

NAEAA 2018

*ADVANCING THE EQUINE ACADEMIC DISCIPLINE THROUGH
INCREASED COOPERATION AND COMMUNICATION*

June 4 – 6, 2018. Hosted By:



NAEAA

NATIONAL ASSOCIATION OF EQUINE AFFILIATED ACADEMICS

The National Association of Equine Affiliated Academics encourages increased cooperation and information sharing between colleges and universities with undergraduate and extension offerings in fields affiliated with the equine discipline.

Goals

- Provide a venue to share ideas and information concerning equine programs.
- Provide assistance to colleges and equine programs to develop, expand and improve curricular offerings.
- Develop a comprehensive database of “best practices” – ranging from the optimum number of students in a riding class to ways to work with animal right activists on or near a campus.
- Provide assistance to faculty/staff in developing program quality standards for informal assessment or required formal assessment.
- Develop national and international internship and exchange opportunities for students in member institutions.
- Develop faculty exchange programs between member institutions.

Website: www.NAEAA.com

CONFERENCE HISTORY

2009 - Keystone, Co; Colorado State University (with Equine Science Society (ESS))
2010 - Cazenovia, NY; Cazenovia College
2011 - Murfreesboro, TN; Middle Tennessee State (with ESS)
2012 - Bozeman MT, Montana State University
2013 - Mescalero, New Mexico; New Mexico State University (with ESS)
2013 – Newark, DE; University of Delaware (with International Society of Eq. Sciences)
2014 - Louisville, KY; University of Louisville
2015 - St Pete's Beach, FL; University of Florida (with ESS)
2016 - Hackettstown, NJ; Centenary College
2017 - Minneapolis, MN; University of Minnesota (with ESS)
2018 - Stephenville TX, Tarleton State University

ASSOCIATION HISTORY

The initial work to found the National Association of Equine Affiliated Academics (NAEAA) occurred in 2006 as a component of a research project into views surrounding legitimacy of newer kinds of undergraduate academic disciplines (Bump, 2006, 2009). Among the tools for building and sustaining legitimacy was the importance of an organizational structure that binds together those that work within a discipline and encourages networking, collaboration, and the building of a body of knowledge surrounding the discipline. Recognizing the absence of an organizational structure in the undergraduate equine discipline, conversations began to determine the need for, and interest in, creating structure. Finding overwhelming support, NAEAA was incorporated in 2007 (NY) as a not-for-profit with a volunteer Board of Directors and organizers.

Our core belief is that there is educational and societal value in the equine discipline of study. A commitment to high impact, low cost meetings and research projects resonates through our work which aims to: 1) explain, promote, and defend the value of educational offering with equines; 2) develop stronger links with direct and indirect industries for career opportunities, emerging needs, and stakeholder support; and 3) understand and address barriers to both 1 and 2.

*Bump, K. (2006). The Emergence Equine Studies as an Academic Discipline in U.S. Higher Education - Emergence & Challenge. www.naeaa.com/articles/NAEAAarticle1.doc

*Bump K. (2009). On the fence of legitimacy: A framework for understanding and assessing the legitimacy of new academic disciplines in higher education. Albany: The State University of New York; 2009. 260 pp.

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- Karin Bump (Director/Founder)
- Amy Burk
- Timothy Capps
- Camie Heleski
- Laurie Lawrence
- Bill Schurg
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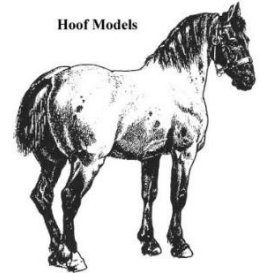
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NAEAA DON HENNEKE EDUCATION IMPACT AWARD

Background and Purpose

The NAEAA Don Henneke Education Impact Award was created by the NAEAA executive board in 2013. This award is named after Dr. Don Henneke who developed a body condition scoring system for horses that has become a standard throughout the equine industry. A master teacher, he educated hundreds of students and horse owners in the area of equine management. Dr. Henneke was one of the original members of NAEAA and made many important contributions to its earliest meetings. This award recognizes an individual who has had a sustained impact on education or educational practices within the horse industry. The recipient's efforts may have been related to research, teaching or outreach and may have been accomplished within academic, industry or governmental organizations.

Criteria and Process

The nominee must have a record of educational accomplishments within the equine industry. These accomplishments may be related to undergraduate or graduate education, outreach to horse owners, research in equine science (or a related area) or education of the public on issues related to the equine area. Emphasis will be placed on the impact of the nominee on educational practices that improve the translation of theory to practice; on the development of new knowledge that can be applied in the industry; and on efforts that result in broader dissemination of evidence-based knowledge and practices within the horse industry, governmental agencies and the general public.

- ❖ 2014 Recipient: Norm Luba
- ❖ 2016 Recipient: Harold Hintz
- ❖ 2018 Recipient: Laurie Lawrence

2018 RECIPIENT: LAURIE M. LAWRENCE

Dr. Laurie Lawrence is internationally recognized for her scholarly work in equine science particularly as it relates to equine nutrition. Raised in NY, Laurie received her B.S. from Cornell University and her M.S. and Ph.D. at Colorado State University. She started her career at the University of Illinois and, in 1992, accepted a position at the University of Kentucky where she is a Professor and Full Member of the Graduate Faculty. In this role, she teaches courses in Equine Science, Equine Nutrition, Equine Evaluation, and Special Projects. She also advises undergraduate and graduate students and has served as advisor for several clubs including a current role as Faculty Advisor for the UK Horse Racing Club.

Early on, Laurie found an interest in equine nutrition and exercise physiology and her research focus on nutrition of the performance horse was ground breaking. It led to discoveries regarding nitrogen metabolism and the role of dietary protein. As a result, new paths were created for equine research. Laurie's work has been recognized through a host of awards including AFIA/Equine Science Society; Fellow, American Society of Animal Science; Kentucky Forage and Grassland Public Service Award; Equine Science Award from ASAS and ESS; Alfalfa Public Service Award, Kentucky Forage and Grassland Council; Thomas Poe Cooper Award for Research, College of Agriculture; ASAS-AFIA Nonruminant Nutrition Award; Distinguished Service Award, Equine Nutrition and Physiology Society. These awards recognize her extensive contributions to the body of knowledge surrounding equine science as well as the impact of her work mentoring students and colleagues.

The work that Laurie embraces has resulted in numerous publications including book chapters, peer reviewed journal articles, research reports, conference proceedings, fact sheets, and popular/professional publications. A wide path of presentations covers over 20 US States and 7 international sites including Australia, Dubai, and Japan. Despite a challenging schedule of teaching and research, her service to the academic community and the industry it serves is exhaustive. Among the most notable of her achievement was her landmark service as the Chair of the National Research Council Subcommittee to revise the Nutrient Requirements of Horses.

Laurie Lawrence is a master teacher who's far reaching contributions are immeasurable. Her substantial impact on students and the academic community has been recognized through a host of prior awards and we recognize her once again with this award. This is a particularly special opportunity to recognize Laurie as she was instrumental in the early work to establish NAEAA and is closing out 10 years of service to the association. As a founding member of the Board of Directors, her support and guidance has been instrumental in moving the association from an idea to a reality.

Dr. Laurie Lawrence is more than worthy to receive the Don Henneke Education Impact Award. She mirrors the intent of the award to 'recognize an individual who has had a sustained impact on education or educational practices within the horse industry'. We thank her for her passionate service to education, research, and outreach.

NAEAA 2018 at Tarleton State University (Stephenville, TX)

June 4-6

(pre-conference session on the 3rd)

Pre Conference: Sunday June 3rd - Program Assessment Workshop 2-6pm.

- **Monday June 4th** – Conference sessions on campus (8am-6pm)
- **Tuesday June 5th** – Industry Tours
- **Wednesday June 6th**: Conference sessions on campus (8am- 12 pm).

Monday Sessions

Session 1 – What is our Impact? 8-9:00am. *A sharing and discussion time on our individual and collective impact on our internal and external communities and audiences*

Session 2 – Innovations and Best Practices in Teaching, Learning and Assessment. 9-Noon

- THE STATE OF STUDENT LEARNING OBJECTIVES IN UNDERGRADUATE EQUINE PROGRAMS. B.S. Perron, C. Estep, R.K. Splan; Department of Animal Science, Sul Ross State University, Alpine, Texas
- DEVELOPMENT OF A COMMON ASSIGNMENT AND RUBRIC TO EVALUATE STUDENT LEARNING THROUGH DIVERSE HIGH IMPACT EXPERIENCES. A.G. Parks, C.E. Huntington, & C.L. Bratcher; Auburn University Department of Animal Sciences
- YOU ARE HERE: USING COURSE MAPS IN EQUINE COURSES. S. L. Mastellar ▪ Ohio State ATI
- USING PEER EVALUATION TO IMPROVE AWARENESS IN EQUITATION COURSES. L.G. Wood Southern Utah University

Discussion Session followed by Networking Break (10am)

- FITNESS AND BMI ASSESSMENT: PARAMETERS TO INCREASE SAFETY AND REDUCE LIABILITY RISK. T. Clausen, Centenary University
- BCS REVISITED – USING BODY CONDITION SCORING TO ENSURE HEALTH OF A TEACHING HERD. T. Jones, Tarleton State University
- UNWANTED HORSES: NAVIGATING THIS DIFFICULT ISSUE WITH UNDERGRADUATE EQUINE CLASSES. A.S. Biddle PhD and A. Renzetti VMD, University of Delaware, Newark, DE

Lunch (11:30-12:15)

Session 3 – Experiential Learning. 12:30

- LONG-TERM IMPACTS OF STUDY ABROAD ON STUDENT LEARNING OUTCOMES. Waite, K.L., T.A. Fabus, J.A. Kiesling, and C.D. Skelly. Department of Animal Science. Michigan State University, East Lansing, Michigan 48824
- INCORPORATION OF EXPERIENTIAL LEARNING FOR DISASTER RESPONSE FOR ANIMAL AND EQUINE SCIENCE STUDENTS.

VETERINARY STUDENTS, VETERINARIANS, AND OTHER ANIMAL STAKE-HOLDER GROUPS STRENGTHENS OVERALL COMMUNITY RESILIENCE. RS McConnico¹, NH Walker², C Navarre², L Gentry¹, M Mirza³, Louisiana Tech University¹, Ag Center, Louisiana State University², School of Veterinary Medicine, Louisiana State University³

- THE ROLE OF EQUINE CHARITIES IN IMPROVING EQUINE ACADEMIC DISCIPLINE IN NIGERIA. W.P Mshelia, Faculty of Veterinary Medicine, Department of Veterinary Medicine, Ahmadu Bello University, B. P Zingg, Fifth Chukker Equestrian Academy, Kaduna, Nigeria, K.B. Kadima, Veterinary Teaching Hospital, Ahmadu Bello University, Zaria, Nigeria

Discussion Session

- MANAGING A ROTATIONAL GRAZING SITE IMPROVES STUDENT KNOWLEDGE OF PASTURE MANAGEMENT. J. K. Suagee-Bedore, Sam Houston State University, S. J. Hebrock, The Ohio State University
- OPPORTUNITIES FOR STUDENTS TO APPLY COURSE CONTENT OUTSIDE THE CLASSROOM. D. M. Powell, Saint Mary-of-the-Woods College
- APPROACHING 20 YEARS – LESSONS LEARNED FOR INTERNSHIP BEST PRACTICES. L. Janecka. Kentucky Equine Management Internships, Lexington, KY.

Discussion Session followed by Networking Break

Session 4 – Working with the ‘New Entrant’.

- PROVIDING AN EQUINE EXPERIENCE WITH NO EQUINE PROGRAM. M.L. Kibler and J. Earing, Illinois State University
- CREATING AUTHENTIC, TRANSFERABLE SKILLS FOR THE COLLEGIATE EQUINE STUDENT & HOW TO MEASURE CURRICULUM SUCCESS. E. Johnson; University of New Hampshire, L. Chapman-Bosco; University of New Hampshire
- DEVELOPING EQUINE PROFESSIONALS THROUGH SCAFFOLDED INSTRUCTION. K. C. Munns, Utah State University
- FOSTERING VISIBLE LEARNING IN AN INTERACTIVE, BEST PRACTICE BASED CLASSROOM FOR IMPROVED STUDENT SUCCESS. M. Davidson, College of Central Florida, J. Downer, College of Central Florida
- CHALLENGES AND INNOVATIONS FOR A HORSE HANDLING AND SAFETY COURSE – 10 YEARS EXPERIENCE. J Downer and M Davidson, College of Central Florida, Ocala
- THE HORSE AS AN E3A CORPORATE FACILITATOR. J McAlexander, P.E; Spirit Song Youth Equestrian Academy, Anna, Texas
- EXTENSION HORSES.ORG: WHERE WE’VE BEEN, WHERE WE’RE GOING, AND HOW WE CAN HELP YOU. K. Waite, Michigan State University, T. Fabus, Michigan State University

Discussion Session

Session 5 is followed by Henneke Award reception featuring local refreshments

Tuesday – Tour Day! (7:00 a.m. – 9:30 p.m.)

- BREAKFAST AT DINING HALL (7:00 – 8:00 a.m.)
- PICKUP AT TRADITIONS SOUTH DORM (8:30 a.m.)
- TOUR OF TARLETON EQUINE CENTER (8:45 – 9:45 a.m.)
- DEPART FOR TESKY’S WEATHERFORD (9:45 a.m.)
- ARRIVE AT TESKY’S (10:15 a.m.)
- DEPART FOR MARVIN SAVAGE FARM, WEATHERFORD (11:15 a.m.)
- LUNCH AT MARVIN SAVAGE FARM (11:35 a.m.)
- DEPART FOR OSWOOD FARM (12:15 p.m.)
- ARRIVE AT OSWOOD FARM (12:45 p.m.)
- TOUR OF OSWOOD FARM (1:00 p.m.)
- DEPART FOR FORT WORTH STOCKYARDS (1:45 p.m.)
- ARRIVE FORT WORTH STOCKYARDS (2:45 p.m.)
- DEPART FOR CLEARFORK FOOD TRUCK PARK (6:00 p.m.)
- DINNER AT CLEARFORK FOOD TRUCK PARK (6:30 p.m.)
- DEPART FOR STEPENVILLE (7:45 p.m.)
- DROPOFF AT TRADITIONS SOUTH DORM (9:30 p.m.)

Wednesday Sessions (8-Noon)

NAEAA BUSINESS MEETING 8-9AM ALL ENCOURAGED TO ATTEND!

Session 6- Program Sustainability 9:00 - NOON

Career Panel: Trends and Forecasts in Career Opportunities for Graduates.

- Jyme Nichols- Director of Technical Services, Bluebonnet Feeds, Ardmore, OK
- Michele Mohr- Owner, MK Performance Horses; Tarleton Equestrian Team Western Coach, Stephenville, Texas
- Matt Arias- Director Breeders’ Trust/ Breeders’ Futurity, APHA, Fort Worth, Texas
- Matt Brockman-Publicity Director, Fort Worth Stock Show and Rodeo, Fort Worth, Texas
- Lauren Lovelace Murray-Horse Show Director, Fort Worth Stock Show and Rodeo, Fort Worth, Texas

A LOOK AT CURRENT TRENDS IN PROGRAM ENROLLMENT – K. Bump, Cornell Cooperative Extension, Morrisville NY, T. Williams, The Right Program for U., Cazenovia, NY

Invited Speaker:

BEST PRACTICES FOR CRAFTING THE ‘ASK’ - the who, how and what of soliciting funding/donations for equine offerings. Wayne Davenport, Development Officer, Tarleton State University.

Approaches to Broadening Program Reach:

POSITIVE PROGRAM EXPOSURE: THE HORN “UN-TOOT-ETH”. E.A. Greene, University of Arizona

RIDE UTAH! A THERAPEUTIC EQUINE EXPERIENCE. KH Hoopes, Utah State University

INCREASING SUSTAINABILITY BY REMAINING ‘SOCIAL MEDIA’ RELEVANT: TOOLS, TECHNIQUES, AND TIPS. K. Waite, T. Fabius, Michigan State University

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Session 1 – What is our impact?

A sharing and discussion time on our individual and collective impact on our internal and external communities and audiences. Facilitated by K. Bump

Space provided below for notes:

Session 2 – Innovations and Best Practices in Teaching, Learning and Assessment

THE STATE OF STUDENT LEARNING OBJECTIVES IN UNDERGRADUATE EQUINE PROGRAMS

B.S. Perron, C. Estepp, R.K. Splan
Department of Animal Science
Sul Ross State University, Alpine, Texas
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Well-crafted student learning objectives (SLO) are critical for student-centered instruction, curriculum development, and program assessment. However, despite an increasing focus on SLO in higher education, little is known about their quality in undergraduate equine programs. Therefore, the objective of this study was to evaluate the current state of SLO through content analysis of publicly available course syllabi. Using a variety of terms related to equine courses, 180 syllabi were collected via electronic search. After culling undated syllabi or those dated before 2008, 147 syllabi representing 34 institutions remained. Random selection was used to limit syllabi to one per instructor and no more than five per institution, resulting in a final pool of 78 syllabi. Only fifty-six percent (n=44) of syllabi were found to have discernable student-centered learning objectives, yielding a total of 253 SLO (range 1-12 SLO/syllabus; median 6.5 SLO/syllabus; mode 3 SLO/syllabus). Over one-third (n=92) of these SLO contained a non-measurable verb (e.g., understand, learn, appreciate). The remaining measurable SLO were then sorted into cognitive domain levels using Bloom's Taxonomy. The majority (57%; n=92) of measurable SLO contained verbs which indicated lower order thinking (Knowledge, Comprehension, Application) with the balance (43%; n=69) reflecting higher order thinking (Analysis, Synthesis, Evaluation). The Application category was most represented (28%; n=46) among individual SLO. While well-written SLO may not necessarily translate into effective instruction or realized learning outcomes upon completion of a course, this exploratory study reveals a lack of quality and consistency in syllabi SLO in undergraduate equine programs.

DEVELOPMENT OF A COMMON ASSIGNMENT AND RUBRIC TO EVALUATE STUDENT LEARNING THROUGH DIVERSE HIGH IMPACT EXPERIENCES

A.G. Parks, C.E. Huntington, & C.L. Bratcher
Department of Animal Sciences
Auburn University

Successful preparation for post-university life demands that students develop skills and knowledge both inside and outside the classroom. To foster growth outside the classroom, universities are increasingly adding “High Impact Experience” (HIE) requirements to degree programs. It is commonly accepted that participation in HIEs enhance student learning and professional development. However, little data exists to quantify the impact these activities have on student learning. Additionally, the definition of a HIE varies among institutions and academic programs. It is possible that some types of HIEs may provide more benefit to students than others. Beginning with the Fall 2017 catalog year, Auburn University students majoring in Animal Science, Equine Option or Animal Science, Meat Science Option are required to complete at least two credit hours in a designated HIE. HIE options include internship, study abroad, study/travel in Animal Science, undergraduate research, and Horse/Beef/Dairy/Dairy Goat “U” (student-led Extension programs). Students will be required to participate in a departmental showcase following the completion of the HIE; they will present a summary of their experience and an example of a problem solved. A departmental rubric will be used to assess the critical thinking skills, application of knowledge, and communication skills of each student. The rubric was developed by Animal Sciences faculty, with assistance from the Office of Academic Assessment and Biggio Center for the Enhancement of Teaching and Learning. Data collection is scheduled to begin in Fall 2018. With this tool, we hope to better quantify and compare student learning across diverse types of HIEs.

YOU ARE HERE: USING COURSE MAPS IN EQUINE COURSES

S. L. Mastellar
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Providing a course outline in the syllabus for college students is common practice. However, many subjects encompass topics that do not lend themselves to linear organization. Diagrams, such as course maps, may be better at conveying the relationship between course topics than a simple outline. Gaining an understanding of the organizational structure of a subject promotes student learning. However, connection between topics seem obvious to content experts, but elude students. The examples of course maps shown in Figure 1 have been used alongside learning objectives to help orient students to how a particular class session fit with the rest of the course. A “You are here” star was placed on the diagram to indicate the topic(s) for the day. Creation of diagrams that demonstrate how course topics are related is an opportunity for instructors to reflect on the connection between topics within a course and how to best convey this information to students.

USING PEER EVALUATION TO IMPROVE AWARENESS IN EQUITATION COURSES

L.G. Wood
Southern Utah University

Equitation students often struggle to evaluate themselves objectively for a variety of reasons, including overconfidence, lack of confidence, incorrect training, and bad habits. Instructors should look for a variety of methods to help challenge students to consistently assess their riding, and improve their skills. In order to increase understanding and awareness of riding practices, students are assigned to a peer group during intermediate horsemanship classes at Southern Utah University. Groups are required to view each other ride, meet and discuss observations, and provide a written evaluation of each rider in the group to the instructor. Faculty can take advantage of this method to reinforce principles included in class instruction. Students sometimes complain when assigned to evaluate each other, but after the experience is completed, most report that it was a valuable exercise. Ninety-three percent of respondents stated that they benefitted from the peer evaluation experience. Students engage with each other outside of class, strengthen relationships, and help boost confidence and moral. Stronger or more experienced riders gain confidence by observing themselves more objectively and by helping weaker riders develop. Weaker or less experienced riders develop through greater support and by realizing that everyone can improve. Results indicate that students felt they improved and developed as riders as a result of the experience. Peer evaluation can be an effective tool to increase student understanding of good equitation principles and practices.

FITNESS AND BMI ASSESSMENT: PARAMETERS TO INCREASE SAFETY AND REDUCE LIABILITY RISK

T. Clausen

Centenary University

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The issues of fitness and obesity have become increasingly prevalent in our society. As a result, colleges and universities offering riding programs and competitive riding teams face a continued struggle with the search for a fair, but effective, way to reduce the physical demands of weight on lesson horses, minimize the risk of liability of posed by the less athletic rider, and ensure overall safety of horses and riders. In an effort to address this issue, Centenary University has developed a “Fitness Test” designed to ensure that all riders participating in the riding program meet a set of minimum fitness parameters and fall within an acceptable range for Body Mass Index. For those students that exceed the maximum allowable BMI, a program has been developed that sets incremental goals, monitors changes in BMI over time, and provides support for students throughout the process. With issues as sensitive as weight and fitness requirements to participate in a sport, it is inevitable that the policy is met with some resistance from students and parents. However, in the second year of recording and tracking results of the BMI testing, some encouraging trends have emerged. Over 50% of the students that initially fail the BMI testing are using that result as a catalyst to motivate them towards success. These results are encouraging in many ways: students are adopting a healthier lifestyle, impact on horses is reduced, and those successful students are becoming safer and more accomplished riders over time.

INVITED PRESENTATION: BCS REVISITED – USING BODY
CONDITION SCORING TO ENSURE HEALTH OF A TEACHING HERD

T. Jones
Tarleton State University

Space provided below for notes:

UNWANTED HORSES: NAVIGATING THIS DIFFICULT ISSUE WITH UNDERGRADUATE EQUINE CLASSES

A.S. Biddle PhD and A. Renzetti VMD
University of Delaware, Newark, DE
asbiddle@udel.edu

The numbers of unwanted horses annually is estimated at as many as 170,000 (Unwanted Horse Coalition), and the issues surrounding the fates of these horses pervade every aspect of the equine industry across the US. While the welfare of unwanted horses is a highly emotional, socially influenced, complex issue to discuss, it is a necessary topic to address with undergraduate students as future leaders and decision makers in our industry. In our presentation, we will provide information, pre/post assessment tools, and instructional strategies for engaging students around the issues of unwanted horses, and provide an opportunity for colleagues to share their expertise. Participants will leave with strategies ready to use in their classes for dealing with this difficult topic.

Session 3 – Experiential Learning

LONG-TERM IMPACTS OF STUDY ABROAD ON STUDENT LEARNING OUTCOMES

**Waite, K.L., T.A. Fabus, J.A. Kiesling, and C.D. Skelly
Department of Animal Science
Michigan State University, East Lansing, Michigan 48824**

In the mid 1990's, Michigan State University (MSU) established an exchange program with the College of Agriculture Food and Rural Enterprises (CAFRE) in Northern Ireland. Students from the MSU Horse Management Program and CAFRE Equine Studies experienced each other's campus culture and courses for a semester. In 2000, MSU sponsored an Ireland and United Kingdom three-week study abroad program that focused on agriculture including livestock, crops and related products. Many participating students had a strong horse interest, and so in 2007, the Ireland and Northern Ireland Horse Industry tour was established through cooperation with the MSU Education Abroad Program. The two-week horse industry tour included activities that covered racing; showing; training; instructing; breeding; management; equine veterinary practice; feed, equipment and horse sales; and welfare issues. The program, which is offered in the summer semester of even years, focuses on comparing the Irish and American horse industry and culture. To evaluate long-term program impacts, a survey will be delivered to assess if MSU Animal Science Departmental student learning outcomes were strengthened as a result of student completion of the Irish Horse Industry tour. These outcomes include: 1) consider animal science questions and problems from a global perspective; 2) evaluate problems from a systems perspective; 3) inform lay and expert stakeholders about animal science theory and practice; and 4) actively seek out and acknowledge diverse perspectives related to animal science. The survey, using a Likert scale, will be distributed during spring semester 2018 to approximately 60 past participants from 2007 - 2016. Survey results will be shared at the NAEAA meeting.

INCORPORATION OF EXPERIENTIAL LEARNING FOR DISASTER
RESPONSE FOR ANIMAL AND EQUINE SCIENCE STUDENTS,
VETERINARY STUDENTS, VETERINARIANS, AND OTHER ANIMAL
STAKE-HOLDER GROUPS STRENGTHENS OVERALL COMMUNITY
RESILIENCE

RS McConnico¹, NH Walker², C Navarre², L Gentry¹, M Mirza³
Louisiana Tech University¹
Ag Center, Louisiana State University²
School of Veterinary Medicine, Louisiana State University³

Objective: This work outlines a dynamic training program incorporated into the curriculum at Louisiana Tech University's School of Agricultural Sciences & Forestry and the Louisiana State University School of Veterinary Medicine (LSU-SVM). The program's success is based on providing tools necessary for building a community animal response team whereby animal stakeholders work with emergency officials to care for animals affected during disasters. Animal agriculture specialists have a daily focus of caring for animal well-being, making their leadership role in the community vital for development of local disaster response planning for both animals and people.

Methods: Louisiana Tech, LSU-SVM and the LSU-Ag Center partnering with state animal response organizations, have developed a training certificate program to develop core competencies of disaster response (technical rescue, slack water rescue, hazardous material management, triage, assessment) for animal care professionals.

Background: For equine specialists to be effective leaders in disaster situations, they must be trained in basic core competencies including the Incident Command System (ICS), biosecurity, all-hazards emergency preparedness, business continuity training, and technical responder training. Specific instruction on biosecurity is a staple included in standard veterinary professional curricula; business planning and continuity are available as elective courses in agriculture and veterinary schools and ICS information is available to the public via www.FEMA.gov/training, a division of the U.S. Department of Homeland Security.

Results: With the integration of specific disaster response training modules within the undergraduate and veterinary professional curriculum, graduates are better equipped to contribute to community disaster response situations thus strengthening overall community resilience.

THE ROLE OF EQUINE CHARITIES IN IMPROVING EQUINE ACADEMIC DISCIPLINE IN NIGERIA

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The history of medicine and civilization cannot be written without the equine and these animals have functioned as man's inseparable and indispensable companion throughout antiquity, being involved since ancient times in several equestrian related activities. The diversity, evolution, behaviour and health of African horses are central in various equine offerings in our veterinary schools. However, the competitive advantage of some regions with equine presence over the other makes it possible for some schools to benefit from equine knowledge more than the other. Indeed the culture of Northern Nigeria is intricately interwoven with the equine species, thereby these horses have helped to sustain a significant number of offerings in some veterinary Schools in the northern Nigeria.

Veterinary schools in the nation suffer a dearth of teachers in the equine discipline, leading to the slow growth of the equine industry. Indeed equestrian community development through educational offerings, skill sharing and equitation is in question in our country. Hence the recent emergence of two equine charities, with core values that states that there are no structural and geographical boundaries to educational or societal development through the equine institutions. These charities work with veterinary schools to create a limitless opportunity for networking amongst professionals, through the application of various teaching aids, internship programs, mentorship and collaborations.

MANAGING A ROTATIONAL GRAZING SITE IMPROVES STUDENT KNOWLEDGE OF PASTURE MANAGEMENT

J. K. Suagee-Bedore
Sam Houston State University

S. J. Hebrock
The Ohio State University

Teaching effective pasture management is a critical component of equine management courses, as pasture management has a significant impact on equine health and local environments. Equine Facilities Management is a course designed to teach students about effective facility management. An extended laboratory exercise was constructed in which students (n=20) first designed a rotational grazing set-up for a 13-acre pasture and then made management decisions on when to move horses between pasture divisions. Three lectures preceded the laboratory exercise and included information on pasture management methods, types of fencing, grass and weed species, and soil quality. At the beginning and ends of the semester, students completed a 10-question survey regarding pasture management knowledge. Forty percent of students indicated having managed horses on their own property. The ability to correctly define the difference between continual and rotational grazing increased from 26% to 74% ($P=0.001$); however, on the final survey, only 55% of students correctly designed a rotational grazing plan for a fictional 10-acre plot. The ability to correctly name a grass, legume, and weed species increased from 21% to 79% ($P=0.001$). Further, only 65% of students initially responded that improperly-managed pastures had a “moderate” effect on the environment, whereas at the end of the semester, 92% of students responded that it had an “extreme” effect. Experience with managing a rotationally-grazed pasture improved some learning outcomes; however, improvements are needed such that students learn to transfer skills from specific examples to new situations.

OPPORTUNITIES FOR STUDENTS TO APPLY COURSE CONTENT OUTSIDE THE CLASSROOM.

D. M. Powell
Saint Mary-of-the-Woods College

Offering a meaningful introductory equine reproduction course to students at a college that has no breeding program and limited local resources offers many challenges. In order to generate greater student interest, motivation, engagement, and understanding of the subject matter, a three-day equine reproduction experience was implemented.

The hypothesis was that students would have better comprehension and memory of classroom concepts by engaging in relevant experiences outside of what could be offered within the classroom environment. The experience took place during the spring semesters of April 2016 and 2017 with travel to Lexington and Versailles, Kentucky. Three facilities collaborated with us in each providing a day-long hands-on experience for the students within the areas of: 1) stallion handling and live-cover, 2) semen collection, semen evaluation, semen packaging, and artificial insemination, and 3) broodmare management and foaling. Classroom coverage followed by examinations over all areas were completed prior to the trip.

All students, regardless of skill level, were provided, under supervision, the opportunity to experience all areas. At the end of each experience, the students were asked to fill out an assessment and reflection of their experience. Upon our return, the students were re-evaluated on the material that they received prior to the trip for comparison of understanding the subject matter. All students scored higher on the critical thinking and problem solving questions following their hands-on experiences.

The use of outside opportunities provide a valuable, meaningful, and purposeful teaching tool to increase student learning.

APPROACHING 20 YEARS: LESSONS LEARNED FOR INTERNSHIP BEST PRACTICES

L.A. Janecka
Kentucky Equine Management Internship

As the Kentucky Equine Management Internship (KEMI) program approaches its 20th year of coordinating internships between college students and the thoroughbred industry, we have been approached by several other equine disciplines and localities to make recommendations for starting, organizing and improving internship opportunities for students interested in other breeds, disciplines and geographic areas. The KEMI program is unique not only because it is located in the Horse Capital of the World, but also because the program focuses on one breed/one discipline and utilizes several different Host Sites for the hands-on component of the program so that the various levels of equine experience of the collegiate participants can be accommodated and also because it offers supporting lectures and activities for all participants. To be truthful, our program is an ever-evolving, always changing, continuous process by which we learn from each and every group of students that we encounter. To maintain an effect internship whereby each participant (Student/College/Host Site) gets the most value, there are many components that must be considered. Interest must be maintained, support must be encouraged, assessments must be made and accountability factors into the equation of a successful program.

Session 4 – Working with the ‘new entrant’

PROVIDING AN EQUINE EXPERIENCE WITH NO EQUINE PROGRAM

**M.L. Kibler and J. Earing
Illinois State University**

Students attending Illinois State University have minimal opportunities to engage in equine related academic experiences. This is due, in part, to limited course offerings connected to equine related content university wide with just one course, Horse Science, dedicated specifically to the subject. As faculty, we aim to provide students with learning experiences both in and outside of the classroom which prepare them for successful and fulfilling careers of their choosing. Providing these experiences for equine interested students proves challenging when no structured equine program, nor supportive infrastructure outside of the university setting, exists. With such boundaries in place, we have sought innovative and creative ways to arrange experiences for students with equine. We have worked with existing student organizations and clubs to present topics such as equine management and nutrition at a local equine owner’s residence. In one such example, students had the opportunity to tour a small acreage equine residence and discuss challenges faced regarding management and feeding of horses with diverse nutritional needs in a hands-on setting. Additionally, students have participated in equine internship informational meetings and industry tours while some have become connected with personalized training sessions through individual local horse owners. One significant challenge is providing useful experiences to students with diverse levels of experience with equine. While we have begun to develop channels for students wishing to pursue careers within the equine industry, we will continue to seek opportunities to cultivate prepared individuals entering the equine industry workforce.

CREATING AUTHENTIC, TRANSFERABLE SKILLS FOR THE COLLEGIATE EQUINE STUDENT & HOW TO MEASURE CURRICULUM SUCCESS

E. Johnson and L. Chapman-Bosco
University of New Hampshire

The University of New Hampshire's Equine Studies programs, both B.S. and A.A.S., have recently seen a decrease in students' prior knowledge and handling experiences. Through core course work and targeted electives, the curriculum has undergone significant changes to provide students with appropriate, real-world skills in order to produce knowledgeable and employable graduates. The skills we saw lacking, in our opinion, were a result of little or no personal management experiences as students did not keep horses at home or have access to horses, aside from limited riding time. The UNH Equine program faculty made agile adjustments to course content to provide those experiences using the University herd. Furthermore, the efficacy of these adjustments was evaluated through the senior's Capstone experience, which tested specific core competencies through oral questioning and student skill demonstrations.

UNH has developed competencies in many areas germane to daily horse care, farm management, horsemanship theory and business management. Our students are also tested in a number of specialty areas which relate to equine science, nutrition, reproduction, non-profit management and therapeutic riding. Outcomes are tested in a capstone testing, involving *30 hours of testing and involvement from over 10 faculty members*. Testing provides direct feedback on teaching pedagogy, program curriculum and promotes the integrity of our program to employers while bolstering graduating seniors' confidence in their scientific and technical proficiencies.

DEVELOPING EQUINE PROFESSIONALS THROUGH SCAFFOLDED INSTRUCTION

K. C. Munns
Utah State University

At Utah State University, students enter into the Equine Science and Management program with various levels of equine experience and knowledge. Based on the individual student's experience, or lack thereof, the program has developed scaffolded courses that begin with the very basics of horsemanship. To ensure students can succeed in the program and their future professions, a placement assessment is required to determine what hands-on course is most appropriate for them to start in. This allows for the beginning horse student to be placed in the first course of the sequence but allows a seasoned student to test out of lower-level courses into one that matches their knowledge and skillset.

The beginning courses are designed to help the 'new entrant' with basic industry terminology, equine safety and behavior training, developing skills to begin handling the horses and approaches to equitation science that develop the understanding and application of riding biomechanics prior to being mounted. The scope and sequence of all the courses are designed to help any student, from any level, become a successful professional in the equine industry. Learning outcomes are specifically mapped and aligned throughout and the expectation of mastering the learning outcomes are the determinants for progressing to higher level courses. This course scaffolding and alignment helps ensure safe practices, inclusivity for students of all experiences, and maintain high professional standards for the Equine Science and Management program.

FOSTERING VISIBLE LEARNING IN AN INTERACTIVE, BEST PRACTICE BASED CLASSROOM FOR IMPROVED STUDENT SUCCESS

M. DAVIDSON and J. DOWNER
COLLEGE OF CENTRAL FLORIDA
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The College of Central Florida offers an Associate of Science Degree in Equine Studies with two specializations: Equine Business Management and Equine Exercise Physiology. specializations require nine credits of Electives chosen from the other specialization or from strictly Elective Course Offerings. One popular Elective, “Introduction to Equine Science”, historically plagued by difficulties keeping students engaged in deeper learning, surveys the many facets of Equine Science on an introductory level. Our diverse demographic includes traditional students as well as dual-enrollment, veterans, retirees, and other non-traditional students with varied levels of horse experience. In order to facilitate visible learning in each of these students, we have incorporated a number of best practices with interactive classroom models. Students are expected to review reference material prior to class time. During class they participate in discovery activities designed to provide explanation and guided practice. Each class is run slightly differently depending on the topic and activity. Graded assignments are incorporated into these activities. Activities include group topic research and presentation, process modelling, current topic debates, individual research paper and presentation, immediate mastery quiz and review, short readings with in-class review, thoughtful questioning and discussion, peer teaching and evaluation, drill and practice, and exit ticket essays. With careful control of the group dynamics the instructor is able to take advantage of the strengths found in such a diverse group while making use of opportunities presented to directly teach specific skills necessary for success in the equine industry, academics and in life.

CHALLENGES AND INNOVATIONS FOR A HORSE HANDLING AND SAFETY COURSE – 10 YEARS' EXPERIENCE

J Downer and M Davidson
College of Central Florida, Ocala, FL

The College of Central Florida offers the Associate of Science degree in Equine Studies. Demographically, most students enter the program with beginner to intermediate horse handling skills, predominately from recreational riding backgrounds. Typical of a bell curve, a few students have exceptional ability and experience handling horses safely, and some have minimal experience. ANS 2232C Horse Handling and Safety originally was a required 3 credit course but problems arose developing course content that met individual student learning needs. Teaching to the "middle" left experienced students bored and beginner students lost. The solution was to change the curriculum to make the course an elective and modify content to beginner level. Unfortunately, advanced students quickly learned this was an easy A, and faculty still had mixed experience levels in the course. The current curriculum divides the course into two levels, and require all students to take one of the two levels. Through individual advising, faculty recommend Basic Horse Handling to beginner level students. This course is taught in traditional face-to-face with 50% of the time spent in laboratory situations. Advanced Horse Handling is for intermediate to advanced students, and taught online only. We have completed one year of this program and student surveys indicate 100% of students in Basic Horse Handling and Safety improved their skills and were satisfied with their learning. Advanced Horse Handling students were challenged with an extensive list of course material and assignments. Student survey data will be presented at the meeting.

INVITED PRESENTATION: THE HORSE AS AN E3A CORPORATE
FACILITATOR

J McAlexander, P.E
Spirit Song Youth Equestrian Academy, Anna, Texas

Space provided below for notes:

EXTENSIONHORSES.ORG: WHERE WE'VE BEEN, WHERE WE'RE GOING

**Karen L. Waite, Ph. D. and Taylor Fabus, M.S.
Michigan State University**

ExtensionHorses.org is a non-profit corporation that harnesses the efforts of more than 50 teaching, research, and extension faculty along with veterinarians from 32 institutions in 29 states, to create relevant curriculum for a wide range of end users. Working together to provide horse enthusiasts with research-based, reliable information, this group of experts originally began collaborating through the Horse Quest Community of Practice established by www.eXtension.org and MyHorseUniversity.com (MHU) based at Michigan State University. This collaboration delivers expertise in a variety of formats including podcasts, online courses, webcasts, articles, infographics, radio spots, and social media channels. The ExtensionHorses.org and MHU award winning partnership has produced over 70 webcasts with 22,000 participants viewing the recordings and has 617,600 subscribers to the eNewsletter. They have received over \$300,000 of federal funding for programs geared towards youth and equine professionals. Experts from MHU and ExtensionHorses.org continue this proven partnership providing access to experts in pedagogical content creation, dissemination, and online learning methods, and strategies evolve with the demands of end users. Current areas of strength, opportunities for involvement, and potential strategies for expansion will be discussed.

Session 5 – Program Sustainability

Career Panel: Trends and Forecasts in Career Opportunities for Graduates.

Career Panelists:.

- Jyme Nichols- Director of Technical Services, Bluebonnet Feeds, Ardmore, OK
- Michele Mohr- Owner, MK Performance Horses; Tarleton Equestrian Team Western Coach, Stephenville, Texas
- Matt Arias- Director Breeders' Trust/ Breeders' Futurity, APHA, Fort Worth, Texas
- Matt Brockman-Publicity Director, Fort Worth Stock Show and Rodeo, Fort Worth, Texas
- Lauren Lovelace Murray-Horse Show Director, Fort Worth Stock Show and Rodeo, Fort Worth, Texas

A LOOK AT CURRENT TRENDS IN PROGRAM ENROLLMENT

**K. Bump, Cornell Cooperative Extension, Morrisville NY, T. Williams,
The Right Program for U., Cazenovia, NY**

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POSITIVE PROGRAM EXPOSURE: THE HORN “UN-TOOT-ETH”

E.A. Greene

University of Arizona

betsygreene@email.arizona.edu

The days of “letting great work speak for itself” have long passed. As faculty struggle to justify and maintain financial support for equine teaching and extension programs across the country, it is critically important to empower supporters, students, and stakeholders willing to speak up on behalf of programmatic impacts and value. To effectively champion our programs, these groups need to receive clear, concise, and consistent messages. It takes time to craft the language and promote the branding that best represents program strengths and themes. Even then, many opportunities to gain name/program recognition are missed because they fall outside of the experience or comfort zone of the faculty member(s). There are small steps that can be taken to build name recognition across the media spectrum (social media, popular press, print, electronic, or television media outlets, etc.) over time. A seasoned and wise extension agent from Washington State always said “If you don’t toot your own horn, your horn will go un-toot-eth!” This presentation will provide examples, strategies and insight on several methods to increase and direct positive exposure to your program.

RIDE UTAH! A THERAPEUTIC EQUINE EXPERIENCE

KH Hoopes
Utah State University

Military personnel and veterans experience a high level of mental health service needs. However, frequently they do not access the services that are available to them due to social stigma and other negative beliefs regarding mental health services. Each branch of the military has developed resiliency programs to increase psychosocial support and the ability to bounce back from stressors. Current research has shown clinically significant benefits from therapeutic horse activities with military personnel, veterans and family members through networking and community involvement. Utah State University Extension has developed a therapeutic equine program called *Ride Utah!* that targets military personnel and a guest. *Ride Utah!* is hosted locally by Extension, community, and military leaders. Participants in *Ride Utah!* experience a one-two-hour mountain trail ride, share a family-style lunch, and participate in a professionally moderated group discussion surrounding military family issues. *Ride Utah!* allows individuals and families living in both urban and rural areas the opportunity to experience the therapeutic benefits offered by equine activities and nature. *Ride Utah!* is an equine based pilot program for military personnel and veterans, designed to increase resiliency and a sense of community amongst participants. The preliminary results from the participant-completed Conner-Davidson Resiliency Scale's demonstrate that *Ride Utah!* is harnessing Utah's natural beauty and resources into a successful program that is improving veteran health and strengthening communities.

INVITED PRESENTATION

**BEST PRACTICES FOR CRAFTING THE ‘ASK’ – THE WHO, HOW AND
WHAT OF SOLICITING FUNDING/DONATIONS FOR EQUINE
OFFERINGS**

**Wayne Davenport, Development Officer
Tarleton State University**

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INVITED PRESENTATION

**INCREASING SUSTAINABILITY BY REMAINING ‘SOCIAL MEDIA’
RELEVANT: TOOLS, TECHNIQUES AND TIPS**

K. Waite and T. Fabus, Michigan State University and ExtensionHorses.Org

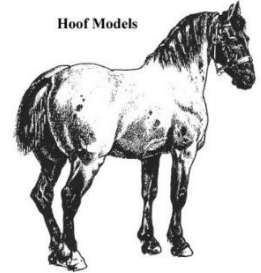
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