder, guess the distance to an object and check it with the device. - Mark the ground in 10 yard increments out to 50 yards and memorize how objects look at these distances. - Effective range – the maximum shooting distance that a hunter can consistently and comfortably group their arrows within a predetermined space.	Responsibility
Taking a good shot (B.21)	Shot Angles	List animal orientation shot angles. Describe why steeper shot angles reduce the exposure to vital organs. Explain why both uphill and downhill shots will result in a lesser distance than the line of sight.	- Quartering away, broadside, above quartering toward, head-on, rear end. - As the angle becomes more severe, the clear path to the vital area becomes smaller; becoming shielded by shoulder bones and spine from above and the sternum from below. - Horizontal distance is what the arrow will travel through its trajectory without any vertical component. However, since gravity pulls an arrow down vertically towards the center of the earth, it is the horizontal distance an arrow travels, not the actual distance to the up hill or down hill target, that effects arrow trajectory.	Responsibility

BOWHUNTER EDUCATION

Bow Shooting Skills, Techniques & Preparation (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Taking a good shot (B.22)	Shot placement/ vital zones	List vital organs found in the chest cavity. Identify a spot to aim at on an animal diagram for a high-percentage shot in the chest cavity.	- Heart, lungs and major arteries of the body. - Show on game animal diagram, including various shot angles, where to place aiming spot.	Responsibility
Bow hunting preparation and techniques (B.23)	Bow hunting techniques	Define hunting the wind. Describe at least three (3) methods of bow hunting.	Keeping the wind in a direction that does not directly blow towards game or the direction the hunter is traveling. Four (4) methods of bow hunting include: - Spot and Stalk - Still hunting - Elevated Stands - Ground blinds	Safety and responsibility
Bow hunting preparation and techniques (B.24)	Clothing, scent prevention & wind detection	Describe layering for both mild and cold weather climates. List multiple methods of minimizing human and unnatural odors. Explain the importance of wind direction awareness and how to detect wind direction.	- Base layers, insulation, outer shell, waterproof layer. - Materials should be quiet. - Colors should be neutral and match the surrounding environment. - Wash clothes in a fragrance free detergent that is also free of color brighteners. - Store clothing in a sealed plastic container or bag. - Use natural materials found in the hunting area to add to the selected clothing container, such as cedar boughs, fallen leaves, fresh dirt. - Tie a piece of yarn to the bow and it will detect wind and some direction, puff powder will show wind direction near the hunter, fine fiber can float in the wind column for great distances.	Safety and responsibility

BOWHUNTER EDUCATION

Bow Shooting Skills, Techniques & Preparation (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Bow hunting preparation and techniques (B.25)	Field accessories and considerations	List two (2) decoying techniques that would raise safety concerns for a hunter when hunting with or near decoys.	• Attaching decoys to the hunter or hunting equipment. • Hunting behind or under decoys. • Hunting within close proximity to life-like motion decoys.	Safety, legality and responsibility

Photo courtesy of Archery Trade Association



BOWHUNTER EDUCATION

Bowhunting Responsibilities & Game Recovery

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Bow Hunting Regulations (B.26)	Responsible bow hunters are familiar with and follow hunting and outdoor laws	Explain the reasons for hunting laws and how laws are passed.	Reasons for hunting/bowhunting regulations: • Public safety • Opportunity • Fair chase • Fair share • Conservation of resources Be familiar with federal and state/provincial statutes, regulatory processes, local ordinances, etc. Know how to research and find/look up information from state/provincial bow hunting laws.	Legality, Responsibility
Basic Responsibilities (B.27)	Bow hunters have many basic and personal responsibilities and a good public image to uphold on behalf of all hunters and hunting	Explain why developing responsible bowhunting behavior is important for every hunter and the future of bowhunting.	A bow hunter has responsibility to and must take responsible action toward: • People – self, other hunters, future hunters, landowners, non-hunters, etc. • Wildlife and the environment – game hunted, non-game, habitat. A responsible bowhunter: • 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. A responsible bowhunter 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, or even avoid media if possible. • Avoid alcohol and drugs before or during a hunt. • Take tasteful photographs. • Harvest only as much game as can be used or shared.	Responsibility

BOWHUNTER EDUCATION

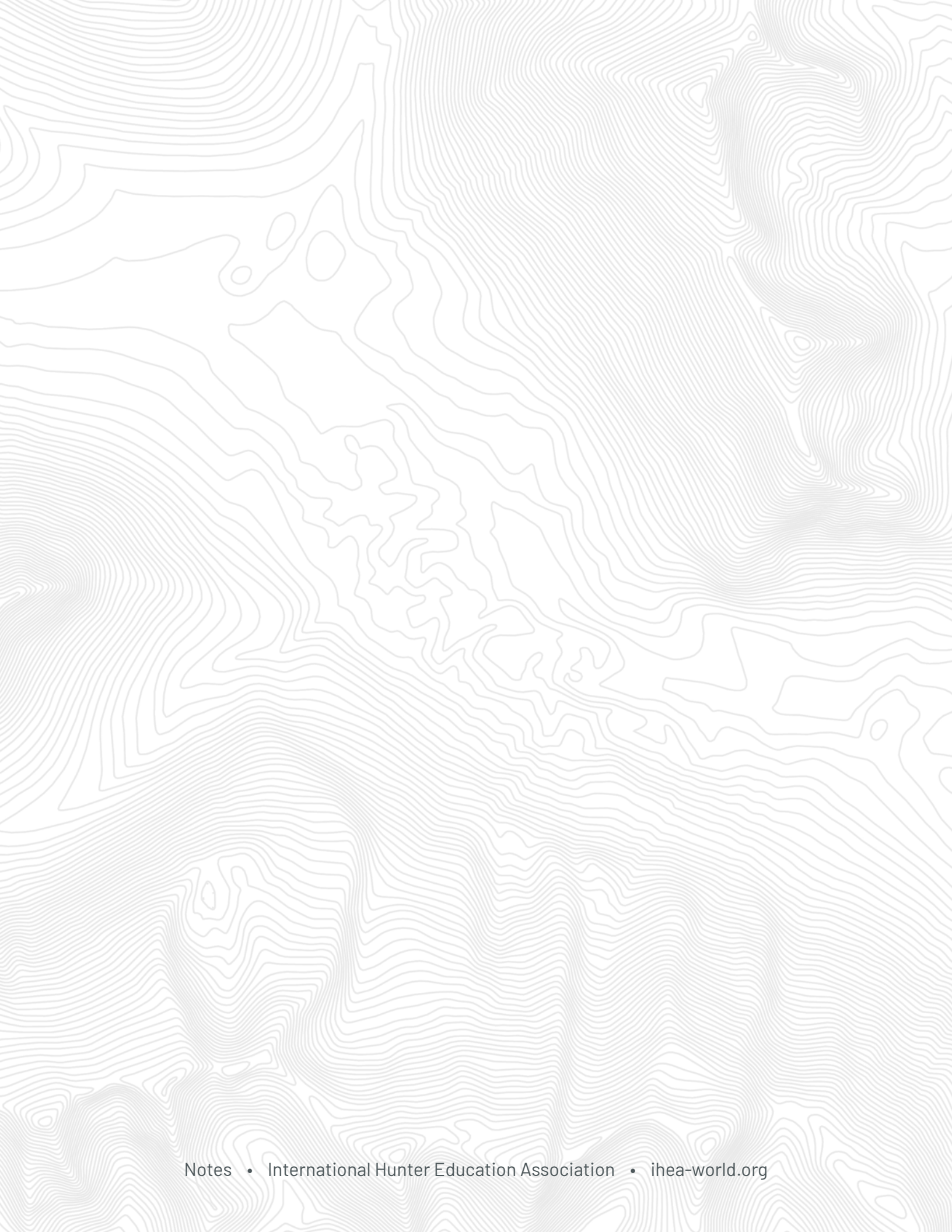
Bowhunting Responsibilities & Game Recovery (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Confidence and Risks (B.28)	Bow hunters who establish their own zone of shooting confidence show respect for game.	Describe the concept of "zone of shooting confidence".	A responsible bow hunter practices shooting and applies consistent and correct shooting form to improve accuracy. A zone of shooting confidence defines the range at which you are assured of making a vital and trackable hit on animals of a particular species. It is defined by: • One's ethics such as continual shooting practice. • Understanding personal imitations. • Using the proper equipment. Risks associated with taking long shots: • Increased chance of missing vital area. • Increased chance of deflection on unnoticed brush. • Animal can move before arrow strikes. • Increased possibility of wounding, resulting in adverse public relations.	Responsibility

BOWHUNTER EDUCATION

Bowhunting Responsibilities & Game Recovery (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Game Recovery Skills (B.29)	Game Recovery –Tracking techniques and reading sign	Describe the basic steps of big game recovery.	- Wait for a period of time before trailing game. Normally this time period is at least 1 hour but depends on where animal was hit; could be min. 3 to 8 hours if hit in abdomen - Make a practice of carefully observing every movement of a game animal after you shoot it - Once at the site look for signs: - Bright red or dark blood on the ground or vegetation - Broken twigs or branches, or scattered leaves - A “dew” line if early in the morning - Tracks and spoor - 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 animal’s 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 - Comply with tagging requirements - Take appropriate photos –showing respect for the game - Begin field dressing demonstrating safe knife handling	Legality and responsibility
Care of Game (B.30)	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.	Legality and responsibility



EDUCATION STANDARDS

Trapper
Education



TABLE OF CONTENTS

Trapper Education Curriculum	4.3
Reasons for Trapper Education & Justification for Trapping	4.4
Safe Trap Handling	4.8
Field Practices & Safety	4.11
Trapping Laws, Regulations, & Wildlife Identification	4.19
Personal Responsibility	4.21

Cover photo courtesy of Fur Takers of America

Graphic design provided by Alex Evans & One Desk Solutions, LLC



**INTERNATIONAL
HUNTER EDUCATION
ASSOCIATION**

Write

PO Box 1320
Lolo, MT 59847

Call

303.430.7233

Email

helpdesk@ihea-usa.org

TRAPPER EDUCATION

Core Curriculum

Course content designed for instruction and assessment of students according to performance-based learning objectives related to safe, legal, respectful, and responsible trapping.

Safe

Justification for Trapper Education

Field Practices

Safe Trap Handling

Legal

Justification for Trapper Education

Trapping Regulations

Wildlife Identification

Responsible Behavior

Justification for Trapper Education

Wildlife Ecology and Management Principles

Trapper's Role in Wildlife Conservation

Responsibility to Wildlife

Trapper Best Management Practices

Personal Responsibility and Behavior

Non-Core Curriculum

Course content designed for students to receive information about next steps.

Participate, Learn, Connect

To foster graduate participation in trapping, emphasize importance of continuing education, and illustrate value of mentorship and social support.

TRAPPER EDUCATION

Reasons for Trapper Education & Justification for Trapping

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Justification for Trapper Education (C.1)	Why trapper education is important	Identify the purpose and importance of trapper education.	The goal of trapper education is to train safe, responsible, respectful, and law-abiding trappers. Trapper education is important because it: - Decreases negative trapping-related incidents. - Promotes responsible trapping behavior, including compliance with laws and regulations, a strong focus on the responsible treatment of animals, and ethical trapper behavior. - Focuses on best management practices for trapping which specify the most effective outdoor trapping techniques and give practical tips on being selective and efficient.	Safe, Legal, Responsible Behavior
Trapper's Role in Wildlife Conservation (C.2)	Role of trapping in conservation	Identify trappers and regulated trapping as key to wildlife conservation.	- Trappers are a source of financial support that benefits all wildlife species. - Trappers advocate and support legislation that protects wildlife resources. - Trappers assist wildlife agencies with essential data collection and management of some wildlife populations.	Responsible Behavior
Trapper's Role in Wildlife Conservation (C.3)	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 a shared opportunity to pursue them using lawful practices. - Wildlife populations are sustained and scientifically managed by professionals in government agencies.	Responsible Behavior
Trapper's Role in Wildlife Conservation (C.4)	Conservation funding for wildlife management, habitat management and trapper 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: - Revenue generated for state natural resource agencies, including trapping, hunting, and fishing license fees. - Excise taxes on hunting equipment and ammunition from 1937 Federal Aid in Wildlife Restoration Act.	Responsible Behavior

TRAPPER EDUCATION

Reasons for Trapper Education & Justification for Trapping (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Wildlife Ecology and Management Principles (C.5)	Basic factors of wildlife conservation	Describe how wildlife and habitat interact.	Factors that affect wildlife production and survival are climate, reproductive potential of the species, and quality and quantity of habitat. Habitat is the most important factor affecting wildlife survival. It can change over time through natural succession or management and provides benefits to different species at different stages of growth. Habitat loss can have permanent or lasting effects on wildlife populations.	Responsible Behavior
Wildlife Ecology and Management Principles (C.6)	Basic factors of wildlife conservation	Identify the key components of wildlife habitat.	Habitat consists of food, water, shelter/cover, space, and how these components are arranged.	Responsible Behavior
Wildlife Ecology and Management Principles (C.7)	Biological basis of trapping	Describe how carrying capacity, biological surplus, and limiting factors affect the size of a population.	• Biological carrying capacity is the number of animals of a given species that an area can support without damage to the habitat. • Cultural carrying capacity is the number of animals the public will tolerate. • Biological surplus is the number of animals in a population above the carrying capacity. • Limiting factors are factors that can alter population growth. Examples include disease, predation, weather, and a lack of habitat.	Responsible Behavior

TRAPPER EDUCATION

Reasons for Trapper Education & Justification for Trapping (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Wildlife Ecology and Management Principles (C.8)	Biological and economic basis of trapping	List positive and negative values of the furbearer resource.	Positive values: - Furbearers act as predators and prey in functioning ecosystems. - Many people enjoy observing and photographing furbearers. - Furbearers can be a local, sustainable, and organic source for both food and clothing. - Trapping is valued by many people as part of their cultural heritage. - Potential economic gain from the use of furs and other furbearer products. Negative values: - Excessive numbers of furbearers can harm habitats or prey upon rare/endangered animals. - Economic loss from property damage or livestock depredation caused by furbearers. - Furbearers can pose risks to humans and pets through exposure to diseases and parasites.	Responsible Behavior
Personal Responsibility and Behavior (C.9)	Communication about trapping	Identify the benefits of trapping.	Trapping funds scientific wildlife management, is used to protect property and public safety, and is a wildlife management tool used in nuisance control, disease abatement, data collection, and habitat protection. Trapping provides recreation, food, clothing, and supplemental income. It is used to protect rare and endangered species and is used in research and reintroduction programs.	Responsible Behavior

TRAPPER EDUCATION

Reasons for Trapper Education & Justification for Trapping (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Personal Responsibility and Behavior (C.10)	Communication about trapping	Describe how to effectively communicate the role of trapping.	The non-trapping public is typically misinformed and often unaware of even the most basic reasons for trapping. Trapping is usually supported by a majority of the public when the scientific information demonstrates that trapping is necessary, can be done respectfully and humanely, and benefits human beings and wildlife. Important points to share include: • Trapping activities are highly regulated. • State wildlife agencies continually review and develop rules, regulations, education programs, and capture methods that consider animal welfare and public safety. • Trapping is managed through scientifically-based regulations that are strictly enforced. • Regulated trapping does not cause wildlife to become threatened or endangered. • Regulated trapping provides many benefits, including reducing wildlife damage to crops, livestock, and property; and reducing threats to human health and safety.	Responsible Behavior

Photo courtesy of Fur Takers of America



TRAPPER EDUCATION

Safe Trap Handling

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Trap Handling (C.11)	Trap types, characteristics, uses, and terminology	Describe the main characteristics of foothold traps.	- Designed to catch and hold target animals by the foot, alive, and without injury as a land set. - Come in various sizes and strengths, each of which is appropriate for one or more specific species of furbearers. Specially modified forms include enclosed trigger traps, specifically designed to catch raccoons and avoid non-target species. - Advantages include versatility, small size, and the ability to release animals unharmed. - May also be used in submersion set to dispatch trapped animals. - Basic components include: a) jaws, b) pan, c) dog, d) baseplate, e) springs (and levers), f) chain and anchoring system.	Safe, Legal, Responsible Behavior
Safe Trap Handling (C.12)	Trap types, characteristics, uses, and terminology	Describe the main characteristics of bodygrip traps.	- Designed to kill an animal quickly when one or two rotating jaws close on either side of the animal's neck or chest. - May be set in both land and water locations, depending on regulations. - Must be carefully set to avoid non-target catches. - Basic components include: a) jaws, b) springs (and spring locks), c) trigger, d) dog, e) chain and anchoring system.	Safe, Legal, Responsible Behavior
Safe Trap Handling (C.13)	Trap types, characteristics, uses, and terminology	Describe the main characteristics of cage/box traps.	- Designed so that the animal enters a box or cage through a door that closes, preventing the animal from exiting. - May be used for multiple species, limited by the trap and door size - May be used on land or in submersion sets - Some styles (e.g., colony traps) may catch multiple animals in one setting. - Basic components include: a) cage, b) door(s) and door lock, c) treadle or trigger, d) trigger rod, e) handle and handle guard.	Safe, Legal, Responsible Behavior

TRAPPER EDUCATION

Safe Trap Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Trap Handling (C.14)	Trap types, characteristics, uses, and terminology	Describe the main characteristics of cable devices.	- Typically made of stranded steel cable with a one-way lock that is set in a manner so that a loop of cable encircles the animal's body or limb and is drawn tight. - Can be used in a variety of set types on land and in water. - May be set for live capture or quick dispatch of targeted animal. - Typically set for neck catch, but some designed for foot catch. - Basic components include: a) cable, b) lock, c) stop, d) breakaway device, e) ferrules, f) dispatch spring, g) support and anchoring system.	Safe, Legal, Responsible Behavior
Safe Trap Handling (C.15)	Trap types, characteristics, uses, and terminology	Identify characteristics and modifications of foothold traps and state their purpose.	Foothold traps may be modified to be more effective and cause less injury to captured animals. - Offset jaws have a space between the gripping surfaces of the jaws—typically 1/8 to 3/8 inches—when they are fully closed to improve animal welfare and increase holding strength. - Laminated or cast jaws improve efficiency and reduce injuries by creating a wider holding surface on the foot of the animal. - Double jaw traps use two metal jaw frames instead of one. One set of jaws is smaller and limits access to the restrained foot. - Padded foothold traps have rubber pads on the jaws to increase efficiency and reduce injuries. - Additional springs make traps faster and hold an animal more firmly. - Center-swivel chain on a reinforced baseplate of foothold traps reduces injury to the trapped animal and reduces the likelihood of escape.	Legal, Responsible Behavior

TRAPPER EDUCATION

Safe Trap Handling (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Trap Handling (C.16)	Trap preparation	Describe how to prepare and tune traps for proper and safe use.	New traps must be cleaned (degreased) and sharp edges should be smoothed with a file. Adjust triggers, pan tension, and dogs as appropriate for the target species. Traps may be dyed, dipped, painted, and waxed, but bodygrip traps should never be waxed to avoid personal injury. Cable devices should be inspected and may be dyed or painted. Used traps should be inspected and maintained. Weak springs or other components may need to be replaced or repaired. Chains and swivels must operate freely. Cables on cable devices should be replaced after capturing an animal. Practice with traps (and safety devices) to ensure they can be set safely and quickly in the field.	Safe, Responsible Behavior

Photo courtesy of Fur Takers of America



TRAPPER EDUCATION

Field Practices & Safety

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.17)	Trap setting procedure and safety	Describe the procedure to safely set and release at least one type of foothold trap and one type of bodygrip trap.	The proper procedure to set a foothold trap is to compress the springs or levers, lay the dog over a jaw, and nest it into the pan notch. Foothold traps should be handled by the baseplate and adjusted from under the free jaw to avoid injury. Bodygrip traps are set by compressing the spring(s) and then gripping the opposing jaws to bring them together. The dog is then nested in the trigger notch to set the trap. Bodygrip traps should be held by the ends of the springs and a safety device should be used across the jaws to prevent a misfire. Other trap types and cable devices will require different techniques to set them properly. Traps should be released by reversing the setting process, keeping fingers and hands outside the jaw openings.	Safe

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.18)	Tools and materials	List tools, materials, and supplies needed to make sets and run a trapline.	Required tools and materials for trapping vary considerably based on trap and set type, location, and target species. Excluding traps and cable devices, some basic equipment for water and land sets includes: • Trap basket or other vessel for carrying equipment • Trowel • Hammer or hatchet • Sifter • Trap pan covers or substitute • Trap setting tongs and safety devices • Pliers with a side-cutter and screwdriver for adjusting or repairing traps • Baling wire • Stakes, grapples, slide wires, or other anchoring system components • Small caliber gun for dispatching animals • Cable cutter if using cable devices • Lure, bait, and/or attractors • Hip boots or chest waders if trapping in/ over water • Cotton, leather, or rubber gloves/gauntlets • Notebook/trapline diary and/or GPS • Flagging tape • Spare trap tags • Change of clothes (as appropriate for conditions)	Safe, Legal, Responsible Behavior
Field Practices (C.19)	Set types	Describe one water set and one land set for foothold traps and bodygrip traps.	Some common set types for foothold and bodygrip traps may include the following: 1. Land sets using foothold trap: a) dirt hole set, b) scent post set, c) flat set 2. Land sets using bodygrip trap: a) cubby set, b) leaning pole set 3. Water sets using foothold trap with submersion system: a) trail set, b) pocket set, c) feed pile set 4. Water sets using bodygrip trap: a) bank hole set, b) channel set, c) under-ice baited beaver set	Safe, Legal, Responsible Behavior

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.20)	Anchoring systems	Describe the proper methods of anchoring traps.	Traps may be anchored with chain or cable attached to a stake(s) driven into the ground, an earth anchor, or another solid object (e.g., large tree). Traps may be set on one-way slides on cables to allow trapped animals to move to cover or submerge and expire in deep water. Traps may be set on drags or grapples which allow the trapped animal to move from the trap site to nearby cover before becoming entangled. The anchoring system also should incorporate multiple swivels and a shock spring.	Safe, Legal, Responsible Behavior
Field Practices (C.21)	Proper dispatch in land sets	Describe one method to safely, quickly, and humanely kill a furbearing animal.	Trapped furbearers should be killed quickly and humanely. Furbearers in both foothold and cage traps may be shot using a .22 rimfire cartridge aimed to pass through the front of the brain into the body of the animal. Animals also may be shot through the chest (heart/lungs) if the head is not readily accessible. Local regulations may dictate the use of other dispatch methods.	Safe, Legal, Responsible Behavior
Field Practices (C.22)	Proper dispatch in submersion sets	Describe the proper use of footholds in submersion sets.	The animal welfare performance standard for submersion trapping systems is that the equipment must prevent the animal from surfacing once it has submerged. Traps are either set underwater at a depth that prevents the captured animal from reaching the surface or they are set in shallow water near shore and attached with a one-way sliding lock to a cable anchored in deep water.	Safe, Legal, Responsible Behavior

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.23)	Non-target catches	Describe appropriate methods to release non-target catches.	Whenever possible, non-target animals should be released unharmed. If an unintended animal is captured the trapper should release the animal quickly, without danger to him/herself. Methods include the use of: • A catchpole(s) or forked stick to restrain the animal while the trap is removed • A board with a V-notch cut in one edge to shield the trapper from the animal while the trap is removed • A large piece of fabric (e.g., canvas square, tarp, or heavy jacket) that is placed over the trapped animal to calm it while the trap is removed. • If the trapper cannot safely release the animal, state wildlife agency personnel may need to be contacted for assistance. Most states have requirements for reporting non-target catches, whether dead or released alive.	Safe, Legal, Responsible Behavior
Field Practices (C.24)	Pelt care in the field	Describe proper fur handling in the field.	Pelt care begins in the field. When possible, remove dirt, burrs, and debris in the field. Isolate blood-soaked fur. Transport carcasses with care to avoid fur damage.	Responsible Behavior

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.25)	Personal safety	Describe basic practices of safe trapping.	Trapping includes risks to personal safety, including those related to trap handling, weather, drowning, animal bites, and disease. Develop safe attitudes and make safe behavior a habit. Suggestions for personal safety include: • Use trap safety devices (locks and safeties). • Keep trap opening devices (tongs, rope, etc.) close at hand. • Use properly tuned traps to avoid misfires. • Wear gloves to avoid hand injury. • Learn basic first aid and carry a first aid kit. • Wear layers of proper clothing to avoid hypothermia and frostbite. • Dress properly and use safety equipment when boating, wading in cold water, or working over/through ice. • Utilize safe firearm handling practices when transporting firearms and dispatching trapped animals. • Trap with a partner. • Notify someone of your location and expected return time.	Safe, Responsible Behavior
Field Practices (C.26)		Identify causes, symptoms and treatments of hypothermia.	Hypothermia is a decrease in the body's core temperature typically caused by cold, wind, and wet conditions. Symptoms of hypothermia include: • Uncontrollable shivering. • Slurred speech. • Drowsiness. • Confusion and lack of judgment Hypothermia should be treated by: • Moving the victim to a warm environment and removing wet clothing. • Warming the victim by covering with blankets or other insulating materials. • Giving the victim warm (not hot) liquids and/or quick-energy foods. • Seek medical help if symptoms persist or are severe.	Safe

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.27)	Personal safety	Identify safe practices for handling firearms	Safe firearm handling practices when trapping include: • Treat every gun as if it's loaded. • Transport firearms unloaded and only load them prior to making a shot. • Always point the muzzle in a safe direction. • Keep the safety on and fingers outside the trigger guard until ready to shoot. • Be sure of the target and what is in front of and beyond it. Close shots can ricochet off hard objects after passing through the animal. • Do not make "contact" shots by touching the muzzle to the animal. Always fire from at least several inches away. • Wear eye and ear protection.	Safe
Field Practices (C.28)	Personal safety	Explain the importance of personal preparedness when outdoors.	Preparation is important for reducing the likelihood of serious emergencies while trapping. Staying in shape can prevent injury, exhaustion, and stress-related disorders. Carrying medications and a first aid kit allows immediate treatment of minor issues in the field. Proper clothing will reduce the effects of harsh weather conditions. Trappers should know the area they are trapping and carry a basic survival kit including high-energy food, water, map and compass, knife, fire starter, and signal device.	Safe

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.29)	Using boats for trapping	Describe important safety practices when using boats while trapping.	Take a boater education course. Always wear a Coast Guard approved personal flotation device (PFD). Do not overload boats. Avoid boating during severe weather. Take extra care when navigating in or near dangerous currents in rivers, tidal areas, and around dams or other obstructions.	Safe, Legal, Responsible Behavior
Field Practices (C.30)	Fur handling	Describe proper and safe fur handling techniques.	Use proper methods of skinning, fleshing, drying, and freezing pelts to maximize value. Properly prepare pelts of different species (e.g., open- vs. case-skinned) and identify which species are marketed "fur out" and "leather out". Wear protective gloves when handling and processing carcasses and wash thoroughly afterwards to avoid parasites and diseases. Utilize proper knife handling skills to avoid cuts while skinning and fleshing. Clean and disinfect knives, skinning benches, cutting surfaces, and other equipment with a mild bleach solution. Report observations of sick or diseased wildlife to state wildlife agency personnel.	Safe, Responsible Behavior
Field Practices (C.31)	Fur marketing	Identify options to market pelts.	Markets include local and traveling furbuyers, shipping agents, local auctions, taxidermy/ educational specimens, and retail sales. Pelts may be sold "in the round" (unskinned) or "green" (not fleshed or stretched). Pelts are graded on color, size, primeness, and damage which affect price, along with market demand.	Legal, Responsible Behavior

TRAPPER EDUCATION

Field Practices & Safety (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Field Practices (C.32)	Non-fur marketing	List and describe the uses of the non-pelt parts of furbearers.	Many non-pelt animal parts can be used and sold. Meat of furbearers can be used for table fare or as a food source for pets. The glands of beaver and other furbearers are used in perfumes, leather preservatives, holistic medicines, salves, and moisturizers. The meat and glands from furbearers are used to make baits and lures to catch other furbearers. Skulls, bones, claws, and teeth of harvested furbearers are bought and sold by companies that specialize in animal parts for arts, crafts, and novelties.	Legal, Responsible Behavior

Photo courtesy of Fur Takers of America



TRAPPER EDUCATION

Trapping Laws, Regulations & Wildlife Identification

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Trapping Regulations (C.33)	Reasons for trapping laws and regulations	Identify why trapping laws and regulations are important.	Trapping laws and regulations protect people and non-target animals, ensure that the harvest of furbearers is sustainable, and ensure that the methods used are efficient, humane, and fair to all users.	Legal, Responsible Behavior
Trapping Regulations (C.34)	Reasons for trapping laws and regulations	Identify when trapping is used to directly manage wildlife.	Regulated trapping helps manage wildlife and habitats. When furbearer populations cause conflicts with people or with other wildlife species and habitats, biologists may adjust trapping regulations to increase the harvest and reduce the population. Trapping may be used to protect rare and endangered plant and animal species, wetland habitats, and personal property. Regulated trapping also is used for localized disease control, wildlife research, and wildlife restoration (e.g., reintroduction programs).	Legal, Responsible Behavior
Trapping Regulations (C.35)	Use resources to find current trapping regulations	Find information regarding trapping regulations by using an official resource.	Resources for trapping regulations, places to trap, and species-specific information can be found in official state publications, on wildlife agency websites, in access guides and booklets, using mapping software, and by contacting agency personnel. These resources provide information regarding how to obtain a license, trapping seasons (dates and hours), lawful trap types and trap sets (techniques), bag limits, other restrictions on trapping, permit and/or stamp requirements, tagging, transporting, reporting requirements, and trespass laws.	Legal, Responsible Behavior

TRAPPER EDUCATION

Trapping Laws, Regulations & Wildlife Identification (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Wildlife Identification (C.36)	Wildlife identification skills for trappers	Identify furbearer species and state the importance of learning furbearer natural history.	State resource agencies typically classify wildlife species into several categories including big game, small game, upland game, migratory game birds, furbearers, non-game and endangered/threatened/special concern species. Furbearers can be legally trapped in many areas. Trappers must be able to properly identify their target species. Additionally, understanding the habits and habitats of each species helps trappers locate good trapping locations and make successful sets. Characteristics to consider when identifying wildlife include: • General description (shape, size, color, and distinguishing features) • Range and preferred habitats • Feeding habits, behaviors, and daily activity patterns • Tracks, scat, calls, and other sign	Legal, Responsible Behavior

Photo courtesy of Fur Takers of America



TRAPPER EDUCATION

Personal Responsibility

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Personal Responsibility and Behavior (C.37)	Responsible and respectful trappers promote a positive image of trappers and trapping	Explain how responsible trappers show respect for natural resources, other trappers, landowners, non-trappers, and themselves.	A responsible trapper respects wildlife and the environment, respects landowners and property, shows consideration for non-trappers, traps safely, knows and obeys trapping laws, supports wildlife conservation, traps using best management practices, becomes knowledgeable about wildlife, traps only with other ethical trappers, and cleans up after him/herself (does not leave trapping debris/litter behind). A responsible trapper will display furbearers in a respectful and responsible manner, wear clean, appropriate clothing in public places, present a professional image when talking to the non-trappers and the media, avoid alcohol and drugs before or during a trapping event, take tasteful photographs, harvest only as many furbearers as can be used or shared, utilize all harvested animals to the fullest extent possible (does not waste harvested animals), avoid display of trapped animals on social media and other outlets that might incite non-trappers, and train his/her replacement (becomes a mentor).	Safe, Legal, Responsible Behavior
Personal Responsibility and Behavior (C.38)	Responsible and respectful trappers promote a positive image of trappers and trapping	Explain why developing responsible trapping behavior is important for every trapper and the future of trapping.	Trappers should develop a personal code of conduct (code of trapping ethics) which includes, but is not limited to, following laws and regulations and ensuring proper and appropriate behavior at all times. Positive actions by responsible trappers lead to a more positive image of trappers by the non-trapping public. The result can be greater acceptance of and support for trapping, as well as greater awareness and interest in becoming a trapper.	Legal, Responsible Behavior

TRAPPER EDUCATION

Personal Responsibility (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Trapper Best Management Practices (C.39)	Trappers who follow Best Management Practices show respect for furbearers	Describe trapping Best Management Practices.	Best Management Practices (BMPs) for trapping are carefully researched recommendations designed to ensure animals are humanely captured. Trapping BMPs are based on scientific research and professional experience regarding currently available traps and trapping technology. Trapping BMPs identify both traps and techniques that address the welfare of trapped animals and allow for the efficient, selective, safe, and practical capture of furbearers. Trapping BMPs are intended to be a practical tool for trappers, wildlife biologists, and wildlife agencies. Trapping BMPs include technical recommendations from expert trappers and biologists and a list of specifications of traps that meet or exceed BMP criteria. Trapping BMPs provide additional technical and practical information to help trappers and managers identify and select the best traps available for a given species and provide an overview of methods for proper use. Trapping BMPs recommend practices, equipment, and techniques that ensure the welfare of trapped animals, avoid unintended captures of other animals, improve public confidence in trappers and wildlife managers, and maintain public support for trapping and wildlife management.	Responsible Behavior
Trapper Best Management Practices (C.40)	Trappers who follow Best Management Practices show respect for furbearers	State the purpose for the development of Best Management Practices for furbearer trapping.	The goals of Best Management Practices for trapping are: - To educate those who use traps about the most humane, safe, selective, efficient, and practical devices currently available. - To improve regulated trapping by evaluating trapping devices and techniques used for the capture of furbearers.	Responsible Behavior

TRAPPER EDUCATION

Personal Responsibility (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Trapper Best Management Practices (C.41)	Trappers who follow Best Management Practices show respect for furbearers	List BMP criteria for the evaluation of trapping devices.	There are five main criteria used in the evaluation of trapping devices for trapping Best Management Practices (BMPs): • Animal welfare—BMP-approved traps must result in low injury scores to trapped animals. Approved traps exhibited moderate, low, or no injury to at least 70% of the trapped animals. • Efficiency—Traps meeting BMP criteria must be able to capture and hold at least 60% of the furbearers that spring the trap. • Selectivity—Traps must be set and used in a fashion that limits the risk of capturing non-target species while increasing the chances of capturing desired furbearers. • Practicality—Criteria used to measure practicality include cost, ease of transport and use, storage considerations, weight and size, reliability, versatility, and the expected lifespan of the trap. • Safety—Traps are evaluated for safety to the user and other people who might come into contact with the trap.	Responsible Behavior
Trapper Best Management Practices (C.42)	Trappers who follow Best Management Practices show respect for furbearers	Describe how to correctly measure jaw spread of foothold traps.	There is no standardized system linking mechanical design features with trap sizes and naming conventions. Jaw spread features of traps are listed in the trapping Best Management Practices so that similar traps may be identified. Two measurements are used: • The inside spread of the jaw frame at its widest point along the line from the dog to the opposite side. • The width between the two jaws where they connect to the hinge posts.	Responsible Behavior

TRAPPER EDUCATION

Personal Responsibility (Cont.)

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Personal Responsibility and Behavior (C.43)	Avoid non-target catches	Describe techniques to increase selectivity and avoid non-target catches.	Always make sets to catch a specific furbearer or small group of furbearers and take steps to prevent catching pets or other unintended animals. Techniques include: • Proper set location for the species while avoiding high traffic areas used by non-target animals and the public. • Proper trap size and type for the situation and species being sought. • Proper selection and use of bait, lure, and attractants to attract target species. • Proper pan tension on foothold traps. • Proper trigger length and placement on bodygrip traps. • Proper loop size (diameter), shape, and height of cable devices.	Legal, Responsible Behavior
Responsibility to Wildlife (C.44)	Responsible and humane animal care	Describe best practices to safely and responsibly run a trapline.	Obtain permission to trap on private land well before the season opens. Follow state laws regarding when traps must be checked, but check live-capture traps at least once daily (preferably early each morning) even if the law allows more time between checks. Trappers should not set more traps than they can effectively check and from which they can process their catch. Make a few good selective sets for furbearers versus setting as many traps as possible. Release non-target animals without harm. Trapped furbearers should be dispatched quickly and humanely. Trappers should plan the method of dispatch prior to setting traps. Follow state laws regarding pelt tagging and harvest reporting. Trappers should utilize the animal to the best of their ability (avoiding waste) by caring for the pelt and using other parts as appropriate.	Legal, Responsible Behavior

EDUCATION STANDARDS

Online
Standards



TABLE OF CONTENTS

Online Course Delivery	5.3
Online Course Assessment	5.8
Interactive Online Courses	5.15
Online Course Application	5.20

Cover photo courtesy of U.S. Fish and Wildlife Service
Graphic design provided by Alex Evans & One Desk Solutions, LLC



**INTERNATIONAL
HUNTER EDUCATION
ASSOCIATION**

Write

PO Box 1320
Lolo, MT 59847

Call

303.430.7233

Email

helpdesk@ihea-usa.org

ONLINE COURSE DELIVERY

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 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.

ONLINE COURSE DELIVERY

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 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.

ONLINE COURSE DELIVERY

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 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 eLearning Interactivity Design Requirements will be used for IHEA 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 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)

ONLINE COURSE DELIVERY

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.

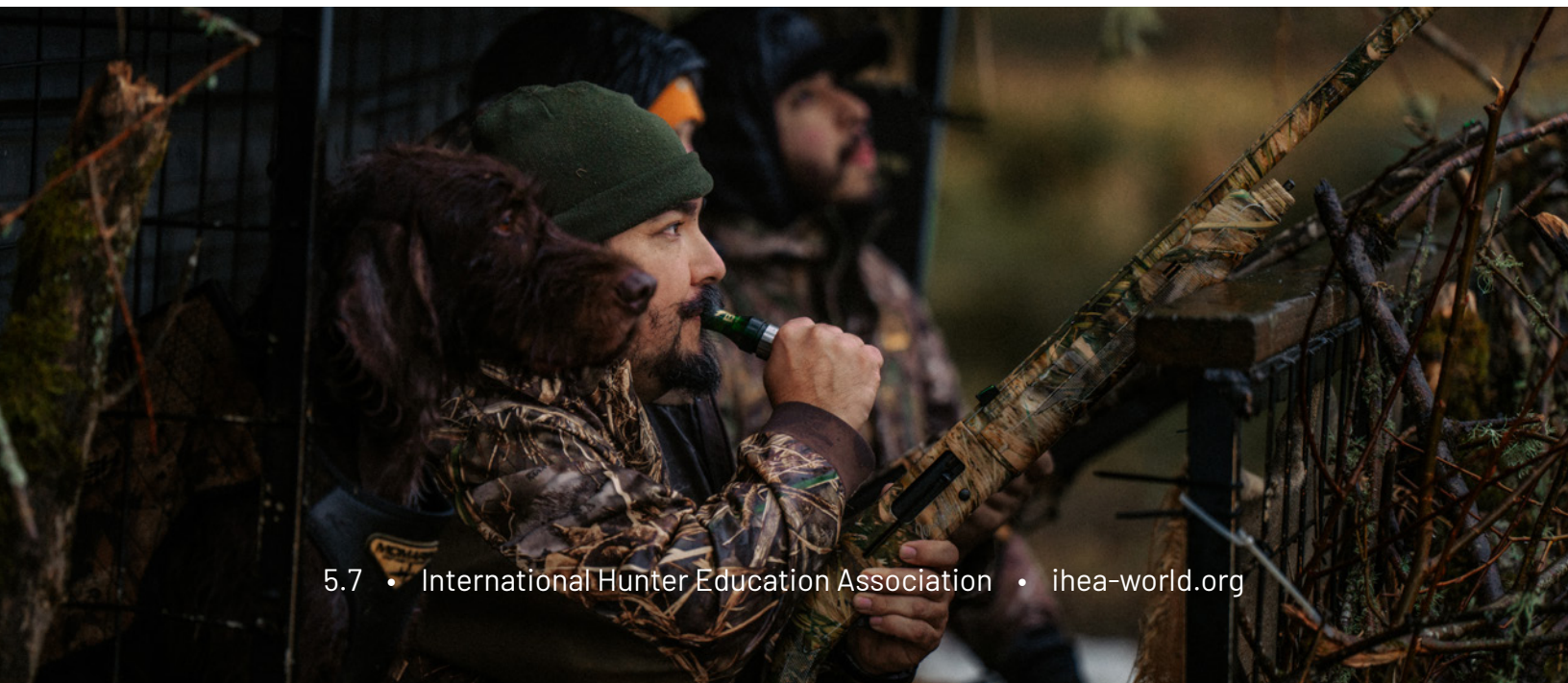
ONLINE COURSE DELIVERY

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.

Photo courtesy of U.S. Fish and Wildlife Service



ONLINE COURSE ASSESSMENT

Assessment Standard 1

In order to receive IHEA 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'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 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.

ONLINE COURSE ASSESSMENT

Assessment Standard 5

Standard 5.1 - The final examination must consist of at least 50 questions based on the IHEA 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 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		

ONLINE COURSE ASSESSMENT

Assessment Standard 5 (Cont.)

Weighted Question Scale for a 50 Question Test

Question Topic	Number of Questions	Weight
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		

ONLINE COURSE ASSESSMENT

Assessment Standard 5 (Cont.)

Weighted Question Scale for a 50 Question Test

Question Topic	Number of Questions	Weight
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%

ONLINE COURSE ASSESSMENT

Assessment Standard 5 (Cont.)

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 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.

ONLINE COURSE ASSESSMENT

Assessment Standard 5 (Cont.)

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 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 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 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 with a professional and legally defensible assessment program.

ONLINE COURSE ASSESSMENT

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.

INTERACTIVE ONLINE COURSES

eLearning Interactivity Design Requirements

Course Title _____ Submitted By _____

Instructions - Review and evaluate the eLearning course using the following criteria, objectives and assessment standards to ensure the course provides acceptable interactive content throughout at least 50% of course. To achieve this expected level of interactivity, course providers should strive for 60 points for each criterion. However, a course under review with an overall score ranging from 50 points to 60 points based on the assessment standards will satisfy IHEA requirements for an acceptable level of interactive content.

Guidance - Rubric shall be used for the Final Review Process and may be used for the optional pre-review. Online curriculum will be aligned with the IHEA Standards for Hunter Education and course goals.

Interactivity Criterion 1

Criterion: Course Learning Objectives/Outcomes (Weighted at 30%)			
Objectives	Assessment Standards		
The course provider has written and implemented course learning objectives/outcomes that are in alignment with the four highest levels of Bloom's Taxonomy listed below and accomplish the corresponding actions to demonstrate mastery of knowledge, skills, and attitudes for safe and responsible hunting: 1. Apply (i.e., discover, operate) 2. Analyze (i.e. prioritize, distinguish) 3. Evaluate (i.e., select, predict) 4. Create (i.e., investigate, assemble)	60 Points Satisfactory amount of interactivity in the course Conclusion: the course provider has written and implemented course learning objectives/ outcomes meeting the appropriate Bloom's levels in 50% to 100% of the course.	40 Points Insufficient amount of interactivity in the course Conclusion: the course provider has written and implemented course learning objectives/ outcomes meeting the appropriate Bloom's levels in 26% to 49% of the course.	20 Points Excessively low amount of interactivity in the course Conclusion: the course provider has written and implemented course learning objectives/ outcomes meeting the appropriate Bloom's levels in 0% to 25% of the course.
Score:	Reviewer Comments:		
Guidance for Criterion 1: The eLearning experience is consistent with a specified level in Bloom's Taxonomy of Educational Objectives in the Cognitive Domain. The student's level of success with a given learning objective/outcome is documented through results of exercises, activities, and assessments. The individual learner's completion of specific eLearning exercises and activities within a given area of IHEA standards is a measure of performance. For more information regarding action verbs listed in Bloom's Taxonomy, see https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf .			

INTERACTIVE ONLINE COURSES

Interactivity Criterion 2

Criterion: Instructional Strategies (Weighted at 30%)			
Objectives	Assessment Standards		
The eLearning program includes realistic scenarios that place the student in the principle decision-making role regarding safe and unsafe hunting related shooting situations. The student eLearning experience will include: 1. Challenging application-type problem solving exercises. 2. Anticipation of likely outcomes in order to avoid and prevent hunting related shooting incidents. 3. Long range goal setting and immediate resetting of goals to anticipate risky behavior and show a preference not to risk safety when hunting, and assess the consequences of negative outcomes within a variety of hunting related shooting situations. 4. Wide-ranging historically documented and realistic scenarios, exercises and activities to appreciate the seriousness and complexity of circumstances in hunting situations.	60 Points Satisfactory amount of interactivity in the course Conclusion: The online course provides the student with criterion-specific eLearning scenarios, exercises and activities during 50% - 100% of the course and provides documentation showing that he/ she attained mastery of identified IHEA standards, at Bloom’s Levels 3 or higher.	40 Points Insufficient amount of interactivity in the course Conclusion: The online course provides the student with criterion-specific eLearning scenarios, exercises and activities during 26% - 49% of the course and provides documentation showing that he/ she attained mastery of identified IHEA standards, at Bloom’s Levels 3 or higher.	20 Points Excessively low amount of interactivity in the course Conclusion: The online course provides the student with criterion-specific eLearning scenarios, exercises and activities during 0% - 25% of the course and provides documentation showing that he/ she attained mastery of identified IHEA standards, at Bloom’s Levels 3 or higher.
Score:	Reviewer Comments:		
Guidance for Criterion 2: The eLearning course provider describes the content for avoidance and prevention of hunting related shooting incidents. Key questions are: what is the historical background for including a particular incident? How does the eLearning program enable students to master the challenges and to avoid the mistakes of each scenario? The eLearning course provider identifies the IHEA learning standard or standards applied to particular scenarios, exercises and activities.			

INTERACTIVE ONLINE COURSES

Interactivity Criterion 3

Criterion: Multimedia Features (Weighted at 20%)			
Objectives	Assessment Standards		
The course provider incorporates the following multimedia features into the course: 1. Images, graphics, videos, off-camera narration or dubbing, and other audio effects that are complex, customized, and/or animated and meet minimum interactivity levels 3/4. 2. Activities that include interactive games and simulations or stories with branching scenarios that involve practice in decision-making and application of content learned. 3. Non-linear narrative structure and navigation that allow learners to control how they move through the course. There may be multiple menus or multiple branches for navigation and a guide or avatar to help lead the learner in navigating the course.	60 Points Satisfactory amount of interactivity in the course Conclusion: The course provider incorporates an appropriate amount of multimedia features into the course. There are 3-5 types/varieties used that meaningfully help learners engage with the content.	40 Points Insufficient amount of interactivity in the course Conclusion: The course provider attempts to incorporate some multimedia features but should include more. There may only be 2 types/varieties used, and they may not always engage learners meaningfully -OR- the course provider incorporates an excessive amount of multimedia features in the course. There may be over 5 types/varieties used, and they may overwhelm learners or distract from the content.	20 Points Excessively low amount of interactivity in the course Conclusion: The course provider incorporates very few multimedia features. There is only 1 type/variety used that may not be very engaging or interactive.
Score:	Reviewer Comments:		
Guidance for Criterion 3: Overuse of multimedia may overwhelm the learner or distract from the content. Too little use may result in learner boredom. If one type of multimedia is used throughout (e.g. video), then that counts as one type, even if used multiple times. Use of 3-5 types of interactive multimedia is the preferred target. The media must engage students in a meaningful way to lead them toward completion of the stated student learning objective(s).			

INTERACTIVE ONLINE COURSES

Interactivity Criterion 4

Criterion: Practice and Feedback (Weighted at 20%)			
Objectives	Assessment Standards		
The course contains the assessment types found below that provide opportunities for each type of learner to practice and learn from their own errors/ mistakes: 1. Provides instant feedback to learner to immediately reflect and make better decisions 2. Uses simulations as assessment to apply the learner’s skills, solve problems, and practice what they know 3. Requires the learner to produce deep explanation of concepts, procedures, and policies to demonstrate transference of learning	60 Points Satisfactory amount of interactivity in the course Conclusion: The course provides feedback throughout, including feedback at suitable intervals on over 90% of interactive decision points. Every decision has some type of feedback indicating both correct and incorrect choices. The course includes features that use formative evaluations (including quizzes, checkpoints, etc.) to ensure the student comprehends the material and is on the path to success with the course. These formative assessments provide ‘practice’ for the student’s final test and are in addition to any end-of-chapter/unit quiz required for course approval. It is clearly evident that a successful student would satisfactorily complete quiz questions requiring application and analysis (levels 3 and 4) in Bloom’s taxonomy.	40 Points Insufficient amount of interactivity in the course Conclusion: The course provides feedback interspersed throughout, including feedback at 50% and 89% of interactive decision points indicating both correct and incorrect choices. The course uses formative assessments (quizzes, etc.) to ensure the student comprehends the material and is on the path to success with the course. Formative assessments are designed to provide performance measures beyond the ‘practice’ required for the student’s final test. It is not fully evident that a student would satisfactorily complete questions requiring application and analysis (levels 3 and 4) in Bloom’s taxonomy.	20 Points Excessively low amount of interactivity in the course Conclusion: The course provides feedback between 25% and 49% of the interactive decision points indicating both correct and incorrect choices. The course meets the basic requirement for formative assessments (quizzes, etc.) to provide practice for the student’s final test, but does not assess much beyond this requirement. It is not evident that a student would satisfactorily complete questions requiring application and analysis (levels 3 and 4) in Bloom’s taxonomy. (Note: A course scoring less than 25% receives zero points for this criterion.)
Score:	Reviewer Comments:		
Guidance for Criterion 4: The course provider will identify the Practice and Feedback target and supply the overall concept, rationale and evidence showing implementation of the approach for reviewer consideration. For a beginner level student, does the student complete each identified student performance objective? Is it clear how the student is evaluated in meeting the SLO? What percentage of decision points receives feedback? (Note: A score of less than 25% receives zero points for these criteria.)(Definitions: summative evaluation = culmination of all previous assessments or performance and final test as required; formative evaluation = quiz; in-progress check; impromptu check; checkpoint can indicate various interactivity.) The provider will assess each student’s performance on specific criteria throughout the course, and will provide timely feedback to the student on assessment results.			

INTERACTIVE ONLINE COURSES

Overall Course Guidance

A course receiving 50 points or more based on this formula is deemed to meet the 50% or more of the interactivity requirement ONLY. Course must also meet additional Course Review policy requirements. Interactivity Rubric Scoring Formula: $(\text{Criterion 1 Score} \times 0.3) + (\text{Criterion 2 Score} \times 0.3) + (\text{Criterion 3 Score} \times 0.2) + (\text{Criterion 4 Score} \times 0.2) = \text{Overall Score}$

Effective 5/8/2019, IHEA will:

1. Approve online courses that provide interactive content.
2. Require a student to successfully complete all elements of the eLearning course satisfactorily.

If the material presented meets all of the IHEA eLearning Interactivity Design Requirements, the requirement for course timers is eliminated. IHEA expects an average student to spend a minimum of 3 hours to complete all required content. In order to eliminate course timers, interactivity must include scenarios, exercises and activities that engage the student in learning beyond Knowledge Acquisition in Bloom's Taxonomy of Educational Objectives, including as applicable Comprehension, Application, Synthesis, and Evaluation. The eLearning system should apply these taxonomic variables throughout the course to enhance the student's eLearning experience. Concerning all approved courses, each state shall determine whether or not it will authorize IHEA-approved courses built with this interactive approach to satisfy its state requirements for hunter safety education.

*The NASBLA Interactivity Rubric served as a reference for this eLearning course interactivity assessment tool for the IHEA.

Photo courtesy of U.S. Fish and Wildlife Service



ONLINE COURSE APPLICATION

Course Information

Course Title _____

Applicant/Course Provider _____

Contact Person _____

Address _____

City, State, Zip, Country _____

Phone _____ Email _____

Application Checklist

1. Application Fee (\$5,000 per course)
Payment to be sent to: **IHEA, PO Box 1320, Lolo, MT, 59847**
All other material to be emailed to **overthecruxconsulting@gmail.com** and **abaer@ihea-usa.org**
2. List the title and producer of any videos used in the course.
3. Any links to the IHEA-WORLD website shall be correct and included in appropriate locations throughout the course.
4. Submit a completed copy of the IHEA-WORLD Hunter Education Standards Checklist.
5. Complete the Goals and Objectives worksheet for the course and estimated time.
6. Submit an Examination Integrity Plan in accordance with Assessment Standard 3 (see Recommended Topics for Discussion).
7. Submit a copy of the course exam(s) and complete Test Question Reference Table/Exam Plan.
8. What is the reading comprehension level of the course? _____
9. Is there a course certificate of completion? _____
10. What are the hours of direct customer service to meet the needs of students? _____
11. Please explain Course Provider's cybersecurity policy and procedures.

(Attach additional sheets as needed)

ONLINE COURSE APPLICATION

Application Checklist (Cont.)

By submitting this application for course review, Course Provider represents and warrants to IHEA-WORLD that all course content is either (a) original material, including all text, pictures, drawings, and other intellectual content, such that Course Provider has or is eligible to copyright same in its name, or (b) material which is in the public domain and is not subject to copyright(s) held by others.

Online Course Application Guidelines

1. Complete the Application for Review of Online Hunter Education Course.
2. Submit all supporting documents as outlined on the Application for Review of Online Hunter Education Course.
3. Provide logins
 - One login with Timers
 - One login without Timers

Applicant/Course Provider Representations and Warranties

By submitting Application for Review of Online Hunter Education Course, Course Provider represents and warrants that:

1. Applicant has the authority to sign this agreement on behalf of the Course Provider.
2. The above referenced online course title ("Online Course") works equally well on computers and mobile devices using responsive web design (RWD).
3. The online course conforms to the accepted industry security standards for protecting the student's personal information, including conforming to the Children's Online Privacy Protection Act, 16 CFR Part 312 (COPPA).
4. Course Provider is 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 the most current industry standard storage and cyber security protocols in a user compatible file format type including, but not limited to, csv, xml, text, or PDF.
5. The Online Course is able to produce a unique identifying number for each student in a manner acceptable to the Course Provider's respective state agency.
6. A complete database of records for each student who takes this online course will be maintained by the Course Provider in perpetuity. These records will include every student that attempted, failed, and passed this 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.
7. Student information collected by the Course Provider will not be shared with any other entity without the express written permission of the Course Provider's respective state agency.
8. Each student shall be required to have a unique account and that each student be required to provide an email address and password to access the course. Passwords will be at least eight (8) characters in length.

ONLINE COURSE APPLICATION

Applicant/Course Provider Representations and Warranties (Cont.)

9. The Course Provider shall securely maintain a secondary, off-site, backup storage system that is updated on at least a weekly basis.
10. Course Provider possesses sufficient expertise and experience in the provision of the Online Course referenced above and further warrants that the Online Course shall be of a high quality at least equal to comparable services provided by IHEA-WORLD and in conformity with all applicable laws, rules and regulations.
11. All Online Course content is either (a) original material, including all text, pictures, drawings, and other intellectual content, such that Course Provider has or is eligible to copyright same in its name, or (b) material which is in the public domain and is not subject to copyright(s) held by others.

Approval Terms

1. IHEA-WORLD has the sole authority to determine whether Applicant has the appropriate credentials to provide the Online Course referenced above.
2. IHEA-WORLD may conduct an audit of the Online Course referenced above to ensure the Applicant/Course Provider is complying with the terms of this Agreement.
3. If the quality of a class of the Online Course falls below such quality, as previously approved by IHEA-WORLD, Course Provider shall use its best efforts to restore such quality upon receipt of notice by IHEA-WORLD. In the event that Course Provider has not taken reasonable steps to restore such quality within fifteen (15) days after notification by IHEA-WORLD is sent, IHEA-WORLD shall have the right to terminate this Agreement and retain any and all fees paid by Applicant.

Term of Agreement

If approved by IHEA-WORLD, Applicant/Course Provider shall be entitled to provide the above referenced Online Course for a period of three years from the date of Approval of this Agreement.

Termination/Expiration

1. If the Course Provider is in breach under this Agreement, IHEA-WORLD shall deliver written notice specifying the breach. Course Provider shall have thirty (30) days after receipt of such notice to cure the breach.
2. On expiration or termination of this Agreement, Course Provider shall cease and desist from providing its Online Course through IHEA-WORLD and/or being affiliated with IHEA-WORLD.

ONLINE COURSE APPLICATION

Indemnity

Course Provider agrees to defend, indemnify, and hold IHEA-WORLD and its employees, agents, representatives, successors and assignees harmless from any claims, suits, damages, losses and costs (including reasonable attorney fees and costs) arising out of: i) the unauthorized use of the IHEA-WORLD trademarks or copyrights or the copyrights or intellectual property of third parties, and/or (ii) breach by Course Provider of any representation and warranty made in this Agreement. IHEA-WORLD shall give Course Provider notice of any claim or the institution of any action hereunder. The indemnifications hereunder shall survive the expiration or termination of this Agreement.

No Assignment by Course Provider

The Course Provider understands and agrees that it will not assign this Agreement to a third party. Each Course Provider entity must fill out a separate application.

Waiver/Severability

No waiver by either party of any default shall be deemed as a waiver of any prior or subsequent default of the same or other provisions of this Agreement. If any provision hereof is held invalid or unenforceable by a court of competent jurisdiction, such invalidity shall not affect the validity or operation of any other provision and such invalid provision shall be deemed to be severed from the Agreement.

Jurisdiction

This Agreement shall be exclusively governed by the laws of the State of Montana. All disputes hereunder shall be exclusively resolved in the applicable state or federal courts of Montana. The parties consent to the jurisdiction of such courts or arbitration panels, agree to accept service of process by mail, and waive any jurisdictional or venue defenses otherwise available. In any action to enforce this Agreement, or any provision under this Agreement, the prevailing party shall be entitled to collect all of its costs and reasonable attorney fees connected with such action, including costs of investigation, providing notice and all additional costs of collecting any judgment rendered in such action or through such enforcement.

ONLINE COURSE APPLICATION

Integration

This Agreement constitutes the entire understanding of the parties, and revokes and supersedes all prior agreements between the parties, and is intended as a final expression of their Agreement. It shall not be modified or amended except in writing signed by the parties hereto and specifically referring to this Agreement. This Agreement shall take precedence over any other documents that may be in conflict therewith.

Signatures

Agreed By (Course Provider) _____

Authorized Signer _____ Title _____

Date _____

Approved By - International Hunter Education Association (IHEA-WORLD)

Authorized Signer _____ Title _____

Date _____

EDUCATION STANDARDS

Appendix



TABLE OF CONTENTS

Appendix A - Rubric for Multimedia Use	6.3
Appendix B - International Standards	6.5
Appendix C - Supplemental Standards	6.6
Appendix D - Update in Accreditation Practices	6.10
Appendix E - Update in Standards Review Process	6.11

Cover photo courtesy of U.S. Fish and Wildlife Service
Graphic design provided by Alex Evans & One Desk Solutions, LLC



**INTERNATIONAL
HUNTER EDUCATION
ASSOCIATION**

Write

PO Box 1320
Lolo, MT 59847

Call

303.430.7233

Email

helpdesk@ihea-usa.org

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

APPENDIX C

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

APPENDIX C

Curricula Category (Std. #)	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices (A.47.6)	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.

