

IHEA-USA EDUCATION STANDARDS

ONLINE STANDARDS



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Cover photo courtesy of Anna Swerczek - Pheasants Forever



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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-USA Hunter 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 into multiple chapters.

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.

Standard 1.6 – All student learning objectives from IHEA-USA Hunter Education Standards will be thoroughly covered during the course.

Rationale – An online hunter safety course is, essentially, an electronic book that will be read independently by the students without the presence or assistance of an instructor. Therefore, the content must be presented to the students in such a way as to promote comprehension and retention of the material whether the courses are published as a textbook or completed electronically.

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-USA Hunter 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, he/she will be required to complete the remaining time on that page when he/she returns 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 he/she stopped or of treating the abandonment as a failing score. The passing score and number of questions (beyond the minimum 50 questions as required in Assessment Standard 5.2) on all assessments will be established by the Hunter Education Administrator of each state.

Rationale – Simply following through the minimum content necessary to meet the IHEA-USA Hunter Education Standards should take a minimum of three (3) hours. This provides the opportunity for the individual to absorb the information and discourages bypassing material or skipping to the assessment.

Delivery Standard 3 – Interactive Courses

Standard 3.1 – Minimum amounts of time for courses and for each section are not required if a course is sufficiently interactive. The requirements of Standards 3.2 and 3.3 will determine sufficiency.

Standard 3.2 – All content contained in student learning objectives from the IHEA-USA Standards for Hunter Education must be presented during the course as described in the Standards or at a higher level from Bloom’s Taxonomy.

Standard 3.3 – The IHEA-USA eLearning Interactivity Design Requirements will be used for IHEA-USA evaluation and approval of interactive online courses, which do not have timers. A minimum overall score of 50 points is required to meet the interactive standards.

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

ONLINE COURSE DELIVERY

Delivery Standard 4

All online courses must provide narration as an option to assist students in learning the material being presented through the course. Any audio option 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 currently available technology to support different learning styles or preferences, suitably applied to content standards, including video, animations, interactive images, charts, tables and graphs, various font styles and color for text, photos and other images.

Rationale – The online course incorporates a variety of media to provide differentiated instruction that meets the needs of all learners.

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). Also, the online course must provide direct customer service seven days a week at optimal times to meet the needs of students.

Standard 6.2 – All online courses must conform to the accepted industry standard for protecting the cybersecurity of student's personal information and maintain compliance with the Federal Information Security Management Act.

Standard 6.3 – 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 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.

Standard 6.4 – All online courses must be able to produce a unique identifying number for each student in a manner acceptable to the state agency.

Standard 6.5 – 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.

ONLINE COURSE DELIVERY

Delivery Standard 6 – Information Technology Expectations (Cont.)

Standard 6.6 – 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 6.7 – 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 6.8 – The online course provider must securely maintain a secondary, off-site, backup storage system that is updated on at least a weekly basis.

Delivery Standard 7 – Course Evaluations

Standard 7.1 – ELearning courses must be capable of contacting each student with an automated evaluation survey upon completion of the course.

Standard 7.2 – The format, timing and content of the evaluations will be determined by each individual state.

Photo courtesy of Mossy Oak



ONLINE COURSE ASSESSMENT

Assessment Standard 1

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

Assessment Standard 2

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

Rationale – Well-designed comprehensive assessments, whether administered as part of a course of study or independently as a challenge test, are equal. Experts in educational testing recommend that the assessment equally measures hunter education skills and knowledge however it was obtained. A well-designed assessment covers the entire body of skills and knowledge as outlined by the IHEA-USA Hunter Education Standards however, certain standards carry more importance and should receive more attention within the assessment.

Assessment Standard 3

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

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

ONLINE COURSE ASSESSMENT

Assessment Standard 4

Students will proceed through all of the credited time course content pages in each chapter prior to taking each end-of-chapter assessment to receive credited time for taking the course. "Chapter" is defined as a module, section, unit or any other segmentation or packaging of materials within a course. Online courses must have an assessment at the end of each chapter. "Assessment" is defined as a chapter review, practice quiz, final examination, chapter test or any other form of evaluation of the student's progress.

Assessment Standard 5

Standard 5.1 - The final examination must consist of at least 50 questions based on the IHEA-USA Hunter Education Standards. If a state does not wish to require a final examination, then the aggregate of the assessments must consist of at least 50 questions based on the IHEA-USA Hunter Education Standards.

Standard 5.2 - The assessment questions for an online course will be randomly selected from a pool of questions such that the resulting assessment meets the weights specified below. The number of questions in the pool from which the random selection draws will be at least four times the number of questions presented on the assessment. Furthermore, the questions in the assessment pool must be distributed according to the weights specified below:

Weighted Question Scale for a 50 Question Test

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

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 - Each item in the assessment will be a four-option multiple-choice question composed of a premise (or stem); a key (or correct alternative); and three distractors (or incorrect alternatives).

- A. A premise that states an opinion of an author or source, rather than reflecting a fact or principle, should use the statement, "According to. . ."
- B. The alternatives must be in a logical order if one exists. Alternatives beginning with the same words should follow each other.
- C. A test item must be a grammatical and logical completion of the premise or a concise reply to the question asked.
- D. Avoid overlapping alternatives.
- E. Alternatives must not combine options such as 'all of the above', 'none of the above', 'a and b', or '(1 or (2)).'
- F. When possible, avoid developing questions using negative words, i.e.: no, not, never. Also, NEVER use double negatives.
- G. Avoid repeating information in all the alternatives that can be included in the premise.
- H. Alternatives should not be distinguishable from the correct answer based on length.
- I. Each test item must be linked to a IHEA-USA Standard.
- J. The test should include clearly written directions to the candidates on how to respond to the questions.
- K. The correct answer for the test items should be equally distributed (or as nearly so as possible) among each of the options, i.e. 25% of the answers should be option a, 25% should be option b, 25% should be option c, and 25% should be option d.
- L. There should be no more than three items in a row with the same option as the correct answer.

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. A question will be considered to be the same as another question if it has substantially the same stem and the same set of distractors as the question it is replacing.

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

Standard 5.5- In order to receive IHEA-USA approval, 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.

ONLINE COURSE ASSESSMENT

Assessment Standard 6

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

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

Assessment Standard 7

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

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

Assessment Standard 8

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

Assessment Standard 9

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

ONLINE COURSE 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 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.

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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-USA 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		
<p>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:</p> <ol style="list-style-type: none">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.	<p>60 Points Satisfactory amount of interactivity in the course</p> <p>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.</p>	<p>40 Points Insufficient amount of interactivity in the course</p> <p>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.</p>	<p>20 Points Excessively low amount of interactivity in the course</p> <p>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.</p>
Score:	Reviewer Comments:		
<p>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?</p> <p>The eLearning course provider identifies the IHEA learning standard or standards applied to particular scenarios, exercises and activities.</p>			

INTERACTIVE ONLINE COURSES

Interactivity Criterion 3

Criterion: Multimedia Features (Weighted at 20%)			
Objectives	Assessment Standards		
<p>The course provider incorporates the following multimedia features into the course:</p> <ol style="list-style-type: none">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. <p>There may be multiple menus or multiple branches for navigation and a guide or avatar to help lead the learner in navigating the course.</p>	<p>60 Points Satisfactory amount of interactivity in the course</p> <p>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.</p>	<p>40 Points Insufficient amount of interactivity in the course</p> <p>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.</p>	<p>20 Points Excessively low amount of interactivity in the course</p> <p>Conclusion: The course provider incorporates very few multimedia features. There is only 1 type/variety used that may not be very engaging or interactive.</p>
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		
<p>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:</p> <p>1. Provides instant feedback to learner to immediately reflect and make better decisions</p> <p>2. Uses simulations as assessment to apply the learner’s skills, solve problems, and practice what they know</p> <p>3. Requires the learner to produce deep explanation of concepts, procedures, and policies to demonstrate transference of learning</p>	<p>60 Points Satisfactory amount of interactivity in the course</p> <p>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.</p>	<p>40 Points Insufficient amount of interactivity in the course</p> <p>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.</p>	<p>20 Points Excessively low amount of interactivity in the course</p> <p>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.</p> <p>(Note: A course scoring less than 25% receives zero points for this criterion.)</p>
Score:	Reviewer Comments:		
<p>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.</p>			

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-USA 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-USA 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 Mossy Oak



ONLINE COURSE APPLICATION

Course Information

Course Title _____

Applicant/Course Provider _____

Contact Person _____

Address _____

City, State, Zip _____

Phone _____ Email _____

Application Checklist

1. Application Fee (\$5,000 per course) an additional \$300 fee for each state, after the first, that uses your course will be billed at the time of certification or state approval of course
Payment to be sent to: **IHEA-USA, PO Box 1320, Lolo, MT, 59847**
All other material to be sent to Northway Outdoor Consulting at **Jae@NorthwayOutdoors.com**
2. For review purposes, all submissions must be in BOTH printed and electronic format.
3. Electronic PDF copy of all course materials - both timed and untimed.
4. Present course in paragraph form, not outline form, with supplemental diagrams, graphics or photographs which have been created.
5. List the title and producer of any videos used in the course.
6. Any links to the IHEA-USA website shall be correct and included in appropriate locations throughout the course.
7. Submit a completed copy of the IHEA-USA Hunter Education Standards Checklist.
8. Complete the Goals and Objectives worksheet for the course and estimated time.
9. Submit an Examination Integrity Plan in accordance with Assessment Standard 3 (see Recommended Topics for Discussion).
10. Submit a copy of the course exam(s) and complete Test Question Reference Table/Exam Plan.
11. What is the reading comprehension level of the course? _____
12. Is there a course certificate of completion? _____
13. What are the hours of direct customer service to meet the needs of students? _____
14. 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-USA 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.

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Applicant/Course Provider Representations and Warranties (Cont.)

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

Term of Agreement

If approved by IHEA-USA, 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 Course Provider is in breach under this Agreement, IHEA-USA 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-USA and/or being affiliated with IHEA-USA.

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Indemnity

Course Provider agrees to defend, indemnify, and hold IHEA-USA 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-USA 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-USA 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.

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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 U.S.A. (IHEA-USA)

Authorized Signer _____ Title _____

Date _____