

The National Association of Equine Affiliated
Academics presents:



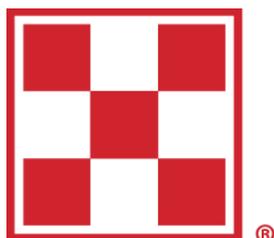
2021 Annual Conference

PROCEEDINGS



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Welcome

Dear Colleagues,

Welcome to the National Association of Equine Affiliated Academics (NAEAA) 2021 Annual Conference! The NAEAA Conference has become one of the highlights of the year for me along with so many others. It often marks the end of a hectic spring semester, the start of a little R & R, and the beginning of reflection for the changes that need to come during the next academic year. Year after year, this conference has been a great source of inspiration for so many and I hope it is for you too. If this is your first, fifth, or tenth NAEAA Annual Conference, we welcome you and we are glad you are here!



I am proud to report that despite the challenges of the last 15 months, NAEAA has grown and evolved. The NAEAA Board heard the calls of others wanting to get more involved so we created seven new standing committees and recently expanded our board to 13 members. One of the new committees, the annual conference committee, deserves a huge round of applause for all of their hard work with planning this wonderful conference. I'd also like to thank our Board members for assuming leadership over those new committees and for being wonderful people to work with over the past several years. We are also very thankful of our NAEAA Partners and Annual Conference sponsors who make it possible to keep our conference affordable for our members.

As this is my final year on the NAEAA Board, I'd like to express my sincere gratitude to the super star husband and wife duo of Karin Bump and Tim Williams. Karin and Tim invited me to join their journey to create this wonderful organization nearly 12 years ago. Until I joined NAEAA, I had always felt isolated, assuming the struggles I was facing coordinating an equine program were all my own. NAEAA exposed me to a large network of colleagues that give me endless ideas, support, and encouragement and for that I am truly grateful. I am so excited to watch NAEAA continue to grow and continue to enhance equine academic programs all across the country.

Sincerely,

A handwritten signature in cursive script that reads "Amy Burk".

Amy Burk
NAEAA Board Chair



**Thank you to our 2021 Annual Conference Committee members
for a job well done!**

Amy Burk (Co-Chair), University of Maryland
Lee Wood (Co-Chair), Southern Utah University
Aubrey Jaqueth, Wright State University
Jacquelyn Bowser, Johnson and Wales University
Kelly Riccitelli, Texas Tech University
Trinnette Jones, Tarleton State University

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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.

Our 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 faculty exchange programs between member institutions.

Website: www.NAEAA.com

PREVIOUS CONFERENCES

- 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 Intl. Soc. of Equitation Sci.)
- 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
- 2019 - Asheville, NC, North Carolina State (with ESS)
- 2020 – Logan, UT, Utah State University (Rescheduled for 2022)

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Lee Wood (Co-Chair), Southern Utah University
Aubrey Jaqueth, Wright State University
Jacquelyn Bowser, Johnson and Wales University
Kelly Riccitelli, Texas Tech University
Trinnette Jones, Tarleton State University

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Crystal Smith, West Virginia University
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Tim Williams, NAEAA Chief Financial Officer
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Casie Bass, University of Wisconsin River Falls
Katheryn Cerny, Abraham Baldwin Agricultural College

Contents with direct link to Abstracts

SESSION 1. DIVERSITY, EQUITY, AND INCLUSION IN ACADEMICS	1
1. Opening presentation	1
2. Diversity, Equity, and Inclusion Discussion	2
SESSION 2. TEACHING THROUGH TRANSITION	3
3. Perceptions of Teaching Equine Science and Management in the Time of COVID-19	3
4. Covid-19 restrictions negatively impact collegiate equestrian student morale	4
5. Bringing the online classroom to life	5
6. Keys to success in program innovation	6
SESSION 3. INNOVATIONS IN TEACHING IN THE EQUINE CURRICULUM	7
7. Using Assessment and curriculum mapping to enhance your undergraduate programming efforts	7
8. Scaffolding a writing project in animal and equine sciences courses	8
9. Using nonlinear PowerPoint in equine courses	9
10. A message from our Partner	10
11. Commemorating “Stevie’s Wonder”: Rearticulation of an equine skeleton	11
12. Benefits of equine pasture management training	12
13. Workshop - They have an equine degree, so what?	13
SESSION 4 - INNOVATIONS IN TEACHING POSTER SESSION	14
14. Experiential learning in an equine nutrition laboratory promotes applied nutrition decisions	14
15. Choice boards in hands-on an EEAT course	15
16. Student engagement with virtual horse shows	16
17. Use of life-sized horse replica to teach haltering in a 2000 level equine course	17
18. The Triple E Model: Advancing equestrian research with perspectives from One Health	18
SESSION 5: INNOVATIONS IN THE EQUESTRIAN PROGRAM	19
19. Panel Discussion: Starting an equine-assisted therapy program at your university	19
20. Horse use and management in therapeutic horseback riding programs in the United States	21
21. Comparison of personality and sport played	22
22. Incorporation of driving within a horsemanship course	23
23. Adding an online lecture component to a traditional introduction riding course	24
24. Short-term and long-term recall in horses	25
25. The effect of oral sodium chloride administration on water intake in horses at rest	26
SESSION 6. ENGAGING THE EQUINE INDUSTRY	27
26. Using Infographics to engage audiences in horse care and management on social media	27
27. Connecting equine science students to local organizations through service projects	28
28. Elevating the visibility of your equine program through a statewide horse industry forum partners	29
29. Successfully using webinars to engage 4-H youth with equine and animal science information	30

Session 1. Diversity, Equity, and Inclusion in Academics

Moderator: Debra Powell, Hocking College

1. Opening presentation

Dr. Ronald Rochon
University of Southern Indiana

Dr. Ronald S. Rochon became the University of Southern Indiana's fourth president in July 2018, after eight years serving USI as Provost.

Under his leadership, the University has implemented its third Strategic Plan: Accelerating Impact – which includes goals for improving student success, fostering impactful engagement, elevating the visibility and reputation of the university, and strengthening its financial viability, all of which he plans to achieve through collaborative community, regional, state, national, and global initiatives. He intentionally guides the University to be a catalyst for change, creating a talented, educated citizenry that meets the entrepreneurial and workforce needs of society.

Notes:

2. Diversity, Equity, and Inclusion Discussion

Moderator: Debra Powell and Karin Bump

In this discussion participants are invited to share their experiences, ideas and questions about the topic.

Notes:

Session 2. Teaching Through Transition

Moderator: Jackie Bowser, Johnson and Wales University

3. Perceptions of Teaching Equine Science and Management in the Time of COVID-19

R Splan, Delaware Valley University, Doylestown, PA

S Porr, Murray State University, Murray, KY

A Biddle, University of Delaware, Newark, DE

L Luck, University of Nebraska-Lincoln, Lincoln, NE

K Cole, The Ohio State University, Columbus, OH

CJ Stowe, University of Kentucky, Lexington, KY

In March, 2020, health concerns and campus restrictions associated with the COVID-19 pandemic necessitated swift and significant changes to content delivery and student engagement at institutions of higher education. For many instructors, this meant a mid-semester pivot from in-person classes to heavy reliance on online learning environments. While such rapid and unplanned conversions are expected to be disruptive for all educators, they may be particularly challenging for instructors who facilitate student learning via wet labs or live animal interactions, as is common within equine science and management courses. However, despite difficulties related to teaching during a pandemic, these recent events provide unique opportunities to explore how equine educators adapted teaching practices, investigate perceptions of teaching resource adequacy, and identify new or innovative instructional methods that may have longevity beyond COVID-19. Therefore, the aims of this study are to identify teaching challenges associated with COVID-19 restrictions on in-person and remote learning in equine science and management, and explore strategies used to address these challenges. An online survey will be distributed during April 2021 to full- and part-time instructors who taught undergraduate equine science or management courses in the United States and/or Canada before, and after, the spring of 2020. Summary statistics will be used to characterize shifts in information delivery, student engagement, and assessment of learning associated with the COVID-19 pandemic, and help inform future educational practices. Survey results will be presented at the NAEAA annual meeting held virtually on May 25-26, 2021.

4. Covid-19 restrictions negatively impact collegiate equestrian student morale

T. A. Fortune*, M. L. Santiago, and C. A. Porr
Murray State University, Murray, Kentucky

Events like a global pandemic can negatively impact how organizations and groups function. From a collegiate perspective, this could include limiting or eliminating participation in co-curricular activities that have positive impacts on student experiences. Students use these events to make new friends, socialize and generate a sense of belonging, and gain interactions outside the classroom. In response to COVID-19, collegiate equestrian teams ability to practice and show were impacted by mandated restrictions. The objective of this study was to determine the effect of COVID-19 restrictions on collegiate equestrian team student engagement and morale. A survey was developed in SurveyMonkey® and distributed to coaches for six collegiate equestrian organizations: Intercollegiate Horse Show Association, Intercollegiate Dressage Association, National Intercollegiate Rodeo Association, National Collegiate Equestrian Association, Intercollegiate Eventing, and Intercollegiate Polo. The survey was open for seven weeks and collected 45 usable responses. Descriptive and frequency statistics were completed using SPSS. Restrictions related to COVID-19 resulted in changes to rules for team practices and shows in the fall 2020 semester. Most common changes related to practices (n=33/45, 73.3%) included limiting the number of people in tack rooms to achieve social distancing (n=21/45, 46.7%) and use of hand sanitizer (n=16/45, 35.6%) while tacking up. For teams that were able to show (n=23/44, 52.3%), the most common changes included health checks (n=5/45, 11.1%) and limited group travel (n=3/45, 6.7%). Most respondents (n=35/45, 77.8%) indicated that team morale was negatively impacted, with most respondents reporting reductions in team interaction (n=23/45, 51.1%). Limitations on the size of gatherings and required social distancing, which limited time for interaction during practices and travel to events, may have been partly responsible for lowered student morale.

5. Bringing the online classroom to life

E.T. Jacquay* and K.M. Wilson
University of Kentucky, Lexington, KY

This past year has been challenging due to the COVID 19 pandemic, as initially hands-on classes for our equine students had to go virtual overnight. Within our introductory equine science class, students would normally have the opportunity to learn through the completion of activities in smaller groups during weekly recitations. Social distancing requirements and reduction of students allowed within the classroom made in-person group learning experiences almost impossible. Therefore, we were tasked with the challenge of transforming in-person activities to a virtual format. We were able to create and implement fun and interactive activities through the Zoom platform by utilizing a variety of complimentary online learning modalities to teach equine content such as Google slides/docs, Kahoot!, Quizlet, Purpose Games and YouTube videos. Our new virtual recitation format was also unique in that we had five upperclassmen in the equine major serve as peer mentors. Peer mentors assisted in the conception and delivery of online activities to take the place of the initial hands-on in-person activities. They were able to serve in a new leadership role and be a resource to the students for both equine content and general class questions. Following completion of the course, students were assessed on their overall perceptions of the online recitations and peer mentor program. Overall, 89% percent of students thought that the online recitations were helpful in reinforcing the lecture material. Peer mentors also had opportunity to reflect throughout the semester and were surprised at how much they were able to improve their own equine knowledge and confidence in teaching. There are various online learning modalities available, and it is possible to incorporate them into existing curriculum and create new experiences for students in leadership roles and student engagement while learning online.

6. Keys to success in program innovation

A. F. Nemeec and A. F. Izzo,
Post University, Waterbury, CT

In January 2019, a small cohort of students enrolled in Post University's B.S. in Equine Studies in a 100% asynchronous online modality, nearly doubling the size of the equine program in one term. Over the subsequent two years, enrollment increased at a startling rate. Equine Studies enrollment in the Fall of 2018 was 14 students in the synchronous, face-to-face, campus-based learning modality. By the fall of 2020, 319 students were enrolled in both online and campus modalities combined, more than a 20-fold increase. Unlocking this success has been made possible as a result of several core conditions, events, and decisions by University and program leadership. Program innovation can be exciting and dynamic and it is easy to see that the future lies in new technology and expanding instructional modalities. However, Post's clear and abrupt change in program delivery is not at all the "overnight success" that it seems to be. University leaders drew on their personal strengths of persistence, resilience, transparency, and courage, but these were developed throughout a long series of events spanning nearly 50 years. These events include being early in the movement toward undergraduate study in equine, early adopters of online learning technology, aggressive enrollment management practices, substantial investment in digital marketing technology, and a cultural shift to transparency that brought all of these forces together. This presentation explores the keys to Post University's remarkable growth that followed this innovation and describes the integrative and collaborative environment in which they were implemented.

Session 3. Innovations in Teaching in the Equine Curriculum

Moderator: Lee Wood, Southern Utah University

7. Using Assessment and curriculum mapping to enhance your undergraduate programming efforts

K.M. Wilson, S.F. Robin, K.L. Urschel, M.G. Rossano, C.R. Heleski
University of Kentucky, Lexington, KY

Having an effective assessment program and measurable student learning outcomes (SLOs) are imperative to keeping your equine undergraduate program current with changing industry needs. A well thought out assessment plan, as well as a curriculum review and mapping session, will not only help you ‘tell the story’ of what students are learning, but will aid in making meaningful curriculum changes. In 2017, the UK Equine Science and Management undergraduate degree program started the process of revamping and enhancing our assessment and curriculum efforts. This was started with a curriculum mapping exercise in which stakeholder groups were asked the importance of equine knowledge/skills along with career readiness skills. Next was a Workforce Summit inviting industry stakeholders to share their perspective on the employability issues within the industry. Results of this feedback were utilized to make changes to our curriculum, establish new programmatic SLOs and map our SLOs to a curriculum map within our core curriculum. Finally, an assessment committee was formed, benchmarks were agreed upon, new rubrics/assessment tools were created and pilot tested, and the revised assessment plan was submitted to the University for review. Most recently, we conducted a thorough self-assessment of our career development skills and how those are reached through curricular offerings. Now, upon our first year of official data collection, we have started being able to measure and see how students are reaching the benchmarks we have established. Join us as we discuss the timeline and tools we utilized throughout this process to gain a better understanding of the curriculum mapping and assessment process to aid in making curricular changes in the future. Ensuring your curriculum and programmatic SLOs align with industry needs will not only provide the best program for your students but will also increase the employability of your graduates as they enter the workforce.

8. Scaffolding a writing project in animal and equine sciences courses

KH Hoopes

Utah State University, Logan, Utah

Often instructors struggle to include writing assignments in animal and equine science courses. Students in science related courses can fail to see the importance of knowing how to write and do not recognize the learning that comes from the writing process. Resistance to the perceived time-consuming assignments is common. Science instructors can also feel inadequate in grading a writing assignment. Consequently, the important learning that comes from the writing process is neglected or eliminated. Additionally, research suggests that content-area teachers are qualified to evaluate their student papers even if they feel inadequate. Instructors are responsible to see that their science students develop strong writing skills. The idea of “scaffolding” a writing assignment refers to the process of breaking the writing assignment into several small steps with separate due dates. Individual tasks can include the following: topic approval, an annotated bibliography, an outline, first draft, peer reviews, and final draft. In addition, I require my students to make and attend an appointment at the science writing center. Approaching the writing project in this manner not only teaches the correct writing process, but it requires the students to actually complete each step. Each small task completed and turned in builds critical time management skills. For young adults who are just beginning to acquire self-discipline, this process is invaluable life training. Additionally, the grading is easier for the instructor when it is spread out over the entire semester. Incorporating a scaffolded writing project in my animal and equine science classes has greatly enhanced student learning. Incorporating this unique teaching method has given my students a solid understanding of the writing process.

9. Using nonlinear PowerPoint in equine courses

S. L. MASTELLAR
OHIO STATE ATI, WOOSTER, OH

PowerPoint is both ubiquitous and familiar in the classroom. The sequential nature of slides provides structure as well as imposes limitations. Hyperlinks to web resources are commonly used, but hyperlinks can also be used to navigate within the presentation (Figure 1). Nonlinear PowerPoint presentations provide more options for instructors to engage students. In particular, this function can help students understand the potential consequences of management decisions. Being able to have this functionality within PowerPoint as opposed to another software reduces the learning curve and preparation time for instructors wishing to engage students in this manner. Students at Ohio State ATI have been largely positive regarding the use of nonlinear PowerPoint in class.

Examples of the use of this feature include the creation of review games, the exploration of scenarios, case studies, or linking back to relevant material to refresh students' understanding.

The purpose of this presentation is to demonstrate this nonlinear functionality within the context of equine courses and content.

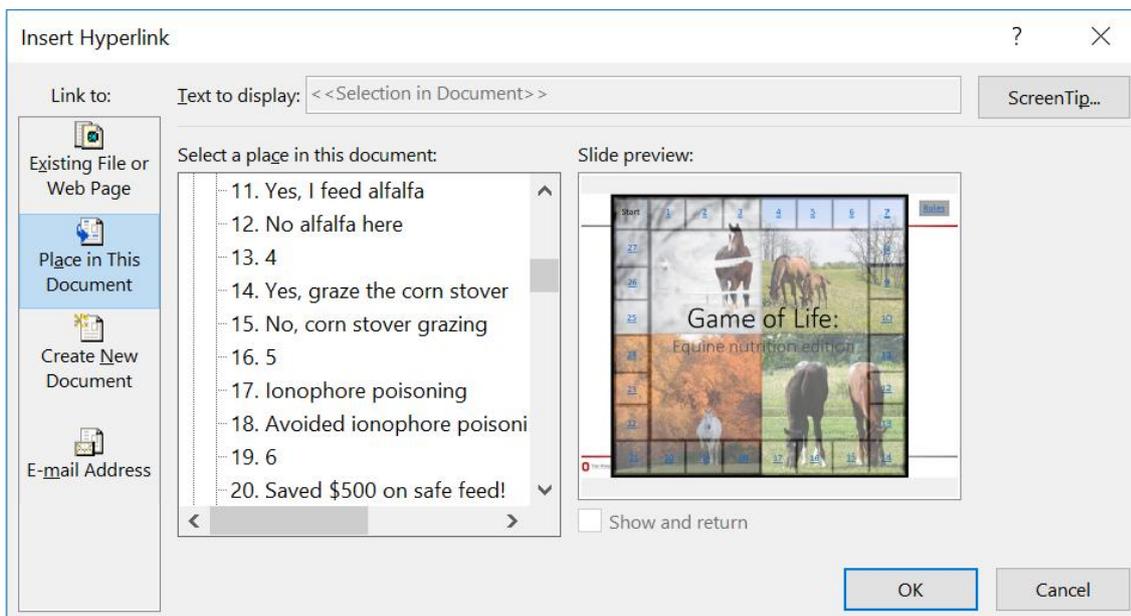
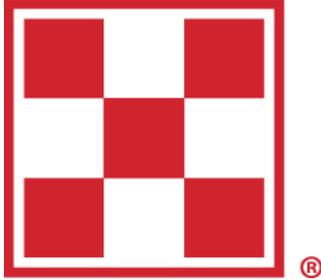


Figure 1: Nonlinear PowerPoint presentations can be created by hyperlinking to other slides within a presentation

10. A message from our Partner



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11. Commemorating “Stevie’s Wonder”: Rearticulation of an equine skeleton

V.R. Cattano*, J.J. Monks, and J.A. Bryk-Lucy
Centenary University, Hackettstown, NJ

Anatomy is often taught using many visual aids; illustrations, photographs, computer programs/modeling, and plastic models which are some of the resources readily available to the professor and student. However, the gold standard for learning skeletal anatomy and developing a full understanding of the interactions of bones, joints, and muscle attachments is a real articulated skeleton. Unfortunately, real bones are expensive and harder to acquire than other available models. This year-long project aimed to harvest bones from a live horse, process them, and rearticulate pieces of the equine skeleton to be use as teaching aids in the Equine Studies and Science Departments at Centenary University. A Thoroughbred gelding with a devastating racing injury was donated for elective euthanasia and bone harvest. The bones were processed using boiling, macerating, degreasing, and drying. Finally, the bones were rearticulated into several models including the cervical vertebrae, an exploded skull, pelvis with hindlimb attached, a full thoracic limb, and the thoracic vertebrae showing rib attachment. The rearticulated pieces were chosen for ease of transport into the classroom, to concentrate on areas of anatomy that are historically difficult for students, to open the skeleton for study from every angle, and the option to illustrate movement in the equine joint. While there was one student leader, there were many students that observed or participated in the process. These anatomical displays will serve as teaching models for other Centenary University classes in comparative vertebrate anatomy, human anatomy and physiology, and may expand to other areas like art and theater.

12. Benefits of equine pasture management training

P.H. Sharpe, U of Guelph, Kemptville Ontario Canada

R.J. Coleman, U of Kentucky, Lexington KY,

K.L. Lea, U of Kentucky, Lexington KY and

G.W. Webb, Missouri State U, Springfield MO

Why should equine management education programs include pasture management? Improved pasture management can promote better horse welfare, healthier pasture ecosystems, higher forage quality and yield and less negative impacts on the environment. Longer grazing times (compared to eating hay) provide more self-exercise and a higher probability that horses choose what they eat, readily meeting their nutrient requirements. Horse managers can reduce their time commitments to feeding and cleaning. Previously stabled horses have exhibited fewer stereotypies and more expression of locomotion, exploration and social behaviors. To judge whether management of the outdoor environment for horses is favorable to their emotional state, we can assess feeding behavior, social interactions, interest in the environment and stereotypies. Through better knowledge of nutrient flows through soil and plants, horse managers can promote healthier root systems, keep feed costs low and prevent excess nutrients escaping to the environment. Sustainable and regenerative pasture management includes rotating horses through pastures for shorter grazing periods and long resting periods, with timely harrowing to assist with parasite control. Choosing forage species best suited to your environment and using appropriate techniques for managing forages can lower pasture input costs and produce optimum yields of forages with desired nutrient contents. Systematic evaluation of pastures can help reduce predominance of less-desired forages, pests and poisoning. Better pasture managers can turn surplus early season forage into hay, reducing the need for making or purchasing hay later. By objectively evaluating pastures, managers can accurately determine their feed inventory, their problems and measures to solve those problems. All educational formats, especially farm tours can facilitate pasture management learning.

13. Workshop - They have an equine degree, so what?

How can we best prepare equine graduates to excel in the workforce?

S.F. Robin and K.M. Wilson
University of Kentucky, Lexington, KY

In this workshop academics are invited to share their experiences via a worksheet and in smaller break-out groups. Following this all return to the main workshop and discuss findings and future plans.

Notes:

Session 4 - Innovations in Teaching Poster Session

Moderator: Trinnette Jones, Tarleton State University

14. Experiential learning in an equine nutrition laboratory promotes applied nutrition decisions

J.K. Suagee-Bedore, R.M. Miller, T.L. Thomson and K.K. Fikes
Sam Houston State University, Huntsville, TX

The ability to choose correct types and amounts of equine feeds is a critical learning outcome for equine nutrition students. During summer 2019, we developed a physical feed lab consisting of 1 bale of alfalfa hay, 2 bales of Coastal Bermudagrass hay from different fields, 5 commercial concentrates, and 3 grains. All feeds were analyzed for nutritional content and analyses were provided to students. Five laboratory exercises were developed. Firstly, students weighed flakes of hay to discuss variations in flakes, batches, and types of hay. Secondly, students compared scoops of concentrates to discuss weight to volume comparisons for concentrates. For each of four types of horse, maintenance, performance, growing, and overweight, students 1) used lecture material to develop a hypothetical diet from available feedstuffs, 2) weighed out components of that diet, 3) calculated intakes of energy, crude protein, lysine, calcium, and phosphorous, and 4) discussed the effects of nutrient deficiencies or excesses and what dietary modifications should be made to fix these concerns. A final project was administered requiring students to fill in a chart selecting types and amounts of forages and concentrates for the four types of horses. Our objective was that 70% of students would achieve at least a 4 out of 5 on all areas of the project rubric. Across three semesters, 47 students completed the course, of these, 100% met the goal for forage selection, 92% for calculating forage requirements, 91% for concentrate selection, and 87% for calculating concentrate requirements. Our final goal was the ability to convert from pounds to scoops and flakes, and 76% of students met our goal on this outcome. It is likely that interacting with feed types helped to inform the decision-making process. We will continue the use of the lab and work on improving scores related to applied measurements.

15. Choice boards in hands-on an EEAT course

K.S. Jogan and K.V. Johnson
University of Arkansas, Fayetteville, AR

Maintaining student engagement and motivation in online courses is particularly challenging when the course incorporates a hands-on component. One way to promote student engagement is through the incorporation of choice boards. A traditional introductory undergraduate Equine Assisted Activities and Therapies (EAAT) course attracts not only students majoring in animal science but also students from health disciplines such as nursing and social work. This overview course allows students to gain skills in EAAT through studies of client bases served, attributes that make animals good partners in therapeutic settings and different types of EAAT practices. Due to the pandemic, the hands-on component of the traditional EAAT course was modified, and a choice board was included. A choice board is a graphic organizer consisting of a grid of exercises or assignments based on course objectives. Students choose activities which best suit their interests. For the EAAT choice board, hands-on demonstrations following social distancing guidelines and alternative activities were included in the grid, thus providing students the power to choose how to best achieve a particular learning objective. Activities created addressed interests that intersect with EAAT based on academic major. Research suggests that providing students a choice in learning activity is a practical strategy that increases student engagement and motivation. Half of the 22 undergraduates enrolled in the EAAT course responded anonymously to course evaluations. Respondents reported that they liked using the choice board and individualizing their course experience. Additionally, respondents found that the teaching methods enabled them to learn complex concepts and develop a greater appreciation of the subject matter. Incorporating choice boards is one way that instructors can help students stay engaged and motivated while teaching online courses. It is also a way to allow students who don't feel comfortable participating in face-to-face activities engage in tailored activities that incorporate content.

16. Student engagement with virtual horse shows

N.K Mook, Missouri State University Springfield, MO

E.M Costello, Truman State University Kirksville, MO

R.J. Coleman, U of Kentucky, Lexington KY,

Student engagement and retention often goes beyond the academic realm. Not only were classes altered during this unprecedented time in the pandemic, so were student organizations. For the 2020-2021 academic year Missouri State University, Truman State University, and Black Hawk College organized a virtual horse show series to foster student engagement whilst not being able to travel for Intercollegiate Horse Show Association (IHSA) sanctioned horse shows. Utilizing the Horse Show Tracker platform from FunnWare Development, the show series was able to offer a close representation to a traditional IHSA horse show. This platform time stamps the videos uploaded for each rider's competition run, preventing multiple attempts or editing of the video. The series offered both Stock Seat and Hunt Seat disciplines and offered divisions for each riding level to participate in. Each discipline had three shows in the Fall 2020 show series and will have two shows in the Spring 2021 series. Stock Seat had 233 total rides, while Hunt Seat had 191 total rides across three shows. The percentage of students completing all three shows was 60%, completing two shows 25%, completing one show 15%. The most popular division with Stock Seat was Rookie, while the most popular division for hunt seat was Novice. This show series allowed students to safely pursue their riding goals, foster community with their teammates, and continue to be engaged at the university or college. Due to the flexible nature of a virtual show, schools of all sizes were able to participate and make the appropriate accommodations so that all interested parties could compete. In conclusion, the virtual horse show is a needed and effective tool to continue engaging students safely during the changing times and could be utilized post pandemic for instance when travel is limited either by inclement weather or budgetary restrictions.

17. Use of life-sized horse replica to teach haltering in a 2000 level equine course

R.M. Miller* and J.K. Suagee-Bedore
Sam Houston State University, Huntsville, TX

Equine students need to master the ability to safely halter a horse, as this skill is important for safe interactions between horses and humans. In introductory equine classes, many students fall into one of two categories: those with no previous horse experience and those with previously developed unsafe habits. We incorporated a life-size replica into our teaching program to reduce the difficulty that inexperienced students have with skill acquisition. Live animals also compound the difficulty of re-teaching skills to experienced students, particularly when those students demonstrate unsafe techniques. We therefore require all students to practice haltering on the replica prior to haltering a live horse. We hypothesized that this practice would promote high rates of safety amongst all our students. Although it is accepted to have 70% of students achieve 70% or higher on a specific learning objective, we chose a goal of 90% achieving a 90% or higher when tested on haltering, due to the safety concerns related to correctly and safely haltering. During Fall 2019, 70% of the 37 students achieved 70% or higher on a haltering test when their only prior practice was with a live horse. During the spring and fall of 2020, students were required to practice on the replica once, with the option to practice more if desired. Due to the COVID-19 pandemic we were unable to test the 28 students on haltering during Spring 2020. When students were tested during Fall 2020, using the same test as Fall 2019, 72.7% of the 24 students achieved a 70% or higher while 69.1% of students achieved a 90% or higher. Notably, neither Spring nor Fall 2020 students opted for additional practice. As we did not meet our learning objective, we plan to require students to practice with the replica every week in future semesters.

18. The Triple E Model: Advancing equestrian research with perspectives from One Health

M.M. Keener*, K.I. Tumlin, N. Heebner
University of Kentucky, Lexington, KY

This presentation introduces a new framework based on the One Health model for guiding multidisciplinary research of the equine, equestrian, and environmental triad called the Triple E Model. Numerous theories within disciplines help evaluate a single variable or equine-equestrian interaction; however, none guides a multidisciplinary team to evaluate the complexities of the interactions of the Triple E's. A framework to guide such research is pertinent. The lack of models neglects collaboration between researchers, veterinarians, athletes, and industry stakeholders to unite. The aim of this framework is to review current models and theories currently used in each separate sector, and to combine the three sectors to create a framework guiding interdisciplinary collaboration. This new model is an adjustment of the current One Health Model, which uses the interactions of humans, animals, and their environment. Although One Health incorporates all aspects of the Triple-E's, the environmental factors do not include human-made environmental factors such as equipment (i.e., saddle) and course design. Additionally, the Triple E Model goes a step further to provide specific solutions, better training, and holistic care and rehabilitation for those specifically in the equestrian community. The purposes of this presentation are 1) to explain the shortcomings of current models, and 2) to describe the development of the Triple E Model. This new model, expanded from the One Health model, generates a path for researchers to incorporate all equestrian community sectors into addressing problems collaboratively. The Triple E model enables all areas of the equestrian community to create a dynamic, adaptable model incorporating all sectors of the equestrian community. Specifically, the Triple-E Model provides a flexible path to guide research incorporating all areas through multidisciplinary, multi-setting, and multisector work, incorporating equine, equestrian, and environmental factors to solve complex issues unique to the equestrian community.

Session 5: Innovations in the Equestrian Program

Moderator: Kelly Riccitelli, Texas Tech University

19. Panel Discussion: Starting an equine-assisted therapy program at your university

Moderator: Jacquelyn Bowser,
Johnson & Wales Univ. and Kelly Riccitelli, Texas Tech University

Internationally, the use of horses as a formal tool for physical therapy debuted in the early 1960's^(1,2) and therapeutic use of the movement of the horse in the United States began shortly after in 1969 with the establishment of the North American Riding for the Handicapped Association^(1,3). Since then, equine-assisted therapy and learning has grown exponentially and is currently practiced in over 24 countries⁽³⁾. Academic programs in higher education in the fields of equine therapies have also burgeoned to meet the needs for education in the many emerging branches employing horses as a therapeutic aid. Several formal programs of coursework are now offered through colleges and universities worldwide, including but not limited to varying levels of equine management, horsemanship, riding instruction, teaching methodologies and disabilities.

¹Hallberg, L. (2008). Walking the way of the horse: Exploring the power of the horse Human Relationship. Indiana: iUniverse, Inc.

²Selby, A. (2009). A systematic review of the effects of psychotherapy involving equines.

³Unpublished Master's Thesis. The University of Texas, Arlington.

"The History of Hippotherapy". Archived from the original on 2010-12-12. Retrieved 2021-05-20. American Hippotherapy Association.

The NAEAA has invited a group of expert panelists in the field of academic equine therapies programming to discuss the ins and outs of establishing, running and growing equine-assisted therapy programs in a university setting:

Heidi A. Brady, Ph.D.

Equine Behaviour, Reproductive
Physiology
Co-Director of the Texas Tech Therapeutic
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Erin Cardea, M.Ed., M.S.

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Karen Brittle

Assistant Professor of Equine Studies,
Director of TRAC (Therapeutic Riding at
Centenary)
Centenary University, Hackettstown NJ
Karen.Brittle@centenaryuniversity.edu

Panel Bios:

Dr. Heidi Brady is a Professor in Animal and Food Sciences at Texas Tech University in Lubbock, Texas, where she is the co-director of Texas Tech Therapeutic Riding Center. She teaches both undergraduate and graduate courses in Equine Assisted Therapy at Texas Tech as well as directs the Texas Tech Ranch Horse Center. Heidi received her Ph.D. from Texas A&M University and is a Diplomat in Animal Physiology in the American Registry of Professional Animal Scientist. She is a PATH, Intl. Registered Therapeutic Riding Instructor and serves on the PATH, Intl. Publications Task Force. She is presently participating in the USDA Exemplary Teachers in Service-Based Learning National study involving therapeutic riding classes. She has presented many oral and poster presentations both nationally and internationally in the field of Equine Science.

Tangi Irwin has been involved with TTRC for over 10 years. She began as a volunteer, then worked her way up as a student, a teaching assistant and now staff. Tangi is a PATH, Intl. Advanced Therapeutic Riding Instructor, a Special Olympics Equestrian Coach, a trained PATH, Intl. mentor for instructors-in-training and a site visitor for PATH, Intl. Tangi has a B.S. in Biology from Texas Tech and an M.S. in Animal Science from Texas Tech. She did her Master's Thesis over The Benefits of Therapeutic Riding for Children with Autism Spectrum Disorders. Tangi runs the day to day operations at the center and heads up student instructor training.

Pebbles Turbeville is currently the Executive Director for Horses and Humans Research Foundation. From 2000 to 2020 Pebbles taught at St. Andrews University in Sport Management, Therapeutic Horsemanship and Equine Studies. While at St. Andrews' she created and implemented online courses for Equine Studies, Therapeutic Horsemanship, and Sport Management. She directed and supervised St. Andrews "Ride Like A Knight" Therapeutic Horsemanship Program as well as mentored student instructors. She is and has been an adjunct professor and consultant for other higher education institutions in the field of Equine Studies. Pebbles served on the NARHA Board and on several committees for PATH Intl. She has certifications from PATH International as an Advanced Instructor, a Mentor Faculty, as Associate Faculty for the PATH Intl. Advanced certification and Lead Faculty for Registered On-Site Workshop/Certification and Mentor Training. She has presented at different national, regional, and state conferences on several topics in the Therapeutic Horsemanship field. One of her favorite hobbies is equine and nature photography.

Erin Cardea is an Associate Professor in Equine Studies at Johnson & Wales University. She holds a master's degrees in Equine Science and Equestrian Education, she also holds the highest level of instructor certification with the Certified Horsemanship Association and is a PATH Intl. Advanced Instructor. She recently designed and implemented JWU's new Equine-Assisted Activities and Therapies specialization (minor) that began fall 2020. Sharing her knowledge, experience and skills with future equine industry professionals has long been Erin's passion.

Karen Brittle is passionate about sharing her life-long love for horses, learning and teaching with others of all abilities. She is a PATH Intl. Advanced Instructor and Equine Specialist in Mental Health and Learning (ESMHL), as well as a trained Mentor and Faculty/Evaluator for PATH Intl. Instructors-in-Training. Over the past twelve years, Karen has held teaching and program leadership positions at PATH Intl. Premier Accredited Centers in CT, WA, SC and MD. In 2020, Karen was honored to join the Equine Studies Department at Centenary as Assistant Professor of Equine Studies and Director of Therapeutic Riding At Centenary (TRAC). Her favorite part of her job is guiding aspiring therapeutic riding instructors towards instructor certification and fulfillment of their professional goals.

20. Horse use and management in therapeutic horseback riding programs in the United States

C.A. Porr¹, E.A. Watson¹, R.K. Splan², and A.J. Davis¹,

¹Murray State University, Murray, KY,

²Delaware Valley University, Doylestown, PA

The Professional Association of Therapeutic Horsemanship International (PATH Intl.) seeks to credential and improve therapeutic horseback riding (THR) institutions in the United States and protect therapy horses. To that end, PATH Intl. has established guidelines for horse use and management. Knowing how horses are managed and which health issues are more prevalent can help those working with horses to better care for animals. Therefore, the objective of this study was to characterize current horse use and care in PATH Intl.-affiliated THR programs. A 24-question survey sent to 659 PATH Intl.-affiliated THR programs generated a 40.1% response rate (n=264). Mean number of horses programs was 11.4 ± 6.6 , with the most common age being 16 to 20 yr (34.6%). On average, $52.3 \pm 35.5\%$ of horses were donated, $16.1 \pm 23.4\%$ were purchased, and $30.7 \pm 33.6\%$ were privately owned or leased. Mean lesson length was 47.0 ± 13.7 min. Horses were ridden by clients 4.1 ± 1.5 d/wk and 2.6 ± 1.1 h/d. Thus, total weekly riding averaged 10.2 ± 5.4 h/wk. The top three health issues were lameness ($23.7 \pm 26.7\%$), back soreness ($20.6 \pm 27.0\%$), and hoof cracks ($14.4 \pm 27.2\%$). Total h/wk in use tended to correlate positively with back soreness ($r=0.195$; $p=0.09$), but not any other health issues after adjusting for multiple comparisons. Horses in therapeutic riding programs experienced lower incidences of limb lameness (23.7% vs. 29.7%) and colic (6.7% vs. 16.5%), but a higher incidence of back soreness (20.6% vs. 4.8%) compared to national reports published by the United States Department of Agriculture. Horses were ridden less than PATH Intl.'s maximum recommendation of 6 h/d and 6 d/wk, and less than in university programs. Health issues were generally less frequent; however, addressing potential causes of back soreness may improve equine welfare in THR programs.

21. Comparison of personality and sport played

E.P. Lyons, J.L. Holland, S.L. Keeley
Midway University, Midway, KY

Studies have shown that “equestrians’ have different thinking capabilities, compared to the average population (Wolframm, Williams, and Marlin; 2015). The Pelagia Research Library also states “when athletes participate in competitive sport, their underlying personality characteristics inevitably contribute to how they behave (Mirzaei, Adel, and Sharififar; 2013). This project was conducted to determine if there are personality differences between members of the collegiate equestrian teams and members of other athletic teams. One hundred surveys were handed out to random students at Midway University, and completed surveys were separated by sport to evaluate results. Questions were related to the “Big 5” personality factor model: outgoing, open, conscientious, moody, and agreeable. Answers were in the form of a Lykert scale, with 1 representing lowest agreement and 5 highest agreement. The students on the equestrian teams scored lowest on the questions of being bothered by change and being open with their emotions (an average of 2 for both). The wrestling team also scored equally low on both these questions. The golf team also scored a 2 on the question of being bothered by change. Equestrian team members scored high (4) on the question of competitiveness, with only archery scoring higher (5). The riding teams also scored high on the question of question of being willing to help others (4), with archery again being the only team to score higher. Although this study did show some trends towards personality differences related teams, it did not show statistically significant difference. Of interest is that teams made up of members who compete on an individual level, such as the riding teams, wrestling, and archery, tended to score more similarly than teams which compete as a group, such as soccer, baseball, and volleyball. Results could influence how coaches interact with team members to get the best performance.

Literature Cited

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- Wolframm, L.A., et al. 2015. The role of personality in equestrian sports: an investigation. *Comparative Exercise Physiology*, 11 (3): 133-144.

22. Incorporation of driving within a horsemanship course

K. Bennett-Wimbush and S. L. Mastellar
Ohio State ATI, Wooster, Ohio

Driving, as an equine performance sport, has been steadily increasing in popularity in the last decade. However, most colleges with equine programs do not offer driving instruction. In 2017, we added a driving section to our Horsemanship and Equitation course, which already offered huntseat and stockseat options. Resources to teach driving came through a combination of donations (1 Fresian gelding and 2 harnesses), resident lesson horses taught to drive (1 Quarter Horse mare, 1 Haflinger cross mare), a refurbished jog cart, and purchases (2 carts, 1 harness). The initial monetary investment (approximately \$1,700) was provided through program development funds and kept low by purchasing used equipment. This was fairly easy since Ohio State ATI is located near one of the largest Amish populations in the United States with ample access to harness and cart makers and auctions. Students interested specifically in driving, those not possessing prerequisite riding skills, or students with health problems that made riding difficult, enrolled in the driving section. General weekly lectures were attended by all students, with daily, hands-on instruction required for each different 'specialty' section. Driving students worked in pairs, which decreased student : horse ratio needed for teaching. Intrinsic skill development in safety, understanding sequential processes, and observation skills were similar in all sections. Driving students developed softer, more communicable hand aids, as well as a demonstrated proficiency in non-mounted skills such as lunging and long-lining when compared to riding students. Average course grades were 88.6%, 83.7%, 77.7% (2017); 87.2%, 83.7%, 81.7% (2018); 88.6%, 78.6%, 80.6% (2019) for huntseat, stockseat and driving sections respectively. Interest in driving and carriage horses was often maintained throughout the curriculum as evidenced by students' selection of topics and projects in subsequent courses and driving based careers upon graduation. Driving offers unique learning opportunities for equine majors.

23. Adding an online lecture component to a traditional introduction riding course

L.M. Luck

University of Nebraska-Lincoln, Lincoln, NE

Traditionally, introductory riding courses taught at the collegiate level consist of an in-person lab offered either once or twice a week. During this lab period, students are taught basic horse handling, behavior, safety and riding techniques. The University of Nebraska-Lincoln (UNL) offers a basic equitation introductory riding course in a 16-week semester for two credit hours. Traditionally this course was taught as a lab course where students met two days a week for two hours each with three to four sections and 12 students per section. The majority of students that enroll in this introductory riding course have little or no previous experience with horses (beginners) and are not animal science majors. In addition, UNL has a small horse herd (less than 25 horses) and a large equestrian team with over 70 riders. In order to teach basic horse skills to beginners, balance horse usage and consider the welfare of the horses, the addition of a lecture was added and the laboratory riding time was reduced to once per week for two hours. Initially, this lecture component was taught in-person for two years and then transitioned to an online format for the last two years. The lecture component consists of a 20 to 40 minute lecture in which basic horse handling and riding techniques are discussed and video demonstrations are presented. Written final exams scores average 88.1% prior to the addition of a lecture component, after the addition of the lecture component the written final exam scores average 90.6%. This indicates that the lecture component did not have a significant change in overall course knowledge, but has significantly helped with decreasing horse usage and providing visual and explanations to further help those inexperienced students that take the course.

24. Short-term and long-term recall in horses

Brianna M. Delmar* and Lynn E. Taylor
Centenary University, Hackettstown, NJ

Understanding the capacity of the horse to remember and recall tasks could help trainers and riders customize programs to be more precise. This may help reduce both frustration with forgotten skills, as well as the risk of overtraining and boredom. To investigate both short- and long-term task recall in horses over the course of one year, horses were tested on the recall time of a previously learned novel task. Twenty-six Warmblood geldings were randomly placed into one of four groups and tested for recall at one week, one month, six months or one year from the final training day. The horses were all initially given an eight day training period to spontaneously learn a novel task, which was touching a ball-shaped target on a stick. They were rewarded with a treat, reinforced with a clicker, and the time in seconds from the visual presentation of the target to the contact time with the muzzle was recorded (Touch time, Tt). A one-way ANOVA of the data showed that there was a significant effect of the period elapsed since training for Tt, $F(3,22)=3.254$, $p<0.05$. Planned contrasts showed a significant difference in Tt between the one month and six month test periods, $t(22)=2.663$, $p<0.01$ (*one-tailed*). These results show that the horses in this trial had good recall, and therefore retention of the novel task for at least one month, but that the retention and recall of this task at six months or longer was significantly decreased. This suggests that horses may need training reinforcement on a regular basis if tasks or skills are expected to be recalled and repeated beyond one month's time.

25. The effect of oral sodium chloride administration on water intake in horses at rest

H.R. Cocurullo*, J.A. Bryk-Lucy, L.M. Ritchie
Centenary University, Hackettstown, NJ

Volume and osmotic homeostasis are essential for life functions in all animals. Sodium is the primary electrolyte that affects plasma osmolality and thirst. Previous research in horses has focused on intravenous administration of sodium chloride and other electrolytes before, after, or during exertion. However, colic recovery, cold weather, or stressful events constitute times that horse owners are encouraged to administer oral electrolytes to horses at rest to increase water consumption and avoid health issues. The purpose of this study was to determine the dose (g/kg) of oral sodium chloride needed to significantly increase water consumption of the horse at rest. It was hypothesized that there would be a direct relationship between increasing salt doses and water intake. Ten horses were given oral sodium chloride (Champion's Choice *Mix-n-Salt*, min 95% max 99.99% NaCl) in corn oil at a dose of 0.1 g/kg, 0.3 g/kg, and 0.5 g/kg for three days with a two-day washout period between doses. For each horse, total water consumption was measured during each dosing period and during a control period. The differences in the total water intake at the four treatment levels, including the control, were assessed via the Friedman test at the 0.05 significance level. The median total water intake under control conditions was 48.3 liters (L) (*IQR* = 19.1), while the medians at the 0.1 g/kg, 0.3 g/kg, and 0.5 g/kg dosage levels were 54.9 L (*IQR* = 12.5), 47.7 L (*IQR* = 14.3), 48.1 L (*IQR* = 9.0), respectively. These differences, however, were not statistically significant ($\chi^2(3) = 5.2, p = 0.171$). The effect of oral sodium chloride and/or other electrolytes on water intake in the horse at rest warrants further investigation to give the average horse owner the ability to positively influence water intake and hydration.

Session 6. Engaging the equine industry

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Moderator: Aubrey Jaqueth, Wright State University

26. Using Infographics to engage audiences in horse care and management on social media

D.N. Smarsh, Pennsylvania State University, University Park, PA, and
E.A. Greene, University of Arizona, Tucson, AZ

The eXtension group HorseQuest (now Extension Horses, EH) began in 2004 with the mission of providing science-based information and learning opportunities to the equine industry. As people's attention spans have dwindled and they crave shorter, more engaging ways to learn information, EH has broadened the content format from articles and online courses to include creation of infographics for social media, in particular Facebook. The rationale to use Facebook was based on the demographics of the average horse owner and the average Facebook user. The average American horse owner is a woman in her 30's to early 50's, matching with the U.S. Facebook demographics, typically women (~75% vs. ~63% men) ranging between 18-49 years of age. Using online programs (Piktochart and Canva), the EH group developed a series of infographics, categorized as long or short infographics, ads, quotes, and memes. From January 2018 through October 2019, a total of 59 infographics were shared on the EH Facebook page (14 long infographics, 30 short infographics, 10 ads, 4 quotes, and 1 meme). These 59 infographics had a total reach of 581,774 users, with 23,494 shares, 2,124 likes, and 34,738 clicks/actions. The average reach was 10,774 users, with an average 405 shares, 37 likes, and 643 clicks/actions. The median reach was 1,488 users, with a median of 11 shares, 10 likes, and 46 clicks/actions. A post titled "New Laws for Hauling Horses" was the top shared infographic, with 17,983 shares. The EH members found infographics to be relatively easy to create and have since created and used these in their own state extension programs both online and as handouts at programs. With Facebook currently the most popular social media platform in the United States, infographics have proven to be a valuable tool for sharing peer-reviewed information with horse enthusiasts.

27. Connecting equine science students to local organizations through service projects

AS Biddle
University of Delaware, Newark, DE

The opportunity to work with local equine organizations in service projects provides students with valuable skills, networking, and career awareness. In the Equine Management Capstone class, student teams are linked with a wide range of equine businesses and non-profits, from therapeutic riding centers to rescue groups, to solve real problems challenging either the time or resources of each organization. Teams work together to plan projects, document progress, and measure results. This strategy is a powerful way to engage students in meaningful ways in the broader equine community, providing assistance to organizations, and industry insight for students. This presentation will provide materials used in class to guide students through each step of the process with examples of project work, all of which can be tailored to fit participants' programs and curricula.

28. Elevating the visibility of your equine program through a statewide horse industry forum partnership

Amy O. Burk¹, Jennifer A. Reynolds¹, Ann Litz²

¹University of Maryland, College Park, MD USA

²Maryland Horse Industry Board

Like many agricultural industries, the Maryland horse industry faces a multitude of challenges that may, if unaddressed, pose a significant threat to the future prosperity and growth of the industry. In 2019, the University of Maryland partnered with several horse industry leadership organizations to host a one-day statewide open forum. The goal of the Maryland Horse Forum was to bring together representatives from all sectors of the industry to devise strategies, policies, and other actions to counter current issues facing the industry. The partnership was mutually beneficial because the industry groups lacked skills in coordinating large scaled educational events and report writing, and the University benefited by elevating its profile to a diverse set of industry stakeholders as well as offering new networking opportunities to our students. In exchange for a Platinum sponsorship, we agreed to attend planning meetings, conduct a pre-forum survey to identify key issues for discussion, develop the agenda, secure discussion moderators, secure student/alumni note takers, conduct the post-survey satisfaction survey, and compile the final report. The event was structured into three main discussion tracks: Participation, Promotion, and Education, Horsekeeping and Welfare, and Land Use, Legislature, and Liability. Overall, the feedback from attendees indicated that the Maryland Horse Forum was well-organized and executed. The final 43-page Maryland Horse Forum report outlined 167 concerns and 283 recommendations which was further summarized into 11 key issues and 17 major actions that the Maryland Horse Industry should try to address in the next 5 years. The visibility and stature of the University of Maryland's Equine Studies Program that was achieved through this industry partnership was immense and will no doubt lead to future industry-educational partnerships for years to come.

29. Successfully using webinars to engage 4-H youth with equine and animal science information

E. A. Greene and A. D. Wright
University of Arizona, Tucson, AZ

When COVID-19 abruptly ended Arizona 4-H face-to-face activities, the virtual AZ 4-H Ag at Home webinar series was created to engage youth enrolled in traditional “hands-on” 4-H animal projects (equine and livestock). The series targets 4-H youth and leaders, as well as potential members, and presents research-based information with a focus on how 4-Hers can apply that knowledge to their own animals. Webinars have become a viable option for bringing in experts across the nation and delivering applicable knowledge that creates measurable impact. The 7 completed webinars in the series have had 30-60 live attendees on average, and 91% of participants report they will be using the information learned to make at least one change in the care of their animal projects. We will share how we successfully (and safely) engaged youth in a virtual setting, touch on how we marketed and managed the webinars, enticed attendees to view the webinar live, and created a welcoming and safe learning environment. We anticipate that this platform can continue to be used post-COVID as an opportunity to get youth involved in existing clubs, programs, or projects in their state. Learn from our “adventures” in wrangling rapid fire questions, keeping youth on topic, and using zoom’s myriad of features.

Thank you all for your participation and for sharing your invaluable experience.

We hope to see each other in person next year!

Keep safe and well

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