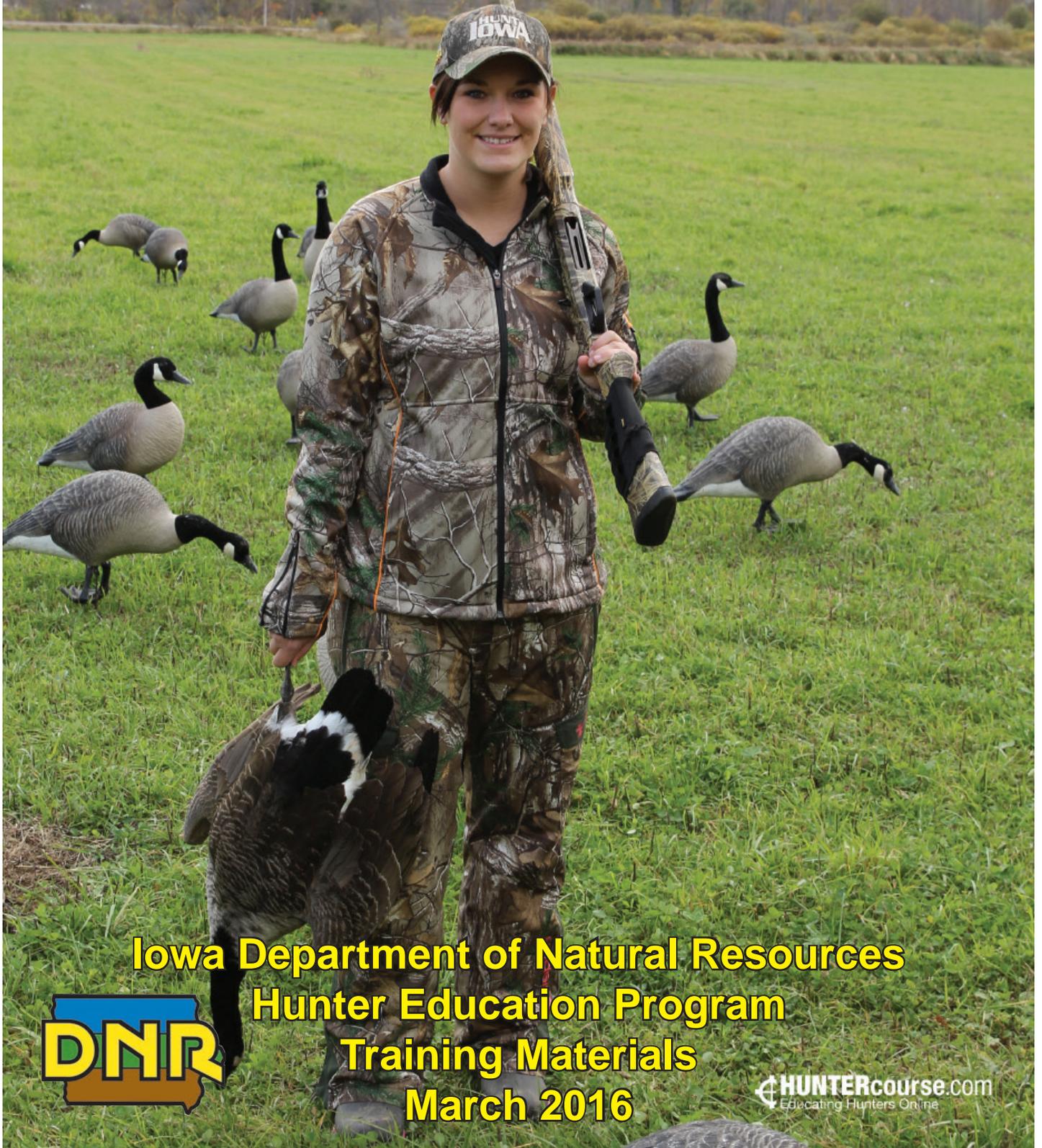


Iowa DNR Hunter Education Program Instructor Update Guide



Iowa Department of Natural Resources
Hunter Education Program
Training Materials
March 2016



 HUNTERcourse.com
Educating Hunters Online

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STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF NATURAL RESOURCES
CHUCK GIPP, DIRECTOR

Enclosed in this booklet are the program and training updates for March 1, 2016 - February 28, 2017. Most of the items in this booklet will be covered in more detail during the 2016 Spring Instructor Workshops. This booklet includes a copy of the Hunter Education Program Policies and Procedures including the Iowa Code and Iowa Administrative Rules sections that govern the program. Also in this booklet is information on the following topics:

- Updated Conservation Officer Map
- New Conservation Officers Hired
- Instructor Training Tips and Modules
- IHEA-USA Hunter Education Curriculum Standards
- Hunter Education Next Steps
- Pittman-Robertson Facts
- 2016 Instructor Incentives
- 2016 Camps and Workshops
- FY15 Hunter Education Program Recap
- 2015 Hunting Incident Recap
- 2015 Elevated Hunting Incident Recap
- Hunter Education Student Survey
- Event Manager User Guide
- Revised Hunting Laws Presentation
- Legislative Bills of Interest
- Hunter, Angler, Shooting Sports R3 Update
- Iowa Hunter Education Instructor Association

After reviewing the 2015 hunting incidents, I am happy to announce that we had the lowest number of hunting incidents ever reported since record keeping began in the 1960's. This is a direct reflection of the countless hours you spend educating and mentoring new hunters across this state. What an accomplishment! Great job everyone!

The next steps pieces that are included in this guide are critical to continued participation in hunting and shooting sports related activities. Please take some time to review and begin incorporating in your hunter education classes. Make this section an open dialog between instructors and the students. Also this is a great opportunity to utilize technology and guest speakers in your class. When teaching to today's students it is all about the "experience." Take time to refine your teaching methods so that they are interactive and hands-on so that you keep the student engaged. If you need assistance refining your class or would like feedback on ways to improve your class please do not hesitate to contact your local RSO or myself. We are more than happy to assist and provide teaching ideas/methods that work better with today's students.

Thank you for your participation in the Iowa Hunter Education Program and your continued commitment to the education of hunters of all ages and skill levels! Without each and every one of you, the program wouldn't be the success it has become.

Sincerely,

A handwritten signature in cursive script that reads "Megan J. Wisecup".

Megan J. Wisecup
Hunter Education Administrator
Law Enforcement Bureau
Phone: 515-238-4968
Email: Megan.Wisecup@dnr.iowa.gov

Hunter Education and Shooting Sports Program Staff

Megan Wisecup
Hunter Education Administrator
Law Enforcement Bureau
Phone: 515-238-4968
Fax: 515-725-8201
Email: Megan.Wisecup@dnr.iowa.gov

Responsible for the coordination and overall administration of the Iowa Hunter Education Program. Provide oversight and assistance to the Iowa Shooting Sports Program. Work collaboratively with other IDNR Staff and Partners on Recruitment, Retention and Reactivation of Iowa's Anglers, Hunters, and Shooters.

Chris Van Gorp
Shooting Sports Coordinator
Law Enforcement Bureau
Phone: 515-313-8048
Fax: 515-725-8201
Email: ChrisVanGorp@dnr.iowa.gov

Responsible for the coordination and overall administration of the Iowa Shooting Sports Program. Provide oversight and assistance with shooting range development and state-owned shooting range operation across the state.

Rachel Ladd
Executive Assistant
Law Enforcement Bureau
Phone: 515-729-6037
Fax: 515-725-8201
Email: Rachel.Ladd@dnr.iowa.gov

Provide administrative assistance and overall program support to the Iowa Hunter Education and Shooting Sports Programs. Responsible for assisting students and instructors with the online registration system. Assist instructors with creating classes and completing class reports.

Donise Petersen
Archery Coordinator
Law Enforcement Bureau
Phone: 515-205-8709
Fax: 515-725-8201
Email: Donise.Petersen@dnr.iowa.gov

Responsible for the coordination and overall administration of the Iowa Archery in the Schools Program, Youth Hunter Education Challenge and Explore Bowhunting Program.

Caroline Couch
Outreach Coordinator
Iowa Pheasants Forever & Law Enforcement Bureau
Phone: 515-608-0521
Fax: 515-725-8201
Email: Caroline.Couch@dnr.iowa.gov

Responsible for promoting outdoor events and mentored hunting opportunities to families with limited access. Help conservation organizations develop and implement their outreach teams and programs. Facilitate communication and collaboration between conservation organizations and the Iowa DNR.

Michelle Hubby-Madsen
Clerk Specialist
Customer Service Bureau
Phone: 515-725-8266
Fax: 515-725-8201
Email: Michelle.Hubby-Madsen@dnr.iowa.gov

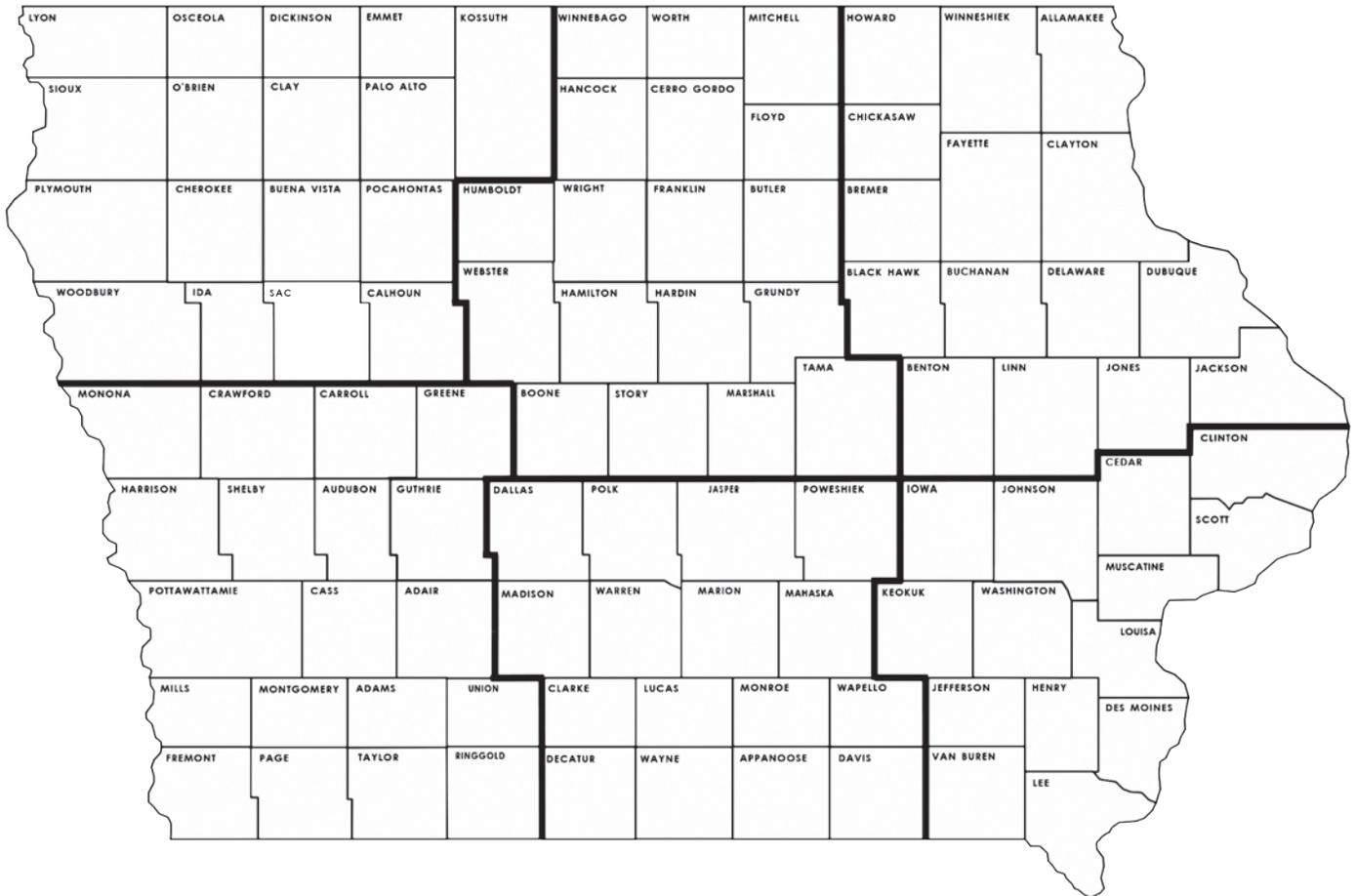
Responsible for assisting students and instructors with the online registration system. Assist instructors with creating classes and completing class reports. Assist Hunter Education Administrator with long term record retention.

Recreational Safety Officer Unit

District One

District Five

District Two



District Three

District Six

District Four



District One
Marty Eby

District Two
Pat Jorgensen

District Three
Vacant

District Four
Terry Nims

District Five
Jeff Barnes

District Six
Allen Crouse

Email

Marty.Eby@dnr.iowa.gov
Pat.Jorgensen@dnr.iowa.gov
Terry.Nims@dnr.iowa.gov
Jeffrey.Barnes@dnr.iowa.gov
Allen.Crouse@dnr.iowa.gov

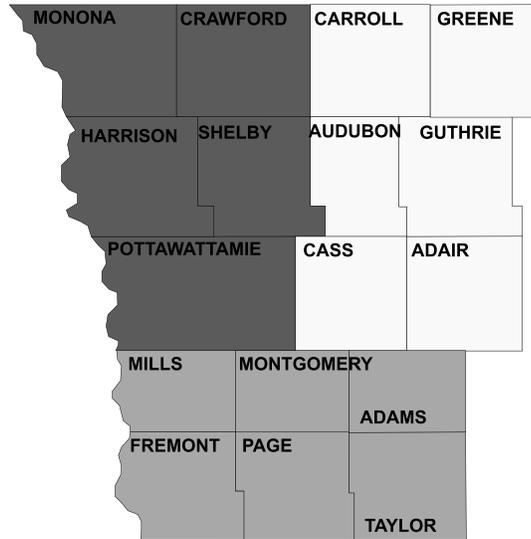
Address

PO Box 335 Spencer, IA 51301
 1412 2nd Ave Vinton, IA 52349
 1057 160th Ave Maquoketa, IA 52060
 2207 228th Place Ames, IA 50014
 17583 Lowe Street Ackworth, IA 50001

Phone

(712) 260-1036
 (319) 240-8640
 (563) 357-1812
 (515) 290-4907
 (515) 238-4955

District Three Hunter Education RSO Temporary Coverage Map



- | | |
|--|--|
| <p> Marty Eby Phone: 712-260-1036 Email: Marty.Eby@dnr.iowa.gov</p> | <p> Allen Crouse Phone: 515-238-4955 Email: Allen.Crouse@dnr.iowa.gov</p> |
| <p> Jeff Barnes Phone: 515-290-4907 Email: Jeffrey.Barnes@dnr.iowa.gov</p> | |

Six New Conservation Officers Hired

Six new Conservation Officers were recently hired and began duty on February 26, 2016. Over the next several months the officers will be in training and not available for calls or service. We anticipate that all six of these new officers will be in their assigned territories by fall. At that time they will be available to assist volunteer instructors with Hunter Education classes.

Tait Anderson (Lyon & Osceola Counties): Tait comes to us from South Dakota where he was a Conservation Officer with South Dakota Game and Parks.

Grant Gelly (Adair & Cass Counties): Grant comes to us from Missouri where he was a Conservation Agent with Missouri Department of Conservation.

Adam Arnold (Montgomery & Page Counties): Adam comes to us from Missouri where he was a Conservation Agent with Missouri Department of Conservation.

Adam Gacke (Pottawattamie County): Adam is from Iowa and has been a seasonal officer with us for the past few years.

Joe Yarkosky (Clay & O'Brien Counties): Joe is from Iowa and was a Corrections Officer with the Iowa Department of Corrections.

Bill Spece (Humboldt & Webster Counties): Bill is from Iowa and was a Police Officer with the Vinton Police Department.

Overview of Hunter Education Program Policies and Procedures

Purposes and Objectives

Since the inception, the Hunter Education Program has been primarily taught by volunteer instructors. Its purpose is to provide a quality program of instruction and training in hunter education for the new hunter in Iowa. Individuals who successfully complete this course are not expected to be expert hunters or marksmen. They are expected to have a better understanding of the responsibilities that go with the use of firearms and/or archery equipment.

Course Content

The Iowa Department of Natural Resources established hunter education in 1960 as a voluntary program. The course became mandatory July 1, 1983, requiring anyone born after January 1, 1972 to successfully complete a hunter education course before they can obtain a hunting license.

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.

| Reasons for Hunter Education & Justification for Hunting | | |
|--|--|---|
| Safe <ul style="list-style-type: none">• Safe Firearms Mechanical Handling• Safe Firearm Field Practices | Legal <ul style="list-style-type: none">• Wildlife Identification• Hunting Regulations | Responsible <ul style="list-style-type: none">• Personal Responsibility and Behavior• Hunter Best Practices• Responsibility to Wildlife• Hunter's Role in Conservation• Key Wildlife and Management Principles |

Hunter Education Non-Core Curriculum

Course content designed for students to receive information about next steps after completing their Hunter Education Course.

Participate, Learn, Connect

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

Course Types

Hunter Education Classroom Course

Classroom based hunter education course where volunteer instructors use a combination of lecture, visual aids, and hands-on activities to cover course content. Classroom based courses are typically 8 - 12 hours in length and include a field day portion where live fire exercises are commenced. Typically students between the ages of 11-17 attend this style of course.

Online Hunter Education/Field Day Course

Upon completion of the online coursework the student is issued a Field Day admission voucher which is valid for only one year. They are to print the voucher and present that voucher to the instructor the day of the online field day for which they registered. Students are highly encouraged to locate a field day and register for the course prior to taking the online portion. Iowa currently recognizes two online course vendors to satisfy the online portion - HunterCourse.com and Hunter-Ed.com.

Adult Online Only Course

The adult online only course has the same general content as the traditional classroom course and online/field day course but requires state specific information to be covered along with a final exam in which the student must achieve a score of 75% or better to pass.

This course is designed for adults that have prior hunting and/or firearms handling experience. If they do not have prior hunting or firearms handling experience it is recommended that they take a traditional classroom course or attend a field day in order to receive one on one firearms handling training with a certified Hunter Education Instructor.

Administration

Everyone is welcome to attend a hunter education course, but only persons who are age 11 and older may obtain a certificate immediately upon completion of the course. Eleven-year-olds may take the course for certification, but their certificate will not become valid until their 12th birthday.

Minimum class size shall be 10 students, unless prior approval is given by the DNR. Instructors need to teach with at least one additional adult 18 years of age or older present in the classroom whom is not participating as a student in the class. It is recommended that all classes have an instructor/student ratio of 1:10. More instructors will be needed per student for some field day activities and all live fire activities.

Instructors are expected to keep students informed of their progress in the course. Students experiencing difficulty in grasping program concepts or problems relating to gun handling skills, developing responsible attitudes towards firearms or instructor authority, and classroom rules should be counseled with their parent or guardian present. Efforts should be made to resolve these problems prior to denying a hunter education certificate. Difficulty of this nature should be documented and kept in the instructor's personal course files. Student knowledge will be evaluated on the written examination provided by the DNR. Minimum passing grade for the exam is 75% (no more than 13 questions out of the 50 may be answered incorrectly). If a student does not score at least 75%, please go over the questions missed with the student to make sure he/she understands the questions or determine if they may have a reading disability. Each student must also demonstrate safe firearm handling techniques. Evaluation through field course(s) or gun handling demonstrations is mandatory. Previous experience or training cannot be substituted for attendance in the course. Only individuals who satisfactorily complete the entire course are eligible for certification.

Iowa accepts all Hunter Education Certificates issued by another state or by a foreign nation and vice versa as long as the International Hunter Education Association - USA standards are met. All resident and nonresident hunters born after January 1, 1972, must have a valid hunter education certificate to buy a license in Iowa.

Hunter Education Classroom Course

NOTE: Refer to IHEA-USA Standards for specific subject content

| <u>Subject/Chapter</u> | <u>Minimum Allotted Time</u> |
|--|------------------------------------|
| Safe | 3 Hours |
| Safe Firearms Mechanical Handling | |
| Safe Firearm Field Practice | |
| Legal | 2 Hours |
| Wildlife Identification | |
| Hunting Regulations (Must be taught by a CO) | |
| Responsible | 2 Hours |
| Personal Responsibility and Behavior | |
| Hunter Best Practices | |
| Responsibility to Wildlife | |
| Hunter's Role in Conservation | |
| Key Wildlife and Management Principles | |
| Next Steps | 1 Hour |
| Purchasing a License | |
| Where to Hunt | |
| Continuing Education | |
| Value of Mentorship | |
| Social Support | |
| | <hr/> |
| | Total: 8 Hours (Minimum Course) |

Online Hunter Education/Field Day Course

NOTE: Refer to IHEA-USA Standards for specific subject content

| <u>Subject/Chapter</u> | <u>Minimum Allotted Time</u> |
|--|---|
| Legal | .5 - 1 Hour |
| Hunting Regulations (Must be taught by a CO) | |
| Responsible | .5 - 1 Hour |
| Personal Responsibility and Behavior | |
| Safe | 1-2 Hours |
| Safe Firearm Field Practice | |
| Next Steps | 1 Hour |
| Purchasing a License | |
| Where to Hunt | |
| Continuing Education | |
| Value of Mentorship | |
| Social Support | |
| | <hr/> |
| | Total: 4 - 5 Hours (Minimum Field Day) |

Other Considerations

| | |
|-----------------------------------|---------|
| Registration | 1 Hour |
| Live-Firing Exercises | 3 Hours |
| Review, Written Exam, Evaluations | 2 Hours |

Hunter Education Next Steps Content

All Hunter Education classroom and field day based courses must contain the following next steps content. These next steps pieces contain crucial information for our students so that they can continue participating in hunting related activities after completing the Basic Hunter Education Course.

Purchasing a License

Located at the bottom of the DNR Website (www.iowadnr.gov) is a button to purchase a hunting or fishing license. Pull up the website and show students where this button is located. While you are pulling up the website this is an appropriate time if students do have a smart phone with them to allow them to get it out and follow along. That way they know how to do it when they leave the class.

The screenshot shows the Iowa Department of Natural Resources (DNR) website. The header includes the DNR logo, the text 'IOWA DEPARTMENT OF NATURAL RESOURCES', and navigation links for 'Iowa Outdoors Magazine | News | Events | Contact Us'. A search bar is also present. The main navigation menu is highlighted on 'HUNTING'. Below the menu, the page title is 'FIND A LICENSE RETAILER'. A sidebar on the left lists various hunting and fishing categories, with 'Hunting Licenses & Laws' selected. The main content area is titled 'List of Recreational Licenses and Fees' and contains a list of license types and associated fees. A 'Get Your Hunting/Fishing License Now' button is prominently displayed, along with options to purchase online or find a retailer near the user's location. A search form for finding a retailer is also visible, including a 'Reset Search' button and a 'GO' button.

Once you click on the button to purchase you will be redirected to the web page pictured above. This web page will allow you to view the complete list of recreational licenses and fees available for purchase. It will also allow you to click on a link to purchase your license online or to search for a license vendor near your location. Take a few moments to click on the various links and also do a couple of sample searches for your students. It is recommended to ask a few students what city they live in and pull up the list of license vendors in that area.

Places to Hunt & Shoot

Located by clicking on the Hunting tab off of the DNR home page (www.iowadnr.gov) is a link to the Places to Hunt & Shoot web page. This is another great opportunity to allow students to use their own smart phone to follow along with the instructor. When you arrive on the Place to Hunt & Shoot web page you will have several links to choose from. The first link is the Hunting Atlas. Click on the Hunting Atlas link and then hit “agree” to the terms of use. At the top of the atlas there is a “Hunting Area Search” tool. If you click on that tool it will allow you to search areas by county. Pull up the county that your Hunter Education class is being held in. Once the county is selected it will pull up a list of public hunting areas in that county. This is a great time to have students if they reside in the county you searched to write down the list of public hunting areas for that county. If you click on one of the public hunting areas in the list it will take you to that area on the map. Then if you click the “green” marker in the middle of that area it will provide you additional information about that area along with a PDF map of the area you can print out and take with you when scouting and/or hunting so you know the boundaries and other significant features of the area. See the three illustrations on the next page for images of the steps taken above.

PLACES TO HUNT & SHOOT

- ▶ Deer Hunting
- ▶ Migratory Game Birds
- ▶ Turkey Hunting
- ▶ **Places To Hunt & Shoot**
 - > Habitat & Access Program
 - > Wildlife Management Areas
 - > Iowa Shooting Ranges
- ▶ Trapping & Fur Harvesting
- ▶ Hunting Licenses & Laws
- ▶ Landowner Assistance
- ▶ Pheasant & Small Game
- ▶ Nonresident Hunting
- ▶ Hunter & Safety Education

Places to Hunt & Shoot



Find out complete details about Iowa's public hunting areas and shooting ranges.

Hunting Atlas

The new Hunting Atlas is an interactive map that shows all lands open to public hunting in the state, totaling over 600,000 acres. The Hunting Atlas gives basic information about those areas such as: acres, general habitat description, expected species and links to more information and maps, if available. It will also tell a user what hunting zones any area of the state falls into. Check it out to help you plan your next hunt!

Download: Hunting Atlas boundaries for Google Earth [* .kmz] - Updated 12/03/15

Habitat & Access Program (IHAP)

Through the Iowa Habitat and Access Program (IHAP), Iowa landowners open their land to public hunting and in turn receive funding and expertise for habitat improvements. IHAP has enrolled almost 8,000 acres on nearly 50 sites that are now open for walk-in public hunting from September 1 - May 31 each year.

Wildlife Management Areas

The DNR's Wildlife Bureau manages over 360,000 acres that are open to public hunting.

Iowa Shooting Ranges

Several shooting ranges across the state offer hunters a place to practice shooting safely and conveniently.

List of Iowa Private Shooting Preserves

| Name | Acres | County |
|----------------------------|-------|--------|
| BARKLEY STATE FOREST | 209 | Boone |
| BUFFALO GROVE | 128 | Boone |
| HARRIER MARSH | 36 | Boone |
| HARRIER MARSH WPA | 388 | Boone |
| HOLT STATE FOREST | 326 | Boone |
| JAY CARLSON AREA | 159 | Boone |
| MCCOY WILDLIFE AREA | 438 | Boone |
| RHOADES ACRES | 164 | Boone |
| SAVILORVILLE WILDLIFE AREA | 47 | Boone |

Hunting Atlas

DNR Managed (1 of 2)

PUBLIC HUNTING : DNR MANAGED AREA

MCCOY WILDLIFE AREA

Acres : 438
 Habitat Type : 3/4 Timber, 1/4 Upland
 Species : Deer, Turkey
 Non-Toxic Shot Required : No

[Area PDF Map](#)
[More Info](#)
[Sign Up](#)

| Name | Acres | County |
|----------------------------|-------|--------|
| BARKLEY STATE FOREST | 209 | Boone |
| BUFFALO GROVE | 128 | Boone |
| HARRIER MARSH | 36 | Boone |
| HARRIER MARSH WPA | 388 | Boone |
| HOLT STATE FOREST | 326 | Boone |
| JAY CARLSON AREA | 159 | Boone |
| MCCOY WILDLIFE AREA | 438 | Boone |
| RHOADES ACRES | 164 | Boone |
| SAVILORVILLE WILDLIFE AREA | 47 | Boone |

Hunting Atlas

Iowa Hunting and Access Program (IHAP)

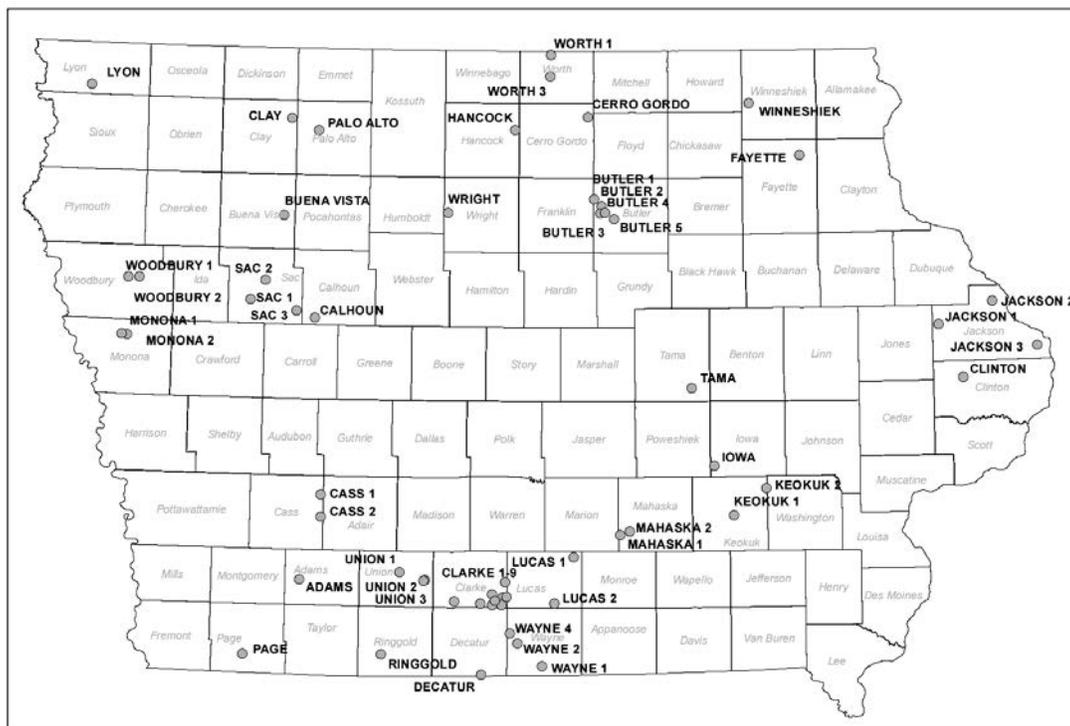
Hunters are now able to hunt on almost 9,000 acres of private lands in Iowa, thanks to landowners who participate in the Iowa Hunting and Access (IHAP) program. Landowners receive funding and expertise for habitat improvements when they enroll in the program, and in turn allow public access to their land for hunting.

To help make this program be successful, hunters are asked to respect private property when hunting and follow these IHAP tips and guidelines. Walk-in public hunting through IHAP is available between September 1 and May 31st. Areas are posted with signs, and are regularly patrolled by Iowa DNR conservation officers. Safety zones also are clearly marked.

When you are telling students about IHAP be sure to take time to point out what the IHAP signs look like so students are aware of what to look for when hunting on these areas. Also take time to pull up the map and encourage students to write down the name of the areas near them for future reference. Also be sure to stress the dates when walk-in public hunting access is available.



At each IHAP site hunters will find checkout cards and drop box. When they are ready to leave, it is recommended they complete a checkout card documenting their hunt and place it in the drop box. Please encourage students to take time to provide their feedback as it helps maintain good relationships with IHAP landowners.



Also on the Places to Hunt and Shoot page you will find links to the following items:

- *Wildlife Management Areas
- *Iowa Shooting Ranges
- *List of Iowa Private Shooting Preserves

Briefly discuss and let students know that this information is available.

Continuing Education

The Iowa DNR, County Conservation Boards, City Park and Recreation Departments, and various Non-Government Organizations such as Pheasants Forever, Ducks Unlimited, and National Wild Turkey Federation offer a variety of programming for students to gain more knowledge and skills regarding outdoor recreation. We would encourage teaching teams to reach out to these organizations in your area and invite them to provide handouts or come and talk about their opportunities at your class. If you need help making contacts with these organizations do not hesitate to contact your local Conservation Officer or Recreational Safety Officer to assist you. It is important regarding continued participation in hunting and shooting related activities to let students know about these additional opportunities locally.

The DNR also lists a variety of Advanced Hunter Education Opportunities on the Event Manager Website (same website that the student used to sign up for a Hunter Education Class). Encourage them to check back to this site often as mentored hunt opportunities, species specific seminars, wingshooting clinics, etc. will be posted here throughout the year.

Direct students to online resources as well. The DNR Website as well as many Non-Government Organization's website offers a variety of helpful tips, videos, handouts, etc. for the new hunter. Be sure to let students know that they will begin receiving emails with additional information about hunting from the DNR upon completion of their course.

Value of Mentorship & Social Support

Take a few moments to discuss the importance of mentorship and social support as they begin their journey as new hunters. Having a friend and/or family member to hunt with is key to continued participation and also so they can continue to grow and practice the skills and objectives learned in your Hunter Education Class.

If a student does not have a family member who currently participates in hunting and/or shooting related activities encourage them to check out their local Izaak Walton League, Pheasants Forever Chapter, National Wild Turkey Federation Chapter, local gun/hunt club, etc. so they can meet new people that have the same interests that they do regarding hunting and target shooting. Most of these organizations/clubs routinely offer events, programs, and shoots open to the public.

It is important as members of the organizations mentioned above that we make these new participants feel comfortable and welcome. Not only is this critical to continued participation for the new hunter and/or shooter but it is also critical to the future of our organizations through support and new memberships.



IHEA-USA Hunter Education Standards



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 (core curriculum captured in blue boxes)

Reasons for Hunter Education and Justification for Hunting

Safe Firearms
Mechanical Handling

Safe Firearm Field
Practices

Wildlife Identification

Hunting Regulations

Personal
Responsibility and
Behavior

Hunter Best
Practices

Responsibility to
Wildlife

Hunter's Role in
Conservation

Key Wildlife and
Management
Principles

Safe

Legal

Responsible

Non-Core Curriculum

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

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

**Participate, Learn,
Connect**

1. REASONS FOR HUNTER EDUCATION AND JUSTIFICATION FOR HUNTING

| Curricula Category | Subtopic(s) | Learning Objective(s) Students will be able to: | Specific Content | Outcome Intended to Impact |
|--|--|--|--|----------------------------|
| Justification for Hunter Education | Why hunter education is important | Identify the purpose and importance of hunter education. | <p>The goal of hunter education is to train safe, responsible and law abiding hunters. Hunter education is important because it:</p> <ul style="list-style-type: none"> 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 | Role of hunting in conservation | Identify hunters and recreational hunting as key to wildlife conservation. | <ul style="list-style-type: none"> 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 | North American Model of Wildlife Conservation | Describe the central principles of the North American Model of Wildlife Conservation. | <ul style="list-style-type: none"> 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 | Conservation funding for wildlife management, habitat management and hunter education. | Describe how license fees and excise taxes support wildlife conservation. | <p>Wildlife management is funded largely by users who directly benefit from the resource. Two primary funding sources for wildlife management are:</p> <ul style="list-style-type: none"> 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 | Basic factors of wildlife conservation | Describe how wildlife and habitat interact. | <p>Factors that affect wildlife production and survival are:</p> <ul style="list-style-type: none"> quality and amount of habitat climate reproductive potential of species <p>Habitat:</p> <ul style="list-style-type: none"> is most important factor affecting wildlife survival changes over time through natural succession providing benefits to distinct species at different stages of growth | Responsible |

| Curricula Category | Subtopic | Learning Objective(s) The Student will be able to: | Specific Content | Outcome Intended to Impact |
|--|--|---|---|----------------------------|
| Key Wildlife Ecology & Management Principles | Basic factors of wildlife conservation | Identify key components of wildlife habitat. | Habitat consists of: <ul style="list-style-type: none"> • food • water • cover • space • arrangement | Responsible |
| Key Wildlife Ecology & Management Principles | Biological basis of hunting | Describe how carrying capacity, biological surplus and limiting factors affect the size of a population. | Carrying capacity is: <ul style="list-style-type: none"> • number of animals of a given species that an area can support without damage to the habitat Biological surplus is: <ul style="list-style-type: none"> • number of animals in a population beyond the carrying capacity Limiting factors: <ul style="list-style-type: none"> • factors that limit population growth • Examples include: disease, predation, weather, and a lack of food, water, cover, or space | Responsible |

2. SAFE FIREARM HANDLING

| Curricula Category | Subtopic | Learning Objective(s) The Student will be able to: | Specific Content | Outcome Intended to Impact |
|-----------------------------------|--|---|---|----------------------------|
| Safe Firearm Handling (mechanics) | Major causes of incidents | Identify common causes of hunting and shooting-related incidents. | <p>Four main types of hunting-related shooting incidents:</p> <ul style="list-style-type: none"> • 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 <p>Most common causes of hunting incidents.</p> <ul style="list-style-type: none"> • 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%) <p>(NSSF, Industry Intelligence Reports, 2007)</p> | Safe, Legal |
| Safe Firearm Handling (mechanics) | Parts of a firearm including safety mechanisms | Identify the basic parts of a firearm and state their purposes. | <p>The three main parts of a firearm are the:</p> <ul style="list-style-type: none"> • action • stock • barrel <p>Action:</p> <ul style="list-style-type: none"> • loads and fires ammunition • ejects the spent case <p>Stock:</p> <ul style="list-style-type: none"> • serves as a platform for supporting the action and barrel and is held by the shooter <p>Barrel:</p> <ul style="list-style-type: none"> • 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 | Safe |

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| <p>Safe Firearm Handling (mechanics)</p> | <p>Differences between rifles, shotguns and handguns</p> | <p>Describe the characteristics of rifles, shotguns and handguns.</p> | <ul style="list-style-type: none"> • guides the projectile in the intended direction <p>Rifling:</p> <ul style="list-style-type: none"> • 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 <p>Other parts of the firearm include:</p> <ul style="list-style-type: none"> • trigger • trigger guard • safety • barrel stamp • muzzle • sights <p>Trigger:</p> <ul style="list-style-type: none"> • allows shooter to initiate the shot <p>Trigger guard:</p> <ul style="list-style-type: none"> • protects trigger from unintended movement <p>Safety:</p> <ul style="list-style-type: none"> • 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. <p>Barrel stamp:</p> <ul style="list-style-type: none"> • 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 <p>Muzzle:</p> <ul style="list-style-type: none"> • part of the barrel from which the projectile emerges • must always be pointed in a safe direction <p>Sights:</p> <ul style="list-style-type: none"> • allow precise alignment of the firearm with the target <p>Rifles and handguns:</p> <ul style="list-style-type: none"> • 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 | <p>Safe</p> |
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| | | | <ul style="list-style-type: none"> • extra care must be taken to control the muzzle of a handgun, because of the short barrel length <p>Shotguns:</p> <ul style="list-style-type: none"> • 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 Firearm Handling (mechanics) | Basic rules of firearm safety | Apply the basic rules of firearm safety. | <p>Four basic rules of firearm safety:</p> <ul style="list-style-type: none"> • 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 the target and what lies beyond | Safe |
| Safe Firearm Handling (mechanics) | Common firearm actions | Identify common types of modern firearm actions. | <p>Common firearm actions:</p> <ul style="list-style-type: none"> • bolt • break or hinge • lever • pump or slide • semi-auto | Safe |

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| <p>Safe Firearm Handling (mechanics)</p> | <p>Parts of ammunition</p> | <p>Describe how ammunition functions in a firearm.</p> | <p>Rifle and pistol cartridges consist of:</p> <ul style="list-style-type: none"> • case • primer • powder • bullet <p>Shotgun shells consist of:</p> <ul style="list-style-type: none"> • hull • primer • powder • wad • shot <p>Cartridge or shotgun firing sequence:</p> <ul style="list-style-type: none"> • 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 | <p>Safe, Legal, Responsible</p> |
| <p>Safe Firearm Handling (mechanics)</p> | <p>Failure to fire</p> | <p>Describe how to safely handle a firearm during and after a misfire.</p> | <p>Steps to handle a misfire:</p> <ul style="list-style-type: none"> • 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 | <p>Safe</p> |
| <p>Safe Firearm Handling (mechanics)</p> | <p>Proper ammunition</p> | <p>Match ammunition to the respective caliber or gauge of a firearm.</p> | <p>Steps to correctly match ammunition to firearm:</p> <ul style="list-style-type: none"> • 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 <p>Example of the importance of correctly matching firearm to ammunition: A 20 gauge shotgun loaded into a 12 gauge shotgun can slide forward beyond the chamber. If another shell is fired, there is a barrel obstruction which can cause the barrel to rupture.</p> | <p>Safe</p> |

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| <p>Safe Firearm Handling (mechanics)</p> | <p>Loading and unloading firearms</p> | <p>Show how to load and unload common modern firearm actions.</p> | <p>Loading sequence:</p> <ul style="list-style-type: none"> • Point the muzzle in safe direction • If possible, engage the safety • Keep finger off the trigger and outside the trigger guard • Open the action • Load the correct ammunition into the chamber or magazine • Close the action. The firearm is loaded <p>Unloading sequence:</p> <ul style="list-style-type: none"> • Point the muzzle in safe direction • If possible, engage the safety • Keep finger off the trigger and outside the trigger guard • Remove the magazine • Open the action • Eject cartridges if it is the only way to remove them • Physically and visibly check to make sure the chamber and magazine are empty <p>Safe</p> |
| <p>Safe Firearm Handling</p> | <p>Passing firearms safely</p> | <p>Show how to transfer a firearm from one hunter to another.</p> | <p>Basic rules for passing a firearm to another person:</p> <ul style="list-style-type: none"> • 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” <p>Safe</p> |

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| <p>Safe Firearm Handling (mechanics)</p> | <p>Shooting skill</p> | <p>Explain the fundamentals of rifle marksmanship or shotgun shooting.</p> | <p>Shooters should determine and use their dominant eye for shooting. Fundamentals of rifle marksmanship are:</p> <ul style="list-style-type: none"> • proper shooting position(s) (benchrest, prone, kneeling, sitting, standing) • sight alignment • sight picture • breath control • trigger squeeze • follow through <p>Fundamentals of accurate shotgun shooting include:</p> <ul style="list-style-type: none"> • proper stance • mounting the shotgun • pointing the shotgun • proper lead on moving targets • “slapping” the trigger • follow through | <p>Safe, Responsible</p> |
| <p>Safe Firearm Handling (mechanics)</p> | <p>Eye and ear protection</p> | <p>Explain why it is important to wear eye and ear protection while shooting.</p> | <p>Firing a cartridge:</p> <ul style="list-style-type: none"> • 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 <p>Wear eye and ear protection at all times when shooting</p> | <p>Safe</p> |

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| <p>Safe Firearm Handling (mechanics)</p> | <p>Performance characteristics of ammunition</p> | <p>Describe the differences among rifle, shotgun and handgun ammunition</p> | <p>Characteristics of cartridges and shotshells greatly affect performance of projectiles. Cartridge and shotshell performance depends on:</p> <ul style="list-style-type: none"> bullet weight shot size design of the projectile materials used to manufacture the projectile type and amount of gun powder <p>Rifles and pistols usually fire a single projectile, called a bullet, which is caused to spin by the rifled barrel. The spin leads to greater accuracy.</p> <p>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.</p> <p>Shooter's choice of cartridge or shotshell should be based on:</p> <ul style="list-style-type: none"> species to be hunted environment hunting regulations <p>Rifle and pistol bullets usually travel further than shotgun pellets.</p> | <p>Safe, Legal, Responsible</p> |
| <p>Safe Firearm Handling (mechanics)</p> | <p>Performance characteristics of ammunition</p> | <p>Explain the importance of a safe backstop when taking a shot.</p> | <p>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.</p> <p>Examples of projectile travel distances:</p> <ul style="list-style-type: none"> .22 bullet can travel over 1 ½ mile 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 | <p>Safe, Legal, Responsible</p> |

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| Safe Firearm Handling (mechanics) | Transporting firearms | <p>Describe how to make a firearm safe for transport in a vehicle, watercraft, or ATV/UTV.</p> | <p>When transporting a firearm in a vehicle, boat, or on a horse, snowmobile or ATV/UTV, firearms should:</p> <ul style="list-style-type: none"> • have the safety engaged • be completely unloaded • have the magazine removed • be cased | Safe, Legal |
| Safe Firearm Handling (mechanics) | Cleaning firearms | <p>List the steps to safely clean a firearm.</p> | <p>Cleaning firearms ensures safe, proper function of the action and performance of the ammunition. Steps for cleaning a firearm:</p> <ul style="list-style-type: none"> • 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 |
| Safe Firearm Handling (mechanics) | Storing firearms | <p>Describe how to safely store firearms and ammunition.</p> | <p>Safety precautions for firearm storage:</p> <ul style="list-style-type: none"> • firearms should be unloaded when stored • firearms should be stored so that unauthorized persons cannot access them <p>Preferred conditions for firearm storage:</p> <ul style="list-style-type: none"> • Store firearms in a locked cabinet or safe • Store firearms and ammunition separately <p>Control of firearms when not in storage:</p> <ul style="list-style-type: none"> • 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 |

3. SAFE FIREARM FIELD PRACTICES

| Curricula Category | Subtopic | Learning Objective(s) The Student will be able to: | Specific Content | Outcome Intended to Impact |
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| Safe Firearm Field Practices | Handling firearms in hunting situations | Describe how to make a firearm safe when entering or exiting a ground blind. | <p>When entering or exiting a blind:</p> <ul style="list-style-type: none"> • keep muzzle(s) pointed in a safe direction • safely unload the firearm(s) and engage the safety | Safe |
| Firearm Field Practices | Proper field carries | Choose safe firearm carry methods while hunting alone and with others. | <p>Methods of carry include:</p> <ul style="list-style-type: none"> • sling carry • trail carry • cradle carry • elbow or side carry • shoulder carry • two-handed or "ready" carry <p>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</p> <ul style="list-style-type: none"> • better control of the firearm with both hands • to keep the muzzle pointed in a safe direction | Safe |

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| <p>Safe Firearm Field Practices</p> | <p>Safe zones of fire</p> | <p>Apply the concept of safe zone of fire while hunting in groups.</p> | <p>A safe zone of fire is:</p> <ul style="list-style-type: none"> • an area into which the hunter may safely shoot • an area where no persons, houses, outbuildings or domestic animals are in range <p>When hunting with one or two partners:</p> <ul style="list-style-type: none"> • each hunter's zone of fire is the area that extends in a 45° angle directly in front of the hunter <p>Hunters must walk abreast</p> <ul style="list-style-type: none"> • 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 | <p>Safe</p> |
| <p>Safe Firearm Field Practices</p> | <p>Handling firearms in hunting situations</p> | <p>Choose the proper response when presented with safe/unsafe shot opportunities.</p> | <p>Before taking a shot the hunter must always:</p> <ul style="list-style-type: none"> • 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 <p>Also, never shoot at sky-lined animals or animals out of range.</p> <p>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.</p> | <p>Safe, Responsible</p> |
| <p>Safe Firearm Field Practices</p> | <p>Barrel obstructions</p> | <p>Determine how to clear an obstruction from the barrel of a firearm.</p> | <p>For clearing obstructions in a firearm:</p> <ul style="list-style-type: none"> • 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 | <p>Safe</p> |

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| Hunter Field Safety | Elevated stands | Identify the causes of falls from an elevated stand. | <p>The number one cause of injury or death when using elevated stands is falls. Falls from elevated stands are caused by</p> <ul style="list-style-type: none"> • errors in the placement and use of equipment • errors made while climbing into or out of the stand <p>Falls may also be caused by equipment damage due to:</p> <ul style="list-style-type: none"> • weathering or stress • insufficient familiarity with the equipment • weather | Safe |
| Hunter Field Safety | Elevated stands | Identify safe practices for hunting from an elevated stand. | <p>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:</p> <ul style="list-style-type: none"> • 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 • use a haul line to pull up firearms, bows or other equipment | Safe |
| Hunter Field Safety | Full Body Harness/Fall Arrest Systems | Explain how the fall arrest system/full body harness is essential for reducing the risk of serious injury. | <p>A properly used full body harness/fall arrest system (FBH/FAS):</p> <ul style="list-style-type: none"> • 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 tree stand <p>Some systems allow a safe and gradual descent to the ground in the event that it is not possible to re-enter the stand</p> | Safe |
| Hunter Field Safety | Full Body Harness/Fall Arrest Systems | Describe how to recover from a tree-stand fall. | <ul style="list-style-type: none"> • 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 |

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| <p>Safe Firearm Field Practices</p> | <p>Crossing obstacles</p> | <p>Show how to cross an obstacle or hazardous terrain when hunting alone and with others.</p> | <p>To safely unload a firearm:</p> <ul style="list-style-type: none"> • Keep the muzzle pointed in a safe direction at all times • Engage the safety and unload • Keep the action open <p>When crossing fences, logs and other obstacles alone:</p> <ul style="list-style-type: none"> • Safely unload the firearm • cover the muzzle • place the firearm on the opposite side of the obstacle • cross the obstacle (near a post if crossing a fence) • retrieve the firearm • check the barrel for obstructions before loading and continuing the hunt <p>When crossing obstacles with one or more hunting partners:</p> <ul style="list-style-type: none"> • safely unload all firearms while standing back to back • the first hunter hands his/her 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 over the obstacle 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 <p>Safe</p> |
| <p>Hunter's Best Practices</p> | <p>Hunter orange</p> | <p>Explain the importance of wearing hunter orange to prevent hunting-related shooting incidents.</p> | <p>Wearing hunter orange allows an individual to be more easily seen and identified as a human. Wearing hunter orange prevents hunting-related shooting incidents. Most states require hunters to wear hunter orange clothing for certain hunting activities</p> <p>Safe, Legal</p> |
| <p>Hunter's Best Practices</p> | <p>Avoid alcohol and drug consumption</p> | <p>Identify reasons for avoiding alcohol and drug consumption prior to and during the hunt.</p> | <p>Alcohol and drug consumption prior to and while hunting can impair a hunter's motor skills and judgment, leading to serious injuries or death</p> <p>Safe, Legal, Responsible</p> |

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| Hunter's Best Practices | Outdoor preparedness | <p>Identify items that should be included in every survival kit.</p> | <p>Every survival kit should include:</p> <ul style="list-style-type: none"> • fire building device • method of procuring safe water for drinking • personal first aid kit • signaling device, material for shelter construction • map & compass • emergency food <p>Additional items will vary based on hunting conditions and personal preferences</p> | Safe, Responsible |
| Hunter's Best Practices | Outdoor preparedness | <p>Describe the essential steps necessary to survive an emergency situation in the outdoors.</p> | <p>During an emergency situation a hunter should:</p> <ul style="list-style-type: none"> • Stop—remain calm and analyze situation • Think—what should I do now • Observe—survey terrain and look for familiar landmarks • Plan—what's the next best course of action <p>A hunter should remember and follow the STOP principle.</p> | Safe, Responsible |
| Hunter's Best Practices | Outdoor Preparedness- Prepare a hunt plan | <p>Identify reasons for preparing and following a hunt plan.</p> | <p>A hunter should prepare and follow a hunt plan in case of becoming:</p> <ul style="list-style-type: none"> • lost • sick • injured <p>A hunter should leave the hunt plan:</p> <ul style="list-style-type: none"> • with a friend or family member so that searchers will know where to find the hunter <p>A hunter should prepare and follow a plan when hunting in groups to prevent accidental shootings. A well-planned hunt is usually more successful.</p> | Safe, Responsible |
| Hunter's Best Practices | Outdoor Preparedness- Physical conditioning | <p>Explain the importance of personal preparedness when outdoors.</p> | <p>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 harsh weather conditions.</p> | Safe, Responsible |

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| <p>Hunter's Best Practices</p> | <p>Outdoor preparedness</p> | <p>Identify causes, symptoms and treatments of hypothermia and heat exhaustion.</p> | <p>Hypothermia is a decrease in the body's core temperature caused by cold, wind and wet conditions. Signs and symptoms of hypothermia are:</p> <ul style="list-style-type: none"> • mild hypothermia: uncontrollable shivering • more severe hypothermia: confusion and lack of judgment <p>To treat hypothermia: remove the victim from cold, windy and wet conditions and:</p> <ul style="list-style-type: none"> • re-warm gradually • get medical help if severe <p>Heat exhaustion is caused by:</p> <ul style="list-style-type: none"> • excessive heat • dehydration <p>Signs and symptoms of heat exhaustion include:</p> <ul style="list-style-type: none"> • cool, clammy, pale skin • dry mouth • fatigue • weakness • dizziness • headache • nausea <p>To treat heat exhaustion:</p> <ul style="list-style-type: none"> • move victim to a cool or shady place • provide water or sports drinks • keep victim inactive • seek medical attention if severe | <p>Safe, Responsible</p> |
| <p>Hunter's Best Practices</p> | <p>Outdoor preparedness</p> | <p>State the importance of wearing a personal flotation device (PFD) when hunting on the water.</p> | <p>A personal flotation device (PFD) is worn to:</p> <ul style="list-style-type: none"> • keep the individual afloat in water • prevent drowning • delay the onset of hypothermia | <p>Safe, Responsible</p> |

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| Hunter's Best Practices | Outdoor preparedness | State the importance of first-aid training for hunters. | <p>First aid skills are necessary for treating life threatening emergencies while hunting, such as:</p> <ul style="list-style-type: none"> heart attacks drowning broken bones cuts and bleeding tree stand falls burns snakebites <p>Other issues may be specific to individual jurisdictions</p> | Safe, Responsible |
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4. HUNTING LAWS, REGULATIONS AND WILDLIFE IDENTIFICATION

| Curricula Category | Subtopic | Learning Objective(s) The Student will be able to: | Specific Content | Outcome Intended to Impact |
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| Hunting Regulations | The reasons for hunting laws and regulations; entities responsible for regulating hunting | Explain why hunting laws and regulations are important. | <p>Hunting laws and regulations have been enacted to:</p> <ul style="list-style-type: none"> protect people and property protect wildlife populations ensure fair chase ensure a fair distribution of game | Legal, Responsible |
| Wildlife Identification | Wildlife identification skills for hunters | Explain the importance of wildlife identification skills for hunting. | <p>Correct identification of wildlife species can:</p> <ul style="list-style-type: none"> prevent unintentional killing of non-target wildlife prevent accidental shootings during which people are "mistaken for game" | Safe, Legal, Responsible |
| Hunting Regulations | Use resources for find current hunting regulations. | Locate information regarding hunting regulations by using an official resource. | <p>Resources for hunting regulation, places to hunt, and species-specific information include:</p> <ul style="list-style-type: none"> official state publications wildlife agency websites hunting access guides or booklets mapping software contact with agency personnel <p>These resources provide information regarding:</p> <ul style="list-style-type: none"> 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 | Legal |

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| | | | <ul style="list-style-type: none"> • tagging, transporting and reporting requirements • trespass laws | |
| Wildlife Identification | Wildlife identification skills for hunters | <p>Identify game species and their distinguishing features.</p> | <p>Game animals are wildlife that can be hunted legally. Game animals:</p> <ul style="list-style-type: none"> • are useful, primarily for food • are abundant and have population levels that can be sustained • offer a unique or traditional challenge for hunters <p>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 concern. Characteristics to consider when identifying wildlife</p> <ul style="list-style-type: none"> • 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 |

5. PERSONAL RESPONSIBILITY AND NEXT STEPS

| Curricula Category | Subtopic | Learning Objective(s) The Student will be able to: | Outcome Intended to Impact |
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| | | <p>Specific Content</p> | |

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| <p>Personal Responsibility and Behavior</p> | <p>Responsible and respectful hunters, behaviors that promote positive image of hunters and hunting</p> | <p>Describe how responsible hunters show respect for natural resources, other hunters, non-landowners, non-hunters and themselves.</p> | <p>Responsible hunter:</p> <ul style="list-style-type: none"> • 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 <p>A responsible hunter will:</p> <ul style="list-style-type: none"> • 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 | <p>Safe, Legal, Responsible</p> |
| <p>Personal Responsibility and Behavior</p> | <p>Responsible and respectful hunters promote positive image of hunters and hunting</p> | <p>Explain why developing responsible hunting behavior is important for every hunter and the future of hunting.</p> | <p>Hunters should develop a personal code of conduct (sportsman's code), which includes but is not limited to:</p> <ul style="list-style-type: none"> • following laws and regulations • ensuring proper and appropriate behavior at all times <p>By developing this code, the hunter will be able to:</p> <ul style="list-style-type: none"> • act more responsibly • respect his or her own behavior <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • law • regional preferences • personal choice <p>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.</p> | <p>Legal, Responsible</p> |
| <p>Personal Responsibility and Behavior</p> | <p>Hunters who follow fair chase principles show respect for game.</p> | <p>Describe the concept of "fair chase".</p> | <p>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.</p> | <p>Responsible</p> |

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| <p>Responsibility to Wildlife</p> | <p>Effective shot placement ensures a quick kill.</p> | <p>Describe effective shot placement for a quick kill.</p> | <p>Hunters must understand the anatomy of the birds and animals they hunt to kill game quickly. The effective kill shot for:</p> <ul style="list-style-type: none"> • 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 <p>Hunters must adjust their shots for:</p> <ul style="list-style-type: none"> • varying angles in relation to the game • location of large bones in big game <p>Broadside or quartering away shots are most effective for big game</p> | <p>Responsible</p> |
| <p>Responsibility to Wildlife</p> | <p>Game Recovery – Tracking techniques and reading sign</p> | <p>Describe the basic steps of big game recovery.</p> | <ul style="list-style-type: none"> • Wait for a period of time before trailing game. Normally this time period is between ½ and 1 hour • Make a practice of carefully observing every movement of a game animal after you shoot it • Once at the site look for signs: <ul style="list-style-type: none"> - 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 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 • Then begin field dressing <p>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</p> | <p>Legal, Responsible</p> |
| <p>Responsibility to Wildlife</p> | <p>Proper and legal care of game helps prevent meat spoilage</p> | <p>Describe how to properly and legally care for harvested game.</p> | <p>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</p> | <p>Legal, Responsible</p> |

| | | | | |
|-----------------------------------|---|---|---|---------------------------|
| <p>Responsibility to Wildlife</p> | <p>Proper selection of a firearm for hunting satisfies legal requirements and supports accuracy</p> | <p>Select a proper firearm and ammunition for the game to be hunted.</p> | <p>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:</p> <ul style="list-style-type: none"> • quickly • effectively <p>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.</p> <p>For hunting with a shotgun, be sure to select the proper choke and ammunition combination.</p> | <p>Legal, Responsible</p> |
|-----------------------------------|---|---|---|---------------------------|

Materials

The Iowa Department of Natural Resources provides all basic instructional materials to students free of charge. Student manuals, tests, handouts, and student certificates are supplied through the Hunter Education Program.

Additional instructional aids such as DVDs, test scanners, 3D Anatomy Deer, ammunition posters, dummy ammo, and firearms are provided upon request (if available). Contact your respective RSO or local Conservation Officer to find out which instructional aids are available in your area.

Materials available are listed below. For instructors picking up supplies from DNR Headquarters, prior arrangements must be made by phone at 515-725-8200 during normal business hours (Monday - Friday 8:00AM - 4:30PM).

Instructors can also request additional materials such as Saf-T-Plugs, Rifle Plugs, Class Advertisement Posters, or Rifle Targets by email at HunterEducation@dnr.iowa.gov. We ask that you please make requests for these items at least 45 days in advance of your class to ensure timely processing and delivery.

| <u>Student Materials</u> | <u>Firearms</u> |
|--|---|
| Today's Hunter Student Manual | .22 Caliber Rifles |
| Current Hunting & Trapping Regulations | 20 Gauge Shotguns |
| Student Exam Booklet | BB Guns/Air Rifles |
| Student Exam Answer Sheet | 5 Gun Action Sets |
| Student Certificate | Muzzleloaders |
| | |
| <u>Instructor Materials</u> | <u>Ammunition</u> |
| Instructor Teaching Guide | Boxes of 50 - .22 Caliber Long Rifle Bullets** |
| Evaluation of Firearms Handling Guidelines | Boxes of 25 - 20 Gauge Shotgun Shells** |
| Student Exam Answer Key | Boxes of 25 - 20 Gauge Steel Shotgun Shells** |
| Class Advertisement Posters | ** 5 rounds of shotgun and 10 rounds of rifle per student |
| | |
| <u>Audio Visual Materials</u> | <u>Shooting Supplies</u> |
| Alan Madison - The Master DVD | Gun Cleaning Kit (required for live fire) |
| The Last Shot Video | Ear Plugs (required for live fire) |
| Firearms Safety & The Hunter Video | Safety Glasses (required for live fire) |
| The Hunter's Path Video | First Aid Kit (required for live fire) |
| Shoot/Don't Shoot Video | Clay Targets (5 per student) |
| Survival! Video | Clay Bird Thrower |
| The Skill of Survival Video | |
| Judgement on the Water Video | <u>Archery Equipment</u> |
| Swept Away Video | Right Handed Bows |
| Hunter Safety is No Accident DVD | Left Handed Bows |
| HE Tools CD or DVD or Online | Crossbows |
| Today's Hunter PowerPoint CD | Arrows |
| Today's Hunter DVD | Bolts |
| RMEF Hunting is Conservation DVD | Targets |
| Boone & Crockett Chain of Respect DVD | Miscellaneous Accessories |

**All equipment should be returned immediately after class.*

**All firearms must be cleaned before they are returned.*

**Instructors must report any malfunctions or problems with equipment, especially firearms, to their respective RSO or local Conservation Officer immediately.*

CD's and DVD's for Classroom Use

The Hunter Education Program has several informative CD's and DVD's that are available for your use in the classroom. Please contact your respective RSO or local Conservation Officer to reserve CD's and DVD's for your class. It is good to always have an alternative in mind in case the CD or DVD you are requesting is not available. CD's and DVD's are issued on a first-come, first-served basis. CD's and DVD's need to be returned immediately after class to ensure that they are available for other instructors to use for their classes.

A maximum of three CD's and/or DVD's may be used per class. This allows time for more "hands-on" activities and instructor/student interaction.

Instructor Responsibilities

Volunteer Hunter Education Instructor responsibilities are outlined in the Iowa Administrative Code 572, Chapter 12, Division II & III which are included in this booklet.

Steps to become a Hunter Education Instructor

1. Application may be obtained from the local Conservation Officer, RSO, or the Hunter Education Administrator. Each applicant will also receive a copy of Chapter 12, Division II & III of the Iowa Administrative Code, and an introduction letter explaining the certification process.
2. Applicant fills out the application and returns it to their respective RSO.
3. Application is forwarded to the local Conservation Officer in the county in which the applicant resides.
4. The local Conservation Officer does a background check on the applicant, filling out the information requested on the back of the form, signs and dates the form, and determines whether to recommend the applicant for certification with any comments and returns to the RSO.
5. If applicant is denied, a letter of denial will be sent to the applicant from the local RSO or the Hunter Education Administrator explaining the reason for denial.
6. The applicant must attend an Iowa student hunter education course, or have been certified prior to applying and listed in the hunter education student database at DNR Headquarters.*
7. The applicant must attend a new instructor certification workshop conducted by an RSO.*
8. The applicant must participate in one student hunter education class as an apprentice instructor.*
9. The RSO will change the applicants status in the database to apprentice until all requirements are met to become a certified instructor.
10. When the RSO is satisfied that all the requirements have been met, the RSO will change the applicants status in the instructor database to certified and forward the original application with their signature, date, and recommendation for certification to the DNR Headquarters for processing and record retention purposes.
11. DNR Headquarters sends congratulatory letter and plastic instructor certification card to the new instructor. The instructor certification card will expire three years from the date of issuance. Prior to expiration the instructor will be required to attend a minimum of one certified instructor workshop or an approved alternative workshop/training in a two year period of time to remain active.

**Steps 6,7, and 8 may be completed in any order before certification is complete.*

Special Considerations - Hand's On Learning Activities

Field Courses (Walk-Throughs, Hunter Safety Trails, etc.):

Field course activities are **mandatory** for each student under the age of eighteen to demonstrate safe firearm handling techniques. This was mandated by the 1997 Legislative Session. Field courses offer the student an opportunity to apply the concepts learned in class to a simulated hunting experience. Practical experiences provide the instructor with an opportunity to evaluate how well the students have learned the material presented and also to identify students who may need additional assistance in developing safe, responsible hunter skills. Field courses provide a variety of teachable

moments and serve to enrich the basic instruction received in the classroom. Each station of the field course should emphasize safety or hunter responsibility. Situations presented are limited only by the instructor's imagination, available resources, and concerns for student safety while participating in the activities found on the field course.

The following are examples of items which may be used for a field course.

- Asking farmer for permission to hunt.
- Vehicles - uncasing guns and muzzle control.
- Entering property through a closed gate.
- Shoot/don't shoot situations with deer, turkey, squirrel, or rabbit targets with blaze orange clothing behind targets in timber. Other Examples: rabbit target with lake in background, deer target with building within 200 yards, turkey target roosted in tree, and deer target across roadway.
- Crossing an obstacle - fence (use rope or barbless wire).
- Open field three abreast - staying in line - demonstrate types of carries.
- Open field showing zones of fire - either use survey tape or spray paint on ground to show each zone of fire, have a trap thrower set up to throw clay birds into different zones of fire for shooters to simulate muzzle control. If you don't have access to a trap thrower use frisbees instead. Use different color clays or frisbees to simulate hens and rooster pheasants for shoot/don't shoot situations.
- Being checked by a Conservation Officer. Make sure to watch for muzzle control and gun handling while being checked.
- The proper way to enter and exit a duck boat with firearms using a boat with a used tire under the boat to simulate the instability of boats on water.
- Return to the vehicle to unload the guns properly and case them. Make sure to watch for proper firearms handling techniques.
- Load and unload firearms, properly operate the firearms safety.

Real or mock firearms may be used in conducting the field course. Due to safety concerns, the **use of live ammunition is prohibited** during all field course activities. Dummy ammunition is available to instructors upon request. If student performance on the field course is considered in the course pass/fail decision, then the student must be allowed to practice the necessary skills prior to being evaluated. Skill-related pass/fail criteria must be applied fairly and uniformly to all students participating in the course.

Training Tips and Modules

The next several pages of this guide show a variety of teaching techniques and activity modules that can be used during your classes.

TAB-K = Rules of Firearm Safety

T = Treat every firearm as if it is loaded

A = Always keep the muzzle pointed in a safe direction

B = Be sure of your target; and what is in front of and beyond the target

K = Keep your finger outside the trigger guard until you are ready to shoot

E.D.O.C. Style of Instruction

Because students learn skills in three primary ways: hearing (auditory learning), seeing (visual learning) and doing (kinesthetic learning); it is recommended that instructors use the E.D.O.C. method of instruction.

E = EDUCATE or tell the student what you want them to know

D = DEMONSTRATE the proper technique so students know the correct or preferred way of performing the skill

O = OBSERVE each student as they verbally explain and physically demonstrate what has been taught

C = CONGRATULATE every student as they perform the lesson properly

Retention of information is 20% of what we hear; 30% of what we see; 50% of what we hear AND see; 70% of what we hear, see AND say; 90% of what we hear, see, say, AND do!

Hunter Ethics

Introduction

Perhaps of most importance is to create an awareness of wildlife needs and a feeling of responsibility in each participant. It is critical that today's conservationists have a clear understanding and adherence to a code of ethics. Every class should have some aspect of outdoor ethics and the importance of these ethics to our conservation heritage.

Objective

Instructors should focus on the concepts of hunter ethics, ethical behavior, and how they affect hunting and our conservation heritage. How have a lack of ethics affected our wildlife resources? What does it mean to be ethical? Why is this important to hunters? These, along with other critical questions, can be answered in this exercise.

Method

Organize all participants into four to six groups. Design a series of situations encountered in the field that address situations from ethical to illegal. Place each situation on a 5 x 7 note card and hand one to each group. While members of each group discuss their own situation, openly talk about hunter ethics, what they mean, and why they are so important. This is important whether the participants are involved in hunting, camping, or wildlife watching.

After a 10 to 15 minute period of time, ask all groups to lead the discussion of their situations and how the ethical hunter would handle such a situation. Have participants discuss other ways in which society is unethical toward wildlife and how this affects the future of these species. This process should evoke much discussion.

Key Points to Include:

- Landowner Relations
- Game Care
- Hunting Methods
- Fair Chase
- Laws and Regulations
- Hunter Responsibility
- Resources

Timeline: One Hour

Safety Trail Script

Station 1: Asking Permission to Hunt

Conditions:

You have been driving around the countryside looking for a place to hunt and spot a good looking area for pheasant cover. You decide that this is the area where you wish to hunt. You pull into the farm drive and see Farmer Jones working on his tractor. You approach him to ask permission to hunt his farm.

Considerations:

Approach the farmer with a smile and extend your hand to shake his and introduce yourself to him. DO NOT take your gun with you when you ask permission to hunt! Tell the farmer who your parents are, where you live, how many friends you have hunting with you, and how long you plan to hunt. Also, show him your license and/or your hunter education card to prove to him that you have passed the course.

If he refuses to grant you permission to hunt, shake his hand again and thank him for consideration.

If he allows you to hunt, ask him where his property boundaries are and if there is any area of his farm he does not want you to hunt.

When you finish hunting on the farmer's land, be sure to come back to thank him for allowing you on his land. You might also offer to share any game you may have gotten while hunting there.

Station 1 Equipment Need:

Farmer - prepped on how to respond to various questions/responses from students.

Station 2: Passing Safely Through Gate

Conditions:

You have been given permission to hunt on the farmer's property but you must cross through a gate to get to the hunting area.

Considerations:

Unload your gun and lay it on the ground or pass it to your hunting partner. Place muzzle on hat or other ground cover to avoid plugging the barrel.

Open the gate and pass through to the other side with your gun.

Lay your gun on the ground again and close the gate the same way you found it. If wire is twisted to secure gate, make sure you twist it on the same side you found it.

Station 2 - Equipment Need:

Gate with easily operated wire loop on steel post.

Station 3: Shoot/Don't Shoot

Conditions:

You are hunting squirrels with a .22 rifle and come upon a squirrel that has jumped onto a nearby tree to check you out.

Considerations:

When taking a shot at any game, carefully check your background before shooting. There could be another hunter, bird watcher, or mushroom hunter beyond.

Station 3 - Equipment Need:

Mounted squirrel on tree with mannequin wearing blaze orange in background.

Station 4: Shoot/Don't Shoot

Conditions:

Same conditions as above - different angle

Considerations:

This shot looks safe but look beyond the game at the camouflage turkey hunter in the background.

Station 4 - Equipment Need:

Same mounted squirrel with camouflaged mannequin in background.

Station 5 - Shoot/Don't Shoot

Conditions:

You are hunting deer with a shotgun loaded with deer slugs and happen upon a nice buck. You have a license for any sex and would really like to take a buck, if possible.

Considerations:

This looks like a nice shot but is actually an illegal situation. Iowa law states that it is illegal to shoot a deer slug across a road. You could try crossing the road and get a shot from the same side of the road the deer is on.

Station 5 - Equipment Need:

3D deer placed across the road from the shooter.

Station 6: Shoot/Don't Shoot

Conditions:

You are hunting turkeys during the spring season and spot this nice gobbler which you have a license and tag for.

Considerations:

There are several safety and ethical problems with this shot. The turkey is standing on the horizon which always poses a problem of what is just beyond the bird and out of your sight. You would not take this shot because you cannot be sure of your background.

Also, many turkey hunters would say that this is like cheating to take a turkey that you walked up on instead of calling in to you. This shot would also draw criticism from some turkey hunters who say that a strutting turkey offers a poor target since the head (the target) is pulled in close to the body and cannot be hit cleanly without damaging the meat on the turkey.

Station 6 - Equipment Need:

3D full strut turkey on hill so that you can't see over the horizon.

Station 7 - Shoot/Don't Shoot

Conditions:

You have been hunting on Farmer Jones' land and surprise this fox is in a ravine. You have a fur harvester license and the farmer has granted you permission to hunt his land if you will eliminate the varmints that have been eating his chickens.

Considerations:

This is the ideal shot - take it! You have a safe backstop and a perfect broadside shot. A fur harvester's license is required for fox in Iowa but would not be needed for coyotes.

Station 7 - Equipment Need:

3D fox or mounted coyote placed downhill with a safe backstop.

Station 8 - Gun Carries

Conditions:

While hunting in the field you have six possible ways to carry your gun.

Considerations:

Elbow Carry - hook the forearm over your elbow, point muzzle at ground. Use this one when no one is in front of you.

Cradle Carry - cradle the barrel in the bend of one arm. Hold the small of the stock with the other hand. This carry does not make your arms tired.

Trail Carry - grip the action with one hand. Do not use this carry when behind another person.

Double/Ready Hand Carry - grasp the firearm's grip in one hand. Hold the forearm in the other hand. This carry gives the best control. Use this carry when you suspect a shot is close at hand.

Shoulder Carry - hold the grip. Lean the firearm on your shoulder. The muzzle should point up. This carry works well in waist-high brush. Do not use this if someone is behind you.

Sling Carry - hang the forearm from one shoulder by a sling. Point the muzzle in the air. Grip the sling at your shoulder with the hand on the carrying side. This carry is comfortable for long hunts in open country.

Station 8 - Equipment Need:

Place gun carry signs about 10 yards apart along the trail.

Station 9 - Fence Crossing

Conditions:

You have been hunting in one field and come to a fence which you must cross to continue hunting in the next field.

Considerations:

Unload your gun before crossing any fence.

If you are alone, lay your gun on the ground on the opposite side then cross through the fence. If you are wearing a hat, lay it on the ground on the other side of the fence and place your gun on the ground with the muzzle in the hat.

If you are with another, hand your gun to your partner, cross the fence, have your partner hand both guns to you, then your partner crosses the fence. When you are both safely on the same side of the fence, you each take your own gun, load it while facing away from your partner, and continue hunting.

Station 9 - Equipment Need:

Use split rail fence to demonstrate how to cross a fence with a firearm.

Station 10 - Treestand

Conditions:

You are now hunting with a bow and want to get into your treestand.

Considerations:

When getting into a treestand, first tie your bow to the haul line. Now put on your full body harness and maintain the three points of contact as you climb up into the stand and sit on the seat. Once in the seat attach the tether at head level.

Once you are secure in the stand then use the haul line to lift your bow up to you. Reverse the procedure to get down.

Station 10 - Equipment Need:

Place treestand about three feet off ground on a tree near the trail. Use a step ladder or tree ladder and a haul line to pull the bow up to the stand. Have various sizes of full-body safety harnesses available to ensure that one properly fits the participant.

Station 11 - Hunting Attire

Conditions:

You should wear different clothing for different game.

Considerations:

While hunting pheasants or any upland game bird, you must wear at least one of the following articles of visible, external apparel with at least 50 percent of its surface area solid blaze orange in color: hat, cap, vest, coat, jacket, sweatshirt, shirt, or coveralls.

To hunt deer with a firearm in any season you must wear one of the following articles of external, visible, solid blaze orange clothing: vest, jacket, coat, sweatshirt, sweater, shirt, or coveralls. An orange hat alone is not sufficient.

While hunting turkeys, wear total camouflage since their eyesight is very keen. However, when walking to and from the hunting field it is always good practice to wear a blaze orange vest and/or hat to increase your visibility to other hunters in the area.

Wear white overalls for hunting fox, coyotes, crows, etc. during winter when snow is on the ground.

Station 11 - Equipment Need

Lay out an assortment of hunting clothing (white camo, tree bark camo, leaf camo, solid blaze orange, duck coat, game bag, tan vest with orange on the shoulders, etc.).

Your hunt is now over and you should return your guns to their cases after unloading them and wiping any fingerprints off to prevent rusting. Also, don't forget to thank the farmer for allowing you to have an enjoyable hunt.

Game Sign Trail

Objectives Discussed:

1. Hunting Ethics/Responsibilities
 - *Shoot/Don't Shoot Scenarios
 - *State Specific Laws/Regulations
2. Wildlife Conservation & Management
 - *Wildlife ID
 - *Importance of Conservation
 - *Discussion of "Fair Chase"

Materials & Equipment Needed:

1. String or surveyors tape
2. Item to simulate big game sign
3. Note cards for writing down signs observed

Set-Up:

Make a short (25-40 yard) game sign trail with ten or more “signs of deer” or other game. Make sure all signs are visible from the trail the participants are walking on yet are not obscured by the next group. Remind the participants they are to stay with their group and on the trail at all times.

Begin the activity by asking participants to recall various game signs they would look for if wanting to select a good hunting area. Then as they follow the trail, participants need to write down signs they observe such as food sources, water sources, shelter, tracks, scat, etc. and anything that they feel would indicate that big game is in the area or could be attracted to the area.

After the participants walk the course, have a short discussion with them and talk about the signs they observed and anything they perhaps missed along the trail.

How to Make the Trail More Interesting:

1. Strategically place shed antlers, deer hair on a fence or bush, tanned hides, and/or turkey feathers along the trail.
2. Use actual hooves to make tracks. Hooves could also be carved from wood and used for this purpose.
3. Create a buck rub and/or buck scrape.
4. Milk Duds™ or Raisinettes™ can be used to simulate deer or elk droppings along the trail.
5. Discuss deer management, habitat, and food sources (acorns, berries, etc.).
6. Simulate a bedding area by matting down an area prior to the class (lay a filled garbage bag over a grassy area).
7. Place life size 3D targets, deer, and/or turkey in the distance off of the trail for participants to identify. In addition to estimating distance, students need to discuss whether the shot is legal, safe, and ethical. If appropriate back stops are present, participants may elect to shoot at various targets.
8. Discuss food sources and other necessary elements for various wildlife.
9. Place no hunting or no trespassing signage along the trail or on a nearby fence.
10. Create fence with decoy on opposite side to discuss landowner permission. Have a helper come upon your group as a “landowner” and participants must explain what they are doing and ask permission to hunt.
11. Have a Conservation Officer appear to check their licenses and discuss state specific game laws.

Game Recovery and Blood Trailing

Objectives Discussed:

1. Hunting Ethics/Responsibility
2. Rule of “First Blood”
3. Equipment Knowledge and Safety
4. Big Game Anatomy and Shot Placement

Materials and Equipment Needed:

1. Fake Blood
2. Drip and Spray Bottles
3. Deer Hair or other signs when trailing
4. 3D Targets

About Fake Blood:

There are a number of methods to make it. You can combine glycerin (obtained from a pharmacy) and red food coloring. You can use a mixture of half warm water and light corn syrup with red food coloring added. Red tempera paint powder can also be added for coloring. To make a mixture that simulates a lung hit, add a teaspoon of honey and red food coloring to a half pint of whipping cream, and then shake slightly. Buttermilk also works instead of whipping cream. A drop or two of green food coloring to the mixture can simulate hits other than a lung hit.

A small dropper or squeeze bottle may be used to dispense the drops of “blood.” You may also use a small zip seal style bag. Using a nail clipper, clip a very small corner to dispense the “blood.”

Set-Up:

Use 1 oz. of the fake blood to produce a sign you might see when following the blood trail. Use a drop of blood on a leaf, blood smear on underside of any plant material growing at typical wound height, dark blood sign, or frothy bright blood. See how long a trail (minimum 50 yards) you can make using just the 1 oz. of fake blood.

Have participants take one shot from a close distance (10 yards) at a 3D target. Or you might have several targets and the participant decides which one offers the best opportunity for a good shot. After shooting but before retrieval of arrows, discuss what to do after a hit; such as mentally marking the last place on the ground where you saw your animal, how to interpret how the animal acted upon being hit, and even how to take a compass bearing of the last spot where you saw your animal. Interpretation of these points could be critical to the recovery of your animal.

Upon retrieval of arrows, vital zones can be discussed and how long to wait before trailing an animal. Discuss a hunter's responsibility to make every effort to recover a wounded animal. Discuss the rule of "First Blood."

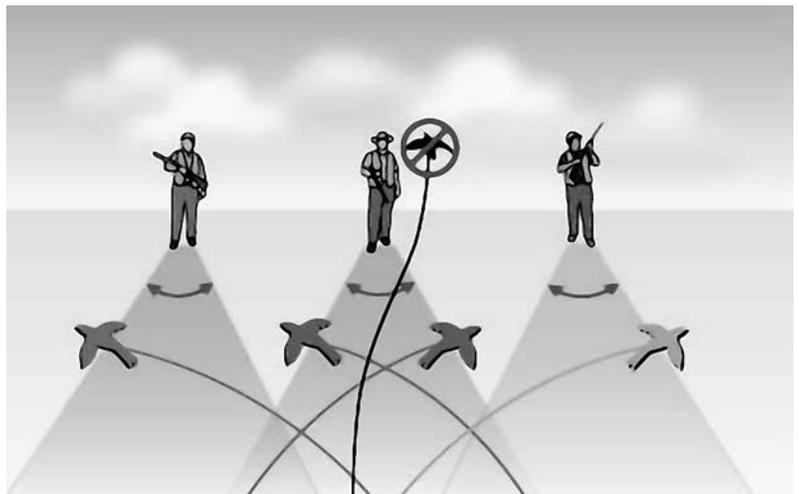
The blood trail will begin from the target. Instruct the participants to stay to the side of the blood trail to not obliterate the trail for others and to stay together as a group. Have another 3D target at the end of the blood trail lying under brush or in trees. When the animal is found, discuss tagging and other legalities. This is also the time to discuss field dressing and handling the meat including the three things that can cause the meat to spoil: heat, moisture, and dirt.

Note: These activities can be conducted indoors if necessary. In the event that you do not have typical hunting terrain to conduct the activity in, you can collect and store bags of leaves, branches, and vegetation that will be present during a fall hunt. Sessions during the winter months or when the session cannot be completed outdoors can be completed in a large room and a parking lot. Secure a large plastic tarp and spread the leaves, etc. on it to complete the activities. The leaves could also be spread on a parking lot if necessary (remember to leave whatever facilities you use cleaner than you found them).

Zones of Fire

1. Explain to group what a "safe zone of fire" is. Muzzle swing into another's zone is not allowed.
2. Assemble three students, standing side by side about 15-20 feet apart, in an open area.
3. Hand each student a firearm, action open (student should properly accept firearm).
4. Students are told they are on a pheasant hunt. Actions closed. Instructor individually asks each student to shoulder gun and demonstrate their safe zone of fire.
5. Using frisbees, simulate flight pattern of pheasants. Students should demonstrate proper swing, staying within their zones.
6. Students are on a rabbit hunt. Same "zone" rules apply to animals as birds.
7. Using a basketball, simulate a rabbit running across a field. Students should demonstrate proper swing, staying within their zones.
8. Explain to them that it does not matter what the terrain is when you are hunting and whatever you are hunting, safe "zones of fire" always apply under any hunting situation.

Reinforce the need for good communication and establishing an ethical and safe group leader. Main carry utilized will be the two handed/ready carry. Students should maintain safe firearms handling at all times.



Use of Live Ammunition

Due to safety concerns, the use of live ammunition, primers or gun powder is not permitted during indoor classroom training activities. Dummy ammunition must be used for all firearm/ammunition related activities, including field courses except for live-firing activities conducted at a controlled shooting range or approved area.

Live ammunition and gun powder may be used for demonstration purposes only under closely supervised conditions outdoors or at an indoor shooting range. **Students must be supervised while handling any firearm or ammunition. Students must not be allowed to handle firearms and live ammunition together except during supervised shooting range activities. All live-firing activities must strictly adhere to DNR shooting range safety procedures as outlined in this booklet.** Air-Gun or BB Gun shooting is considered a live-firing activity.

Anti-Hunting Protest/Publicity

Please notify the RSO and local Conservation Officer immediately in the event of an anti-hunting protest, rally, or publicity involving a DNR-sponsored course. Don't overreact, remember that the hunter education class is open to the public and everyone is welcome as long as they are not disruptive.

DNR Shooting Related Activities Procedures

Shooting related activities have a long and storied history of providing individuals and families with great enjoyment. Shooting related activities provide an enjoyable and fun learning atmosphere for participants as well as instilling self-confidence for the participants, but with enjoyment and fun comes responsibility. Offering live fire exercises at your DNR related shooting activity is greatly encouraged and is an experience to which most participants really look forward to.

DNR related shooting activities will include but are not limited to:

- Hunter Education Classes
- Outdoor Classrooms
- Outdoor Expos
- Becoming an Outdoors Women
- Outdoor Journey for Girls
- Hunting and Conservation Camps
- Youth Hunter Education Challenge
- Mentored Hunts
- Scholastic Clay Target Program (SCTP)
 - Trap
 - Skeet
 - Sporting Clays
- Non-Governmental – Organizations Events
 - Pheasants Forever – Ringnecks Days
 - Ducks Unlimited - Greenwings Days
 - National Wild Turkey Federation - Jakes Days
 - Whitetail's Unlimited
 - Local Sporting Organizations - Field Days

DNR Related Shooting Activities Instructors may be Certified in any of the following Disciplines:

- Iowa Hunter Education Certified Instructors
- National Rifle Association Certified Instructors
- Iowa DNR Basic Shotgun Coach
- Iowa 4-H Certified Instructors
- Amateur Trapshooting Association Level 1 Trap Coach
- National Skeet Shooting Association Level 1 Skeet Instructor
- National Sporting Clays Association Level 1 Sporting Clays Instructor
- USA Shooting Appointed Coach

DNR Related Shooting Activities General Range Procedures

Shooting range procedures are very essential and must be strictly adhered to. Instructors who do not follow the DNR policy on shooting range procedures risk not being covered by the state of Iowa tort claims liability and losing their ability to participate as an instructor during DNR related range activities. The following are general rules that each instructor and participant must follow:

- a. All participants and instructors are required to wear shooting glasses and hearing protection while on the firing line. If not on firing line, participants and instructors are required to wear hearing protection. (When shooting pellet guns hearing protection is optional).
- b. Each participant will have an instructor while on the firing line.
Example--if there are five participants on the firing line, then there should be five instructors on the firing line. There will be a 1:1 ratio on the firing line. (Exception when events are held on a DNR range or public facility such as HACC, OJ and SCTP activities).
- c. There should be at least one instructor supervising the rest of the participants who are not on the firing line.
- d. While the participant(s) are on the firing line: guns are pointed down-range, with the action open, safety on at all times and fingers are outside of the trigger guard until participant/s turn to shoot.
- e. Never let a participant(s) turn around on the firing line with a shell in the gun or with the guns action closed.
- f. Put only one shell in the gun at a time.
- g. Never load the gun until it is the participant(s) turn to shoot.
- h. Never close the action of the gun until it is the participant(s) turn to shoot.
- i. The instructor should be in possession of all ammunition while on the firing line. (Exception is SCTP activities).
- j. Anybody can immediately announce a CEASE FIRE.
- k. Notify ambulance and/or medical personnel in area prior to DNR related activities - advise them when live fire will begin, etc. First Aid kit must be available at range site (contact DNR officer or RSO if you don't have one). (Exception when held at a public facility or range).

General Shotgun Shooting Range Procedures

- a. While the participant(s) are on the firing line: guns are pointed down-range, with the action open, safety on at all times and fingers are outside of the trigger guard until participant(s) turn to shoot.
- b. Never turn around on the firing line with a shell in your gun or with your action closed.
- c. Never load your gun until it is your turn to shoot.
- d. Put only one shell in your gun at a time. (Exception is SCTP activities).
- e. Never close the action of your gun until it is your turn to shoot.
- f. Factory ammunition ONLY! (Exception is SCTP activities).
- g. Shoot only from prescribed shooting position as designated by instructor or coach.
- h. While on the firing line participants and instructors, NEVER CROSS IN FRONT of another participant or instructor, ALWAYS CROSS BEHIND THEM.

- i. Always know the location of the trap tender.
- j. Gun barrels shall not be rested on any part of the foot.
- k. Anybody can immediately announce a CEASE FIRE.
- l. If a soft load (odd sounding shell) occurs, inspect the gun barrel for an obstruction before firing another round.

General Rifle Shooting Range Procedures

- a. While the participant(s) are on the firing line: guns are pointed down-range, with the action open, safety on at all times and fingers are outside of the trigger guard until participant(s) turn to shoot.
- b. Never turn around on the firing line with a shell in your gun or with your action closed.
- c. Never load your gun until it is your turn to shoot.
- d. Put only one shell in your gun at a time.
- e. Never close the action of your gun until it is your turn to shoot.
- f. Factory ammunition ONLY!
- g. Shoot only from prescribed shooting position as designated by instructor or coach.
- h. While on the firing line participants and instructors, NEVER CROSS IN FRONT of another participant or instructor, ALWAYS CROSS BEHIND THEM.
- i. Anybody can immediately announce a CEASE FIRE.
- j. If a soft load (odd sounding shell) occurs, inspect the gun barrel for an obstruction before firing another round.

Possible Range Commands

1. Participants - On The Firing Line - Your Preparation Period Begins.
In order to begin firing, participants must be called to the firing line. Each group of participants is assigned to a relay. On this command, the participants assigned to this relay take their position on the firing line.
2. Instructors - On The Firing Line.
This command calls the coaches to the firing line.
3. Firing Will Be Done In The XX Position -- You Will Fire XX Shots In XX Minutes.
(or this may be a dry fire exercise.) On this command, participants should assume the position given by the instructor. Note: Remind the student that no guns are to be loaded or fired until the command to do so is given.
4. Instructors Pick Up Rounds Of Ammunition. (This command is not used for dry firing.) If possible, have an assistant pass out the ammunition to the instructors.
5. The Preparation Period Has Ended.
This command is given as a notice of completion of the preparation period.
6. Is The Line Ready?
When everyone appears to be set, the instructor will inquire by giving this command. Instructors should indicate if the participant is not ready by raising the hand.
7. The Line Is Ready.
This command is given when all difficulties of getting ready are corrected and everyone is ready to fire.
8. Load And Lock.
This command is for the participant to load one cartridge, and then close (lock) the bolt on his rifle - making sure the safe is in the "On" (will not fire) position.
9. Ready On The Right.
The instructor looks to the right side of the firing line to see that everybody is ready.
10. Ready On The Left.
The instructor looks to the left side of the firing line to see if that side of the line is ready. If a participant or his instructor has a problem he can call out a "Cease Fire".
11. Ready On The Firing Line.
This is the last preparatory command given prior to firing. Both sides of the firing line are ready to shoot.

12. Commence Firing.

The shooter moves the safe to the “Off” (will shoot) position - properly align his rifle sight on the target and start shooting. He loads and fires each cartridge that is given to him by his coach. The shooter must remain on the firing line until all shooters are done firing.

13. Cease Firing And Open Action.

This command is given when the time has expired or everyone has completed shooting. The rifle actions are opened and laid down with bolt up. Coaches will see that all rifles are cleared.

14. The Line Is Clear - Go Forward And Check Your Targets.

The instructor will give this command after he has checked to see that all rifles are unloaded and the action is open. The targets are checked and scored with the aid of the coaches and instructor.

***Remember Target Shooting Is A Safe Form Of Recreation.
Let Us Keep It That Way. Be A Responsible Shooter.***

Hunter Education Code Requirements

Note: Code section was updated during the 2015 Legislative Session

483A.27 Hunter ~~safety and ethics~~ education program — license requirement.

1. A person born after January 1, 1972, shall not obtain a hunting license unless the person has satisfactorily completed a hunter ~~safety and ethics~~ education course approved by the commission. A person who is eleven years of age or more may enroll in an approved hunter ~~safety and ethics~~ education course, but a person who is eleven years of age and who has successfully completed the course shall be issued a certificate of completion which becomes valid on the person’s twelfth birthday. A certificate of completion from an approved hunter ~~safety and ethics~~ education course issued in this state, or a certificate issued by another state, country, or province for completion of a course that meets the standards adopted by the international hunter education association - United States of America, is valid for the requirements of this section.

2. *a.* A certificate of completion shall not be issued to a person who has not satisfactorily completed ~~a minimum of ten hours of training in~~ an approved hunter ~~safety and ethics~~ education course. The department shall establish the curriculum based on the standards adopted by the international hunter education association - United States of America for ~~the first ten hours of an the~~ approved hunter ~~safety and ethics~~ education course ~~offered in this state~~. Upon completion of the ten-hour curriculum course, each person shall pass an individual oral test or a written test provided by the department. The department shall establish the criteria for successfully passing the tests. Based on the results of the test and demonstrated safe handling of a firearm, the instructor shall determine the persons who shall be issued a certificate of completion.

b. Notwithstanding paragraph “a”, a resident who is eighteen years of age or older may obtain a certificate of completion without demonstrating the safe handling of a firearm.

3. The department shall provide a manual regarding hunter ~~safety and ethics~~ education which shall be used by all instructors and persons receiving hunter ~~safety and ethics~~ education training in this state. The department may produce the manual in a print or electronic format accessible from a computer, including from a data storage device or the department’s internet site.

4. The department shall provide for the certification of persons who wish to become hunter ~~safety and ethics~~ education instructors. A person shall not act as an instructor in hunter ~~safety and ethics~~ education as provided in this section without first obtaining an instructor’s certificate from the department.

5. An officer of the department or a certified instructor may issue a certificate to a person who has not completed the hunter ~~safety and ethics~~ education course but meets the criteria established by the commission.

6. A public or private school accredited pursuant to section 256.11 or an organization approved by the department may cooperate with the department in providing a course in hunter ~~safety and ethics~~ education or shooting sports activities as provided in this section.

7. A hunting license obtained under this section by a person who gave false information or presented a fraudulent certificate of completion shall be revoked and a new hunting license shall not be issued for at least two years from the date of conviction. A hunting license obtained by a person who was born after January 1, 1972, but has not satisfactorily completed the hunter ~~safety and ethics~~ education course or has not met the requirements established by the commission, shall be revoked.

8. The commission shall adopt rules in accordance with chapter 17A as necessary to carry out the administration of this section.

9. The initial hunter safety education certificate shall be issued without cost. A duplicate certificate shall be issued ~~at a cost of three dollars~~ upon payment of the writing fee and administrative fee, if applicable.

10. A person under eighteen years of age who is required to exhibit a valid hunting license; shall also exhibit a valid certificate of completion from a state approved hunter ~~safety and ethics~~ education course upon request of an officer of the department. A failure to carry or refusal to exhibit the certificate of completion as provided in this subsection is a violation of this chapter. A violator is guilty of a simple misdemeanor as provided in section 483A.42.

11. An instructor certified by the department shall be allowed to conduct a department-approved hunter ~~safety and ethics~~ education course or shooting sports activities course on public school property with the approval of a majority of the board of directors of the school district. Conducting an approved hunter ~~safety and ethics~~ education course or shooting sports activities course is not a violation of any public policy, rule, regulation, resolution, or ordinance which prohibits the possession, display, or use of a firearm, bow and arrow, or other hunting weapon on public school property or other public property in this state.

Sec. 8. NEW SECTION. 483A.27A Apprentice hunters.

1. Notwithstanding section 483A.27, a person who is sixteen years of age or older may purchase a hunting license with an apprentice hunter designation on the license without first completing a hunter education course if the person meets all the requirements of this section.

2. If the apprentice hunter is a minor, the person must be accompanied and aided while hunting by a mentor who is the person's parent or guardian, or be accompanied and aided by any other competent adult mentor with the consent of the minor's parent or guardian. If the apprentice hunter is not a minor, the apprentice hunter must be accompanied and aided while hunting by a competent adult mentor.

3. The mentor and the apprentice hunter must have valid hunting licenses that include the wildlife habitat fee and that are valid for the same seasons to hunt game.

a. A resident mentor and a resident apprentice hunter must also purchase deer hunting licenses and tags to hunt deer and wild turkey hunting licenses and tags to hunt wild turkey. Deer hunting licenses and tags purchased by a resident mentor and a resident apprentice hunter must be valid for the same seasons and zones. When hunting wild turkey a resident mentor having a license valid for one of the spring wild turkey hunting seasons may accompany and aid a resident apprentice hunter who has a valid wild turkey hunting license for any of the spring seasons as provided by rule. When hunting wild turkey in the fall, a resident mentor and a resident apprentice hunter must each have a fall wild turkey hunting license valid for the current year. A transportation tag issued to a resident apprentice hunter shall not be used to tag a deer or wild turkey taken by another person.

b. A nonresident apprentice hunter is not entitled to purchase a deer hunting license to hunt deer or a wild turkey hunting license to hunt wild turkey, or to participate in a hunt for deer or wild turkey.

4. While hunting, the apprentice hunter must be under the direct supervision of the mentor. For the purposes of this subsection, “direct supervision” means the mentor must maintain constant direction and control of the apprentice hunter and stay within a distance from the apprentice hunter that enables the mentor to give uninterrupted, unaided visual and auditory communications to the apprentice hunter. There must be one licensed mentor in direct supervision of each apprentice hunter.

5. A hunting license with an apprentice hunter designation issued pursuant to this section is valid from the date issued to January 10 of the succeeding calendar year for which it is issued. A hunting license with an apprentice hunter designation shall contain the address, signature, and a general description of the licensee.

6. A person is eligible to obtain a hunting license with an apprentice hunter designation pursuant to this section only two times. Subsequently, the person must meet the requirements of section 483A.27 in order to obtain a hunting license.

7. The commission shall adopt rules pursuant to chapter 17A to administer this section.

Hunter Education Rule Requirements

DIVISION II
RECREATION EDUCATION COURSES
PART I
VOLUNTEER INSTRUCTOR CERTIFICATION AND
DECERTIFICATION PROCEDURES

571—12.20 (321G,321I,462A,483A)

Purpose.

Pursuant to Iowa Code sections 321G.23, 321I.25, 462A.1 and 483A.27(4), these rules set forth curriculum and course standards for the department’s recreation education courses and provisions for certification of volunteer instructors to teach the courses.

[ARC 8816B, IAB 6/2/10, effective 7/7/10]

571—12.21 (321G,321I,462A,483A)

Definitions.

For the purpose of this division:

“Certified instructor”

means a person who meets all criteria in rule 571—12.23(321G,321I,462A,483A) and the specifics contained in each education program’s Instructor Policies and Procedures Manual and who wishes to voluntarily teach an education course.

“Department”

means the department of natural resources.

“DNR online training registration and tracking system”

means the web-based application that tracks student data, allows students to register for courses, allows certified instructors to list their course offerings and to track volunteer hours and program details, and displays downloadable PDF files.

“Education course”

means the department’s bow hunter, fur harvester, snowmobile, all-terrain vehicle (ATV), boating, snow groomer operator, and hunter safety and ethics courses.

“Instructor applicant”

means a person who has applied to become a certified volunteer instructor for one of the department’s education courses.

“Managed Internet course”

means a course offered via the Internet which contains a protocol that ensures that the person registering for the course is the person taking the test and includes a progressive sequence for the presentation of course material.

“Program coordinator”

means the person assigned from the snowmobile, all-terrain vehicle, and boating programs to coordinate instructor certification and development activities, develop curriculum standards for the programs, conduct outreach for the programs, train volunteer instructors and evaluate their skills, and serve as the primary contact for information about the programs.

“Recreational safety programs supervisor”

means the person charged by the department with the coordination and management of the recreation education programs, including personnel employed by the department to work with these programs.

“Recreation safety officer”

means a peace officer employed by the department who has received specialized training in managing and overseeing the recreation education programs of the department, including training volunteer instructors and evaluating their skills.

“Student”

means a person who wishes to enroll or has enrolled in an education course.

571—12.22 (321G,321I,462A,483A)

Certified instructor application process.

12.22(1)

Application procedures.

- a. The instructor applicant must request an application by contacting a program coordinator, a recreation safety officer, or the recreational safety programs supervisor.
- b. The instructor applicant must provide all information requested on the application or the department may reject the application.
- c. The application will remain on file until the instructor applicant meets all the requirements in rule 571—12.23(321G,321I,462A,483A).
- d. Once the instructor applicant successfully completes all required training and meets all required qualifications, the program coordinator, recreation safety officer, or recreational safety programs supervisor shall document that all certification requirements have been met and shall issue a certified instructor identification card to the instructor.

12.22(2)

Acceptance of certified instructor applications.

If the number of existing certified instructors in one or more of the education courses meets the demand for those courses, based on student enrollment, the department may choose not to accept new applications for the specified education program.

[ARC 8816B, IAB 6/2/10, effective 7/7/10]

Requirements for instructor certification.

12.23(1)

Minimum requirements.

The conditions listed in this rule must be satisfied before an instructor applicant may become a certified instructor. Failure to meet these requirements shall result in the denial of the application. The instructor applicant will be notified of the denial by the program coordinator or recreational safety programs supervisor. The instructor applicant must:

- a. Submit an application as provided by the department.
- b. Be at least 18 years of age.
- c. Attend and pass an instructor training and certification course administered by the department and described as follows:

(3) Hunter safety and ethics education program. The instructor training and certification course for the hunter safety and ethics program reviews policies and procedures of the department as contained in these rules and the specifics of the program, paperwork required by the department, education course material, teaching techniques, and criteria for evaluating the performance of student skills and requires completion of the education course and an apprenticeship.

(4) Bow hunter education program. The instructor training and certification course for the bow hunter education program reviews policies and procedures of the department as contained in these rules and the specifics of the program, paperwork required by the department, education course material, teaching techniques, and criteria for evaluating the performance of student skills and requires completion of the education course and an apprenticeship.

(5) Fur harvester education program. The instructor training and certification course for the fur harvester education program reviews policies and procedures of the department as contained in these rules and the specifics of the program, paperwork required by the department, education program material, teaching techniques, and criteria for evaluating the performance of student skills and requires completion of the education program and an apprenticeship.

12.23(2)

Apprenticeship.

The instructor applicant must complete an apprenticeship for the specific education program.

- c. Hunter safety and ethics education program.

The apprenticeship requirement for the hunter safety and ethics education program consists of either teaching a simulated class to other instructor applicants or assisting a certified instructor to prepare and present an education course to students. The apprenticeship may be completed during the instructor training and certification course or within one year of attending the course.

- d. Bow hunter education program.

The apprenticeship requirement for the bow hunter education program consists of either teaching a simulated class to other instructor applicants or assisting a certified instructor to prepare and present an education course to students.

- e. Fur harvester education program.

The apprenticeship requirement for the fur harvester education program consists of either teaching a simulated class to other instructor applicants or assisting a certified instructor to prepare and present an education course to students.

12.23(3)

Background check.

The instructor applicant must authorize a background check that includes, but may not be limited to, a criminal history check. A record of a felony conviction will disqualify the instructor applicant. A record of a serious or aggravated misdemeanor within the last three years will disqualify the instructor applicant.

12.23(4)

Fish and wildlife violation check (hunting, fishing, and trapping).

The instructor applicant must authorize a fish and wildlife violation check. The instructor applicant may be disqualified if the instructor applicant has accumulated any habitual offender points pursuant to rule 571—15.6 (483A) within the last five years or had a license suspended by a court of law or the department.

571—12.24 (321G,321I,462A,483A)

Certified instructor responsibilities and requirements.

12.24(1)

A certified instructor has the following responsibilities:

- a. To follow all policies and procedures as set forth by the department for the specified education program.
- b. To sign an acknowledgment form confirming receipt of the department's policies and procedures. The certified instructor is ineligible to begin teaching an education course until the acknowledgment form is signed and filed with the department. Any updates to the policies and procedures shall be provided in writing to the certified instructor, and an additional acknowledgment form must be signed and filed with the department. Failure to file a subsequent

Failure to file a subsequent acknowledgment form with the department invalidates the instructor's certification.

- c. To assist in the recruitment and training of additional certified instructors.
- d. To recruit students for and train students in the education course.
- e. To actively promote the education program in the instructor's county and to publicize each new education course. A course must be posted at least 30 days prior to the start date of the course.
- f. To maintain order and discipline in the classroom and outdoor classroom at all times.
- g. To accurately fill out forms and reports required by the department for the accurate input and upkeep of the DNR online training registration and tracking system's records, or paper forms if applicable.
- h. To teach the education course as prescribed by the department.

12.24(2)

A certified instructor must teach a minimum of one course every two years. If this requirement is not met, the instructor's certification may be revoked after notification by certified mail. If an instructor's certification is revoked due to inactivity, the instructor may reapply to become a certified instructor pursuant to rule 571—12.22(321G,321I,462A,483A). Based upon the period of inactivity, some of the requirements in rule 571—12.23(321G,321I,462A,483A) may be waived by the program coordinator or recreational safety programs supervisor.

12.24(3)

A certified instructor must attend one continuing education instructor workshop every two years.

12.24(4)

A certified instructor shall represent the department in a positive manner that supports the department's goals and shall avoid even the appearance of impropriety while instructing students.

12.24(5)

A certified instructor must teach the education course with another adult present unless the certified instructor obtains prior approval from the department. It is the department's preference that the certified instructor is assisted by another department-certified instructor, but a non certified assistant over 18 years of age may assist so long as the non certified assistant does not directly teach the students substantive issues of the course. The person assisting the certified instructor must meet the same standards and expectations for character and behavior as the

department has for its instructors. The certified instructor is responsible for the conduct of the non certified assistant. The certified instructor is subject to suspension or revocation of certification based upon the actions of the non certified assistant.

If the course is taught without another adult present, notification to the program coordinator, recreation safety officer, or recreational safety programs supervisor must be made and authorization of the course must be given by the department in writing prior to holding the class.

A parent or legal guardian of a student in the class who is present as a direct result of the student's participation is not eligible to assist with the class.

This sub rule does not apply to a conservation officer or any other department representative who is teaching an education course alone.

12.24(6)

A certified instructor shall not use private residences for classes, and shall limit instruction to public buildings or facilities unless a private, nonresidence venue is approved beforehand in writing by the program coordinator, recreation safety officer, or recreational safety programs supervisor.

12.24(7)

All recreation education courses shall be made available to the public except for special circumstances that are pre approved by the department, such as courses being held in conjunction with schools, camps, and other special events.

571—12.25 (321G,321I,462A,483A)

Grounds for revocation or suspension of instructor certification.

The department may, at any time, seek to revoke or suspend the instructor certification of any person who:

1. Fails to meet the instructor responsibilities and requirements as outlined in rule 571—12.24(321G,321I,462A,483A).
2. Fails to follow the policies and procedures of the department.
3. Falsifies any information that may be required by the department. Falsifying information is understood to mean purposefully supplying information that is inaccurate or misleading or the intentional omission of information.
4. Handles any equipment in an unsafe manner, or allows any student or other instructor to handle equipment in a reckless or unsafe manner.
5. Is convicted of or forfeits a bond for any fish and game, snowmobile, ATV, or navigation violation of this state or any other state. Anyone who has a privilege to operate a motor vehicle suspended, barred, or revoked shall not be eligible to be an instructor for the snowmobile, ATV, or snow groomer operator education programs.
6. Uses profanity or inappropriate language, such as any type of sexist or racial references or generalities.
7. Engages in the physical punishment of a student, including the use of unreasonable or unnecessary physical force or physical contact made with the intent to cause pain, or any type of indecent contact with a child as defined by the Iowa Code.
8. Participates in a course while under the influence of alcohol or any illegal drug or while ingesting prescription medication in a manner contrary to the dosing directions given by the prescribing physician.
9. Has substantiated complaints filed against the instructor by the public, department personnel, or another certified instructor.
10. Fails to meet the requirements in sub rule 12.24(2) or 12.24(3).
11. Is under investigation for committing, is in the process of a judicial proceeding based on the allegation of committing, or is convicted of committing a felony or an aggravated or serious misdemeanor as defined in the statutes of this state or another state. Every certified instructor is subject to a criminal history check and conservation violation check at any time during the instructor's tenure as an instructor.

12. Receives compensation directly or indirectly from students for time spent preparing for or participating in an education course.

13. Teaches an education course without another adult present without prior department approval.

571—12.26

(321G,321I,462A,483A)

Temporary suspensions and immediate revocations of instructor certifications.

12.26(1)

Any complaint made against a department-certified instructor will be taken seriously and will be investigated by a program coordinator, a recreation safety officer, or a conservation officer. If convincing evidence exists that a certified instructor engaged in any of the activities listed in rule 571—12.25(321G,321I,462A,483A), the instructor's certification will be temporarily suspended. A letter detailing the reason(s) for the instructor's certification suspension will be sent via certified mail to the last-known address of the instructor. The letter will detail the length of the suspension and any corrective action to be taken by the instructor before the instructor's certification is reinstated.

12.26(2)

At the conclusion of the department's investigation, any certified instructor who is found to have engaged in the activities listed in rule 571—12.25(321G,321I,462A,483A), numbered paragraph "3," "5," "7," "8," "11," or "12," shall immediately have the instructor's certification revoked. In the event that an instructor's certification is revoked, rule 571—12.29(321G,321I,462A,483A) shall apply.

12.26(3)

At the conclusion of the department's investigation, if a certified instructor is found to have exercised bad judgment while teaching a class, failed to complete paperwork in a timely and proper manner, or engaged in risky or unsafe behavior or in an activity listed in rule 571—12.25(321G,321I,462A,483A), numbered paragraph "4," "6," "9," or "13," the suspension shall be exercised at the department's discretion based upon the nature and seriousness of the misconduct.

12.26(4)

For the hunter safety and ethics education program, bow hunter education program, and fur harvester education program, the results of the department's investigation shall be supplied to the Iowa Hunter Education Instructor Association (IHEIA), which shall review the results and supply a disciplinary recommendation to the department. The department shall consider IHEIA's recommendation when exercising its discretion to suspend or revoke the instructor's certification, based upon the nature and seriousness of the misconduct.

571—12.27 (321G,321I,462A,483A)

Termination of certification.

Any certified instructor has the right, at any time, to voluntarily terminate the instructor's certification. If a certified instructor voluntarily terminates the certification or the instructor's certification is terminated by the department, the instructor must return to the department the certification card and all materials that were provided to the individual.

571—12.28 (321G,321I,462A,483A)

Compensation for instructors.

Instructor applicants and certified instructors shall not receive any compensation for their time either directly or indirectly from students while preparing for or participating in a course. However, instructor applicants and certified instructors may require students to pay for actual,

course-related expenses involving facilities, meals, or materials other than those provided by the department. All certified instructors shall keep all records, bills, receipts, etc., relating to student payments for at least one year after the course and shall submit such documents to the department upon request.

571—12.29 (321G,321I,462A,483A)

Hearing rights.

If the department seeks to revoke an instructor certification pursuant to rule 571—12.26(321G,321I,462A,483A), the department shall provide to the certified instructor written notice of the intent to revoke the certification as provided in Iowa Code chapters 17A and 455A, and Iowa Administrative Code 561—Chapter 7. If the certified instructor requests a hearing, it shall be conducted in accordance with Iowa Administrative Code 561—Chapter 7.

571—12.30

Reserved.

PART II
RECREATION EDUCATION PROGRAMS

571—12.34 (483A)

Hunter safety and ethics education program.

12.34(1)

The education course for the hunter safety and ethics education program is designed to teach students basic survival and first-aid skills, water safety, wildlife identification, and the basics of wildlife management, hunting laws, and firearm/archery safety. The education course also stresses the importance of individual responsibility and outdoor ethics. Satisfactory completion of the education course is mandatory pursuant to Iowa Code section 483A.27 for anyone born after January 1, 1972, who wishes to purchase an Iowa hunting license.

12.34(2)

The education course is taught by certified instructors and is a minimum of ten hours in length. The education course shall have both classroom and hands-on components. Where permitted, live fire exercises may be taught.

12.34(3)

The hunter safety and ethics education program also offers an online course/field day. The online course is approximately six hours in length and covers the same subject taught in the lecture portion of the department's course. A field day voucher may be purchased from the online vendor for a fee determined in the memorandum of understanding between the vendor and the department upon the student's successful completion of the online course. The field day voucher is valid for one year from the date of issuance and authorizes entrance into a field day course. The field day portion is approximately four hours in length and is designed to meet the additional required elements of the hunter safety and ethics education program required in Iowa Code section 483A.27. Students must preregister for the field day course by using the DNR online training registration and tracking system unless Internet access is unavailable, in which case the student shall preregister by contacting the department.

a. The department recommends that the student be 16 years of age or older to take the online/field day course.

b. Only vendors that have been approved by the International Hunter Education Association and have entered into a memorandum of understanding with the department shall be allowed to offer an online course that results in the issuance of a field day voucher.

12.34(4)

The following criteria apply to the hunter safety and ethics education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certificate shall not become valid until the student's twelfth birthday. If the certificate is lost, a replacement certificate may be obtained from any electronic license system for Iowa (ELSI) vendor during regular business hours for \$3.50.
- b. A student successfully completes the course by completing a minimum of ten hours of training, six of which may be completed online if a student chooses to attend an online/field day course. Upon completion of the ten-hour curriculum, each student must take an individual oral or written test provided by the department. The student must pass the test with a score of 75 percent or higher. Based on the results of the test and the student's demonstration of safe handling of a firearm, the instructor shall determine if the student shall be issued a certificate of completion.
- c. Students must use the DNR online training registration and tracking system to register for classes unless Internet access is unavailable. Students who do not have access to the Internet, which includes access through a public option such as a school or library, may contact a recreation safety officer, a department district office, the system administrator, or an instructor to set up a student account and register for the class. Assistance may be found by calling (515)281-5918. Students under the age of 11 must have a parent or guardian establish a user account and register on their behalf.
- d. There is no fee for the education course.

571—12.36 (483A)

Bow hunter education program.

12.36(1)

The education course for the bow hunter education program is designed to teach bow hunters safe and ethical hunting techniques and to instill responsible attitudes toward people, wildlife, and the environment. The education course is based on the National Bowhunter Education Foundation's publications and is administered by the department. The education course covers topics such as responsibilities of a bow hunter, knowledge necessary before hunting, shot placement, tree stand safety, blood trailing, and game care.

12.36(2)

The education course is offered in both a classroom and an online setting.

- a. The classroom course is taught by department-certified instructors and is approximately six hours in length. The course consists of both a lecture and hands-on exercises. Students will be given a written examination which they must pass with 75 percent accuracy in order to earn an education certificate.
- b. The online course is a combination of an online class and a field day and is recommended for students 16 years of age or older. A student must complete both the online class and field day to gain certification. Only vendors that have been approved by the International Hunter Education Association and have entered into a memorandum of understanding with the department will be allowed to offer an online course that results in the issuance of a field day voucher. The field day voucher is valid for one year and authorizes entrance into a field day course.
 - (1) The online class is completed by the student on the student's own time. This portion of the course is in conjunction with the National Bowhunter Education Foundation, which charges a fee to students for the foundation's service.
 - (2) The field day is offered free of charge by a certified bow hunter instructor. A student successfully completes the online course/field day by presenting to the field day instructor a copy of the Field Day Qualifier Certificate from the National Bowhunter Education Foundation online course to show that the student has successfully completed the online portion. Students then must successfully participate in practical testing at the field day and demonstrate bow and arrow safety

and hunting skills under the supervision of a certified instructor. Students may be required to bring their own bow hunting equipment to be used during the field day. Students must also preregister for the field day course by using the DNR online training registration and tracking system unless Internet access is unavailable, in which case the student shall preregister by contacting the department.

12.36(3)

The following criteria apply to the bow hunter education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certification shall not become valid until the student's twelfth birthday.
- b. Students must use the DNR online training registration and tracking system to register for classes unless Internet access is unavailable. Students who do not have access to the Internet, which includes access through a public option such as a school or library, may contact a recreation safety officer, a department district office, the system administrator, or an instructor to set up a student account and register for the class. Assistance may be found by calling (515)281-5918. Students under the age of 11 must have a parent or guardian establish a user account and register on their behalf.
- c. There is no charge for the department's course.

571—12.37 (483A)

Fur harvester education program.

12.37(1)

The fur harvester education program is designed to teach trappers safe and ethical trapping techniques and to instill responsible attitudes toward people, wildlife, and the environment.

12.37(2)

The fur harvester education program is between six to eight hours in length, and students will receive instruction and hands-on training on the history and heritage of the fur trade, biology and management of Iowa furbearers, wildlife regulations and their purpose, ethics and responsibility, fur harvesting equipment, the basics of harvesting Iowa furbearers, marketing furbearers, public relations, and the basics of outdoor safety and survival. Students will receive a certificate of completion at the end of the education program.

12.37(3)

The following criteria apply to the fur harvester education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certification shall not become valid until the student's twelfth birthday.
- b. Students must use the DNR online training registration and tracking system to register for classes unless Internet access is unavailable. Students who do not have access to the Internet, which includes access through a public option such as a school or library, may contact a recreation safety officer, a department district office, the system administrator, or an instructor to set up a student account and register for the class. Assistance may be found by calling (515)281-5918. Students under the age of 11 must have a parent or guardian establish a user account and register on their behalf.
- c. There is no fee for the education program.

INSTRUCTOR CODE OF CONDUCT

All certified instructors must adhere to the twelve items listed below in addition to the rules, policies, and procedures that have been established for the Iowa Hunter Education Program. A violation of the Instructor Code of Conduct or any of the rules, policies, or procedures governing the program could result in a suspension of instructor privileges or decertification.

1. Be neat and clean in dress and appearance. Wear Iowa Hunter Education Program approved apparel which includes orange vest, camouflage or orange instructor hat, instructor polo, or hunter education t-shirt.
2. Be organized and prepared for classes, clinics, or workshops.
3. Speak clearly and audibly, avoiding offensive language, off color humor, references and expressions. Be polite and courteous to any and all people.
4. Teach material outlined in the manual as a minimum, adding and enhancing as needed. Present material in a clear and interesting, manner, using a variety of teaching techniques (i.e., not just constantly lecturing or reading from a book). Use personal stories only when needed to make an appropriate and specific point.
5. Present the Iowa Department of Natural Resources and its programs in a positive and straightforward manner. Negative comments about the Department, it's programs or staff will not be tolerated.
6. Set the students at ease, respond to their needs, encourage them to participate and show respect for other viewpoints.
7. Control the class and limit inappropriate discussions and activities.
8. Be precise, accurate and as complete as possible when answering questions and offer to find unknown answers. It is ok to say you don't know but will get back to them with the answer.
9. Stress legal and ethical actions throughout the class, regardless of personal point-of-view.
10. Handle problems promptly and fairly (i.e., late students, disruptive students, horseplay, etc.).
11. The safety and welfare of all students are the instructor's responsibility from the time the first student arrives until the last student leaves, including lunch and/or breaks. At no time should students or facilities be left unattended.
12. All state-owned and/or approved equipment used for classes, workshops, or other Department approved events must be handled in a safe and responsible manner. Instructors are responsible for the equipment from the time they acquire it until they return it. All equipment should be returned in the same condition if not better than when it was received. If damage or loss occurs to the equipment while in the instructor's possession they must notify their local Recreational Safety Officer, Conservation Officer, or Program Coordinator within twenty four (24) hours of when the damage or loss occurred.

Pittman-Robertson Facts

U.S. Department of the Interior - Fish and Wildlife Services

Official name - The Federal Aid in Wildlife Restoration Act. Popularly known as the Pittman-Robertson or "PR" Act after its Congressional sponsors, Senator Key Pittman of Nevada and Congressman A. Willis Robertson of Virginia. Signed into law by President D. Roosevelt on September 2, 1937.

The PR Program provides grants to states for wildlife restoration and hunter safety education.

Money for the PR Program comes from an 11 percent Federal Excise Tax on sporting firearms and ammunition and archery equipment, and a 10 percent excise tax on handguns. Originally, the law provided for a 10 percent excise tax on sporting arms and ammunition only. The tax was raised to 11 percent in 1941. A 10 percent excise tax on pistols and revolvers was added in 1970, and an 11 percent excise tax on bows and arrows in 1972.

The U.S. Fish and Wildlife Service - an agency of the Department of the Interior - distributes the funds to States, Territories, and Commonwealths. Wildlife restoration funds are apportioned on the basis of the number of licensed hunters and the size of the State.

Hunter safety education funds are derived from one-half of the excise taxes collected on handguns and archery equipment. Hunter safety funds are apportioned to States according to population.

States decide which projects they wish to propose for PR funding. Projects must be approved by the U.S. Fish and Wildlife Service before they are funded.

Since 1937, about \$1.5 billion has been distributed to States, Territories, and Commonwealths under the PR Program. Nearly half the money distributed to States is used to develop, maintain, and operate wildlife management areas. Some of these projects involve complex engineering, such as water impoundment's to create or enhance wetland habitat, or agricultural operations that produce diverse plant communities favorable to wildlife.

About one-fourth of the money provided to States is used for research or surveys into problems affecting wildlife populations.

About 13 percent of the money is used for land acquisition. Since the program began, 4.1 million acres have been purchased and conserved to provide wildlife habitat and recreational opportunities for people.

About 9 percent of the money is used for hunter safety education programs. These programs for beginning hunters teach safe handling of firearms and archery equipment, respect for wildlife, ethical behavior for hunters, and incident prevention. About 700 thousand people enroll in hunter safety education classes each year.

The US Fish and Wildlife Service uses less than 8 percent of the funds collected to administer the PR Program.

Less than a third of public use of wildlife management areas developed by the PR Program is for hunting. The remainder is by bird watchers, photographers, hikers, and others who enjoy seeing wildlife in its natural habitat.

PR funds may be used to manage any species of wild bird or mammal, including non-game and endangered species. Some PR funds are used specifically to manage non-game wildlife. Non-game wildlife also benefit from efforts to conserve game species, because habitat preserved for game animals also provides shelter for non-game animals.

Many species of game animals are more numerous today than they were 50 years ago because of wildlife management and research activities carried out under the PR Program.

Flow Chart
Funds for Wildlife Restoration and Hunter Education Projects

11% Tax on Sporting Arms and Ammunition-Public Law 415 - Effective 1938
10% Tax on Handguns-Public Law 91-503 - Effective 1974
11% Tax on Bows and Arrows-Public Law 92-558 - Effective 1975
Collected by Manufacturers
Trust Fund Branch of U.S. Treasury
Secretary of the Interior Apportions to the States

The Wildlife Restoration Apportionment is based on funds from the tax on sporting arms and ammunition, plus 1/2 of the tax on handguns and archery equipment. The formula allocates 50% on the basis of land area and 50% on the basis of paid hunting license holders.

The maximum allotted to any state is 5% of the total funds apportioned, and the minimum is 1/2 of 1% of the total apportioned funds.

Puerto Rico receives 1/2 of 1% of the total; Guam, American Samoa, the Virgin Islands, and the Northern Marina Islands each receives 1/6 of 1%.

Hunter education is funded from the remaining 1/2 of the excise tax on handguns and archery equipment, and apportionment is based solely on the population of each state. The maximum apportionment to any state is 3% of the total funds apportioned, the minimum is 1% of the total amount. States are allowed the option, however, of using hunter education funds for wildlife restoration projects. States may use the funds apportioned to it to pay up to 75% of the costs of a hunter education program and the construction, operation, and maintenance of public target ranges as part of such program. The non-federal share of such costs may be derived from license fees paid by hunters, but not from other federal grant programs.

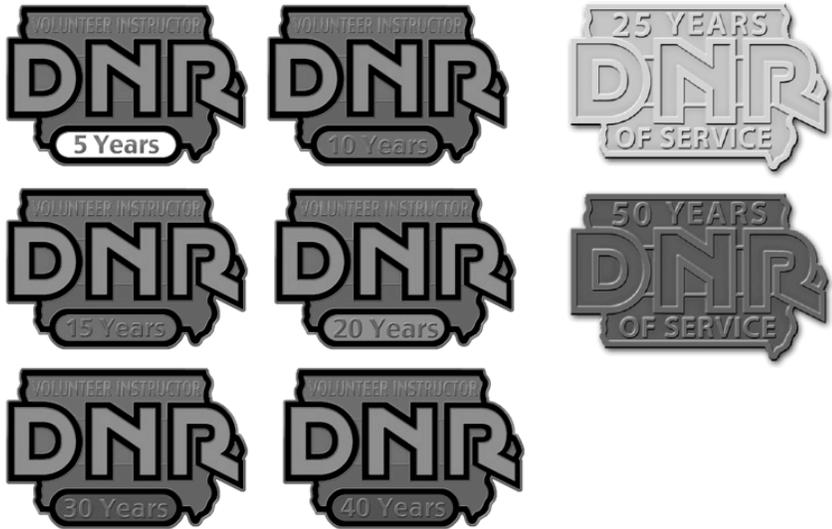
State Director
Federal Aid Coordinator
Hunter Education Coordinator
Hunter Education Project

Cycle of Success



2016 Instructor Incentives

Years of Service Pins



Hunt Iowa Hat Attendance Award



5 Year Award (Choice)

Folding Knife



Filet Knife

10 Year Award (Choice)



Mini MagLite



Browning Cap Light

15 Year Award (Choice)



Wind Jacket



Thermacell

2016 Instructor Incentives

20 Year Award



IHEA Heritage Print

25 Year Award (Choice)



Butcher Lite Kit

Swing Blaze

30 Year Award (Choice)



Soft Gun Case



Blind Bag

40 Year Award



Browning Cross Country Windcutter Jacket

50 Year Award

.22 Henry Lever Action Octagon Rifle



50 Years of Service Award Recipients

| <u>Instructor Name</u> | <u>County</u> | <u>Year Awarded</u> |
|------------------------|---------------|---------------------|
| James Hoffman | Polk | 2012 |
| Michael Runyan | Monroe | 2012 |
| Dwight Moats | Cherokee | 2012 |
| Gerald Pallesen | Cherokee | 2012 |
| Roger Will | Emmet | 2012 |
| Arthur Ades | Cerro Gordo | 2012 |
| Bill Ogan | Clinton | 2013 |
| Jim Haring | Clinton | 2013 |
| Dave Junker | Chickasaw | 2014 |
| Sam Rodgers | Wapello | 2014 |

2016 Camps and Workshops:

Youth Hunter Education Challenge (YHEC)

June 10-12, 2016 (Wesley Woods Camp, Indianola)

Outdoor Journey for Girls (OJ)

June 15-17, 2016 (Springbrook Education Center)

July 12-14, 2016 (Hickory Hills, Black Hawk County)

August 3-5, 2016 (Springbrook Education Center)

Hunting and Conservation Camp for Boys (HACC)

June 22-24, 2016 (Springbrook Education Center)

July 27-29, 2016 (Springbrook Education Center)

Becoming an Outdoors Woman (BOW)

April 29-May 1, 2016 (Honey Creek Resort)

September 16-18, 2016 (Springbrook Education Center)

Fly Tying and Fishing

October 8-9, 2016 (Springbrook Education Center)

Mentored Outdoor Experience (MOE)

November 18-20, 2016 (Springbrook Education Center)

For more information on all DNR Camps and Workshops visit:

<http://www.iowadnr.gov/Things-To-Do/Camps-Workshops>

2016 State Shooting Sports Events:

State Iowa Archery in the Schools Tournament

March 5, 2016 (Iowa State Fairgrounds, Des Moines)

State Collegiate Scholastic Clay Target Program Tournament

April 30, 2016 (Stockdale Gun Club, Ackley)

State JO International Trap & International Doubles

May 21 & 22, 2016 (AVAD Hunt Club)

State JO Skeet

May 28 & 29, 2016 (New Pioneer Gun Club, Waukee)

State Scholastic Action Shooting Program Tournament (Rifle & Pistol)

June 5, 2016 (Dragoon Chapter Izaak Walton League, Elkhart)

State Scholastic Clay Target Program Trap Tournament

June 9-12, 2016 (Cedar Falls Gun Club, Cedar Falls)

State Scholastic Clay Target Program Sporting Clays Tournament

June 18, 2016 (Targets on the Move, Ackley)

State Scholastic Clay Target Program Skeet Tournament

June 24-26, 2016 (New Pioneer Gun Club, Waukee)

Mentored Outdoor Experience (MOE)

This workshop is designed to allow inexperienced deer hunters the opportunity to obtain the knowledge to allow them to fully appreciate their activity, as well as participate in a controlled deer hunt with a mentor. This has been an extremely successful combination!

For more information visit:

<http://www.iowadnr.gov/Things-to-Do/Camps-Workshops/Mentored-Outdoor-Experience>

Becoming an Outdoors Woman (BOW)

BOW is an international program aimed primarily at women, but is an opportunity for anyone 18 years or older to learn outdoor skills usually associated with hunting and fishing, but useful for many outdoor pursuits.

For more information visit:

<http://www.iowadnr.gov/Things-to-Do/Camps-Workshops/Becoming-an-Outdoors-Woman>

Fly Fishing & Tying Outdoor Experience

The Fly Fishing & Tying Outdoor Experience is designed to allow inexperienced fly fishers and tyers the opportunity to obtain the knowledge and skills to fully appreciate these activities. Participants age 16 or older (unless accompanied by an adult) will explore all aspects of the sport with hands on activities including tying flies, casting a fly rod and hopefully catching the big one!

For more information visit:

<http://www.iowadnr.gov/Things-to-Do/Camps-Workshops/Fly-Tying-Fishing>

Hunting and Conservation Camp (HACC)

HACC is for boys is designed to introduce a variety of outdoor skills to young men ages 12 - 15. Participants are allowed to experience outdoor skills: shooting (shotguns, rifles, archery, and muzzleloaders), trapping, dog training, hunting (waterfowl and turkey), gun care/cleaning, game calling, and conservation.

For more information visit:

<http://www.iowadnr.gov/Things-to-Do/Camps-Workshops/Hunting-and-Conservation-Camp>

Outdoor Journey for Girls (OJ)

OJ is a 3-day, 2-night workshop aimed at introducing outdoor skills to girls ages 12 to 15 years old in a supportive, learning environment where they have opportunities to try things “hands-on.” The outdoor skills include: canoeing and water safety, basic orienteering, fish and wildlife identification, archery, firearm safety and basic shooting, camping and outdoor survival, game care, furbearers and fur harvesting, fishing and preparing the catch, and Hunter Education Certification.

For more information visit:

<http://www.iwinr.com/#!outdoor-journey-for-girls/cy94>

Youth Hunter Education Challenge (YHEC)

Iowa YHEC-the Youth Hunter Education Challenge-is a weekend-long event that takes place each June. This year the event will be held at Wesley Woods Camp near Indianola. Youth from all over Iowa come to compete in 8 events, learn about the outdoors, and have fun with other youth and adults that have similar interests. The events include four shooting events (archery, muzzleloading rifle, shotgun, and small-bore rifle) and four non-shooting events (wildlife identification, orienteering, hunter safety trail, and written exam). Most youth compete as part of a team of five from their area, but youth can register as individuals, as well. There are two age categories, Junior (ages 12-14) and Senior (ages 15-18).

For more information visit:

<http://www.iowadnr.gov/Things-to-Do/Camps-Workshops/Youth-Hunter-Education-Challenge>



September 24th & 25th, 2016 - FREE!

Saturday: 9am - 6pm & Sunday: 10am - 4pm

Des Moines Izaak Walton League and Water Works Park

4343 George Flagg Parkway, Des Moines

Celebrate National Hunting and Fishing Day by bringing the entire family out for a fun weekend discovering new and exciting ways to enjoy Iowa's outdoors. With over 50 free hands-on activities, visitor's are able to learn, observe and experience recreation opportunities in the great outdoors.

Hands-on activities include, but are not limited to:

Fishing - Reel Fishing, Bow Fishing, Fly Fishing & Casting, Casting games, Fish ID tank

Water Sports - Canoeing, Kayaking, Paddle Boarding, Life Jacket Safety

Kid's Corner - Fossil & Treasure Dig, Live Animals, Minnow Races, Make your own Bird Feeder

Camping - Tent Demonstrations and Outdoor Cooking

Buckskinnners Encampment - Traditional encampment and Tomahawk range

Archery - Beginners Range, Traditional Range (9 and over) and Aerial Range

Shooting Sports - Trap Shooting (height requirement), Sling Shot and BB Gun Ranges

Wildlife - Trapping in Iowa, Waterfowl Hunting, Turn In Poachers (TIP), Game Care/Food Safety, Hunter Safety Trail, Treestand Safety

Conservation - Urban Garden Program, Soil & Water Conservation, Land Quality

Interested in getting involved and sharing your time?

Interested in hosting a hands-on activity?

Interested in sponsoring or donating to the event?

Interested in attending this event with your family?

Visit: <http://www.iowadnr.gov/expo>

For more information:

Lisa McIntyre

c/o Des Moines Izaak Walton League

3434 George Flagg Parkway

Des Moines, IA 50321

Email: iowaoutdoorexpo@gmail.com

FY15 Hunter Education Program Details (July 1, 2014 - June 30, 2015)

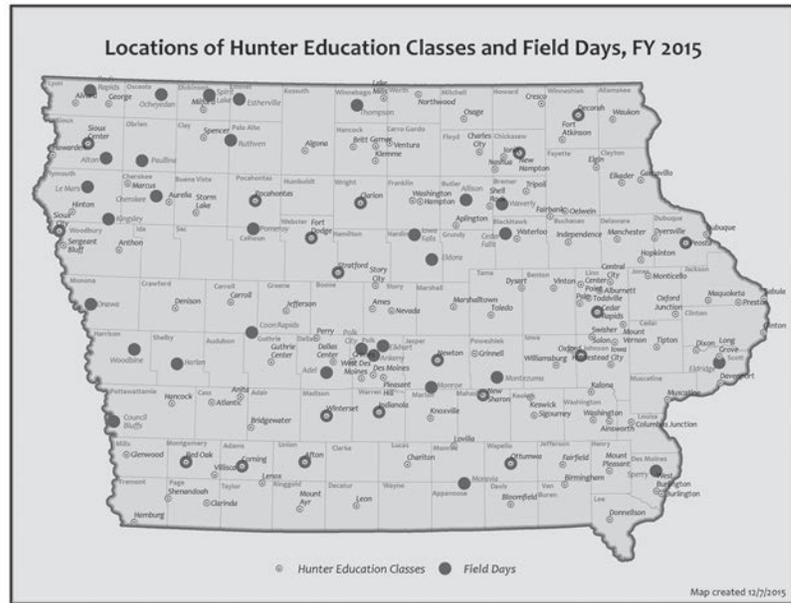
Total Classes Held: 291
Total Students Certified: 10,104
Total Instructor Volunteer Hours: 10,974
New Instructor Workshops Held: 5
Certified Instructor Workshops Held: 19
New Instructors Certified: 76
Total Instructors Certified: 1,434

In FY 2015, we certified 10,104 students in Hunter Education. Of those students, 1,568 (15%) completed the Online/Field Day Course, 3,598 (36%) completed the Adult (18+) Online Only Course, and 4,938 (49%) completed the traditional classroom based course.

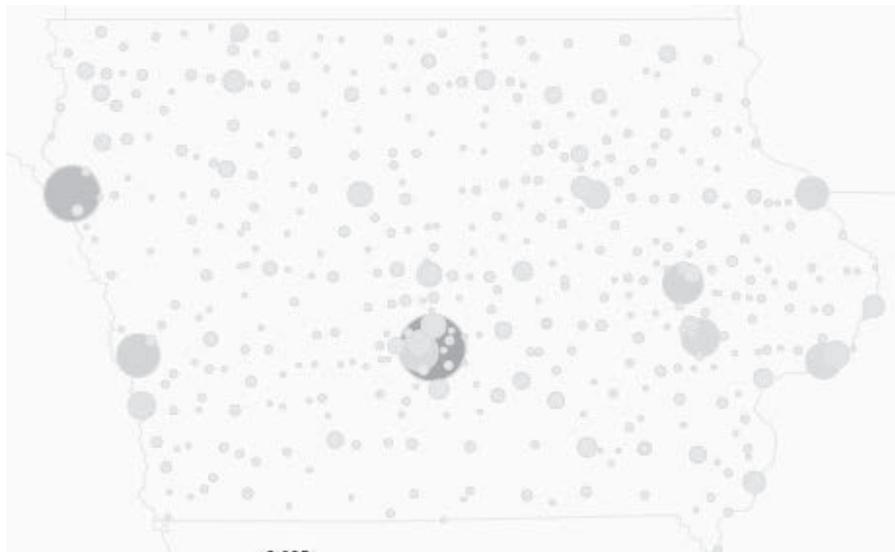
In FY 2015, we held 291 Hunter Education Classes across the state in 90 of the 99 counties. Of those classes, 207 (71%) were the traditional classroom courses and 84 (29%) were the online/field day course.



FY15 (July 1, 2014 - June 30, 2015) Actual Classes Held Vs. Student Online/Field Day Sessions Started



**Map represents the 291 classes/field days held in FY15.*



**Map represents the number of online sessions started through HunterCourse.com.*

| City | Sessions Started | # of Actual Classes/Field Days |
|-----------------|------------------|--------------------------------|
| Des Moines | 2,825 | 3 |
| Sioux City | 1,971 | 16 |
| Missouri Valley | 1,122 | 1 |
| Cedar Rapids | 1,067 | 4 |
| West Des Moines | 855 | 2 |
| Iowa City | 818 | 2 |
| Davenport | 695 | 2 |
| Dubuque | 654 | 2 |
| Ames | 532 | 2 |
| Council Bluffs | 453 | 4 |

Iowa Hunting Incidents (1964 - 2015)

| Year | Non-Fatal | Fatal | Total | | Year | Non-Fatal | Fatal | Total |
|------|-----------|-------|-------|--|-------------|-----------|----------|-----------|
| 1964 | 75 | 8 | 83 | | 1990 | 54 | 7 | 61 |
| 1965 | 95 | 20 | 115 | | 1991 | 46 | 3 | 49 |
| 1966 | 121 | 19 | 140 | | 1992 | 31 | 3 | 34 |
| 1967 | 95 | 19 | 114 | | 1993 | 29 | 1 | 30 |
| 1968 | 64 | 11 | 75 | | 1994 | 47 | 3 | 51 |
| 1969 | 87 | 12 | 99 | | 1995 | 35 | 1 | 36 |
| 1970 | 76 | 7 | 83 | | 1996 | 40 | 1 | 41 |
| 1971 | 57 | 12 | 69 | | 1997 | 34 | 3 | 37 |
| 1972 | 67 | 5 | 72 | | 1998 | 48 | 3 | 51 |
| 1973 | 55 | 12 | 67 | | 1999 | 41 | 1 | 42 |
| 1974 | 72 | 14 | 86 | | 2000 | 36 | 1 | 37 |
| 1975 | 47 | 5 | 52 | | 2001 | 23 | 3 | 26 |
| 1976 | 61 | 5 | 66 | | 2002 | 22 | 1 | 23 |
| 1977 | 60 | 10 | 70 | | 2003 | 39 | 2 | 41 |
| 1978 | 61 | 9 | 70 | | 2004 | 18 | 0 | 18 |
| 1979 | 53 | 7 | 60 | | 2005 | 26 | 1 | 27 |
| 1980 | 57 | 4 | 61 | | 2006 | 19 | 0 | 19 |
| 1981 | 61 | 10 | 71 | | 2007 | 20 | 0 | 20 |
| 1982 | 37 | 5 | 42 | | 2008 | 16 | 1 | 17 |
| 1983 | 48 | 3 | 51 | | 2009 | 19 | 0 | 19 |
| 1984 | 39 | 4 | 43 | | 2010 | 19 | 2 | 21 |
| 1985 | 33 | 4 | 37 | | 2011 | 26 | 0 | 26 |
| 1986 | 40 | 2 | 42 | | 2012 | 19 | 0 | 19 |
| 1987 | 34 | 1 | 35 | | 2013 | 17 | 0 | 17 |
| 1988 | 43 | 3 | 46 | | 2014 | 30 | 1 | 31 |
| 1989 | 44 | 4 | 48 | | 2015 | 11 | 0 | 11 |



2015 Hunting Incidents

Personal Injuries: 9
 Property Damage: 2
 Fatalities: 0
 Total Incidents: 11

Incident: One

County of Incident: Guthrie

District: Three

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted ()

Same Party (X)

Date and Day of the Week: Saturday, April 18, 2015

Shooter Information

Age: 51 **Gender:** Male

Hunter Education: No

Years Hunting Experience: 14

Game Hunted: Turkey

Attempting to Bag Game: Yes

Firearm Used: Browning BPS Pump Shotgun

Victim Information

Age: 51 **Gender:** Male

Hunter Education: No

Years Hunting Experience: 30

Distance of Muzzle to Wound: 87 feet

Type of Cover: Timber

Blaze Orange Apparel: No

Narrative: Shooter and Victim went to a property they had permission to hunt on. They walked about 300 yards down a fence line and the shooter set up his decoys in the grass field in front of him. The victim then stated that he was going deep into the timber to hunt in a different location. The shooter heard shots from a property north of them and then 10 minutes later, saw something bobbing up and down. He shot at what he believed was a turkey and then heard the victim yell "You shot me." The shooter went and rendered aid while calling 911. The victim sustained four pellets to the right side of his head/face. During the investigation it was also determined that alcohol had a factor in the incident.

Cause(s): Victim mistaken for game

Prevention: Identify your target. Plan your hunt and hunt your plan. Know where all members of your hunting party are at all times.

Incident: Two

County of Incident: Hamilton

District: Five

Property Damage (X)

Personal Injury ()

Fatal ()

Self Inflicted ()

Same Party ()

Date and Day of the Week: Sunday, November 1, 2015

Shooter Information

Age: 33 **Gender:** Male

Hunter Education: Yes

Years Hunting Experience: Unknown

Game Hunted: Pheasant

Attempting to Bag Game: Yes

Firearm Used: Stoeger Condor 12 gauge shotgun

Victim Information

Age: **Gender:**

Hunter Education:

Years Hunting Experience:

Distance of Muzzle to Wound: 89 yards

Type of Cover: Open field

Blaze Orange Apparel: Yes

Narrative: Father and son hunting party were pheasant hunting. They were walking north along a ditch when a pheasant flushed, flying from west to east, 30 yards in front of the hunters. Both hunters shot at the bird and both missed. The shooter followed the bird and shot directly at a house across the road. The shooter took full responsibility and agreed to pay for the two damaged windows. Both shooters were cited for shooting within 200 yards from an occupied building.

Cause(s): Victim was covered by shooter swinging on game. Victim was out of sight of the shooter. Failure to check beyond target.

Prevention: Identify your target and what is beyond it. Do not hunt within 200 yards of an occupied building.

Incident: Three

County of Incident: Franklin

District: Five

Property Damage (X)

Personal Injury ()

Fatal ()

Self Inflicted ()

Same Party ()

Date and Day of the Week: Saturday, January 4, 2014

Shooter Information

Victim Information

Age: Unknown

Gender: Unknown

Age: 76

Gender: Male

Hunter Education: Unknown

Hunter Education: No

Years Hunting Experience: Unknown

Blaze Orange Apparel: Yes

Game Hunted: Pheasant

Distance of Muzzle to Damage: 200 yards

Attempting to Bag Game: Yes

Type of Cover: Creek in Corn Field

Firearm Used: Unknown

Narrative: A hunting party of six were pheasant hunting along a creek in the middle of a corn field. The victim dropped off the other five members on the north side of the creek and drove to the south side of the creek, parked and waited for the walkers to flush birds towards him. Where he was sitting he could not see the rest of the hunting party walking towards him. He felt a sting near his right eye and heard a BB bounce off his vehicle. The investigating officer was able to narrow it down to three hunters on the east side of the creek, however all three were using the same ammunition and he was unable to determine exactly which shooter shot the victim.

Cause(s): Victim in line of fire. Failure to check beyond target. Victim out of sight of shooter.

Prevention: Make sure you know where all hunting party members are at all times. Know your target and what is beyond it.

Incident: Four

County of Incident: Fayette

District: Two

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted (X)

Same Party ()

Date and Day of the Week: Sunday, November 29, 2015

Shooter Information

Age: 17 **Gender:** Male

Hunter Education: Yes (Field Day)

Years Hunting Experience: 3

Game Hunted: Squirrel

Attempting to Bag Game: No

Firearm Used: New England Arms Partner .410 rifle

Victim Information

Age: **Gender:**

Hunter Education:

Years Hunting Experience:

Distance of Muzzle to Wound: Skin Contact

Type of Cover: Wooded area

Blaze Orange Apparel: No

Narrative: Hunting party of two were out hunting squirrels. Victim was walking out of timber to get better cell phone service. While attempting to cross a log that was knee high, he lost his footing and fell forward. He attempted to use his shotgun to brace his fall by placing the butt of his gun on the ground. The victim came down on the barrel of the gun, which penetrated the left side of his neck. He removed the barrel which caused blood to spurt from the wound and pressure was then applied. He sustained a punctured pharynx and damaged the left side nerve in his tongue.

Cause(s): Improper crossing of obstacle. Careless or reckless handling of firearm.

Prevention: Practice safe obstacle crossing techniques.

Incident: Five

County of Incident: Delaware

District: Two

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted ()

Same Party (X)

Date and Day of the Week: Sunday, December 6, 2015

Shooter Information

Victim Information

Age: 38 **Gender:** Male

Age: 28 **Gender:** Male

Hunter Education: Yes (Classroom Course)

Hunter Education: Yes

Years Hunting Experience: 27

Years Hunting Experience: 17

Game Hunted: Deer

Distance of Muzzle to Wound: 162 yards

Attempting to Bag Game: Yes

Type of Cover: Open, hilly CRP land

Firearm Used: Mossberg 50 20 gauge shotgun

Blaze Orange Apparel: Yes

Narrative: Victim was on stand when he decided to move to another location without notifying others in the hunting party. Terrain was slightly hilly CRP grassland with some timbered draws. The victim moved up a ravine to the top of a hill, placing him in line, but out of site of the shooter. The shooter took two shots from his 20 gauge shotgun as the deer ran along the edge of the hillside, in between the victim and shooter. The victim was beginning to pull his firearm up to aim at the same deer when the victim was struck in the upper right arm with a slug.

Cause(s): Victim was out of sight of the shooter. Victim was covered by shooter swinging on game. Failure to identify target.

Prevention: Plan your hunt and hunt your plan. Communicate with other hunters prior to moving from hunting location.

Incident: Six

County of Incident: Henry

District: Four

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted (X)

Same Party ()

Date and Day of the Week: Sunday, December 6, 2015

Shooter Information

Victim Information

Age: 13 and 18 **Gender:** Male

Age: 47 **Gender:** Male

Hunter Education: Yes (Classroom)/Yes (Classroom)

Hunter Education: Yes (Classroom)

Years Hunting Experience: Both had 5 years experience

Years Hunting Experience: 22

Game Hunted: Whitetail Deer

Distance of Muzzle to Wound: 115 yards

Attempting to Bag Game: Yes

Type of Cover: Field/Cropland

Firearm Used: Both used a Mossberg 500 shotgun (20 gauge) **Blaze Orange Apparel:** Yes

Narrative: Hunting party of six were deer hunting in timbered area surrounded by crop fields. Two hunters were standing near each other when another member of the party drove a deer towards them. A small buck ran out of the timber and the second shooter shot four times. The buck moved closer to the first shooter and the first shooter shot four times. The victim then screamed that he had been shot. The hunting party called 911 while loading the victim onto a UTV and moving him to the road where he was met by emergency medics and transported by helicopter to the hospital. The victim had a bullet enter his left chest and lodged in his right shoulder. In addition, a bullet passed completely through his liver, holes in his lungs, a damaged diaphragm, damage to his pancreas and liver and stints were placed in his aorta. After investigation, it was determined that both possible shooters were using the same ammunition and the shooter cannot be determined until the bullet is removed from the victims shoulder.

Cause(s): Victim covered by shooter swinging on game. Failure to identify target. Victim in line of fire. Failure to check beyond target. Shooting in direction of other hunters.

Prevention: Be sure to identify your target and what is beyond it. Avoid target fixation and shooting at running deer. Wait until you have a clear shot with a safe backstop before pulling the trigger. Know where members of your hunting party are at, at all times.

Incident: Seven

County of Incident: Guthrie

District: Six

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted ()

Same Party (X)

Date and Day of the Week: Saturday, December 12, 2015

Shooter Information

Victim Information

Age: 36 **Gender:** Male

Age: 32 **Gender:** Male

Hunter Education: Yes (Classroom)

Hunter Education: Yes (Classroom)

Years Hunting Experience: 23

Years Hunting Experience:

Game Hunted: Whitetail Deer

Distance of Muzzle to Damage:

Attempting to Bag Game: Yes

Type of Cover:

Firearm Used: Remington 870 Express shotgun (12 gauge)

Blaze Orange Apparel:

Narrative: A hunting party of 22 were conducting a deer drive in a cow pasture with very dense hedge brush and cedar trees. During the end of the drive the deer ran back between the group. The shooter saw a couple larger deer come back towards him and as one came into an opening, he fired one shot at the running deer. The victim was struck in the upper right thigh and transported to the hospital for care.

Cause(s): Victim covered by shooter swinging on game. Failure to identify target. Victim in line of fire. Failure to check beyond target. Shooting in direction of other hunters.

Prevention: Properly identify your target and what's beyond it. Take time prior to the hunt to familiarize yourself with the area you will be hunting.

Incident: Eight

County of Incident: Delaware

District: Two

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted (X)

Same Party ()

Date and Day of the Week: Sunday, December 13, 2015

Shooter Information

Age: 51 **Gender:** Male

Hunter Education: No

Years Hunting Experience: 40

Game Hunted: Raccoon

Attempting to Bag Game: Yes

Firearm Used: Ruger 22 caliber pistol

Victim Information

Age: **Gender:**

Hunter Education:

Years Hunting Experience:

Distance of Muzzle to Wound: 3 Inches

Type of Cover: Open grassy public ditch

Blaze Orange Apparel: No

Narrative: Shooter/Victim was standing in a roadside ditch while checking traps. Before dispatching a raccoon, the victim attempted to load his 22 caliber pistol by placing a round into the chamber without using the magazine. While loading the pistol, his finger was on the trigger when he released the slide forward, resulting in an intentional shot into his right inner thigh.

Cause(s): Improper loading of pistol. Careless or reckless handling of firearm.

Prevention: Always keep the muzzle pointed in a safe direction. Use provided magazine and chamber rounds accordingly with two hands.

Incident: Nine

County of Incident: Palo Alto

District: One

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted (X)

Same Party ()

Date and Day of the Week: Sunday, December 13, 2015

Shooter Information

Victim Information

Age: 70 **Gender:** Male

Age: **Gender:**

Hunter Education: Yes (Classroom)

Hunter Education:

Years Hunting Experience: 60

Years Hunting Experience:

Game Hunted: Whitetail Deer

Distance of Muzzle to Wound: Skin contact

Attempting to Bag Game: No

Type of Cover: Timber

Firearm Used: New England Pardner Shotgun (20 gauge)

Blaze Orange Apparel: Yes

Narrative: Shooter/victim was deer hunting alone on public land. He was sitting on a log while working on his firearm. He pulled the hammer back on his 20 gauge break action shotgun as he swung his leg around the log to scout to the south. At this time his gun fired and a slug entered the bottom of his right hand and exited through the top of the hand. The shooter/victim walked back to his vehicle where another group of hunters offered aid and drove him to the emergency room.

Cause(s): Careless or reckless handling of firearm. Improper crossing of obstacle.

Prevention: Keep your safety on or hammer un-cocked until you are ready to shoot. Always keep the muzzle pointed in a safe direction. Unload your firearm prior to crossing an obstacle.

Incident: Ten

County of Incident: Buchanan

District: Two

Property Damage ()

Personal Injury (X)

Fatal ()

Self Inflicted (X)

Same Party ()

Date and Day of the Week: Wednesday, December 16, 2015

Shooter Information

Age: 28 **Gender:** Male

Hunter Education: Yes (Classroom)

Years Hunting Experience: 1

Game Hunted: Whitetail Deer

Attempting to Bag Game: No

Firearm Used: H&R 1871 Pardner Pump Shotgun (20 gauge) **Blaze Orange Apparel:** Yes

Victim Information

Age: **Gender:**

Hunter Education:

Years Hunting Experience:

Distance of Muzzle to Wound: 12 inches

Type of Cover: Parking Lot

Narrative: Hunting party of five were finished with their hunt and heading back to their vehicles. The shooter/victim was walking out with one member of the party and was explaining how he had missed a buck 20 minutes prior. He began to re-enact how he missed the deer. In doing so, he swung the gun which he was originally carrying over his shoulder, so that he was now carrying it with the muzzle to the ground. The muzzle was actually pointed at his foot without the safety on and he fired a round. The slug struck his foot between the big toe and the second largest toe, breaking the second toe and requiring surgery.

Cause(s): Careless or reckless handling of firearm.

Prevention: Keep muzzle pointed in a safe direction. Practice safe firearms handling techniques. Keep safety on until you are ready to shoot.

Incident: Eleven

County of Incident: Scott

District: Four

Property Damage (X)

Personal Injury ()

Fatal ()

Self Inflicted ()

Same Party ()

Date and Day of the Week: Saturday, December 19, 2015

Shooter Information

Age: 36 **Gender:** Male

Hunter Education: No

Years Hunting Experience: 4

Game Hunted: Whitetail Deer

Attempting to Bag Game: Yes

Firearm Used: Remington 1187 Shotgun (12 gauge)

Victim Information

Age: **Gender:**

Hunter Education:

Years Hunting Experience:

Distance of Muzzle to Wound: 326 yards

Type of Cover: Crop field on edge of timber

Blaze Orange Apparel: Yes

Narrative: Hunting party of three were hunting on private party near several housing developments. Two of the hunters stood in a picked corn field waiting for deer to run out of a small timbered draw that the third hunter was driving from. A buck emerged from the timbered draw and ran across the field in front of both hunters in the field. The shooter shot five times and the other hunter shot twice. During the seven shots, two houses were hit. House #1 had a shotgun slug enter through the siding of the home, through the closet and stairway, coming to rest of the floor. The young daughter of the homeowner was struck by fragments. House #2 had a slug enter its siding. One shooter was charged with no hunting license, no hunter education and the second shooter was charged with no license fee and no habitat fee.

Cause(s): Victim out of sight of shooter. Victim covered by shooter swinging on game. Shooting at moving game.

Prevention: Properly identify your target and what's beyond it. Take time prior to the hunt to familiarize yourself with the area you will be hunting.

2015 Elevated Hunting Incident Recap

Incident One Synopsis - Deer hunter was out in a wooden tree stand at 6am. At 8:30am he stood up to stretch his legs after sitting for 2 hours. This was the last thing he remembered before waking up on the ground in pain. At approximately 11:15am he was able to call a fellow hunter in the area for assistance. He was transported by ambulance and then by med-flight later that day. He was treated for fractures of 11 left ribs, compression fractures of three L vertebrae, compression of one T vertebrae, along with liver and lung contusions with hematomas. The doctor's speculated that he had a syncopal episode due to low blood pressure. The victim was on high blood pressure medication and had been treated for a gallbladder malady four weeks prior to the incident. The combination of medicine, recovery from medical treatment and standing up after sitting for so long, caused a drop in blood pressure. This drop caused him to lose consciousness, resulting in a fall from 25 feet. The victim was not wearing a safety harness during his medical emergency.

Incident Two Synopsis - A deer hunter was in his "hang-on" treestand bowhunting in the afternoon. The treestand had been left on the tree continuously for approximately 5 years, without being removed or replaced. There were two nylon straps holding the treestand onto the tree. The top strap was a ratchet style strap and the bottom strap was a cinch type strap. The top strap broke while the hunter was sitting in the stand "dumping" him forward, falling 20-25 feet and landing on his butt/tailbone. The victim was transported to the hospital where he had two CAT scans that showed no broken bones or fractures, just back and chest pain and bruise to the heart. The victim was not wearing a safety harness.

Incident Three Synopsis - A deer hunter died as a result of falling from a tree stand while bowhunting. On inspection of the tree stand, there was no apparent reason for what caused the stand to fall, and it's unknown whether the victim was getting into or out of the stand, was adjusting the stand, or simply hunting from it. At the time he fell he was not wearing any type of fall restraint system, and the stand was determined to be approximately 25 feet off the ground.

Hunter Education Student Survey

In December 2015, surveys were sent out to all students who completed a Hunter Education Course between July 1, 2013 - June 30, 2015. We had 899 students respond to the survey. Results of the survey are posted below. All Hunter Education students beginning in 2016 and going forward will receive a pre, post, and follow-up survey. Results will be shared with instructors annually at the instructor workshops.

* What is your gender? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|---------------|----|------|---------------------|----------------|
| Male | | | 584 | 82.7% |
| Female | | | 335 | 37.2% |
| No Responses | | | 0 | 0.0% |
| Totals | | | 899 | 100% |

* Why did you choose to take a Hunter Education course? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|--|----|------|---------------------|----------------|
| To legally buy a hunting license and go hunting. | | | 768 | 85.4% |
| To learn something about firearms and safety. | | | 334 | 37.1% |
| To learn something about wildlife and hunting. | | | 293 | 32.5% |
| The possibility of hunting in the future. | | | 228 | 25.3% |
| To participate in a shooting sports program. | | | 61 | 6.7% |
| My mom or dad made me take the course. | | | 19 | 2.1% |
| Other (View all) | | | 46 | 5.1% |
| Totals | | | 899 | 100% |

* What type of Hunter Education course did you take? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|----------------------------------|----|------|---------------------|----------------|
| Classroom | | | 251 | 27.9% |
| Online & Field Day | | | 140 | 15.5% |
| Online Only (18 years and older) | | | 508 | 56.5% |
| No Responses | | | 0 | 0.0% |
| Totals | | | 899 | 100% |

* Why did you choose the course you did? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|---|----|------|---------------------|----------------|
| Cost | | | 123 | 13.6% |
| Convenience | | | 582 | 64.7% |
| Best fit for my schedule | | | 560 | 62.2% |
| Only option in my area | | | 84 | 9.3% |
| Only option available because of my age | | | 28 | 3.1% |
| I already have basic knowledge of firearms and/or hunting | | | 266 | 29.5% |
| Prefer to learn in an online environment | | | 92 | 10.2% |
| Prefer to learn in a lecture environment | | | 27 | 3.0% |
| Prefer to learn in a hands on environment | | | 71 | 7.8% |
| Other (View all) | | | 19 | 2.1% |
| Totals | | | 899 | 100% |

* Do you feel that the material presented in your class adequately prepared you to go hunting? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|---------------|----|------|---------------------|----------------|
| Yes | | | 896 | 99.6% |
| No | | | 3 | <1% |
| No Responses | | | 0 | 0.0% |
| Totals | | | 899 | 100% |

* Have you hunted since completing a hunter education course? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|---------------|----|------|---------------------|----------------|
| Yes | | | 747 | 83.0% |
| No | | | 152 | 18.9% |
| No Responses | | | 0 | 0.0% |
| Totals | | | 899 | 100% |

If no, do you plan on hunting in the next year? □

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|---------------|----|------|---------------------|----------------|
| Yes | | | 236 | 26.2% |
| No | | | 18 | 2.0% |
| No Responses | | | 645 | 71.7% |
| Totals | | | 899 | 100% |

* Would you like to receive more information on hunting in the future?

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|---------------|----|------|---------------------|----------------|
| Yes | | | 617 | 68.6% |
| No | | | 282 | 31.3% |
| No Responses | | | 0 | 0.0% |
| Totals | | | 899 | 100% |

If yes, what types of information would you like to receive?

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|--|----|------|---------------------|----------------|
| Season Dates | | | 529 | 84.6% |
| Where to Hunt | | | 373 | 59.6% |
| Hunting Tips | | | 382 | 61.1% |
| Learn to Hunt Workshops | | | 104 | 18.6% |
| Mentored Hunting Opportunities | | | 93 | 14.8% |
| Hunting and Shooting Sports related clubs and organizations in your area | | | 193 | 30.8% |
| Other (View all) | | | 9 | 1.2% |
| Totals | | | 625 | 100% |

How would you prefer to receive the information?

| Answer | 0% | 100% | Number of Responses | Response Ratio |
|--|----|------|---------------------|----------------|
| Email | | | 606 | 87.0% |
| Mail | | | 184 | 26.4% |
| Phone | | | 10 | 1.4% |
| In Person | | | 12 | 1.7% |
| Website | | | 64 | 9.1% |
| Blog | | | 8 | 1.1% |
| Online Environment | | | 30 | 4.3% |
| Workshop Environment (combination of lecture and hands on) | | | 16 | 2.2% |
| Handouts | | | 10 | 1.4% |
| Video | | | 17 | 2.4% |
| Other (View all) | | | 5 | <1% |
| Totals | | | 696 | 100% |



Instructor Resources

IHEA-USA Hunter & Shooting Sports Journal/Instructor Newsletters

The IHEA-USA Hunter & Shooting Sports Journal along with the Iowa Hunter Education Instructor Newsletter is printed and delivered four times per year to instructors. The purpose of the publication is to increase the skill and effectiveness of hunter education in administrators and instructors so they can improve the enthusiasm, safety, ethics, and proficiency of their students as they embark on lifetime enjoyment of hunting and the shooting sports. The Iowa Hunter Education Newsletter contains pertinent program information for instructors along with teaching tips, special offers, training opportunities, and articles from the Iowa Hunter Education Instructor Association.

If you are not receiving this publication along with the newsletter insert please notify us immediately so that we can update your address on our distribution list. You may contact the DNR by email at: HunterEducation@dnr.iowa.gov or by phone at 515-725-8200.



E-Newsletter: Iowa Hunter Education Instructor Information

This newsletter is for Iowa Hunter Education Instructors only! Subscribers to the Iowa Hunter Education Instructors E-Newsletter will receive periodic updates regarding program information, upcoming events, and other necessary information. The newsletter will give the Hunter Education Program Staff a chance to get viable information out to all Iowa Hunter Education Instructors in a timely manner.

To subscribe visit <http://www.iowadnr.gov/HunterInstructor> and click the link at the bottom of the page to subscribe to the Instructor E-Newsletter.

Useful Websites

Event Manager Iowa Program List - <http://www.register-ed.com/programs/iowa>

To be used to view and register for upcoming classes, instructor workshops, and advanced training opportunities such as Wingshooting Education, Species Specific Seminars, Range Safety Officer Training, etc.

Event Manager Instructor Login Page - <https://myregister-ed.com/login/login>

To be used only by certified instructors to update their contact information, set up classes, and manage classes.

IHEA-USA Instructor Deals - <http://iheia-usa.org/instructors/special-offers-for-instructors>

Hunter Education Instructors can access many free resources and services at the “Instructor’s Only” section of the IHEA-USA Website. Please enter the following password when prompted to receive more information on special offers available: gohunt (all lower case and no space).

Direct link to Iowa DNR Hunter Education Instructor Website - <http://www.iowadnr.gov/HunterInstructor>

Direct link to Iowa DNR Hunter Education Website - <http://www.iowadnr.gov/Huntered>

Direct link to Iowa Hunter Education Instructor Association Website - <http://www.iheia.com>

Direct link to International Hunter Education Association - USA Website - <http://www.ihea-usa.org>

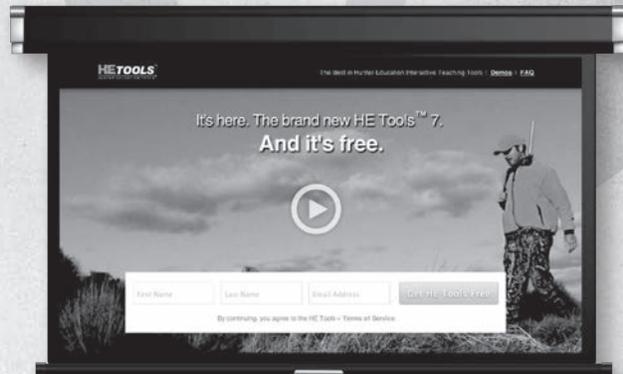
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- 🎯 Hunter Safety Practice Test

Event Manager Instructor Start-Up Guide

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What's Included in This Guide

To help you learn how to use Kalkomey's Event Manager to schedule classes, this Guide:

- Shows you many of the screens that you will see.
- Explains computer terms that you will need to know.
- Tells how to start the Event Manager program.
- Gives instructions for using the features in the Event Manager program.

Learning Computer Terms

What Is a Browser?

A browser is a program on your computer that you use to visit websites. When you turn on a computer, you see small graphic symbols on the screen. These symbols are called icons. To get to your browser you click its icon.

Here are the **icons** for several popular browsers.

Internet Explorer by Microsoft



Firefox by Mozilla



Chrome by Google



What Is the Address Bar?

After you click on a browser's icon, you see the homepage for that browser. At the top of the page is an area called the address bar. Below are examples of what you might see there.

What is a URL?

You use an address to find a location when you are driving. On computers, the URL is the address that takes you to a particular place on a website. For example, the URL (address) of the Event Manager login page is: <https://my.register-ed.com/login/login>.

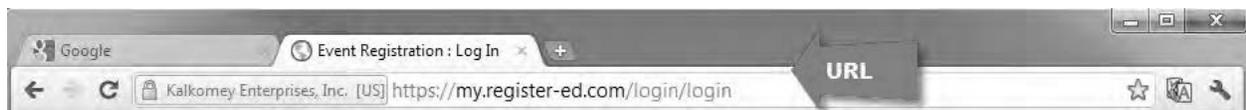
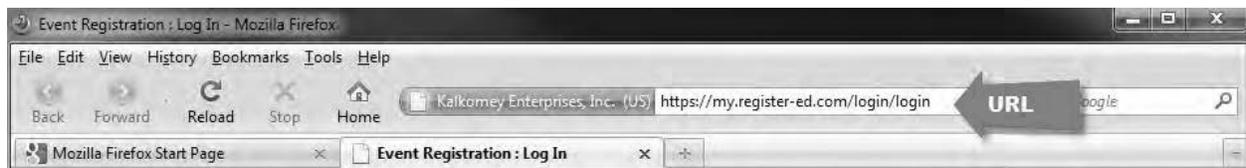
Starting Event Manager

To start using Event Manager, use your browser to access the login page.

Follow these steps.

1. Click on your browser's icon.
2. Move the cursor to address bar and click.
3. Type the URL for Event Manager: <https://my.register-ed.com/login/login>

Here are examples of the Event Manager login URL in the address bar of three different browsers.



4. Press ENTER. The login page is the access point for Event Manager.

Event Manager Login Page



The screenshot shows the login interface for Kalkomey Enterprises Event Manager. At the top left, the text "Kalkomey Enterprises Event Manager" is displayed. To the right, there are two input fields: "Username:" and "Password:". A "Sign In" button is located to the right of the password field. Below the header, the text "Log In" is followed by a horizontal line. Underneath, it says "Please log in to continue." and "Lost your password?". At the bottom, a footer contains the copyright notice "© 2008-2011 Kalkomey, Inc. All Rights Reserved" and the text "Email Event Manager Support".

5. Type in your assigned username and password. Then click on Sign In.

Understanding the Welcome Instructor Page

This is an example of what you will see the first time you successfully log in to Event Manager.

The screenshot shows the top navigation bar of the 'State (Demo) Safety Education Program Agency Administration'. It includes a logo on the left, the text 'Logged in as Steve Swiggert', 'Status: Logged In.', and a 'Log Out' link. Below this is a 'Menu Bar' with links for 'Home', 'Profile', 'Events', 'Locations', 'Enrollments', and 'Results'. The main content area is titled 'Welcome Instructor' and contains a welcome message, a 'My Upcoming Events' box, and a row of five 'Navigation Icons' with labels: 'Manage My Profile', 'My Event Schedule', 'Program Locations', 'My Event Enrollments', and 'My Event Results'.

This page contains the following information.

- **Agency logo** shows your agency's identification logo.
- **"Logged in as"** shows who is logged in.
- **"Status"** shows that you are "logged in".
- **"Log Out"** lets you click to exit Event Manager.
- **Menu bar** allows you to move about in Event Manager.
- **"My Upcoming Events"** box displays a short list of your upcoming events.
- **Five large navigation icons** provide another way to move about in Event Manager (same as the menu bar).

Using Event Manager

On the Welcome Instructor page, each of the features in Event Manager, except “Home,” appears on the menu bar and as a navigation icon.

- **“Home”**: Return to the Welcome Instructor page from any other screen.
- **“Profile” or “Manage My Profile”**: View or update your personal information.
- **“Events” or “My Event Schedule”**: View your calendar, or create events.
- **“Locations” or “Program Locations”**: View available locations, or create new location.
- **“Enrollments” or “My Event Enrollments”**: View enrollment and capacity for events.
- **“Results” or the “My Event Results”**: Enter, review, and submit result data for events.

The following sections of this Guide explain each of these features in more detail.

Profile

After you log in, you may update your personal information, such as password, on the Manage Profile page. From the Welcome Instructor page, click on either the **“Profile”** option on the menu bar or the **“Manage My Profile”** navigation icon to get to this page.



State (Demo)
Safety Education Program
Agency Administration

Logged in as [redacted]
Status: Acting as **Erin Michaels**
[Back to Admin Panel](#) | [Log Out](#)

[Home](#) [Profile](#) [Events](#) [Locations](#) [Enrollments](#) [Results](#)

Manage Profile

Here you can manage and maintain your profile. Make any changes you need, and click "Save Changes" at the bottom of the page to confirm your edits.



Login Information

| | |
|--------------------|---|
| Username*: | <input type="text" value="ErinMichaels"/> |
| Password*: | <input type="password"/> |
| Confirm Password*: | <input type="password"/> |
| Password Hint*: | <input type="text" value="testing"/> |
| Secret Question*: | <input type="text" value=""/> |
| Secret Answer*: | <input type="text" value=""/> |

Account Information

| | |
|-----------------|---|
| First Name*: | <input type="text" value="Erin"/> |
| Middle Initial: | <input type="text" value="L"/> |
| Last Name*: | <input type="text" value="Michaels"/> |
| Suffix: | <input type="text" value=""/> |
| Email: | <input type="text" value=""/> |
| Gender*: | <input type="text" value="Female"/> |
| Date of Birth: | <input type="text" value="February"/> <input type="text" value="17"/> <input type="text" value="1955"/> |

Additional Information

| | |
|-----------------------------|-------------------------------------|
| City*: | <input type="text" value="Dallas"/> |
| Instructor Number*: | <input type="text" value="1234"/> |
| SSN (9 digits, no dashes)*: | <input type="text" value="*****"/> |
| Instructor Type*: | <input type="text" value="Staff"/> |
| Ethnicity: | <input type="text" value=""/> |
| Home Phone*: | <input type="text" value=""/> |
| Mobile Phone: | <input type="text" value=""/> |
| Work Phone: | <input type="text" value=""/> |
| Region*: | <input type="text" value="North"/> |
| County: | <input type="text" value=""/> |

How Should Students Contact This User?

- Email: [Redacted]
- Home Phone: [Redacted]
- Mobile Phone: (No information available for this field.)
- Work Phone: (No information available for this field.)

When you have updated your profile information, click on **“Save Changes”** to save your changes.

Locations

Before an event may be created, you first must make sure its Location is in the system.

From the Welcome Instructor page, click on either **“Locations”** on the menu bar OR the **“Program Locations”** icon to get to this page.

State (Demo)
Safety Education Program
Agency Administration

Logged in as Steve Swiggert
Status: Logged In.
[Log Out](#)

Home Profile Events Locations Enrollments Results

Locations

Demo Hunter Education Classroom Course ▼
Select a Program to Begin
Demo Hunter Education Classroom Course

Click here to see the dropdown menu.

Displaying Locations

The locations depend on the program. To see a list of program locations:

1. Click on the down arrow beside “Select a Program to Begin”. A dropdown menu lists the programs.
2. Click on the program you want. All locations that are available for the program are displayed.
3. Now you can search for a specific location. Click on the down arrow to display the dropdown menu.
4. Click on the search option you want to see.



Locations

Demo Hunter Education Classroom Course ▾

Name ▾

All

Name

Th Address available for this program.

To City of these locations, click on the "Schedule Event" link.

Zip Code

Ac --- Additional Fields ---

Sc Region information

County

1000 Belt Line Road

 [+ Create Location](#)

Location search options are in this dropdown menu.

5. Type in the requested information. Then click on "Search".

- If your Location is found, you can begin to create an event.
- If your Location is NOT found, you can create the Location by clicking on the "**Create Location**" link on the right-hand side of the Locations page.



Locations

Demo Hunter Education Classroom Course ▾

Name ▾ Dallas

 [+ Create Location](#)

Click HERE to create a NEW Location.

Creating a Location

To create a NEW location:

1. FILL in ALL required fields.
2. (Optional) Manually position the red marker exactly where you want it on the map.
3. When you are done, click on "Submit" button to save your changes.



State (Demo)
Safety Education Program
Agency Administration

Logged in as **Steve Swiggert**
Status: **Logged In.**
[Log Out](#)

[Home](#) [Profile](#) [Events](#) [Locations](#) [Enrollments](#) [Results](#)

Create Location

To create a new location, enter the required values in the form below. Your Agency Administrator will have to approve the event and associate it with the appropriate program before it is available for use.

Red asterisk means a "required" field.

Location Name*

Special Instructions

Address*

City*

State*

ZIP*



Map Satellite

Winters

Ballinger

Map data ©2011 Google - Terms of Use

Refresh Map

EVENTS

Creating an Event

You can get the My Event Schedule page two ways:

- From the Locations page
- From the Welcome Instructor page

From the Locations page: On the Locations page, you can search for an event location. When the location you want is found and displayed, click on **“Schedule an Event”** to schedule an event at that location.

State (Demo)
Safety Education Program
Agency Administration

Logged in as Steve Swiggert
Status: Logged In.
[Log Out](#)

[Home](#) [Profile](#) [Events](#) [Locations](#) [Enrollments](#) [Results](#)

Locations

Demo Hunter Education Classroom Course ▾

All ▾ Showing All Locations - Select a Search Option

 [+ Create Location](#)

The following locations are available for this program.
To create a new event at one of these locations, click on the "Schedule Event" link.

Addison Police Dept
Schedule an Event | [More Information](#)

1000 Belt Line Road
Addison, TX 75244
Capacity: 30
Lunch break noon-1PM. Location is on the south side of Belt Line Road just west of the Tollway. For questions call the Demo Agency Office at 555-456-3333.

Addison Recreation Center
Schedule an Event | [More Information](#)

3900 Beltway Drive
Addison, TX 75001
Capacity: 40

Click this link to create an Event at this location.

From the Welcome Instructor page: The My Event Schedule page can be accessed from two places on the Welcome Instructor page.

1. Click on **“Events”** on the menu bar at the top of the page.



OR

2. Click on the **“My Event Schedule”** navigation icon at the bottom of the page.



You will see the My Event Schedule page. This is a calendar of YOUR events.

State (Demo) Safety Education Program Agency Administration

Logged in as Steve Swiggert
Status: Logged In.
Log Out

Home Profile Events Locations Enrollments Results

My Event Schedule

Your event schedule is shown below. Click on an event to view detailed information or make changes.
To create a new event, select a calendar date that you wish to schedule.

To view a list of all events for all instructors, click [here](#).

5 Events Found Calendar View List View

< Previous Month November 2011 Next Month >

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---|-----------|---|--------------------------------------|--|
| | | 1 | 2 | 3 | 4 Today 2 Events Click to view | 5 8:00 AM Traditional Classroom Course (2 Days) Sherman, TX |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 6:00 PM Traditional Classroom Course (3 Days) Addison, TX | 23 | 24 6:00 PM Traditional Classroom Course (2 Days) Pilot Point, TX | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

To create a new event:

1. Display the correct month. Click on "Previous Month" or "Next Month", if necessary.
2. Click on the date. This takes you to the **Create an Event** page. There are two parts to this page:
 - The Calendar side (on the left) for scheduling the dates and times for the event
 - The Event Detail side (on the right) for defining the details of the event



Create an Event



To create an event, fill in any missing data for date, time, program and location. Web Registration Capacity defaults to the capacity that has been assigned to the selected location. However, if you wish to allow more or fewer online registrations for this event, you may edit the Web Registration Capacity.

<< December 2011 >>

| S | M | T | W | T | F | S |
|----|-----------|----|----|----|----|----|
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

START: : :

END: : :

Current Schedule
None - Use the "Add Event Date" button

CALENDAR SIDE

Program

Event Name

Location

Capacity

Special Instructions

Options

- This is a public event.
- This event will be visible to students: 11/15/2011 - 12/12/2011.
- Students can register for this event: 11/15/2011 - 12/12/2011.
- Students can cancel registrations: 11/15/2011 - 12/12/2011.
- Notifications are disabled.
- Wait list is enabled.

EVENT DETAIL SIDE

The Calendar Side of the Create an Event Page

You can schedule one-day or multi-day events.

<< December 2011 >>

| S | M | T | W | T | F | S |
|----|-----------|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

START: : :

END: : :

Add Event Date

Current Schedule

None - Use the "Add Event Date" button

1. Click on a date on the calendar.
2. Use the dropdown menus to select the start time and end time for this date.
3. When you have the date and time correct, click on the **"Add Event Date"** button. You will see the event date displayed under **"Current Schedule"**.
4. If this is a multi-day event, repeat steps 1-3 for each of the event dates. Each time you define the start and end times for a new date, click on **"Add Event Date"** button to add the new date to the event schedule.

Here is an example of the calendar side for a multi-day event.

<< December 2011 >>

| S | M | T | W | T | F | S |
|----|----|----|-----------|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

START: 9:00 AM

END: 4:00 PM

Add Event Date

Current Schedule

12/12/2011 - 9:00 AM to 4:00 PM | Remove

12/13/2011 - 9:00 AM to 4:00 PM | Remove

12/14/2011 - 9:00 AM to 4:00 PM | Remove

Below are the steps that were used to create this multi-day event example.

1. **Select December 12 by clicking "12" (Day One of this event).**
2. Choose the Start Time for Day One.
3. Choose the End Time for Day One.
4. Click on the "Add Event Date" button.
5. **Select December 13 by clicking "13" (Day Two of the event).**
6. Choose the Start Time for Day Two.
7. Choose the End Time for Day Two.
8. Click on the "Add Event Date" button.
9. **Select December 14 by clicking "14" (Day Three of the event).**
10. Choose the Start Time for Day Three.
11. Choose the End Time for Day Three.
12. Click on the "Add Event Date" button.

The Event Detail Side of the Create an Event Page

After you complete the Calendar side, you must complete the Event Detail side.

Program

Demo Hunter Education Classroom Course

Event Name

Traditional Classroom Course

Location

Start typing the location name(s), city, etc...

Capacity

Special Instructions

Options

- This is a public event.
- This event will be visible to students: 11/15/2011 - 12/12/2011.
- Students can register for this event: 11/15/2011 - 12/12/2011.
- Students can cancel registrations: 11/15/2011 - 12/12/2011.
- Notifications are disabled.
- Wait list is enabled.

To use this side of the page, start at the top.

- **Program:** Select your program from the dropdown menu. The rest of the event detail fields on the right side of the page will display automatically.
- **Event Name:** Select the event from the dropdown menu.
- **Location:** Place the cursor within the Location field and start typing the location name. After three characters have been typed, a list of locations will be displayed in a dropdown menu. Select a location.
- **Capacity:** The location capacity is displayed automatically, based on the chosen location. Change the capacity, if necessary.
- **Special Instructions:** Enter any applicable event-specific instructions.

Event “Options”

The “**Options**” at the bottom of the Create an Event page allow you to customize event settings such as the event type, event visibility window, event registration window, and event cancellation window. You also can activate notifications and wait list options for an event. Each individual “option” can be opened by clicking on the associated blue “option” link.

Options

- This is a public event.
- This event will be visible to students: 11/15/2011 - 12/12/2011.
- Students can register for this event: 11/15/2011 - 12/12/2011.
- Students can cancel registrations: 11/15/2011 - 12/12/2011.
- Notifications are disabled.
- Wait list is enabled.

Public/Private

This setting allows you to define the event type as either public or private.

- **Public:** The event is displayed on the public calendar.
- **Private:** The event is NOT displayed on the public calendar.

Click on [public](#) to see the choices.

- This is a [public](#) event.
 - Public - It will appear on the public calendars. Instructors may also register students manually.
 - Private - It will not appear on the public calendars. Instructors must register students manually.

Visibility

The visibility setting lets you control WHEN the event will be displayed on the public calendar. This can be used to schedule future events without making them visible to the students.

Click on the dates to change them.

- This event will be visible to students: 11/15/2011 - 12/12/2011.
 - From: To:
 - Never

Registration

The registration setting lets you define WHEN registration for an event is open.

Click on the dates to change them.

- Students can register for this event: 11/15/2011 - 12/12/2011.
 - From: To:
 - Never

Cancellation

The cancellation setting lets you control WHEN cancellations for the event will be allowed.

Click on the dates to change them.

- Students can cancel registrations: 11/15/2011 - 12/12/2011.
 - From: To:
 - Never

Notifications

This setting lets you enable or disable notifications for an event. When enabled, the primary instructor will receive an e-mail when an online registration for the event is processed.

Click on disabled or enabled to choose whether or not an e-mail will be sent.

- Notifications are disabled.
Receive an email when a student registers for this event
Enabled Disabled

Wait List

This setting lets you enable or disable a Wait List for an event. When enabled, the public will be given the option to be added to a Wait list when an event is full. In this case, invitations to register for the event can be sent to people on the wait list if seats become available due to cancellations.

Click on No or Yes to choose whether or not a Wait List will be enabled for this event.

- Wait list is enabled.

If a wait list is enabled, students can show interest in a full event by providing some contact information. Here's how it works:

- When the event is full, the wait list will start;
- Once the wait list is on, **it is ON**. Even if cancellations occur, the event will only allow students to join a wait list;
- Instructors are responsible for managing the wait list and contacting interested students;
- To get students into the class, instructors must add them manually or send an invitation. Students that get an invitation must follow the link and complete the registration.

Would you like to enable wait list?

- No.**
- Yes.** Once full, allow students to join a wait list.

Completing the Process

When both sides of the Create an Event page are filled in the way you want, click on the **“Create Event”** button in the bottom right corner of the page. This creates the event.

Enrollments

The Event Enrollment page can be accessed from two places on the Welcome Instructor page.

1. Click on “**Enrollments**” on the menu bar at the top of the page.



OR

2. Click on the “**My Event Enrollments**” navigation icon at the bottom of the page.



You will see the Event Enrollments page.

Event Enrollments



Below is a list of your scheduled events, including enrollment for each event. Click on an event action to view a roster of currently registered students. You also may edit or delete events that do not have any students currently registered. However, if students have already registered for an event and you need to edit or delete that event, you must contact your program's Administrator.

| ID | Action | Status | Event Information | Date and Time | Enrollment |
|-------|--|--------|--|---------------------|---------------------------------|
| 16798 | View Edit Delete | Active | Traditional Classroom Course Addison Police Dept | 12/10/2011 07:30 AM | <div style="width: 10%;"></div> |
| 16232 | View Edit Cancel | Active | Traditional Classroom Course Addison Recreation Center | 12/03/2011 08:00 AM | <div style="width: 20%;"></div> |
| 15845 | View Edit Cancel | Active | Traditional Classroom Course Lake Ray Roberts | 11/24/2011 06:00 PM | <div style="width: 15%;"></div> |
| 15879 | View Edit Cancel | Active | Traditional Classroom Course Campbell Green Recreation Center | 11/24/2011 09:00 AM | <div style="width: 15%;"></div> |
| 15848 | View Edit Cancel | Active | Traditional Classroom Course Addison Police Dept | 11/22/2011 06:00 PM | <div style="width: 10%;"></div> |
| 15881 | View Edit Cancel | Active | Traditional Classroom Course Collin College Preston Park Campus | 11/14/2011 06:00 PM | <div style="width: 20%;"></div> |
| 15889 | View Edit Cancel | Active | Traditional Classroom Course Arlington Sportsman's Club | 11/12/2011 07:30 AM | <div style="width: 15%;"></div> |
| 15852 | View Edit Cancel | Active | Traditional Classroom Course Lake Texoma | 11/05/2011 08:00 AM | <div style="width: 10%;"></div> |
| 15846 | View Edit Cancel | Active | Traditional Classroom Course Addison Police Dept | 11/04/2011 09:00 AM | <div style="width: 10%;"></div> |
| 15882 | View Edit Cancel | Active | Traditional Classroom Course Addison Recreation Center | 11/04/2011 09:00 AM | <div style="width: 15%;"></div> |

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Viewing the Roster for an Event

From the Welcome Instructor page, you can get to the roster three ways:

- **My Upcoming Events:** If the event is listed, click on it to go to the roster.

My Upcoming Events

Traditional Classroom Course **Click here to see the roster.**

Traditional Classroom Course 11/14/2011 Collin College Preston Park Campus

Traditional Classroom Course 11/22/2011 Addison Police Dept

Traditional Classroom Course 11/24/2011 Campbell Green Recreation Center

- **Enrollments:** Click on “Enrollments” on the menu bar to display the Event Enrollments page. Then click on “View” to display the roster for a specific event.
- **My Event Enrollments:** Click on the “My Event Enrollments” navigation icon to display the Event Enrollments page. Then click on “View” to display the roster for a specific event.

Event Enrollments



Below is a list of your scheduled events, including enrollment for each event. Click on an event action to view a roster of currently registered students. You also may edit or delete events that do not have any students currently registered. However, if students have already registered for an event and you need to edit or delete that event, you must contact your program's Administrator.

| ID | Action | Status | Event Information | Date and Time | Enrollment |
|-------|---|--------|--|---------------------|----------------------|
| 16798 | View Edit Delete | Active | Traditional Classroom Course Addison Police Dept | 12/10/2011 07:30 AM | <input type="text"/> |
| 16232 | View Edit Cancel | Active | Traditional Classroom Course Addison Recreation Center | 12/03/2011 08:00 AM | <input type="text"/> |
| 15845 | View Edit Cancel | Active | Traditional Classroom Course Lake Ray Roberts | 11/24/2011 06:00 PM | <input type="text"/> |
| 15879 | View Edit Cancel | Active | Traditional Classroom Course Campbell Green Recreation Center | 11/24/2011 09:00 AM | <input type="text"/> |
| 15848 | View Edit Cancel | Active | Traditional Classroom Course Addison Police Dept | 11/22/2011 06:00 PM | <input type="text"/> |
| 15881 | View Edit Cancel | Active | Traditional Classroom Course Preston Park Campus | 11/14/2011 06:00 PM | <input type="text"/> |
| 15889 | View Click "View" to see the roster. | Active | Traditional Classroom Course Man's Club | 11/12/2011 07:30 AM | <input type="text"/> |
| 15852 | View Edit Cancel | Active | Traditional Classroom Course Lake Texoma | 11/05/2011 08:00 AM | <input type="text"/> |
| 15846 | View Edit Cancel | Active | Traditional Classroom Course Addison Police Dept | 11/04/2011 09:00 AM | <input type="text"/> |
| 15882 | View Edit Cancel | Active | Traditional Classroom Course Addison Recreation Center | 11/04/2011 09:00 AM | <input type="text"/> |

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Here is an example of an event roster.

Event Roster

ID 15889
Event Traditional Classroom Course
Location Arlington Sportsman's Club [Details]
Instructor Steve Swiggert
Schedule 11/12/2011 - 07:30 AM to 06:00 PM (Saturday)
Enrollment 6/8 (75%) 

Event Management
Student View
This Event: Edit | Cancel
Manage: Instructors | Files
Students: Create | Invite
Print: Normal | Extended
Download as: CSV | PDF

Select an Event Management action or select individual students and the type of action from the bottom of the page.

| <input type="checkbox"/> | Action | Last | First Name | MI | Suffix | Email | City | State | Zip | Phone | DOB | Gender |
|--------------------------|-------------|----------|-------------|----|--------|---------------------|------------|-------|-------|---------------|------------|--------|
| <input type="checkbox"/> | View Edit | Anderson | Christopher | L | | anderson@blacks.com | Arlington | TX | 76012 | (555)555-5555 | 03-09-1995 | Male |
| <input type="checkbox"/> | View Edit | Kinsler | Michael | L | | kinsler@blacks.com | Carrollton | TX | 75007 | (555)555-5555 | 09-09-1970 | Male |
| <input type="checkbox"/> | View Edit | Miller | Brandon | L | | mill@blacks.com | Arlington | TX | 76012 | (555)555-5555 | 01-10-1995 | Male |
| <input type="checkbox"/> | View Edit | Nelson | David | L | | nelson@blacks.com | Arlington | TX | 76012 | (555)555-5555 | 07-26-1995 | Male |
| <input type="checkbox"/> | View Edit | Smith | Rachel | M | | smith@blacks.com | Arlington | TX | 76012 | (555)555-5555 | 09-22-1995 | Female |
| <input type="checkbox"/> | View Edit | White | William | L | | white@blacks.com | Arlington | TX | 76012 | (555)555-5555 | 06-23-1995 | Male |

With Selected Students:

- Select Action
- Move to New Event
- Remove from Event
- Send E-mail

The event roster is where you will do most of your event management.

On the Event Roster page, you can:

- View information about each student.
- Edit a student's information.
- Remove a student from the event.
- Move a student to another event.
- Send an e-mail to the students.

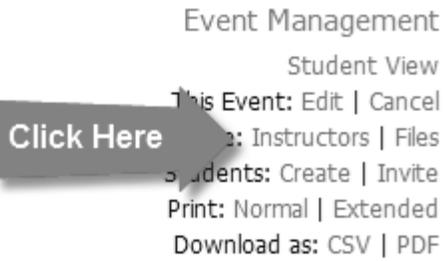
By clicking on the blue links on the Event Management menu on the Event Roster page, you can do the following.

- **Student View** shows you the screen students see when they are signing up for an event.
- **The Event: Edit** lets you change the information for an event.
- **This Event: Cancel** lets you cancel an event.
- **Manage: Instructors** lets you remove, assign, or e-mail selected instructors.
- **Manage: Files** lets you include files with your event. The files can be either:
 - Public: visible to students who register for the event.
 - Private: visible only to the instructors.
- **Students: Create** lets you register a new student.
- **Students: Invite** lets you send an e-mail to invite students to register for an event. You also can see a list of people to whom you have sent invitations.
- **Print** lets you choose to print the roster in normal or extended format.
- **Download** lets you download the roster as either a CSV or PDF file.

Adding an Instructor to an Event

To add an instructor to an event:

1. Display the Event Roster page.
2. On the Event Management menu, click on **“Manage: Instructors.”**



The Manage Instructors page is displayed.

Manage Instructors

You can have more than one instructor per event, but only one primary instructor. All instructors have the same rights and privileges with regard to the event, but the primary instructor is listed as the contact for the event and listed as the primary instructor on the report sent to the state.

Indicates Primary Instructor (P/I) 

Current Instructors

| <input type="checkbox"/> P/I | Action | Instructor Name (Last, First MI) | Email |
|-------------------------------------|------------------------------|----------------------------------|------------|
| <input checked="" type="checkbox"/> | MAKE PRIMARY | Swiggert, Steve L | [REDACTED] |

With Selected Instructors:

Available Instructors

Showing All Instructors - Select a Search Option

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

| <input type="checkbox"/> | Instructor Name (Last, First MI) ▲ | Email |
|--------------------------|------------------------------------|------------|
| <input type="checkbox"/> | Abercrombie, Joann | [REDACTED] |
| <input type="checkbox"/> | Halsted, Thomas | [REDACTED] |
| <input type="checkbox"/> | Ke-Testing, Cecilia | [REDACTED] |
| <input type="checkbox"/> | Kesler, Mark L | [REDACTED] |
| <input type="checkbox"/> | Kirkpatrick, Dale L | [REDACTED] |
| <input type="checkbox"/> | Lamberts, Brad L | [REDACTED] |
| <input type="checkbox"/> | Michaels, Erin L | [REDACTED] |
| <input type="checkbox"/> | Pearson, Joseph | [REDACTED] |
| <input type="checkbox"/> | Sanger, John L | [REDACTED] |
| <input type="checkbox"/> | Schafer, John L | [REDACTED] |

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With Selected Instructors:

This page has two sections.

- **Current Instructors** at the top portion of the page shows all instructors currently assigned to the event. In this example, only the primary instructor – Steve Swiggert – is on the Current Instructors list.

Current Instructors

| <input type="checkbox"/> P/I | Action | Instructor Name (Last, First MI) | Email |
|-------------------------------------|------------------------------|----------------------------------|------------|
| <input checked="" type="checkbox"/> | MAKE PRIMARY | Swiggert, Steve L | [REDACTED] |

With Selected Instructors:

- **Available Instructors** at the bottom of the page lists those instructors who are “available” to be assigned to an event. There is a dropdown menu you can use to search the list of instructors.

Available Instructors

All ▾
Showing All Instructors - Select a Search Option
Search

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

3. With the list of instructor(s) displayed, click on the checkboxes to the left of each instructor’s name.
4. On the dropdown menu at the bottom of the page, click on “**Assign Instructors**”
5. Click on the “**Go**” button to add the selected instructor(s) to the event.

| <input type="checkbox"/> Instructor Name (Last, First MI) ▲ | Email |
|---|------------------|
| <input type="checkbox"/> Abercrombie, Joann | joann@duke.edu |
| <input type="checkbox"/> Halsted, Thomas | thomas@duke.edu |
| <input type="checkbox"/> Ke-Testing, Cecilia | cecilia@duke.edu |
| <input checked="" type="checkbox"/> Kesler, Mark L | mark@duke.edu |
| <input type="checkbox"/> Kirkpatrick, Dale L | dale@duke.edu |
| <input type="checkbox"/> Lamberts, Brad L | brad@duke.edu |
| <input checked="" type="checkbox"/> Michaels, Erin L | erin@duke.edu |
| <input type="checkbox"/> Pearson, Joseph | joseph@duke.edu |
| <input type="checkbox"/> Sanger, John L | john@duke.edu |
| <input checked="" type="checkbox"/> Schafer, John L | john@duke.edu |

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With Selected Instructors:

Assign Instructors ▾
 Select Action
 Remove Instructors
 Assign Instructors
 Send E-mail

The **Current Instructors** list now displays the added instructors along with the primary instructor.

Current Instructors

| <input type="checkbox"/> P/I | Action | Instructor Name (Last, First MI) | Email |
|-------------------------------------|---|----------------------------------|----------------|
| <input checked="" type="checkbox"/> | <input type="button" value="MAKE PRIMARY"/> | Swiggert, Steve L | steve@duke.edu |
| <input type="checkbox"/> | <input type="button" value="MAKE PRIMARY"/> | Kesler, Mark L | mark@duke.edu |
| <input type="checkbox"/> | <input type="button" value="MAKE PRIMARY"/> | Michaels, Erin L | erin@duke.edu |
| <input type="checkbox"/> | <input type="button" value="MAKE PRIMARY"/> | Schafer, John L | john@duke.edu |

With Selected Instructors: ▾

Results

The Event Results page can be accessed from two places on the Welcome Instructor page.

1. Click on **“Results”** on the menu bar at the top of the page.



OR

2. Click on the **“My Event Results”** navigation icon at the bottom of the page.



You will see the Event Results page. Events listed as **“Active”** are the ones where you need to enter results.

Event Results

You must submit results for the following events. Click on an event to enter results.



| ID | Status | Event Name | Location | Date and Time |
|-------|-------------------|--|------------------------------------|------------------------|
| 15891 | Results Submitted | Demo Hunter Education Classroom Course | Addison Police Dept | 09/13/2011 at 09:00 AM |
| 15882 | Active | Traditional Classroom Course | Addison Recreation Center | 11/04/2011 at 09:00 AM |
| 15852 | Active | Traditional Classroom Course | Lake Texoma | 11/05/2011 at 08:00 AM |
| 15889 | Active | Traditional Classroom Course | Arlington Sportsman's Club | 11/12/2011 at 07:30 AM |
| 15881 | Active | Traditional Classroom Course | Collin College Preston Park Campus | 11/14/2011 at 06:00 PM |
| 15846 | Active | Traditional Classroom Course | Addison Police Dept | 11/14/2011 at 06:00 PM |
| 15848 | Active | Traditional Classroom Course | Addison Police Dept | 11/22/2011 at 06:00 PM |
| 15879 | Active | Traditional Classroom Course | Campbell Green Recreation Center | 11/24/2011 at 09:00 AM |
| 15845 | Active | Traditional Classroom Course | Lake Ray Roberts | 11/24/2011 at 06:00 PM |
| 16232 | Active | Traditional Classroom Course | Addison Recreation Center | 12/03/2011 at 08:00 AM |
| 16798 | Active | Traditional Classroom Course | Addison Police Dept | 12/10/2011 at 07:30 AM |

Entering Results

Entering the results for an event is a five-step process.

Step 1: Event Data

Step 2: Instructor Data

Step 3: Student Results

Step 4: Review/Print Report

Step 5: Acknowledge/Submit Results

Results

| ID | Event Name | Location | Date and Time |
|-------|------------------------------|----------------------------|------------------|
| 15889 | Traditional Classroom Course | Arlington Sportsman's Club | 11/12/2011 07:30 |



Entering Results

Follow the steps below to enter results for this event and submit it to your agency.

| | | | |
|---|---|--|----------------|
| Step 1: Event | Date/Time Stamp | Last Saved: 08/16/2011 13:56 | Go |
| Step 2: Instructor Data | | Last Saved: 11/08/2011 | Go |
| Step 3: Student Results | Red Error Indicator | Last Saved: 08/16/2011 13:58 1 Errors | Go |
| Step 4: Review/Print Report | | | Review/Print |
| Step 5: Acknowledge/Submit Results | By selecting "Submit Results," I acknowledge all of the information contained in this report is true and correct to the best of my knowledge and belief. Important Note: Once results are submitted, this event will be locked! Select an Administrator to approve these results (Required): Select an Administrator <input type="text"/> | | Submit Results |

To begin:

1. Find the “Event Name” for the event that has results to be entered.
2. Click on “Active” beside that name. A typical results page for an event will look similar to the example.
 - Each result step is accessed by clicking on its associated “Go” button.
 - As each step is completed, a “**Last Saved**” date/time stamp will be displayed for that step. This shows that your changes have been saved.
 - If any errors have occurred, a red “**errors**” indicator will be displayed under the date/time stamp.
 - The “**Submit Results**” button is used to submit the event results. This closes and locks the event.

The Results page is displayed. The Entering Results section looks similar to this.

Entering Results

Follow the steps below to enter results for this event and submit it to your agency.

| | |
|---|---|
| Step 1: Event Data | Go |
| Step 2: Instructor Data | Go |
| Step 3: Student Results | Go |
| Step 4: Review/Print Report | Review/Print |
| Step 5: Acknowledge/Submit Results | <p>By selecting "Submit Results," I acknowledge all of the information contained in this report is true and correct to the best of my knowledge and belief. Important Note: Once results are submitted, this event will be locked!</p> <p>Select an Administrator to approve these results (Required): Select an Administrator ▼</p> <p>Submit Results</p> |

- At this point, there are no date/time stamps or error indicators.
- Each of the five steps has a Go button that you click.
- Note: Each agency has different data they want on the result forms. Therefore, the examples below will be similar but will not look exactly like the result forms for your agency.

Step 1: Event Data

This step is used to enter agency-defined event data.

1. Enter your data. Required fields are indicated with a red asterisk.
2. When all of the data is entered, click on the **“Save Report”** button to save your work.

Event Data

| ID | Event | Location | Date and Time |
|-------|------------------------------|----------------------------|------------------|
| 15889 | Traditional Classroom Course | Arlington Sportsman's Club | 11/12/2011 07:30 |



Your Agency requires you to supply the following information with your report. Please fill out the information below and click "Save Report."

Event Information

| | | |
|---|---|--|
| Class Start Date (MM-DD-YYYY)* | Class End Date (MM-DD-YYYY)* | |
| <input type="text" value="11-12-2011"/> | <input type="text" value="11-12-2011"/> | |
| Classroom Hours * | Range Hours* | Taught by:* |
| <input type="text" value="14"/> | <input type="text" value="4"/> | <input type="text" value="DOW Employee"/> Required field |
| Notes | | <input type="text" value="Students all passed with no issues to report."/> |
| | | <input type="text" value="School Teacher in School"/> |
| | | <input type="text" value="Volunteer Instructor"/> |

Click here to save your work.

Step 2: Instructor Data

This step is used to enter agency-defined instructor data.

1. Enter your data. Required fields are indicated with a red asterisk.
2. When all of the data is entered, click on the **“Save”** button to save your work.

Instructor Data

| ID | Event | Location | Date and Time |
|-------|------------------------------|----------------------------|------------------|
| 15889 | Traditional Classroom Course | Arlington Sportsman's Club | 11/12/2011 07:30 |



Please fill out the information below and click "Save"

Lead Instructor

| Name | Number * | Type * | Training Hrs * | Prep. Hrs * | In-Class Hrs * | Admin. Hrs * | Field Hrs * | Travel Hrs * |
|----------------|----------|--------|----------------|-------------|----------------|--------------|-------------|--------------|
| Steve Swiggert | 73702 | Staff | 14 | 2 | 14 | 2 | 4 | 10 |

Assistant Instructors

| Name | Number * | Type * | Training Hrs * | Prep. Hrs * | In-Class Hrs * | Admin. Hrs * | Field Hrs * | Travel Hrs * |
|---------------|----------|--------|----------------|-------------|----------------|--------------|-------------|--------------|
| Mark Kesler | 73705 | Staff | 14 | 2 | 8 | 0 | 4 | 20 |
| Erin Michaels | 1234 | Staff | 14 | 2 | 8 | 0 | 4 | 12 |
| John Schafer | 73703 | Staff | 14 | 2 | 8 | 0 | 4 | 8 |

Start Over?

Click here to save your work.

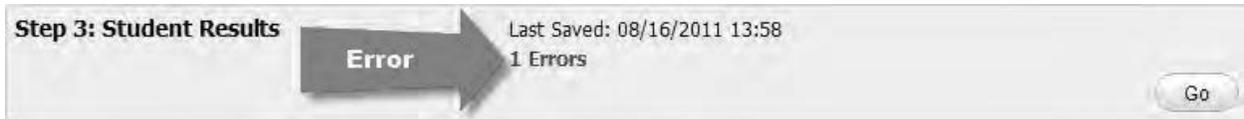
Save

Step 3: Student Results

This step is used to enter agency-defined student results.

1. Enter your results. Required fields are indicated with a red asterisk.
2. When all of the results are entered, click on the **“Save”** button to save your work.

Correcting Errors



Any errors found will be displayed in red on the Results page. Click on the **“Go”** for that step.

A red box shows you where the error occurred. In this example, the error condition is caused by a missing student result.



Student Results Report

Enter results for each student. When finished, be sure to click the "Save" button.
Click [HERE](#) to show or hide the Results Legend.



* Indicates Required Field

| Student Name (Last, First) | Score |
|----------------------------|---|
| Anderson, Christopher L | Final Grade <input type="text" value="Pass"/> |
| Kinsler, Michael L | Final Grade <input type="text" value=""/> |
| Miller, Brandon L | Final Grade <input type="text" value="Pass"/> |
| Nelson, David L | Final Grade <input type="text" value="Pass"/> |
| Smith, Rachel M | Final Grade <input type="text" value="Pass"/> |
| White, William L | Final Grade <input type="text" value="Pass"/> |



To correct this error, enter a grade and click on the **“Save”** button. The error condition is no longer displayed on the Results page.



Step 4: Review/Print Report

This step is used to print a summary of the results entered for the event.

1. Click on the “Review/Print” button. This information in the Instructor Report is displayed for your review.
2. To print the report, click on the “Print” button at the bottom of the page.
3. Complete the printing information shown on the screen.

Step 5: Acknowledge/Submit Results

This step is used to close out the event and submit your results. This locks the event.

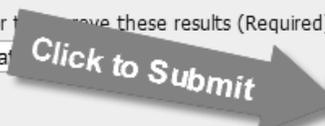
1. Read the acknowledgement.
2. Click on the “Submit Results” button.

Step 5: Acknowledge/Submit Results

By selecting "Submit Results," I acknowledge all of the information contained in this report is true and correct to the best of my knowledge and belief.

Important Note: Once results are submitted, this event will be locked!

Select an Administrator to approve these results (Required):

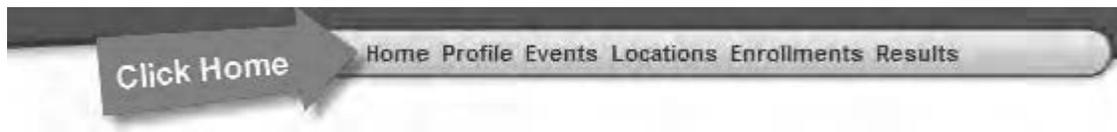
Select an Administrator 

After an event has been submitted, it will no longer be displayed on your Results page. You can see historical data on your Event Enrollments page.

Frequently Asked Questions

How do I get back to the Welcome Instructor page?

The menu bar is displayed at the top of most Event Manager pages. You can always get back to the Welcome Instructor page by clicking on **“Home.”**



Why can't I log in?

If you are on the login page, it is likely that either your username or password is incorrect.

What can I access in Event Manager?

With Event Manager, you can access:

- Event that you have created
- Any events that you have been assigned to by another instructor.

What if you need access to an event, but you cannot see it? This means that you need to be added to the event by the primary instructor for that event. Once he/she has added you to the event, you will be able to access it. Instructors are added to an event by using the **“Manage Instructors”** menu option on the Event Roster page.

Why can't I find my event on the public calendar?

This could be an “Approval” issue. If your agency requires administrator approval to create an event, the event may be in a pending status. In this case, after the administrator “approves” it, the event will display on the public calendar.

Other factors to check are:

- Is the event date is in the past?
- Was the visibility window changed on the Edit an Event page?
- Is the event “Private”?

I created the Location, but it isn't available for me to create an event. Why not?

This is likely an "Approval" issue. If your agency requires administrator approval to create a Location, the Location is in a pending status. When the administrator "approves" the Location, it will be available for creating events.

Why can't I delete my event?

As an instructor, you can delete your event until someone registers for it. Once students have registered for an event, you will need to contact an administrator to delete an event.

Can I change the capacity for MY event?

Yes, capacity can be changed at the event level. The default capacity is defined on the Location page. However, you can override the default capacity by changing it on the Edit an Event page.

I want to add an instructor, but he isn't on the Manage Instructors list. Why not?

Most of the time, this is because the instructor has not been given access to the specific program. As soon as an administrator gives the instructor access, he/she will be on the Manage Instructor list.

What is the Status column on the Event Results page?

Your Event Results page shows all of your events that are have not been closed. The status will be one of the following.

- **Active:**
 - Event is ready for results to be entered.
 - Event is in the process of results being entered.
- **Results Submitted:** Event has been submitted but hasn't been transferred to the state. As soon as the transfer happens, the event will not be listed on this page.
- **Approved:** Event is approved and ready for transfer.

I'm on the Event Roster page and can see all my students. How do I give them grades?

This requires you to go to the Results page for the event rather than the Event Roster page. Click on **"Results"** on the menu bar. Then click on **"Active"** beside your event to go to the Results page. Remember that entering results is a five-step process.

Can I edit a location?

After a Location is created, there is a short time period when you can edit the Location information. Once a Location is used by an event, this becomes an administrator's task.

How do I make my e-mail address available to students?

There are checkboxes at the bottom of your Profile page that you can check to make contact information available to students.

Can I print an event roster?

Yes. On the Event Roster page, there is a **"Print"** option on the Event Management menu.

Can I register a student?

Yes. On the Event Roster page, use the **"Students: Create"** option on the Event Management menu.

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2016 Legislation Tracking

| Bill # | Bill Name | Explanation | Bill Sponsor | CRD/ESD |
|---------|-----------------------------------|---|-------------------|---------|
| HF2014 | Rafting Boats | Allows rafting (tying together) boats on public waters under certain conditions: two boats, no closer than 50 yards from another boat; 3-10 boats, no closer than 100 yards of the shoreline and 200 yards from other boats; 1+- boats, at last 300 yards from shore. | Wills | CRD |
| SF2003 | Hunting Blinds | Requires that a deer blind or stand placed on public land include a metal plate with the hunter's license numbers. | Johnson | CRD |
| HF2042 | Minor Pistols | Allows a minor of any age to possess and fire a pistol if the minor is supervised by a parent, guardian, spouse or instructor who is over the age of 21. Strikes the prohibition on silencers/suppressors. Allows a person to file with the local police for certification to make or transfer such devices. Limits the grounds for objection to the person is ineligible to be a gun owner, or is subject to a proceeding that could make the person ineligible. Requires decisions in 30 days and makes appeals to the court de novo. Allows limited background checks. Makes it a Class D felony for a person to knowingly be in possession of a suppressor in violation of federal law. | Windschitl | CRD |
| HF2043 | Firearm Suppressors | Allows fishing on a private pond without a license if the person first obtains permission from the owner or lessee. | Windschitl | CRD |
| HF2046 | Pond Fishing | Requires the NRC to adopt rules allowing the use of straight wall cartridge rifles for deer hunting for disabled adults who are non-ambulatory or persons under 18. | Paulson | CRD |
| HF2047 | Straight Wall Cartridge Guns | Requires various peace officers (including Cos) to wear body cameras, on the chest or at eye level. | Baxter | CRD |
| HF2048 | Police Cameras | Requires the NRC to prohibit commercial turtle harvesting, subject to a \$100 fine. Requires the NRC to ban the taking of turtles on a non-commercial license from 1/1-7/15, subject to a \$25 fine. | Hunter | CRD |
| SF2020 | Ban on Taking Turtles | Allows a person with a valid permit to carry a handgun while deer hunting. Prohibits the sales of the handgun for deer hunting unless allowed by the hunter's deer permit. | McCoy | CRD |
| SF2026 | Carrying Handguns while Hunting | Allows a person to drive an ATV or snowmobile with a loaded gun if the person has a valid carry permit and shows it to an officer on request. | Chelgren+ | CRD |
| HF2066 | Snowmobiles & Guns | Allows a person to drive an ATV uncased, loaded gun as part of performing farm operations. Similar to HF2066 | Klein | CRD |
| SF2045 | ATVs & Guns | Does not require ATVs or off-road vehicles that are used as farm implements to be registered with the DNR. | Sinclair+13 | CRD |
| HF2098 | ATV/Off-Road Registration | Requires the NRC to adopt rules allowing the use of a .410 shotgun or muzzle loading shotgun to hunt wild turkeys. | Sheets+8 | CRD |
| HF2108 | Shotgun Seasons (.410 for Turkey) | Prohibits the NRC from restricting a licensed hunter from hunting on private land as long as the hunter has all the appropriate tags and permits and follows the applicable rules. | Holt+17 | CRD |
| SF2053 | Hunting on Private Land | Authorizes cities to establish Municipal Park Improvement Districts. Allows cities to issue bonds to fund the districts and for special property taxes, including abatements of taxes. Establishes rules for such districts. | Chapman | CRD |
| SF2058 | Municipal Park Districts | Proposes an amendment to the Iowa Constitution that Iowans have the right to hunt and fish, using traditional methods, subject to the laws passed by the Legislature and the reasonable rules of the NRC. Deems hunting, fishing and harvesting wildlife as the preferred method for managing wildlife. | McCoy+8 | CRD |
| SJR2003 | Hunting & Fishing Amendment | Allows a person who takes game or fur-bearing animals, or their pelts, with a valid license to store the game or pelt from the time of taking. | Dearden | CRD |
| HF2120 | Keeping Fur Pelts | Allows the owner or tenant of a farm unit to use a reduced-fee antlerless deer hunting license for any deer hunting season on that farm. | Jones | CRD |
| SF2065 | Farm Deer Hunting | Authorizes the NRC to adopt rules establishing seasons that restrict harvesting of turtles on a sport fishing license and to adopt rules that prohibit commercial turtle harvesting. Requires the NRC to review turtle populations and to report to the Legislature. | Chapman | CRD |
| SSB3062 | Turtle Harvesting | Updates to HHM Program language | Natural Resources | CRD |
| SSB3045 | DNR ESD Code Change Bill | Requires ISU to maintain database of measurements | DNR Bill | ESD |
| HF 2038 | Water Quality Measurements | Increases refund from 5-10 cents | Wills | ESD |
| HSB 507 | Redemption Values | | Jones | ESD |

2016 Hunter, Shooter, and Angler Recruitment, Retention, and Reactivation State Report

State: Iowa

R3 Lead: Megan Wisecup

Significant R3 Effort #1: Models of Success (MOS) Program

The National Shooting Sports Foundation (NSSF) sponsored MOS Program is a recruitment/retention strategy that aims to increase the percentage of hunter education graduates that go on to purchase hunting licenses and is measurable. It also seeks to expand hunting participation by encouraging these hunter education graduates to purchase additional tags/permits. It consists of a customized email and social media campaign that seeks to 1) keep hunter education graduates engaged and notify them of hunting opportunities in an effort to encourage them to purchase hunting licenses and 2) expand their hunting activities by purchasing additional tags/permits. The campaign will run from August 2015 - May 2016. At the end of the campaign, hunting license/tag/permit activity will be analyzed and a survey conducted to evaluate program effectiveness. We recently received approval to run this campaign again for a second year through the MOS Program. Year two will begin on July 1, 2016 and run through May 2017. At the conclusion of both campaigns Southwick will do a complete analysis of the efforts.

Significant R3 Effort #2: Statewide R3 Plan Development

Our Division Administrator has recently tasked the Hunter Education Section to coordinate a statewide R3 effort amongst the Conservation and Recreation Division (Parks, Forestry, Wildlife, Fisheries, and Law Enforcement).

Tentative Agenda -

- *R3 Coordinator and R3 Team Identified - January 2016
- *Team One on One Meetings - January 2016
- *Conduct Data Reviews of Customer Purchasing Behaviors for Baseline - February 2016
- *Complete the Hunting and Fishing Participation Score Card - March 2016
- *Catalog Potential R3 Partners
- *Dedicate Financial Resources for R3 Efforts FY17 - April 2016
- *Key Department Staff Training - April/May 2016
- *Key Stakeholder Staff Training - April/May 2016
- *Identify Gaps in Current R3 Programs/Efforts - April/May 2016
- *Draft R3 Plan Completed - May 2016
- *Apply WMI Evaluation Tools to current R3 Programs - June 2016
- *Final R3 Plan Completed - June 2016
- *Host Stakeholder Summit - July 2016
- *Implement Plan - July 2016

Other R3 Efforts of Interest

2015 Legislation passed an Iowa Apprentice Hunting License. We are in the process of getting a preclearance from the Governor's office to establish administrative rules which must be implemented prior to the license being available for purchase. Once the rules are in place the apprentice hunting license will be available to interested persons 16 years of age or older. The program will allow an eligible person to purchase, up to two times, a hunting license without having completed the hunter education program. The person must hunt with a properly licensed mentor 18 years of age or older.

GIS Map of all NGOs in the State. This will allow us to look visually at where some natural partnerships can occur for planning purposes and pilots going forward.

Long-Term Mentored Efforts. Currently working collaboratively with County Conservation Board Staff, Pheasants Forever National Staff, and Iowa NWTf Staff to develop framework for a long-term mentoring program. Program will include outlines, policies and procedures necessary to have a quality, safe, consistent and replicable program. A toolkit will be created that will contain checklists, sample agendas, program outlines, etc. that partners can pull from to run their local program. The DNR will serve in more of a facilitator role of the partnerships and identify where those natural fits already exist. The DNR will provide assistance in advertising and marketing the local programs to the target audiences. The DNR will also assist with conducting the evaluations and provide some materials and equipment for the local programs. The Long-Term Mentoring Programs will target four specific audience types based upon the geographic area and need of the local program.

- *Hunter Education Graduates/Shooting Sports Participants
- *Families with limited fishing, hunting or outdoor recreation experience
- *Women
- *Adults (18-45)

Species Specific Handouts - Creating reference handouts that contain the following information for every species you can hunt, fish or trap in Iowa. These handouts would be used as references for the public on our website, social media, and through e-marketing campaigns.

- *Species Identification Information
- *Season Information
- *Limits
- *Location/Zones Open
- *Licenses and Fees Required
- *Key State and/or Federal Fish and Game Law Requirements
- *Hunting/Fishing Tips
- *Where to Hunt/Fish
- *Safety & Etiquette

You Tube Videos - We are in the process of creating short, simple species specific You Tube Videos such as: Pheasant Hunting Forecast, How to Select the Proper Firearm for Hunting Squirrels, How to Setup a Decoy Spread for Hunting Canada Geese, What do you Need to Wear for a Successful Dove Hunt, How to Call Crows, Blue Gill Fishing Basics, Crappie Fishing Basics, Hunting/Fishing Essentials, etc. that can be used on our website as tools for beginners or hunters/anglers wanting to expand their avidity, on our social media channels and for future e-marketing efforts.

E-Marketing Efforts - Utilization of Constant Contact and GovDelivery for various e-marketing efforts such as: Inconsistent Non-Resident Hunters, Inconsistent Resident Hunters/Anglers, Hunter Education Graduates, Cross Promotion of Other Recreational Opportunities (such as angling and hunting) to Shooting Sports Participants, Ongoing Communication of Recreational Opportunities to State Fair Attendees, Targeting One Time Buyers Before They Lapse, 3 Year License Renewals, Combo Licenses, Third Line, etc.

Data Mining - Taking time to actually look closely at the data over the last 5-10 years down to the county level to look for trends, gaps, needs, etc. This will be a lengthy process over the next several months but will give us the baselines we need for our Statewide R3 efforts. We have a lot of this data already on the fishing side of the equation but need to replicate it on the hunting and target shooter sides. Going forward once baselines are established we will run the numbers annually.

Explore the development of learning centers to serve as a place where kids and families can participate in hands-on opportunities and learn fishing and boating skills along with a conservation ethic. Just as organized youth sports foster participation, these centers would create the "place" for newcomers to learn and develop their fishing and boating skills.

Urban Fishing Program - recently established a pilot Urban Fishing Fund Program to provide financial assistance to local resource managers (city, county or private). The vision is that this program will evolve into a competitive grant program for those interested in improving urban fishing and willing to provide a 25% match.

Explore Bowhunting Program - began piloting in 2014. Have expanded to several of our County Conservation Boards in 2015 and will continue to train and expand in 2016.

Hunter Education Program - will be incorporating the updated IHEA-USA Standards along with a "Next Step" piece in all classes and printed materials going forward beginning July 1, 2016.



“There’s only two places on earth where wildlife at a large scale has actually increased in the 20th century, and those are North America and South Africa. Both of those models of conservation were built around hunting.” - Dr. Rosie Cooney, International Union for Conservation of Nature

A Special Report: NEXT YEAR’S MODEL: The principles enshrined in the North American Model of Wildlife Conservation brought back our game animals and established the notions of fair chase and public ownership of wildlife. But the world has changed over the last century. Is it time to rethink hunting’s playbook? By Steve Wagner

Mostly lost in the shrieking hysteria of last summer’s Cecilgate were the quite voices of moderation.

One of those voices belonged to Dr. Rosie Cooney. The Australian zoologist chairs the Sustainable Use of Livelihoods group of the International Union for Conservation of Nature, a world body that strives to balance wildlife and human needs around the globe. In August, as the First World raged over the killing of a named lion in Zimbabwe, Cooney tried to reason with the unreasonable. Yes, trophy hunting has its pimples, she pleaded, but without it there’d be way fewer lions on the savannas of Africa.

But pragmatism seldom goes viral. Cooney’s informed logic was drowned out by hysterics from both ends of the hunting-animal welfare continuum. No one seemed to fully grasp what Cooney meant by “models of conservation.”

Most hunters have heard the term “North American Model of Wildlife Conservation.” However, its details aren’t commonly understood. Even many conservation leaders wield the term incorrectly, as if the model were a sacred document that governs and guarantees the future of hunting.

The model is no Bill of Rights. It’s simply a set of abstract principles that began to evolve more than a century ago, ultimately enabling the restoration of species once exploited to the verge of extinction. Whitetails, mule deer, elk, wood ducks, pronghorns, turkeys and other would have been listed under the Endangered Species Act if such legislation had existed back then. Yet each went from vanishing to flourishing thanks to seven principles that worked like cogs in a machine – a machine powered mainly by the money and passion of hunters.

Essentially, hunters in the 20th century helped solve some of the biggest, grimmest wildlife issues of the day. We did it by following the precepts of the North American Model.

But even though we tend to dwell on those old successes, the golden era of game restoration is long over. Modern conservation requirements have changed, and if hunting is to remain relevant in the 21st century, then our machine must be retooled.

Indeed, but revise with caution, says Dr. Valerius Geist.

It was Geist – a fiery Russian-born, German- and Austrian- reared retired wildlife professor at the University of Calgary – who originally articulated the principles some decades ago.

“The model is a piece of history. It’s not my history – I’m European. But it is one of North America’s great cultural achievements, and you should be goddamn proud of it,” insists Geist, with a stern

warning. “What you see in the model is what survived after decades of evolution. It still contains wisdom that transcends many issues of today, and if it’s abandoned completely, we’ll all lose a hell of a lot.”

Point taken: Don’t throw the heart of the elk out with the gut pile.

Certainly, updating the North American Model will required the best accumulated knowledge and clearest vision of our entire community. So let’s revisit the model, examining each of the seven principles for its original intent, but also its modern relevance. Are the principles still positioning hunters to help solve some of the biggest, grimmest wildlife issues of the date? Or to protect the scraps of wildlife habitat that remain intact? Or to balance our sporting traditions against ever more complex- and ever more volatile- social tolerances?

The answers to these questions will inform how we address the next Cecil. Or the next doe wandering through the suburbs with an arrow in its rump. Or the next deer disease cultured and spread by deer farmers. Because this must is certain: There will be a next public-relations crisis that threatens to turn voters against us, revoke our hunting privileges, and functionally end our ability to be a positive, sustaining force for the wildlife we love.

If we hunters can engineer, fuel, and then represent a more relevant new model of wildlife conservation, then maybe we’ll be better prepared to disarm the looming histrionics with a stronger voice of moderation.

Principle 1: Wildlife Belongs to the People

This is the weight-bearing pillar of the North American Model, a concept tracking back to the pedicles of Western Civilization. The ancient Romans were big on assigning ownership of all things either to the gods, individuals, or the public. English legal codes declared wildlife to be communally owned, with the king serving as trustee. American colonies worked under that idea until U.S. independence voided King George III’s oversight of fish and game in the new country.

HISTORICAL SIGNIFICANCE

Wildlife as a public-owned resources first appeared in American law in 1842, when the U.S. Supreme Court ruled that one citizen could not exclude others from harvesting oysters on a particular mud flat on New Jersey’s shoreline. A public trust doctrine was born. Subsequent courts have upheld and refined the premise that fish and wildlife belong to all.

REALITY CHECK

By law, an individual may own land but not the wildlife that resides there. IN practice, that’s a bunch of hooey. A landowner can essentially privatize wildlife and nullify 174 years of legal precedent with a \$2 no-trespassing sign. A high fence (We see you, Texas) doubles down on privatization, keeping people out and wildlife in. The public trust doctrine is more and more at loggerheads with private-property rights.

RETOOLING ORDERS

1A: First, concede that leases and commercial hunting operations are here to stay. It's your wildlife, but private landowners control your access to it. Admission is going to dent your wallet. Get over it.

1B: Develop more programs to connect hunters with private land. Prototypes include the Open Fields provision of the Farm Bill, Kansas' Walk-In Access, Montana's Block Management, and Wyoming's Private Lands Public Wildlife programs.

1C: Enact provisions to permanently protect hunting and fishing on public lands.

1D: Stop looking the other way on feral hogs and exotics, which complicate management. The hunting industry evolving around them should gladly pay its part of the freight. IF your state doesn't require a hunting license for these animals, get that changed.

1E: Never relinquish public ownership of native wildlife. Hunters cannot allow heritage game species such as whitetails, elk or bison to be reduced to livestock.

Principal 2: Hunting Opportunity for All

In some cultures, hunting is reserved for royalty. But every American citizen in good standing, regardless of economic or social status, has the freedom to hunt, fish, and trap. Hunting is a privilege enabled by the Second Amendment of the U.S. Constitution.

HISTORIC SIGNIFICANCE

From a conservation standpoint, opportunity is really about money. IN the late 1800s, Theodore Roosevelt, hunting rifle in hand, led America into its first conservation movement. Widespread interest in hunting inspired a widespread interest in stewardship. State wildlife agencies introduced hunting licenses. Then, incredibly, in 1937 – in the throes of the Great Depression – the Pittman-Robertson Act levied a conservation tax on firearms. Together, these funding mechanisms have generated billions for wildlife.

REALITY CHECK

Yawn, here we go again. Why is it, when we have hunters boast about financing conservation, all our major victories were 75 years ago? Have we flatlined? Is our industry so distracted by the specter of declining hunting numbers that it simply gave up? Snap out of it! Across North America, there are some 20 million hunters – more than in the rest of the world combined – ready to pay more for what we cherish. Surely there's another big win in here somewhere.

RETOOLING ORDERS

2A: Expand the Pittman-Robertson concept to cover more than just guns, ammo, bows, and arrows. Why not optics, knives, GPS units, boots, ATVs, decoys, tents, and packs? Conservation needs more funding, and hunters need to lead it. Let's get on it.

2B: Consider a general sales tax appropriation for state wildlife agencies. Missouri and Arkansas are already there, and in those states, outdoor recreation (including hunting and fishing) is flourishing.

2C: Make the Land and Water Conservation Fund permanent and keep pilferers out of it.

2D: Reduce inefficiency and bureaucracy at state and federal conservation agencies.

2E: Cap the profits from private sales of landowner tags. Make landowner tags non-transferrable except through a buyback program administered by state wildlife agencies. And insist that landowner-tag seasons conform to standard state seasons. No more special extended seasons just for private-land hunters.

2F: Demand absolute transparency from the nonprofit organizations selling special tags on behalf of states.

Principal 3: Scientific Management

Aldo Leopold, the father of modern wildlife management, began his eloquent crusade for a science-based system of conservation in the 1930s. His vision helped usher in a new era of trained biologists making decisions and crafting policies based on research and data, rather than conjecture or emotion.

HISTORIC SIGNIFICANCE

After decades of unregulated market hunting, many game species were hitting bottom by the late 19th century. But an emerging profession – wildlife biology – soon established enduring verities like carrying capacity and population surpluses, facilitating hunting opportunity alongside landscape restoration and game recovery. Over time, the astounding return of iconic species would become one of the most amazing conservation achievements in human history.

REALITY CHECK

If science is the hallmark of the North American Model, then why do we allow politics, frivolous lawsuits, protestors, petitioners, and various ignoramuses to interfere at every turn?

RETOOLING ORDERS

3A: Reform the Equal Access to Justice Act. Anti-hunting, animal welfare, and environmental extremist groups have hijacked this once worthy law. It was intended as a checks-and-balance measure in which “little guy” citizens could be reimbursed for legal fees associated with successfully challenging big-government policies. Today, activists sue wildlife and natural resource agencies over trivial complaints, hamstringing scientific management and collecting cash awards – at taxpayers’ expense.

3B: Recognize that wildlife management today is less about managing critters and more about managing people. The social sciences are now as important to conservation as biological and earth science.

3C: Prioritize. Do we really need another study on whitetail forage preferences when, say, a study on declining public support for predator hunting could inform our proactive education efforts?

3D: Return to active management of national forests. These lands are in torpor, largely because of legal challenges against virtually every activity known to improve habitat for wildlife. Forests overgrow. Food gets scarce. Elk and deer move to private land. Public-hunting opportunity suffers.

3E: Revisit deer management strategies. Biologists can manage for either quality bucks or maximum hunting opportunity. What’s best for conservation in the long term?

3F: Join sporting organizations that actively promote good science in state capitals and in Washington, D.C.

Principal 4: Only Legitimate Use

America's bounty of wildlife once seemed endless. Blasting buffalo from the caboose of passing trains was a traveler's amusement, like an early version of the license-plate game. As acceptance of gross exploitation waned, a Roosevelt contemporary, George Bird Grinnell, coined the term "wise use" to describe the budding ideology of waste not, want not.

HISTORIC SIGNIFICANCE

Wise use meant killing animals only for food, fur, self-defense, or property protection. No gratuitous blasting. Laws began to define the overarching whys and hows of hunting. And that gave rise to the underlying concept of hunting ethics – unwritten codes such as personal definitions of fair chase – that had been totally absent in market and subsistence hunting. It all boiled down to what we now know as regulated, sustainable hunting.

REALITY CHECK

Hunters – and voters – will struggle always and forever to define proper behavior in the field. That's healthy. After all, we're talking about the welfare of a public resource. We may never have consensus on what's appropriate sportsmanship, but you can decide what is morally legitimate behavior for you and your partners. Then be ready to defend it.

RETOOLING ORDERS

4A: If our new model doesn't help citizens see through incendiary slurs like "trophy hunting" and "sport hunting" or distinguish between "hunting" and "poaching," then shame on us. Everyone who hunts or fishes must be ready to articulate the social values of our actions. And to call out those in our community who grossly violate the most expansive definitions of appropriate behavior. We need to police ourselves, ensuring that representations of hunting are respectful.

Principal 5: Prohibition of Commerce of Dead Wildlife:

The idea here is that if commercial value is removed from wildlife, it won't be exploited for profit.

HISTORIC SIGNIFICANCE

Unregulated hunting for commercial markets contributed to the extinction of the passenger pigeon and the near extinction of many other species. In 1900, Sen. John F. Lacey ramrodded the Lacey Act through Congress, which banned trafficking of wild game meat, ending the slaughter and allowing wildlife a chance to recover.

REALITY CHECK

Time has chewed away at the intent of the Lacey Act. Inconsistencies are countless. Today, farm-raised venison is commonly available at restaurants and supermarkets. Antlers, horns, skulls, hides, and taxidermy can be legally purchased. Even live animals – native big game, small game, upland birds,

waterfowl – are bought and sold. Don't forget about the market for deer pee. And what about commercial trade in wild fish...

RETOOLING ORDERS

5A: Phase out farm-raised wildlife. Commercial outfits will say it's an illegitimate seizure of private property. The counterargument is that the public's wildlife is endangered by diseases incubated inside those fences.

5B: Consider limited application of commercial wild-game harvest as a conservation benefit. Could snow goose overpopulations be managed if wild goose pâté was sold next to gourmet cheeses? Could we control invasive hogs if hunters were able to sell wild bacon at the farmer's market? And could we pay for expensive removal of suburban deer if hunters or municipalities could sell venison?

Principal 6: Democratic Rule of Law

Democratic processes and public hearing are intended to keep the people's wildlife managed for the common good. Everyone has the opportunity to influence conservation.

HISTORIC SIGNIFICANCE

Hunters and non-hunters alike pushed for landmark laws like the 1940 Bald and Golden Eagle Protection Act, the Wilderness Act, and the Endangered Species Act.

REALITY CHECK

Ever hear of a ballot initiative? Well, it's basically a work-around for zealots who can't advance their agendas via the usual lawmaking channels. Petitioning to get their issue on a ballot, combined with sensational messaging and deep advertising budgets to sway soccer moms and suburban dads, is how more and more wildlife management and conservation decisions are made today.

RETOOLING ORDERS

6A: Maybe it's time to scrap this one completely. Criticizing democracy is risky business, but this principle is broken. Initiatives that require a super-majority to pass wildlife-management ballot measures are a good start, but they're not enough.

Principal 7: International Resources

Waterfowl migrate across boundaries between states, provinces, and countries, making these birds a joint-custody issue. The U.S., Canada, Mexico, Russia, and Japan coordinate conservation and management strategies.

HISTORIC SIGNIFICANCE

The Migratory Bird Treaty Act of 1918 made it illegal to kill ducks and geese except as allowed by regulated hunting. The North American Waterfowl Management Plan, drafted between the U.S. and Canada, expanded to include Mexico in 1994. These protections, along with favorable weather, led to record fall flight forecasts in 2015.

REALITY CHECK

Remember when U.S. Fish and Wildlife Service prioritized waterfowl? Neither do I. Now the agency's resources are diluted into innumerable urgencies, from endangered species to pollinators. Ducks? Meh.

RETOOLING ORDERS

7A: Get nimble. Whether you call it persistent drought or global warming, there's a troubling new trend that's degrading waterfowl wintering habitat. Yet the default setting for most of our conservation priorities is conservation of breeding habitat. Waterfowl need landowner habitat incentives on both ends of the flyaways.

7B: Support nonprofit conservation groups. Their leadership and influence may be more important than ever in the coming years.

Iowa Hunter Education Instructor Association (IHEIA)

www.iheia.com

IHEIA Mission: To promote and support Hunter education in the State of Iowa

The Iowa Hunter Education Instructor Association is the organized body of Iowa Hunter Education Instructors who, with close working relationship with the Iowa Department of Natural Resources is a body that can be used by hunters and by the state to increase the reputation of the sport of hunting. This can be accomplished by educating hunters so that they can become safer, knowledgeable and informed in an effort to reduce the number of hunting incidents which take place in the state and to help conserve the environment and natural resources. If the goals of the association are met, then hunting will enjoy a positive reputation and the sport will grow. The Association is now entering its 15th year.



2015-2016 IHEIA Officers and Directors

OFFICERS

| | <u>NAME</u> | <u>EMAIL</u> |
|-------------|----------------|---|
| President | Dave Sedivec | <u>davesedivec@yahoo.com</u> |
| Pres. Elect | Marc Bartee | <u>marcbartee66@hotmail.com</u> |
| Secretary | Jeanne Baugous | <u>bluejeanmae@gmail.com</u> |
| Treasurer | Bill Sterner | <u>bsterner@netwtc.net</u> |

DIRECTORS

| | <u>NAME</u> | <u>EMAIL</u> |
|-----------|-----------------|---|
| Dist. # 1 | Vacant | |
| Dist. # 1 | Vacant | |
| Dist. # 2 | Marc Bartee | <u>marcbartee66@hotmail.com</u> |
| Dist. # 2 | Jim Amlong | <u>jamlong414@aol.com</u> |
| Dist. # 3 | Kevin Hoffman | <u>Kev.Trapper@gmail.com</u> |
| Dist. # 3 | Steve Haupert | <u>scnbhaup@netins.net</u> |
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| Dist. # 6 | John Sears | <u>jamasea.913@gmail.com</u> |
| Dist. # 6 | Lisa McIntyre | <u>lmcintyreiaikes@yahoo.com</u> |

Why should you support the IHEIA?

Activities provided to date for the membership:

- Provided each district with Daisy laser Ed rifles (36 total)
- Purchased DVD – (Last shot) for the districts
- Provided membership with quarterly newsletter
- Holds an annual meeting and banquet including fundraising raffles and auctions.
- Provided manpower and funding to co-host the IHEA-USA Annual Conference in Des Moines.
- Provided annual awards – recommended by peers
- Implemented IHEIA website for better communications (www.IHEIA.com)
- Supported YHEC with manpower and funds (10 \$75.00 team scholarships)
- Provided funding to: BOW, Outdoor Journey for Girls, Hunting and Conservation Camp for Boys, Hunt of a Lifetime, Iowa Outdoor Expo, Mentored Outdoor Experience, Edible Outdoors, etc.
- Sponsors food and beverage for spring workshops
- Provided two iPad to DNR for shotgun shooter analysis (Gill & Vicki Ash Shooting Program)
- Provided three tablets to DNR for Hunter Education and Iowa Archery in the Schools Program

Involvement and activities with the DNR

- Megan Wisecup or an RSO will attend each of our IHEIA meetings
- We will have a voice on recommendations for improvements to the Hunter Education Program
- Greater involvement in YHEC to be held this year on June 10th to 12th
- Established a Volunteer Instructor review committee for instructor suspensions and decertification feedback
- DNR involvement in the annual Banquet on June 25, 2016
- Volunteer instructor training and equipment needs
- Established an instructor e-newsletter
- Increased instructor training opportunities – Basic Shotgun Coach, Range Safety Officer, Wingshooting, etc.

Membership Levels

Annual IHEIA Membership: \$10.00

Dual IHEIA and IHEA-USA Annual Membership: \$40.00

Lifetime IHEIA Membership: \$250.00

Dual IHEIA and IHEA-USA Lifetime Membership: \$550.00

Senior Lifetime Membership (55+): \$100.00

For every new or renewal membership sold at a workshop, those names will be put in a drawing for an Outdoor Edge Wild-Skin - Blister Knife. A winner will be drawn at each workshop.

If you purchase one of the dual IHEIA and IHEA-USA membership by June 1, 2016 you will be entered into a drawing for an Outdoor Edge Cutlery product and a gift card.

IHEIA Membership Challenge

For every renewal, lifetime (past lifetime members will be added in to the drawing), or new membership paid for by June 1, 2016 the district with the most memberships will be entered into a drawing for a Mossberg Shotgun donated by HunterCourse. The shotgun will be awarded at the IHEIA Banquet. The winner will be notified by phone prior to the banquet.

IHEIA Annual Banquet and Business Meeting

The annual IHEIA Banquet will be held on Saturday, June 25th at the Tama County Nature Center located at Otter Creek Lake & Park (Tama County Conservation Board) in Toledo, IA. The annual business meeting will begin at 3:00PM. All instructors are encouraged to attend. The banquet will begin at 5:00PM. Dinner will be served at 5:30PM followed by a short presentation by John Sears, IHEA-USA Instructor Advisory Chair and fellow Iowa volunteer instructor. The awards, silent auction, and live action will take place immediately following John's presentation. We are looking to offer a short training on teaching across multiple generations prior to the annual business meeting. More information will be sent out in the Spring Newsletter and through the E-Newsletter.

The silent and live action will have a variety of prints, firearms, hunting equipment, handmade crafts, etc. If you would like to donate an item for the silent or live auction please contact President, Dave Sedivec at 319-240-5065. This year those who purchase raffle tickets will have three chances to win a pre-paid debit card (\$500, \$150, \$100). Need not be present to win.

Banquet tickets are \$10.00 and can be purchased in advance or at the door the evening of the banquet. Those who purchased a banquet ticket that are in attendance the night of the banquet will have a chance to win a firearm. Must be present to win and have a valid permit to purchase or permit to carry issued by the state of Iowa.

Raffle tickets are \$2.00 per chance or 5 for \$10.00. Raffle tickets can be purchased in advance or at the door the evening of the banquet. Credit card purchases will be available this year at the workshops and banquet.

If you would like to purchase a banquet ticket or raffle ticket in advance please contact one of the IHEIA Directors or Officers (contact information can be found on previous page) or email HunterEducation@dnr.iowa.gov.

Who does a great job wearing this patch?

Each of you does a great job! The Iowa Hunter Education Instructor Association (IHEIA) Board of Directors commends you for your dedication to helping the youth of Iowa and the many hours you devote to the safe hunting experience.

We would like to present a certificate of recognition to one individual in each county who best exemplifies the spirit of volunteerism and dedication to hunter education. Additional awards will be given for each RSO district and for state-wide. The IHEIA Activities Committee would like your assistance identifying these individuals. Please take a few minutes to nominate a fellow instructor for recognition. Members of the Board of Directors are not eligible for these awards.



I would like to Nominate _____

Address _____ Phone _____

County _____ District _____ Years as instructor _____

Innovative _____ Attitude _____ Knowledge to teach any aspect of program _____

Skills _____

Presentable Appearance _____ Good Student Rapport _____ Class Preparedness _____

Helpful _____ Mentors To New Instructors _____

Additional Comments _____

Nominated by: _____ Instructor Number: _____

Award Presentations will be made at the IHEIA Annual Banquet.

This nomination form must be received by: April 1, 2016, at the P.O.Box below.

IHEIA, Awards
P.O. Box 854
Des Moines, IA. 50304



Iowa Hunter Education Instructor Association – (IHEIA)
Membership Form for 2016 – June 30, 2017



Name: _____

Email: _____

Address: _____

City: _____ State _____ Zip _____

County: _____ Phone: _____

District: _____ Cell Phone: _____

Any changes to above? Yes or No

Membership: (Please circle one or highlight accordingly)

New Iowa Renewal Iowa New International Renewal International
New Iowa Life Member Current Iowa Life Member New International Life Member

New and Renewal State membership cards will be emailed out!

If new IHEIA member, please check one:

- Instructor – DNR Number _____
- Associate Member
- DNR Law Enforcement
- Apprentice Instructor
- Other _____

Signature: _____ Date: _____ Amount Paid \$ _____

New/Renewal Iowa membership - \$10

New/Renewal International membership - \$40

(Visit www.IHEA-USA.org for Special Instructor Discounts only available with an International membership!)

New Iowa Life Membership - \$250

New International Life Membership - \$550

New Senior Iowa Life Membership - \$100 (must be 55 years old or older & active min. 10 years)

Make check payable to: IHEIA (Iowa Hunter Education Instructor Association)

Mail to: IHEIA, P.O. Box 854, Des Moines, IA 50304

