

Proceedings of the 2010 Meeting

Cazenovia, New York
July 26th & 27th, 2010

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NAEAA 2010 Conference Overview

Sunday July 25th

- Optional Tour: Cornell University/Cornell Large Animal Hospital with Dr. Harold ‘Skip’ Hintz! 8am-4pm .
- Noon-5pm: **Housing and Conference Check-In:** Shove Suites Lobby.
- 5-7pm: Welcome **Reception with hors d’oeuvres and NYS Beer and Wine tasting** (*included with housing and/or meal package*). **Location:** Chapman Hall – J.M. McDonald Student Center

Monday July 26th

- 7-8am – **Conference check-in** (non-housing) – **Location:** Foyer of Hubbard Hall Dining Room
- 7-8am – Breakfast – **Location:** Hubbard Hall Dining Room
- 8-8:30am: Welcome including remarks by **Senator David Valesky** (tentative) – **Location:** Hubbard Hall- Morgan Room
- 8:45-11am – **Excellence in Equine Undergraduate Education** – **Location:** Hubbard Hall - Morgan Room
 - Remarks from **Dr. Elizabeth Sibolski, President of the Middle States Commission on Higher Education:** The Path Toward Excellence: Creating Useful Evaluation Standards.
 - **Presentations followed by moderated discussion** – Session moderator: Dr. Laurie Lawrence, University of Kentucky.
 - Equine Studies Contributes to Institutional Learning Outcome Evaluation: **Judy Downer – Central Florida Community College – Ocala Florida**
 - Learning Outcomes in Equine Studies: Strengthening Curriculum by Using Results from Entry and Exit Level Assessments: **Lynn Taylor – Centenary College, New Jersey**
 - Developing Evaluation Standards for Equine Programs – Is the Time Here?: **Janice Holland – Midway College, Kentucky**
- 11am-Noon – **Characteristics of Excellence in Equine Undergraduate Education I**
 - **Workshop Activity I:** Identifying indicators of excellence in undergraduate equine education. Brainstorming activity lead by Larry Van De Valk, Director of LEAD NY; assistance of small group facilitators.
- Noon-1: **Working Lunch:** sorting brainstormed statements, lead by Larry Van De Valk
- 1-2: **Characteristics of Excellence in Equine Undergraduate Education II**
 - **Workshop Activity II:** Interpreting results – developing a “concept map” of excellence in undergraduate equine education. Facilitator: Larry Van De Valk, LEAD New York
- 2:15 – **Leave for Facility Tour** – College Vans will depart from the parking area behind Park Hall – Nickerson Street
 - 2:30-3:45 – **John Madden Sales**
 - 4:00-5:30 – **Morrisville State College** with presentation on ‘Developing and utilizing a College Foundation Program for generation of revenue to support Equine Education’ (*tentative title*)
 - 6:00-8:00 - **Cazenovia College** with presentation on Working with a completely different kind of animal – the care and feeding of legislators and government agencies to cultivate support for equine education programs. Presentation followed by a casual dinner (*included with housing and/or meal package*) at the Cazenovia College Gate House located at the Equine Education Center.

Tuesday July 27th

- 7:30-9:30am **Breakfast and Poster Session** covering the following topics: Excellence in Undergraduate Education, Developing and maintaining revenue streams in equine undergraduate education; Incorporating industry 'hot topics' into the curriculum; Building Relationships between equine academics and the equine industry; Building successful models of collaboration for both student and faculty exchange between NAEAA member institutions. **Location:** Coleman Hall
- 9:30-Noon: **Building Relationships between Equine Academics and the Equine Industry**
Location: Hubbard Hall- Morgan Room
 - **Presentations followed by moderated Industry Panel.** Session moderator for presentations: Dr. Amy Burk, University of Maryland.
 - Building Industry Partnerships in the 'Logical' Places. **E.L.Wagner- Auburn University, Alabama**
 - Building Relationships Between Equine Academics and the Equine Industry: **Elisabeth Giedt – Lake Erie College, Ohio**
 - Outcomes Measures of Working Cowhorse Winter Horsemanship Clinics in Northeast Texas: **Carrie Sharp – Sam Houston State University, Texas**
 - Hitching Equine Education with the National Equine Organization: **Katrina Merkies – University of Guelph, Guelph Canada**
 - **Equine Industry Panel** moderated by Dr. Amy Burk, University of Maryland, and Mr. Tim Capps, University of Louisville.
 - John Long, **Chief Executive Officer of the United States Equestrian Federation**, Kathy Dando – **AIM Equine Network**; Paul Haefner - **Equine Growth And Learning Association (EGALA)**, Rebecca Pitcher - **American Equestrian Trade Association (AETA)**, Deb Balliet-**Equestrian Land Conservation Resources (ELCR)**; Elisabeth Jensen, **President and Executive Director of The Race for Education.**
- Noon-1: **Lunch** – **Location:** Hubbard Hall Dining Room
- 1:00-3:15: **Successful Models of Collaboration Between NAEAA Member Institutions**
Location: Hubbard Hall- Morgan Room
 - **Presentations followed by workshop.** Session moderator for presentations: Carol Buckhout, Cazenovia College.
 - Developing Cooperative Teaching and Research Opportunities for Equine Science Programs: **Jeff Pendergraft – Sul Ross University, Texas**
 - It's Complicated: Investigating Horse Usage Levels in Higher Education Equestrian Programs: **Teresa McDonald – Virginia Tech, Virginia**
 - Rivals in Sports, Partners in Equine Education: The UK UL Equine Partnership **Timothy Capps and Robert Coleman – University of Louisville and University of Kentucky, Kentucky**
 - **Workshop on 'Building Collaborative Efforts'.** Workshop leaders: Dr. Jeff Pendergraft, Sul Ross State University and Dr. Laurie Lawrence; University of Kentucky.
- 3:15 - 4:00: **Formal wrap-up of conference, NAEAA business meeting.**
Location: Hubbard Hall- Morgan Room
- 4:30-6:00pm – **ARPAS certification exam and informal workshops/activities** - Locations TBA
 - Workshops/activities will be determined based on participant interests.

Poster Session Presenters and Topics

Excellence in Equine Education

- Measuring Excellence Through Collegiate Horse Judging Competitions: Kimberly Hall and Matthew McMillian; Sam Houston State University
- Undergraduate Equine Courses Enhance Former Students' Professional Careers: Kathy Anderson; University of Nebraska
- Defining Excellence in Undergraduate Equine Science Education at the Land-Grant Research Institution: Rebecca Splan and Shea Porr; Virginia Tech

Building Relationships: between Equine Academics and the Equine Industry and/or between NAEAA member institutions.

- Equine Assisted Psychotherapy: A Collaborative Research model between Equine Affiliated Academic Programs and Industry Associations: Paul Haefner, Riding Far; Lovettsville, VA
- Integrating Equine Students into the Community Through Service Learning: Betsy Gamberino; Central Florida Community College
- Equine Industry Tour Develops Relationships between Students and Equine Professionals: Cody Maxwell and Matthew McMillan; Sam Houston State University
- A win: win cooperative arrangement- The utilization of a large international horse show for undergraduate research projects: Karin Bump; Cazenovia College
- Creating a National Assessment for IHSA: A Collaborative Effort: Samantha Blevins and Teresa McDonald; Virginia Polytechnic Institute
- Equine Critical Care Team – A Collaborative Effort for a Successful Team: Nan K. Huff; Louisiana State University

Developing and maintaining revenue streams in equine undergraduate education

- Identification and Pursuit of Instructional Grants to Support the Development of Undergraduate Equine Courses: Carissa Wickens and Tanya Gressley; University of Delaware
- Annual Production Sale: Don Henneke; Tarleton State University
- Real Funding for Real Experiences in the Equine Science Program: Jeff Pendergraft; Sul Ross State University

Incorporating Industry Hot Topics into the Curriculum:

- Equine Selection Project: A method to create awareness on how to be a responsible equine owner among undergraduate students: Amy McLean; University of Wyoming
- Inferior Horse Assessment: A uniform method to identify horses most likely to become unwanted by potential owners: W. E. Day; Morrisville State College
- Horse Processing and Other Hot Topics: Don Henneke; Tarleton State University
- Strategies to Increase Student Involvement and Awareness of Equine Industry: Kari Turner; The University of Georgia
- Validating Equine Science in the Classroom: Katrina Merkies; University of Guelph (Canada)
- Incorporating Humane Equine Slaughter as a Controversial Topic in the Core Curriculum: Kali Blume (et al); Sam Houston State University
- International Opportunities for Equine Science Programs: Jeff Pendergraft; Sul Ross State University
- Globalizing Equine Studies: Fostering Critical Reflection on Controversial Topics: Kimberly Tumlin and Janice Holland; Midway College
- The use of equine anatomy principles in encouraging students' self interest and in reinforcing general education competencies: Carol Buckhout; Cazenovia College.

Keynote Address

The Path Toward Excellence: Creating Useful Evaluation Standards

Dr. Elizabeth H. Sibolski

President

Middle States Commission on Higher Education

Dr. Elizabeth H. Sibolski is the current President of the Middle States Commission on Higher Education. She has been with the Commission for ten years, previously serving as vice president and as executive vice president. In addition to her responsibilities as chief executive officer of the Commission, she maintains an active public speaking schedule focusing on institutional planning and accreditation-related topics. Prior to joining MSCHE, Sibolski was Director of University Planning and Research at American University in Washington, D.C. She is a past-president of the Society for College and University Planning, and a former trustee of the Mortar Board National Foundation. She holds the B.A. in political science, M.P.A., and the Ph.D. in public administration; all from American University.

Middle States Commission on Higher Education

Dedicated to Educational Excellence & Improvement since 1919. The Middle States Commission on Higher Education (MSCHE) is a voluntary, non-governmental, membership association that is dedicated to quality assurance and improvement through accreditation via peer evaluation. Middle States accreditation instills public confidence in institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement. MSCHE is the U.S. regional accrediting agency that serves member institutions in the Mid-Atlantic area, Puerto Rico and the U.S. Virgin Islands. Some international institutions are also accredited by MSCHE.

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Equine Studies Contributes to Institutional Learning Outcome Evaluation

Judy V. Downer, Ph.D.

Equine Studies, Central Florida Community College, Ocala, FL

Many colleges and universities are embracing a paradigm shift in education. While examinations and academic performance at the individual course level continue to form the basis of a student's grade, colleges are developing additional competencies which are expected of students. These additional competencies (learning outcomes) are strong indicators of a students' preparation for eventual employment and societal function. Pure academic performance may not be as strong of an indicator of the institution's efforts to prepare students in this manner. Evaluation of these additional competencies can serve as a measure of the institution's effectiveness in developing essential life skills for the student. Institutional learning outcomes for Central Florida Community College are:

- **Critical Reasoning:** The student will reflect, analyze, synthesize and apply critical thinking.
- **Communication:** The student will read, write, speak and listen effectively.
- **Quantitative and Analytical Reasoning:** The student will understand and apply mathematical and scientific principles and methods.
- **Global Socio-Cultural Responsibility:** The student will be an informed and responsible citizen in social, cultural and global matters.
- **Computer & Information Skills:** The student will be able to evaluate the importance of technology and its applications.

Measures of learning outcomes should not rely solely on a student grade for a course. Students vary such that one may exceed at completion of a project yet struggle with the examination. True assessment of a learning outcome relies on a broad cross-section of assessment tools, such as group discussions, projects, activities, as well as examinations.

It is intuitive that the Communications courses would serve as the best indicator of effective communication learning. Yet reading, writing, speaking and listening effectively are vital to every college course, including Equine Studies. Similarly, it is intuitive that Math courses would serve as the best indicator of effective quantitative skills. Yet students in Equine Nutrition are expected to balance a ration using math skills. Many colleges rely only on the general education courses to assess learning outcomes for the institution, but CFCC has chosen to take a broader approach to this assessment.

Each department was requested to identify one or two courses that support at least one learning outcome. An assessment of that learning outcome was developed (test question(s), project, presentation, discussion, activity). A rubric was developed for each learning outcome assessment. Each rubric has four categories: Beginning, Developing, Competent or Accomplished, which have been assigned a numerical score of 1 through 4, respectively. After scoring the designated assessment tool

for each student in each course, data is entered into a college-wide database. Data analysis can be performed by course, department or college-wide for each learning outcome. The assessment tool is a component of the students overall grade for the course, but not the sole determinant. Fall 2010 will initiate data capture for CFCC with the first data analysis in spring 2011.

By utilizing data from all departments, the college will be able to evaluate the effectiveness of meeting the institutional learning outcomes across all departments rather than just selecting data from those primary departments specializing in specific aspects of the learning outcomes. Benchmarking of these data over time will enable continuous improvement at both the departmental and college-wide levels.

Developing Evaluation Standards for Equine Programs – Is the Time Here?

Janice L. Holland, PhD, PAS and Kimberly I. Tumlin, PhD

Midway College, Midway, KY

Midway College's equine program has been in existence for more than 20 years, and initially was one of very few such programs. An advantage of small college atmospheres is that changes to curriculum, if not excessive, need only to be approved by the College's Faculty Curriculum Committee (FCC), a collection of faculty and administrators from various departments. If changes are extensive, the Board of Trustees reviews proposals. This process facilitates development of innovative programs and the ability to respond to current industry trends and issues.

Midway College is accredited by the Southern Association of Colleges and Schools (SACS). Midway College has upheld SACS standards through enough site visits that it is currently on a ten-year cycle for review. Additionally, Trustees expect individual "pillar programs" to meet SACS criteria. Since the Equine Studies division is considered a "pillar program", it must complete a comprehensive "program self study". This program review is assessed both internally and externally by equine professionals. General criteria addressed in the review include:

- program information, including mission statement and goals and objectives, and history of the program;
- faculty and staff profile, including evidence of training experience, teaching effectiveness, and scholarship;
- student profile, including enrollment trends, graduation rates, diversity, and employment after graduation;
- curriculum profile and assessment, including design, course descriptions, and learning outcomes and assessment evidence;
- assessment tools used to evaluate program quality, including exams, leadership portfolios of students, and institutional data;
- available resources including facilities, horses, faculty to student ratio, class size, and field trips;
- overall summary of quality, including SWOT analysis, recommended program adjustments and changes;
- detailed program improvement plan, with timeline, objectives for each year, activities to aid in program improvement, and assessment method

Divisions at Midway College also conduct smaller "mini-reviews" annually. These reviews are initiated each fall during faculty development week, when the mission statement, goals and objectives of the College are reviewed. Individual divisions then have work sessions throughout the week and into the first few weeks of the semester to develop a "unit work plan". The plan is expected to address long

term institutional priorities, and include goals and objectives, timeline, assessment method, and budget considerations. At the end of the spring semester College faculty participate in another faculty development week, during which unit work plans are assessed. Divisions determine if goals and objectives were completed and if they are still viable or need to be modified. These annual plans are an excellent way to collect the information required for comprehensive, five-year reviews.

A question arises nearly every year, especially in years when program self-studies are completed: whether or not a national accrediting board exists for specific programs? At Midway College both Teacher Education and Nursing programs, in addition to the five-year review criteria, must meet or exceed standards set by the National Council for Accreditation for Teacher Education and the National League for Nursing Accrediting Commission, Inc, respectively. Standards are modified somewhat by level of degree offered and by institution classification. Both national governing bodies require evidence of well-defined mission statements and goals for the college program. In addition, faculty must have the qualifications to teach in the discipline, and must show evidence of scholarship. Scholarship follows along the Boyer Model, and includes the traditional research and writing of articles, but also includes service to the community/industry, the discovery of new information and incorporation into course materials, and continuing education in the field. These nationally accredited programs also limit faculty in the number of course credits taught per semester. Another important aspect is the student body, and requires assessment of student learning, and also evaluation of the curriculum itself. The final criteria is resources available for use in the program, such as on campus facilities, off campus opportunities, and funds to support these needs and activities.

So, in the interest of academic excellence, is it time to develop such criteria for equine programs across the country? Since most colleges already have to meet the standards of accrediting agencies, the basic framework is already available. Like the nursing and teacher education standards, modifications could be made for the college classification and degrees offered. Such a national accreditation could also help potential students in selecting a college to attend, and would help ensure that all programs are at least meeting a minimal quality standard.

Learning Outcomes in Equine Studies: Strengthening Curriculum by Using Results from Entry and Exit Level Assessments

Lynn Taylor, Michael Fugaro, and Kelly Munz

Department of Equine Studies, Centenary College, Hackettstown, NJ

In 2007, Centenary College as a whole began to implement a Learning Outcomes Assessment Plan to help determine if students were meeting the outcomes and goals set for each major, as recommended by The Middle States Association of Higher Education, our accrediting body. This process was started within each department by formulating or refining departmental mission and goals, or learning outcomes, for each major. These outcomes complemented or dovetailed with the liberal arts outcomes of the college, The Centenary College Greater Expectations (CGE), which were adopted with the College's Updated Strategic Plan in 2004. They are:

- Communicating in diverse settings and groups, using written, oral, and visual means.
- Understanding and employing both quantitative and qualitative analysis to describe and solve problems.
- Interpreting, evaluating, and using information discerningly from a variety of sources.
- Integrating knowledge of various types and understanding complex systems.
- Working well in teams, including those of diverse composition, and building consensus.
- Understanding and employing the integrity, social responsibility and ethical behavior required for a diverse democratic society.

In order to streamline assessment efforts at the college, each department has a representative member on the Learning Outcomes Assessment Committee (LOAC), which is chaired by the Dean of Outcomes Assessment Research, and serves each department in finding assessment rich assignments for classes, submitting assignment matrices, and with data analysis and curriculum improvement each semester. In The Department of Equine Studies, there are three learning outcomes for majors:

- 1) Demonstrate the ability to evaluate the horse's health and soundness on a daily basis;
- 2) Demonstrate the knowledge and skills to manage an equine business or facility;
- 3) Demonstrate the knowledge and practical application of skills in the major concentration.

These outcomes are all assessed yearly at the entry and exit level, with three assignments each. The assignments vary depending on course level and semester, and all faculty and staff contribute ideas and assignments for assessment on a rotating basis, so that the burden is shared, and the process is fully integrated across the equine curriculum. Our assessments focus on both academic strengths and practical skills, but vary slightly by concentration. The college as a whole also assesses the liberal arts core outcomes (CGE) at the entry (freshmen) and exit (senior) level, with assessment assignments that rotate through different courses required for all majors.

The Equine Studies Department also discussed benchmarks for the learning outcomes assignments, and the faculty and staff felt that at least 80% of the students in the classes should be able to score 80% or higher on most of the assessment assignments, and for some of the exit level outcomes, 100% of the students should be able to score 80% or higher. Data collection began in the Fall of 2007 with the exit level outcomes for majors, and then expanded to include the entry level assignments for majors, and some of the liberal arts core assignments in the Fall of 2008. Assignments given for the first time in a class are scored by rubric, grading sheet, or answer key by the faculty member teaching the class, as well as an independent second grader. Inter-rater reliability is determined, and if it is high enough and the assignment is used again, no second grader is required unless the assignment, outcome, or rubric is changed. Student and faculty member names are removed from all assessment assignments before submission for data analysis, and assignments are identified only by course name, number, and semester/year taught. At the beginning of each academic year, departments use their first meeting day to discuss results, benchmarks, assignments, and curriculum, and a brief report is generated summarizing any changes, substitutions, or additions to the assessment matrices to be used for the year, which the LOAC representative then submits to the Dean of Outcomes Assessment.

Data analysis shows that we met our benchmarks each year data was collected, except in the area of exit level written communication (only 73% of the students met the benchmark of 80%). This was discussed in the department, and additional writing assignments, essays, and papers were incorporated into classes to help strengthen this skill, and to offer more opportunities for students to write within their discipline. A senior level capstone course for majors was also proposed, and now all equine majors are required to take this class during their last year before graduation. This course now includes a major term paper and oral presentation, which should help with senior level writing skills, information literacy, and oral communication skills.

Hitching Equine Education with the National Equine Organization

Katrina Merkies¹, Cheryl Tataryn²

¹*University of Guelph Kemptville Campus, Kemptville ON, Canada*

²*Equine Canada, Ottawa, ON, Canada*

Introduction

Cheryl Tataryn had a dream to work with horses, a dream that led her to pursue a diploma in Equine Studies from Kemptville Campus (UGKC), to her current position as Director of Marketing for Equine Canada (EC), the national governing body of equestrian sports in Canada. But Cheryl never forgot her alma mater, and one day she woke up with a plan – to form a partnership between Kemptville Campus and Equine Canada in the lead-up to the World Equestrian Games (WEG) in Lexington, KY. The benefits would be a closer working relationship between the two institutions – one a leader in equine education, the other a leader in national equestrian sports.

Materials & Methods

A partnership agreement was signed, with both parties supplying the following services and benefits:

- Each course offered in the equine programs at UGKC (certificate, diploma, degree) will have an aspect of the WEG incorporated into its curriculum.
- UGKC equine students will provide assistance in manning promotional booths for EC at the Royal Agricultural Winter Fair in Toronto, ON, Can-Am Emporium in London, ON, and WEG in Lexington, KY.
- UGKC equine students will provide regular articles to be published in EC HorseLife magazine.
- UGKC equine students will provide management of social networking opportunities.
- UGKC equine students will create a demonstration video for “Win Your Way to WEG”.
- EC will provide guest lecturers to UGKC equine students in a variety of courses.
- EC will provide a paid summer internship position to a UGKC student.

Results

Students completed projects in a variety of courses including:

- Interview with potential WEG competitors
- “Win Your Way to WEG” video production
- Travel requirements for horses coming to WEG
- Disease-causing organisms tested in quarantine for horses travelling from abroad to WEG
- The planning, bid preparation, site construction, tag-on events of WEG
- Promotional video about WEG
- Facebook page “Join Kemptville in Kentucky”
- Debate on the new National Reform Policy of EC

Student articles were published in HorseLife magazine. Promotional displays regarding the UGKC-EC partnership were presented at equine events across Ontario and will be included at WEG. A third-year student will complete a marketing internship with EC during summer 2010. Over 50 UGKC students will travel to Lexington, KY in September 2010 to attend WEG, plus numerous other tours to equine farms, institutions and organizations.

Discussion

Many students entering higher education with an equine focus are largely unaware of their national equestrian organization, with less than one third being members (UGKC data). Having a close affiliation with Equine Canada creates student awareness of their national organization, and what it does for them and the equine industry as a whole. Through this partnership, students gained a deeper understanding of how EC functions, what EC does for all riders at all levels throughout Canada, and how EC supports its athletes.

The advent of having WEG on our continent is a tremendous occasion for equine enthusiasts, and has given UGKC students the opportunity to learn about the diversity of equestrian disciplines, the effort and planning that goes into staging an event of this calibre, and who Canada's up-and-coming athletes are.

This past year has seen a transformation in the operations of EC, which has led to a division within the national equine community. Akaash Maharaj, CEO of EC, presented the new National Reform Policy to second-year students, none of whom were previously aware of the issue. Mr. Maharaj outlined the need for national reform to provide uniform governance to Canadian equestrians and to allow EC to administer effectively to its members, and equally detailed the reasons why some members did not agree with the reform policy. The students were left to shape their own informed decision regarding their position on national reform.

For equine educational offerings to remain viable, it is essential to align with industry to provide career opportunities for graduates. UGKC is fortunate in that the EC head office is only half an hour away from campus. This provides an excellent opportunity to directly involve EC in the daily learning of the equine students. Networking opportunities are presented through partnering with EC and participating in promotional activities. As graduates, these students will shape the equine industry in future years, and this partnership has provided them with a unique understanding of the industry they will affect.

Outcome Measures of Working Cowhorse Winter Horsemanship Clinics in Northeast Texas

Carrie Sharp¹, Tommy Phillips², Cody Maxwell³, and Matt McMillan³

¹*Texas AgriLife Extension, Kaufman County, Kaufman, Texas*

²*Texas AgriLife Extension, Van Zandt County, Canton Texas*

³*Department of Agricultural and Industrial Sciences, Sam Houston State University, Huntsville, TX*

Introduction

Summer horsemanship clinics have been very successfully conducted in Texas through Texas AgriLife Extension for thirty-five years. These clinics have provided a needed increase in basic horsemanship knowledge for youth and adult leaders of Texas. This program was designed to offer a more specialized approach to summer horsemanship clinics offering a more specific format to target the youth 4-H members and the 4-H adult leaders interested in reining and working cowhorse events and to encourage clinic participation by adult volunteer leaders. In 2009, the Texas 4-H Horse Project 3 year old Futurity program adopted a fresh look at adding the cattle portion to the class.

Material and Methods

Texas Agrilife Extension Service and Sam Houston State University cooperated in conducting the winter working cowhorse clinic. This clinic program was developed to offer a specialized format for district and county horse programs in Texas interested in reining and working cowhorse classes. Because this is a new program, outcome measures were developed and assessed at the inaugural clinic in Athens, TX. These outcome measures were designed to document knowledge gained, adoption of new practices, increased confidence or competence and increased use of the local county extension (4-H) office. The method of determination included a follow-up questionnaire to segregate specific changes and pre/post-workshop skills assessments. The outcome questionnaire was modeled after a similar questionnaire designed to measure outcome of educational horse programs in Texas [1]. Outcome measures reflected responses from both youth 4-H exhibitors and volunteer leaders. Available responses for outcome assessment questions included 1) no 2) undecided 3) probably 4) definitely 5) already knew how to do.

Results

A total of 29 participants from Kaufman and surrounding counties in East Texas attended the inaugural clinic. Post-clinic evaluation response totaled 83% of participants. Thirty-one percent of the participants were male and 69% were female. Seventeen percent were within the age group of 11-13, 31% were within 14-18 years of age, 2% were within 19-25 years of age, 2% were within 26-40 years of age, 31% were 41-55 years of age and 2% were 56 years of age and older. Only 17% percent of the clinic participants' income came primarily from horse related sources and 65% had less than 10 years of horse experience. Additionally, 100% of participants responded that they would recommend a similar program to people they knew, and 93% responded that the clinic gave them the confidence to show in a working cow horse class in the future.

In response to the general skills assessment, 79% of participants responded that they learned how to be safe while working with cattle or they already knew how. Of those that already knew how, 76% had been members of a previous working cowhorse clinic taught by the same clinician. Eighty-six percent of clinic participants responded that they learned how to box a cow at the end of the arena. Ninety percent of participants responded that they learned how to ride with more confidence, and 93% responded that they were able to solve a problem they were having before attending the clinic. Most importantly, 83% of the clinic participants responded that they definitely learned how to enjoy their horse more.

In response to the specific skill assessment, 99% of participants responded that they learned how to move the horse's hips and shoulder independently or they already knew how. In addition, 94% learned how to correctly bridle-up their horses to gain positive flexion at the poll. Ninety-five percent learned how to setup their horse more correctly for the flying lead change. And of the adult participants, 89% learned how to work their horse on a Flag to teach positioning to the horses and to 4-H Members.

Discussion

The purpose of this clinic is to not only enhance the knowledge of participants in the working cowhorse class, but to demonstrate the relationship between youth, adults, universities, the equine industry, and the extension service. The most important phase of a program is the initial stages, and measurements of effectiveness and impact are an excellent means by which to make crucial modifications at that stage. This method of measuring program outcome has made it possible to obtain a better understanding of the demographics of the participants and cater future programs by that demographical knowledge. As a result, several clinics have been scheduled for the spring of 2010, to help accommodate the new futurity classes for the Texas 4-H Horse Program. Outcome measures will be assessed to continually shape and model the program for the future.

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Building Relationships between Equine Academics and the Equine Industry

E.Giedt, D.V.M, Dean of Equine Studies

Lake Erie College

There are many benefits of strong relationships with private enterprises in the equine industry. Collaborations offer part time jobs during the semester and summer jobs. They can be a source of internship sites.

As we continue to enhance undergraduate research in equine studies, we have received support for research projects from private industry.

Active members of the industry can provide expertise for curriculum reviews and job trends. They can also provide adjunct faculty and guest speakers in specialized areas of instruction. They provide support for advisory boards.

Strong relationships with our alumnae support our program and the college. Alumnae are well suited to advise on curriculum, job trends and industry needs.

Interaction with private industry supports curriculum in our department. Faculty relationships with private industry keep our course content sensitive to current industry standards. Our industry contacts have provided tours of their facilities and job shadowing opportunities.

Working with our contacts abroad has provided venues in the horse industry outside of the United States for students interested in international business and study terms abroad.

Our relationships with private industry also provide a venue for exposure of our riding and academic program and our facility. Student recruitment and facility rentals benefit from these relationships.

My presentation will share the ways in which we have worked with private industry to advance the Equine Studies program at Lake Erie College.

Building Industry Partnerships in the “Logical” Places

E.L. Wagner

Auburn University, Auburn AL

The equine science option was added to the Animal Sciences curriculum at Auburn University in 2006 though equine classes had been offered long before this period. At the same time, the Department of Animal Sciences had several long-standing relationships with livestock commodity and interest groups in the state of Alabama. The growth of the equine program coincided with changes in industry groups, which has led to new and strengthened relationships between the academic and industry groups. These relationships seem logical to those working with the other livestock commodity groups, but may be unfamiliar territory to those in the equine industry.

The Alabama Horse Council (AHC) had strong ties to the Auburn University equine program long before the advent of the new curriculum. Dr. Cindy McCall, Animal Sciences Professor, was instrumental in helping organize the fledgling group in the mid-1990s. As the state’s Cooperative Extension System Equine Specialist, Dr. McCall has served on the Alabama Horse Council’s executive board in both advisory and voting capacities. In turn, the AHC has been a title sponsor of several state-wide Extension programs, providing financial support for the 2005 equine industry economic impact study, the Alabama Equine Industry Directory, the Regional Equine Information Network adult education program, and graduate student assistantships that provided support to these programs. The AHC also has provided early financial support to the AU Equestrian Team and more recently has partially funded small research studies of immediate impact to Alabama horse owners.

The Alabama Farmers Federation (ALFA) has a long-standing relationship with the Department of Animal Sciences at Auburn University. As part of the American Farm Bureau Federation, ALFA livestock commodity groups frequently utilize the Animal Sciences faculty as state committee advisors and partners in a variety of producer-education programs. The launching of the equine commodity group in 2007 was no different, as Dr. Wayne Greene, Animal Sciences Department Head, and Dr. McCall were named advisors with Dr. Betsy Wagner added in 2008. The state commodity board is comprised of producers representing county commodity groups, and includes a number of Auburn University Animal Sciences graduates and supporters. Thanks to this relationship, several shared projects between Auburn University and ALFA include funding of an ultrasound machine for use in the undergraduate teaching program and developing internship and summer employment opportunities for Auburn University students with in-state equine producers.

The Alabama Cattleman’s Association (ACA) always has had a strong relationship with the beef cattle and meat science components of the Auburn University Animal Sciences Department. Equine science interests have recently been added to the mix. Dr. Wagner writes a regular column on horse care topics for the organization’s magazine, *Alabama Cattleman*. The organization has provided financial support for faculty and student tours of producers’ operations, including those featuring horses as the operation’s primary or secondary livestock species. The ACA also oversees a respected college scholarship program, and partners with the AHC in awarding two equine-specific awards. As one of the most politically active livestock organizations in the state, the ACA has taken formal positions on the

issues of horse slaughter and livestock care standards within the state and works with the Department on legislative concerns regarding beef and equine industries.

As the Auburn University Department of Animal Sciences develops an advisory board for the equine program, the Alabama Horse Council, Alabama Farmers Federation and the Alabama Cattleman's Association are being considered for inclusion with permanent seats on the board. These three organizations continue to be solid partners in advocating for the equine industry in the state of Alabama, and staunch supporters of the equine program in the Department of Animal Sciences at Auburn University.

Developing Cooperative Teaching and Research Opportunities for Equine Science Programs

Jeff S. Pendergraft, PhD, PAS, Dipl. of ACAS

Sul Ross State University

Being able to develop new innovative approaches and collaborative efforts has helped the SRSU equine science program to cut costs and enhance educational opportunities for their equine students. Focusing efforts on working with other universities across the United States as well as internationally has allowed Sul Ross to utilize joint resources and prepare students for a more global equine industry. This approach began from the development of an equine science mentoring program that was initiated in 1997. The mentoring program was designed to provide real experiential learning for students involved in the equine program. Students were given the opportunity to work in the equine facilities on a regular voluntary basis. Students were initially mentored by the Equine Science coordinator regarding all aspects of the horse program and then more faculty and staff began contributing to the program. Students gained tremendous hands-on experiences from working first hand in the University's equine facilities. This approach allowed the University to cut expenses while giving students the ability to gain real life skills for the real world.

The mentoring portion of the program took root with the awarding of an Hispanic Serving Institutional grant entitled Preparing Underrepresented Animal Science Students for Success. The equine science program was used to develop a model for a managerial mentoring program. Therefore, in 2006 the managerial mentoring model developed provided students with real-life experience in daily management of horses. Seventy students participated in the mentoring program. Thirty-one percent of the participants in this project were underrepresented animal science students. In addition, 35 percent of the mentors were Hispanic students. An unforeseen impact from that project was seven students from the mentoring program took on and conducted research projects and six of these students were Hispanic. This mentoring program witnessed an 80% increase in minority students in just two years. A 59% increase in enrollment of underrepresented Animal Science students was observed in courses that supported the mentoring program. Many of these students got involved in team research projects, started a departmental student organization, put on community activities, and are now looking to continue their education in graduate and professional schools.

The success of the mentoring program has created many opportunities for Sul Ross students to work collaboratively with the University of Arizona, Kansas State University, New Mexico State University, The Ohio State University, Texas A&M, the University of Puerto Rico and with the Facultad de Medicina Veterinaria y Zootecnia de la Universidad Nacional Autonoma de Mexico (UNAM) in Mexico. These collaborations have led to many joint research projects, publications, grant partnerships, and educational activities. This team approach has also allowed all participants the ability to maximize the use of limited resources, unite expertise, increase cost effectiveness, and strengthen each university's visibility to attract outstanding students.

Building Successful Models of Collaboration between Equine Education Programs

T. Capps¹ and R. Coleman²

¹University of Louisville and ²University of Kentucky

The University of Kentucky and the University of Louisville are the state of Kentucky's largest and best-known public institutions of higher education, each with a lengthy history of providing post-secondary educational opportunities to both citizens of Kentucky and students from other states and countries.

The University of Kentucky is a land-grant college, founded in 1865 under the Morrill Act, and a school whose foundations include a strong basis in agricultural and animal sciences programs. Located in Lexington, which has perhaps the highest concentration in the world of horse breeding farms and the support activities that facilitate horse breeding, UK has always maintained a high interest in providing educational and research functions linked to the horse community in Kentucky and beyond. This interest is currently highlighted by UK's Equine Initiative, which was established in 2005 as a means of providing an equine focus within its College of Agriculture.

The University of Louisville was founded in 1798 as the first publicly owned college in America, and joined the public university system in Kentucky in 1970. Its Equine Industry Program was created by an act of the Kentucky General Assembly in 1987 and is housed in the University's College of Business, where students are engaged in the standard business curriculum, with an equine emphasis, that results in a degree in Business Administration.

While the two schools maintain a fierce but collegial rivalry on the playing fields and in the arenas, there was an awareness, once the Equine Initiative began at UK, that the two schools had an opportunity to develop cooperative relationships in equine education that would bring to bear the unique strengths of each school's program.

The first such effort was launched in 2008 with the debut of the Kentucky International Equine Summit, a 2-day event that is conducted every other year (its second iteration was in April of 2010) and is intended to cover a broad range of topics of interest to virtually any segment of the horse industry. While horseracing is big business in Kentucky, more than 80% of the content of the two Summits has been devoted to non-racing discussions. The Summit is a joint project of the two universities, and is intended to be an information and ideas forum for the horse industry. The planning and presentation of the Summit is accomplished through efforts of staff and faculty of the respective schools, with support from industry entities which serve on committees that develop content ideas and solicit speakers. Faculty, staff, and students from both schools are involved in the Summit, both in the planning and execution phases and students are invited to attend all sessions free of charge, as are equine students from other colleges in the region.

Of equal if not greater importance, of course, is the effort to give students in the UK and U of L equine programs an opportunity to take advantage of the differing curricula of the two programs. UK's Equine Science and Management program seeks to provide students a solid foundation in equine science and management, with ample hands-on experience with horses and horse management operations.

U of L's Equine Industry Program looks at the industry through "business" eyes, with classes that blend business disciplines such as accounting, economics, management, marketing, computer sciences, and finance with industry application, in particular a focus on horse industry structure, revenue streams, cost factors, and the "business" of being in the horse business.

A logical way of giving the students a chance to gain value from each program would be to engage in course "swaps," something that began in the fall of the 2009 with the first presentation of a course in Horse Science taught by UK faculty in the U of L College of Business facility. The basis for this approach was a memorandum of understanding between the two universities, which was put in place during the 2009-2010 academic year. That course will be renewed this fall at U of L, and planning is currently underway to bring U of L faculty to UK for capstone and marketing courses during the 2010-2011 academic year.

Our goal in offering these different course opportunities is to make the classroom experience "seamless" for the students by keeping them in familiar environments and following structural and teaching methodologies that are similar from course to course.

Additionally, U of L has a post-baccalaureate certificate program that it initiated in the mid-'90's, aimed at students with four-year degrees who have an interest in pursuing careers in the equine industry and wish to further their industry education. The program will be offered on-line, beginning in the summer of 2011, and offers the possibility of providing both UK and U of L undergraduates with the chance to take equine business courses in a non-traditional environment.

In the summer of 2009, students and faculty from both universities participated in an 11-day trip to England as the conclusion of coursework on the international horse industry. The trip included visits to breeding farms, research facilities, racecourses, industry associations, training centers, and competition venues, thus providing an opportunity to not only "see how it is done" elsewhere, but to interact with industry experts who function in a variety of capacities. The plan is to offer this experience every other year as a joint venture of the two programs.

Other activities in the planning stages are to develop "short courses" or seminars on industry topics that can be offered throughout the state as a way of reaching out to the horse community statewide. The subject matter would include such items as breeding operations, farm management topics, marketing and business management "how-to's", and industry "issues" forums. Additionally, a dialogue is underway among faculty members at both institutions to look at research projects that would be of interest to the broad industry, including the gathering and interpretation of economic data, both at the individual firm or line of business level, and on a macroeconomic trend basis.

An important side benefit of our growing collaboration is that the interaction of faculty members is providing a learning experience of meaningful value to each of us. The differing areas of industry and technical expertise that are brought to bear have proved to be a boon to the understanding of the horse world and our efforts to provide tools to our students that can be of meaningful benefit to them in pursuing career opportunities.

It's Complicated: Investigating Horse Usage Levels in Higher Education Equestrian Programs

Teresa L. McDonald and Anna Norwood

Virginia Polytechnic Institute and State University, Blacksburg, VA

As higher education has faced the increasing pressures from economic shortfalls, academic programs are being asked to become self-sustaining, either by research grant awards, student laboratory fees or other external resources. In response to these pressures, equestrian programs have been forced to obey mandates to reduce horse numbers while maintaining a high quality of instruction. In addition, equine programs must remain diligent to use horses only at a level that will allow them to stay in good health and comply with established regulations mandated by the Animal Welfare Act and higher education institutional animal care and use committees. Members of the House and Senate Agriculture Committees generally have expressed a preference for voluntary rather than regulatory approaches to humane care of farm animals including horses (Becker, 2008).

In order to investigate this phenomenon, a survey related to average horse usage in higher education programs was administered by the researchers, in hopes that their findings would add to the current body of knowledge. The coaches from schools registered with the Intercollegiate Horse Shows Association (IHSA) and Intercollegiate Dressage Association (IDA) were polled. The survey encompassed several interest areas: the amount of days per week, hours per week, and hours per day of horse usage; if popular horses or upper/lower level horses were ridden differently than others; and what information was used to determine the amount of time horses are ridden. Survey results indicated a majority of respondents worked horses one hour per day and four to six hours per week. Of the 374 schools that were contacted, 77 responses (21.5%) were collected.

The purpose of this poster is to help to further the investigation of the optimum range of horse usage to the benefit of students, horses and higher education equestrian programs. In addition, the presenters will encourage open discussion between themselves and conference attendees in order to communicate the need of understanding this phenomenon as well as other avenues of investigating the topic.

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Identification and Pursuit of Instructional Grants to Support the Development of Undergraduate Equine Courses

Carissa L. Wickens and Tanya Gressley

University of Delaware

The current economic climate within higher education requires vigilance to potential funding sources to support the growth and continuation of equine focused course offerings. Providing undergraduate students with a capstone experience during the later part of their academic program has become a priority for many colleges and universities. Development of a capstone course in equine science or management may require substantial financial inputs for the purchase of supplies and reference materials necessary to facilitate hands-on student learning activities and to enable the culminating project. Many institutions of higher education have Centers for Teaching and Learning or Faculty and Organizational Development Offices which offer funding opportunities for faculty seeking to develop new courses or to improve existing courses. Instructional grants vary in award amounts and also may differ with respect to proposal guidelines and the types of projects considered for funding, but present an avenue through which equine studies programs and animal science departments can secure financial support to enhance the curriculum.

During the fall 2009 semester, the Center for Educational Effectiveness (CEE) at the University of Delaware (UD) announced a call for proposals for Instructional Grants for Capstone Courses. Applicants could request a maximum of \$10,000 for development of a new capstone course. The newly appointed equine science faculty member submitted a proposal to develop a 400 level equine production capstone course to provide students with a comprehensive understanding of the horse industry. The proposal stressed the tremendous interest in equine studies and career opportunities among ANFS students, and the importance of including a capstone course focused on equine management in the ANFS curriculum to help meet the increasing demand for trained equine professionals. The proposal built upon a previously successful proposal for capstone management courses in other species, making the proposed equine course part of a series of required capstone course offerings in the animal and food sciences. The existing ANFS production courses would serve as a model for the development and implementation of specific learning goals, assessment criteria, and learning activities in order to provide ANFS students with a more unified capstone experience and to facilitate communication and collaboration between the new equine science faculty member and the more senior ANFS faculty.

The proposal budget and budget justification requested a total of \$10,000 to cover course supply costs. The majority of funds would be allocated to the purchase of equine computer software (e.g. equine diet formulation software), reference materials such as horse management and training books or DVDs and anatomical models including a full-scale equine skeleton. Remaining funds would be used to help cover any additional in-class or laboratory expenses. It was noted that the funds would not be sufficient to cover the full cost of the equine skeleton. However, the ANFS Department would seek matching funds to support the purchase of that item during the 2010-2011 academic year. The skeleton would be an asset

in the equine capstone course but could also be used as a teaching aid in ANFS 140 (Functional Anatomy of Domestic Animals) and ANFS 220 (Introduction to Equine Science). In mid December, 2009, the equine capstone course was selected for funding and has received the full award of \$10,000 to support the development and implementation of the course for the fall 2010 semester.

Instructional grants afford additional benefits to young faculty in the form of mentoring and training in teaching effectiveness. Faculty awarded funding through the UD CEE for the 2009-2010 academic year participate in regular capstone course development meetings to facilitate construction of course goals, design of the course syllabus, creation of course assignments and outcomes assessment.

Specific examples of instructional grants and awards available at North American colleges and universities include the Lilly Teaching Fellows Program offered through the University of Maryland Center for Teaching Excellence and Michigan State University Faculty and Organizational Development Office. The University of Georgia provides funding for junior and senior faculty to support instructional technology and improvement projects through various grants and fellowships including the Lilly Teaching Fellows Program. Campus Centers for Teaching Effectiveness, and Faculty and Organizational Development Offices can be a valuable resource for developing and maintaining monetary support for equine focused courses and may be an excellent place to begin a search for educational grant opportunities.

Annual Production Sale

Don Henneke

Tarleton State University, Stephenville, TX

In May 2001, the Equine Science Program initiated an annual sale to market horses raised and trained at Tarleton State University. The purpose of this venture was to provide an avenue for marketing the horses produced by University stallions from University mares in a cost effective manner. In house production of the sale allowed for efficient control of the costs associated with a sale such as advertising, catalog production, office help, auctioneer, and miscellaneous expenses.

The initial sale cataloged fifty-three horses, thirty-three from the Equine Center and twenty outside consigned horses. The University horses included yearlings, two-year-olds, a few older riding horses, and several mares. Outside consigned horses were also mixed. This initial sale was well received by the public and the University. Subsequent sales averaged fifty horses with approximately half from the University.

In 2006, an academic course was developed to provide students an insight into sale procedures and sale production. *Horse Sale Management*, an upper-level course, taught during the mini-mester between spring and summer semesters, has been well received by the students and administration. Students in this course spend mornings in the classroom learning about sale management and production, and afternoons preparing horses for the sale. This three week class ends with the production sale where students present the horses and operate the sale office.

The 2006 sale also saw a change in the focus of the sale. Horses from the Equine Center were primarily two-year-olds who had been started under saddle in the *Equine Behavior Modification* class. In order to maximize the potential value of these horses, the sale was restricted to performance prospects and older riding horses. This allowed those attending the sale to have a better idea of the type of horses being presented for sale. In addition, this sale marked the first inclusion of horses from other University Equine Programs. Colleges and Universities were invited to consign horses from their programs to this sale. Since 2006, Texas A&M University and Texas Tech University have consistently sold excellent young prospects through this sale.

Profit from the sale for Tarleton State University has varied from \$18,000 to over \$30,000 per year. The variation has been largely due to economic factors. In general, the average price received per horse has risen over the past ten years. The extensive use of mailings to former bidders and buyers has resulted in a steady return of potential buyers year after year. The sale continues to grow and serve as a valuable marketing tool for the horses and the program.

Real Funding for Real Experiences in the Equine Science Program

Jeff S. Pendergraft, PhD, PAS, Dipl. of ACAS

Sul Ross State University

The financial strain on the global economy is affecting all forms of higher education. The increase in educational expenses continues to rise while operating funds are being cut. These challenges are having a profound effect on many institutions of higher learning. Sul Ross State University has been facing these types of financial challenges for years. Its service area is home to only 158,000 residents, almost 64% of whom are Hispanic. Here, 31.5% of the population and 38% of children live in poverty, 58.8% of families are classified as low income, and average per capita income is \$8,760. Being able to develop new innovative approaches and collaborative efforts has helped the Sul Ross Equine Science Program cut costs and enhance educational opportunities.

In 1997 the Sul Ross Equine Enhancement Program was developed to provide funding, support and opportunities for the Equine Science Program. This program focused on 6 main areas to help generate support for the equine science program:

1. **Campus collaborations:** The equine program would work with the universities physical plant staff to help maintain and improve the equine facilities. This partnership helped the university cut labor costs while still providing improvements to the equine facilities while the equine students gained real experiences on how to maintain a horse operation.
2. **Producer services:** The equine program provides many different professional services for the local horse producers. These services include standing stallions, breeding and foaling out mares, conducting semen evaluations, testing stallions for cooling and freezing, and training horses. Students participating in the managerial mentoring program work directly with these local horse producers.
3. **Educational clinics:** The educational clinics are provided for specific purposes and audiences. Producer clinics are offered in a private or group setting and focus on horse care, reproduction, nutrition, and horsemanship. Student based clinics are new at Sul Ross and focus on the following topics: equine management, equine behavior modification, equine reproduction, equine nutrition, equine exercise physiology, and equine assisted therapy.
4. **Community activities:** The equine program hosts several different horse related activities at the equine facilities. These activities include everything from holding horse shows, trick or treating, to teaching girl scouts about horses.
5. **Donations:** There are numerous ways to donate to the Equine Science Program. The most common donations include tack, horses, farm equipment, lab instruments, land, labor, services, and cash.

6. **Grant opportunities:** This approach has been the most successful for the Sul Ross State University's equine science program. Grant funding has been obtained at the university, state, and federal levels.

Over the last 13 years approximately six million dollars has been generated for the equine science program at Sul Ross. All raised or donated funds have been used towards enhancing the educational opportunities of the students in the Equine Science program. These funds are used to maintain the SRSU horse herd, support program development and research, and provide educational opportunities that would not be available for students without this financial support.

Equine Selection Project: A Method to Create Awareness on how to be a Responsible Equine Owner among Undergraduate Students

Amy K. McLean

University of Wyoming, Animal Science Department, Laramie, WY

Introduction

The issue of unwanted horses has plagued our industry for several years now. Many factors have led to this epidemic in our industry. Some claim the number of unwanted horses has increased due to the closure of horse processing plants. It's possible a rise in the number of unwanted horses has resulted from a combination of many factors. For example, the shortage and increased cost of hay due to a persistent draught period throughout much of the country coupled with increased prices in grain commodities, which contributed to increased horse feed prices, and a decline in many household incomes have all been factors contributing to the increased number of unwanted horses. Other factors such as poor management decisions, increased use of equine reproduction technologies (e.g. artificial insemination, embryo transfer, frozen semen, and cloning) may have contributed. The continuous demand from the industry to produce equine athletes at young ages may have also increased the number of horses produced on an annual basis as well as the number of unwanted horses due to lameness, injury, or poor performance.

As members of the equine community, industry, and academia, we share a roll in properly educating horse owners, breeders and especially students on proper horse selection in hopes of decreasing the unwanted horse population. In efforts to increase education and awareness to promote responsible equine ownership among undergraduate students the equine selection project was designed in the ANSC 3555 Introduction to Equine Evaluation and Selection course. This project required students to obtain a new equine and select an equine based on the knowledge learned in course in efforts to promote selecting equine suitable for purpose according to form to function, temperament, and training. The students were encouraged to consider alternative sources for purchasing or obtaining a new equine such as adopting or leasing options and discouraged from breeding. In addition, the project encouraged the students to consider the financial commitment as well as developing a plan of action for the equine once it had served its purpose with the objective to increase responsibility and making informed decisions. Overall, the main objective was to enhance student's understanding and knowledge about selecting equine for a certain purpose, consider what they would do with the equine once its career ended all in efforts of discouraging the idea of creating unwanted horses.

Materials and Methods

Students enrolled in a newly developed course at the University of Wyoming, Introduction to Equine Evaluation and Selection were asked to complete a final project instead of a final exam. The assignment required the students to utilize their skills learned throughout the semester pertaining to equine evaluation and selection. Each student was asked to acquire an equine from private treaty, auction, rescue, adoption from the Bureau and Land Management, or a lease. The students were required to select an equine suitable for their desired use of the equine. Their decision to chose a horse was based

on the principals they learned throughout the course in terms of anatomy, structural correctness, form to function as well as suitability to purpose. Each student documented their conversations with the owner or agent of the equine they were interested in acquiring. The students developed a plan of action for their new equine e.g. why the equine would suit their purpose, anatomically, genetically, type/breed of equine, previous training, etc., develop a budget for keeping the horse as well as a plan for what they would do with their horse after it had filled their purpose. Students collected a photograph or video of the equine. Finally, each student gave a 10-minute presentation on where and how they selected their new equine and included their plan of action.

Results

The project created awareness among students enrolled in the Equine Evaluation and Selection course in terms of why it's important to select equine that are suitable to purpose as well as why and how to be a responsible equine owner. In addition, it reinforced the idea that owning an equine is a long term and major financial commitment.

Discussion

Teaching students more about equine selection and evaluation may have a positive impact on the equine industry in terms of reducing unwanted horse populations by making educated decisions about equine management, breeding and selection as well as having a plan of action of what to do when the equine can no longer be used for its intended purpose.

Inferior Horse Assessment: A Uniform Method to Identify Horses Most Likely to become Unwanted by Potential Owners

W.E. Day

Morrisville State College, Morrisville, NY

The horse trade is a complex, multifaceted part of the horse industry that provides horses for people to use and benefit from horsemanship. As such, owners purchase horses for their safe enjoyment and to further develop confidence in their abilities. When owners develop skills that surpass their horse, or they switch disciplines, or retire a horse from any specific use, they typically sell the animal and replace it with one more suitable to their needs. When offered for sale, their previous horse can become devalued among lesser quality, persistently unwanted horses. Quality control standards are needed to identify inferior horses and to protect consumer interest in more suitable horses available for purchase.

Collegiate horse programs routinely accept practically all of the horses used in research, riding and training classes as donations. Historically, when these horses were no longer able to be used, they were often placed in livestock auctions. In contrast today, with fewer publically agreeable options for dispersal, many college programs find themselves in an untenable position where funds, which arguably should be applied to educational programs and facilities, are instead used to maintain retired, debilitated or otherwise unusable horses.

A similar situation is shared by equine professionals throughout the country as American horsemen preserve unwanted horses out of a deep sense of responsibility for all horses. However, when pressed between conflicting financial and welfare issues, sellers sometimes place hope ahead of better judgment that the horse will prove to be suitable for a prospective new owner. Given these circumstances horses are predictably more likely to become unwanted by their new owners.

In a greater sense though, all horses will sooner or later become unusable through illness, injury or old age. Owing to the expense of keeping lesser animals, owners sometimes offer them for sale with no guarantees into a "buyer-beware" market setting. On this point, public concerns on horse welfare attract scrutiny since low-priced horses are predictably most vulnerable to neglect or abuse in the hands of owners with less judgment, resources and/or ability.

The development of industry-wide marketing practices is warranted to identify and dissuade trade of horses whose capabilities fail to meet a minimum quality standard. An example of an inferior horse assessment method is described below. Its purpose is to identify horses that the vast majority of prospective horse buyers would avoid. In practice, an unfavorable response to any one of the seven listed provisions could be viewed as an industry-wide recommendation for sellers to either keep the horse indefinitely or euthanize instead of entrusting that the animal will meet the expectations of a new owner.

Inferior Horse Assessment guidelines:

1. This horse has seriously injured someone by biting, striking or kicking.
2. This horse has developed a habit of flipping, bucking or performing other evasive actions against riders.
3. If managed using normal precautionary standards, this horse is likely to injure someone through an aggressive act.
4. This horse is unresponsive to corrective training efforts by an experienced person.
5. This horse currently suffers from a major, significant structural defect or chronic health condition.
6. This horse is a breeding animal over the age of 20.
7. This horse would fail to maintain a body condition score of 5 when provided a daily ration consisting of 1.5% of its body weight of good quality grass hay with 1.5% of its body weight of a nutritionally balanced commercial horse feed.

In addition to the guidelines above, the following information may also influence many horses' suitability for certain uses.

- a. This horse does not accept being tied.
- b. This horse actively resists being loaded and transported.
- c. This horse is incapable of sustaining 2 hours of light work/day for 5 days/week.
- d. This horse is unsuitable for breeding purposes.
- e. This is an untrained horse over the age of 5.
- f. This is a stallion over the age of 4.
- g. This horse is over the age of 20.

A uniform assessment method could be a critical step toward developing more industry transparency, especially with regard to marketing practices. More importantly, an accepted culling method for horses would help support an environment that curbs the growth of the unwanted horse population. Also, by lessening market saturation with unwanted horses, prospective buyers would be more likely to purchase horses that would safely engage their enthusiasm, enjoyment and commitment to pleasure, trail, show or racing disciplines.

Horse Processing and Other Hot Topics

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Horse processing, the unwanted horse, wild horses, performance enhancing drugs, tail blocks, veterinary charges, slot machines, professional non-pros, etc. are all topics guaranteed to get a mixed response from people in the horse industry. Some are very vocal about their feelings, while others take a much more ambivalent approach. These are issues facing the horse industry and as such should be addressed in the equine curriculum.

The senior level *Horse Enterprise Management* course at Tarleton State University is the capstone course for the Equine Science Program. Every fall, students are assigned topics to research and present their findings to the class. These topics include those mentioned above. Students are asked to present the facts and then lead class discussion. Very often, student discussion exceeds the time assigned to a single class period and is carried over as needed. Everyone's opinions are heard and there is no intentional attempt to influence an individual's opinion. Many students have commented positively on these discussions. They have led to enlightenment of some students and a hardening of positions in others.

Hot topics are also presented in other classes as they pertain to the course intent. For example, the *Horse Sale Management* class discusses the use of sedatives and pain control medication in sale horses. That class also addresses use of an X-ray bank and disclosure of known problems. The *Equine Evaluation* class discusses the use of anabolic steroids, tail blocks, nerve blocks and other ways to enhance performance. The *Equine Exercise Physiology* class explores performance enhancing drugs. *Equine Reproduction* includes discussions on cloning, steroids, multiples ovulations, and other topics of interest. In addition, current topics will be mentioned in classes with references to information that students can research on their own.

Students in the equine programs are the future of the horse industry. They must be made aware of topics that will impact the industry now and in the future. Avoidance of controversial or unpleasant topics is an injustice to those students. Critical thinking is still a fundamental goal of Higher Education. Facing issues develops that ability in students.

Incorporating Humane Equine Slaughter as a Controversial Topic in the Core Curriculum

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Introduction

There are many “hot topic” issues in the equine industry. Horse slaughter has been a major issue for the equine industry for approximately three years now. In 2006, two Texas plants and one in Illinois slaughtered nearly 105,000 horses for human food, mainly for European and Asian consumers (Becker 2009). In 2007 a court action effectively closed the Texas plants while a state ban in Illinois closed the Illinois plant. At that time the 111th Congress legislation was introduced making it illegal to knowingly possess, ship, transport, purchase, sell, deliver, or receive any horse, horseflesh, or carcass intended for human consumption. The legislation would make it so that violators would be subject to fines or up to three years in prison. This has had a major impact on the equine industry. Horse owners are split on the issues. This study was conducted to determine the differences in opinions before and after students were given detailed information over a topic.

Material and Methods

Sam Houston State University like all universities require students, no matter what major, to take course from specific areas that are considered core courses. These required courses generally consist of a combination from several areas including: English, History, Math, Science, Fine Arts, and Humanities. One course that has been accepted in the core curriculum as a humanities credit that is taught in the Department of Agricultural and Industrial Sciences is a course entitled: Animals and Society. In this class, students research and debate topics related to current agricultural issues. One topic that is typically debated in the course is Humane Equine Slaughter. In the spring of 2010, before this debate took place students were asked to complete a Pre-Debate Survey. This survey asked the students first to identify their gender, age, classification, and hometown. The survey then asked questions about involvement with horses and their views on equine slaughter. After the debate was over, a post survey was given asking similar questions. Thirty-eight students participated in the survey. A Likert scale was used so that continuous data could be collected and analyzed.

Results

In this study, females tended to see horses more as companion animals ($P < .0001$). Females also tended to not support horse slaughter in any way ($P = .009$). Further, females tended also to see the ban as positive ($P = .007$) and really did not change their opinions from the pre and post sessions ($P = .002$). Age seemed to be one of the only variables changed from the pre to post in a significant way in relation to human consumption of horses ($P = .002$). Classification and major seemed to be not related to the issues. Town size also seemed to have an effect on the students' opinion. Students from bigger towns tended to have more of a companion view on horses ($P = .036$) whereas students from bigger towns tended to have opinions against human consumption ($P = .044$). Also, their opinions seemed to have no change ($P > .05$) from the pre to post surveys ($P = .048$). Riders of horses seemed to support the euthanasia issue ($P = .011$) and they tended to feel that the ban is bad for the equine industry ($P = .037$). However,

students who ride horses tended to change their opinion about the ban to a positive opinion during the post debate survey ($P=.062$). The students that saw horses as companion animals seemed to be against most all the issues presented in the surveys.

Discussion

Humane equine slaughter is and has been a hot topic in the equine industry since before the ban implemented in 2007. The results of the ban have been devastating to the industry. Since the ban has been implemented, the price of horses has steadily decreased. Further, while many people consider the slaughter of horses as wrong, there are more starving and unwanted horses in the United States now than before the ban was implemented.

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Validating Equine Science in the Classroom

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Introduction

Management and training techniques used in the equine industry are based on knowledge handed down over the ages, fads, myths, and misconceptions. Little empirical data exists to support particular techniques, and there exists grave resistance in the industry to accepting new techniques¹. The emerging discipline of Equitation Science² and the study of equine learning behaviour³ can provide a basis for validation of techniques used in management, riding and training of horses. To emphasize research ideas and implementation in a second-year Trends and Issues course, students worked in groups to design and carry out a small research project in an area of their interest using the scientific method.

Materials and Methods

At the beginning of the semester, students debated the need for empirical data in the equine industry. Students were then divided into small groups (2-4) and chose a research project based on their interest. Projects were:

1. *Reaction to novel objects*: Can owners predict their horse's reaction to novel objects introduced into its environment?
2. *Skeletal size/shape comparisons*: Measurements of the horse's head, neck, limbs and body may be a genetic trait conserved across breeds.
3. *Exercise vs. estrous cyclicity*: Exercise and exposure to a stallion may influence cyclicity of mares.
4. *Body condition scoring variability*: How wide is the variability in body condition scoring among various groups with different levels of knowledge and experience (certificate/diploma/degree students, staff)?
5. *Differences in ridability \pm side reins*: Addition of side reins creates a more consistent contact for the horse to rely upon, which may lead to more predictable performance.
6. *Mood inventory assessment before and after working with horses*: It is often implicated that working with horses produces a calming effect on humans. A survey delivered to riders before and after they work with a horse could indicate psychological effects of the horse on the human.
7. *Colour association in horses*: Can horses associate a specific colour with a consistent outcome?
8. *Two-choice preference test using Y-maze*: We can ask a horse what its preference is for a particular activity or environment by providing opportunity for choice.

Students were instructed in the scientific method, and completed an individual background literature review on their chosen topic. As a group, they developed a methodical approach to test their hypothesis. Students collected data using the horses available on campus, summarized their data and arrived at conclusions. Students presented their results as a poster presentation in a manner similar to a scientific conference, and evaluated each other on content and delivery.

Students were also given a questionnaire to complete on their learning goals and achievements in this project.

Results and Discussion

Discussion at the beginning of the semester indicated that students believed that research was important in the handling and management of horses, but that it would be challenging to standardize techniques and apply results. Most students found it difficult to obtain background research pertaining to their area of study, indicating a dearth in empirical data on training and management techniques. All students successfully carried out their research experiments and presented their results.

Students found the research results highly interesting and applicable. Most students were not surprised by their results, but felt much more confident in discussing and defending their beliefs based on their actual experience. This approach raised awareness of the process of research and methods of inquiry. These students benefitted from an understanding of the correct use of factual evidence that will aid them in pioneering a change in the attitude of the equine industry.

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Strategies to Increase Student Involvement and Awareness of Equine Industry Topics

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There appears to be a lack of understanding of important controversial equine issues within students. As future animal science graduates, these students need to have an understanding of the topics currently being discussed in the industry. An equine science seminar course incorporated debates and letter-writing to increase critical thinking, and thus awareness of certain topics.

Students were given a pre- and post-course survey with 19 Likert-style questions to evaluate their position on several topics. Topics included horse slaughter, mustangs, retirement/rescue facilities, racing, showing young horses, drugs, soring in Tennessee Walkers, pregnant mare urine ranching, helmet use, cloning, and the restriction of natural parks for trail riding.

During one semester students were placed into groups to debate positions opposite of their initial views for a few topics such as horse slaughter, and the second semester students were placed into groups similar to their initial viewpoints. For other topics the students were randomly assigned to a position. After the debates concluded, the rest of the class period was spent discussing the topic with the entire class. To encourage discussion, students who were not placed in a debate group for a particular topic were required to write five relevant statements pertaining to the topic prior to attending class. Students were also required to send letters to the United States Congress, encouraging politicians to vote one way or another on bills pertaining to horse slaughter. They also were required to submit a second letter to the person/organization of their choice, expressing their opinions.

Post-survey results revealed that students' awareness of the topics was increased. Viewpoints on several topics were changed ($p < 0.06$), and most dramatically within the topic in which they were assigned sides opposite their views ($p < 0.01$). Students felt they were qualified to let their opinions be heard, and knew of ways in which to voice their opinions, both of which were not true at the beginning of the course ($p < 0.01$). The use of debates, letter writing, and discussion appears to be effective in raising awareness.

Globalizing Equine Studies: Fostering Critical Reflection on Controversial Topics

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Traditional college students are often so goal-oriented on grades, course performance, and achieving graduation, that they lose touch with current topics and issues occurring globally. Building capacity for critical reflection in Equine Studies is imperative in teaching decision making skills for horse management, review of novel products and services in the industry, and for promoting active members of the equine industry. At Midway College, all students are required to take an introductory diversity and critical thinking course. However, when applied to specialized programs, students often have difficulty balancing emotional considerations with critical thinking skills. As a fusion of critical reflection and increasing global viewpoints in Equine Studies, sensitive issues are presented through focused active learning experiences to minimize emotional reactions and maximize objective thinking. Core to the two methods presented here, are that students must have foundational critical reflection and active listening skills, and faculty provide evidence-based discussions with well-defined learning objectives. Furthermore, students should be introduced to reflection strategies that combine multiple mechanisms of learning such as written, oral, and collaborative.

Six Degrees of Separation

This assignment is offered in a variety of junior-level courses. This assignment is designed to help students understand how the equine industry is affected by occurrences outside the industry. The assignment will help students to develop a more global perspective, and utilize skills developed in the critical thinking course.

Students are required to find a current magazine, news, or newspaper article that was published (or presented) within the last few months. They then determine how the information presented in the article can influence the equine industry either directly or indirectly. Baseline score on the assignment is an 85% (high C). To receive this score the student must turn in a copy of the article, and a summary of how it affects the industry. The grade on the assignment increases as the “degrees of separation” increase. For each level or degree, the grade increases by 3 points. For example, an article titled “Drought negatively affects cotton production” would be worth 97 points (85+12) based on the following analysis...

- a. Drought caused a decrease in cotton production.
- b. Lower cotton production caused a decreased supply of raw cotton to clothing and vet supply manufacturers.
- c. Less supply of raw cotton means there will be less production of cotton wound coverings, and fabric for sheets and pads, etc.
- d. Horse owners will have to pay more for these supplies.

Additional points can be earned by showing connections across the equine industry. Variations on the assignment can include changing the point value so that more connections need to be made, providing a specific article for the students to use, and incorporating conflicting viewpoints.

This homework assignment is still relatively new, and will evolve over time. Student feedback has been positive, and many have commented on how they now view local and world events from a different perspective than before completing this assignment.

Senior-level Course

A 2-credit hour, 400-level course titled “Animal Ethics, Welfare, Rights, and Law” has been developed to directly address hot topics in the industry. The course description is: “This course will be presented in a survey format. Topics will include: ethical concerns regarding the animal rights and welfare movement, and the impact of this movement on the equine industry. The goal of this course is to provide students a global view point and teach critical reflection skills while remaining both passionate and objective about the industry.”

Topics to be introduced include subjects such as how pending legislation at both the state and national level may affect the equine industry, potential effects of cloning, horse slaughter, use of unnatural training aids, and the effect animal rights activists can have on future equine industry endeavors. Initially, students are provided with information on both sides of an issue, with the course progressing to student-derived research. Further, students are educated on how debates are organized and practice this applied skill. To make certain that students are objectively approaching both sides they are not told which side they will be defending until the day of the debate, similar to debate competitions. Finally, students collaboratively reflect on the issues and experiences to develop empathy for conflicting viewpoints.

The goal of these activities are to provide Equine Studies students with learning opportunities that enhance a more global view point, foster interest in controversial topics, and provide circumstances to expand their critical reflection skills.

International Opportunities for Equine Science Programs

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The equine industry is expanding rapidly, as are the opportunities to study equine related topics worldwide. There are over 880 forms of equine related schools across the world. They encompass many different aspects of the equine industry, from veterinary medicine to equine graphic design. In an increasingly global marketplace, international understanding and competence is becoming a requirement for equine students in higher education. In order to meet this need the Equine Science program, Sul Ross is currently expanding and revitalizing relationships with U.S., Mexican, and other international universities. Developing collaborative agreements for teaching, research, and outreach activities; expanding and revitalize relationships with equine related businesses in the U.S., México, and other countries; and developing a global agricultural education model that can be used by other universities.

In 2008, Sul Ross began the development of an experiential study-abroad program in México. By the summer of 2009, the first Animal Science course was taught in San Miguel de Allende, Gto, Mexico. During the Spring of 2009, Sul Ross developed a memorandum of understanding with the Facultad de Medicina Veterinaria y Zootecnia de la Universidad Nacional Autónoma de México (UNAM). This new partnership has initiated the discussions of possible collaborative internships, research projects, and student/faculty exchange programs. Currently, Sul Ross has developed a campus committee called the International Educational Task Force to evaluate other international opportunities for the University. Finally, Sul Ross has just submitted a USDA International Science Education Grant in hopes of developing an International Study Center in México that can help organize and oversee studies, research, and internship programs.

These approaches will allow Sul Ross the ability to prepare students to be competitive in international markets; enhance opportunities for collaborating universities' faculty and staff to internationalize their curriculum, research, and outreach activities; and strengthen the cultural competence and global competitiveness for the collaborating universities in general.

The Use of Equine Anatomy Principles in Encouraging Students' Self Interest and in Reinforcing General Education Competencies

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Introduction

The equine anatomy and physiology course offered at Cazenovia College is a required course in the equine business management specialization. During the past 4 years, as part of the course curricula, students have been required to complete a project of their choice that has a connection to an aspect or topic covered during the course. The purpose of the project is twofold: to encourage a deeper exploration of a topic of interest and to incorporate several of the all-College general education competencies, especially for visual literacy, written and spoken communication and critical thinking into their work. An unintended outcome most evident to the course instructor has been a level of excitement, self-satisfaction and pride among the students for the work and the learning outcomes experienced by the projects. As course requirement originally intended to “bump up” students’ level of inquiry has turned into one of the most popular aspects of the course.

Materials and Methods

Students select an area/topic of the course that especially interests them and then identify a project that would enable them to further explore this area. Group projects are allowed with a maximum of 5 students per group. The complexity of the project must be reflected in the size of the group with the larger groups pursuing a more complex project. Proposals for project ideas are submitted to the course instructor who gives the approval for all projects as well as suggestions for project modifications. Project proposals and suggestions for implementation are extremely varied: from research papers to hands on projects. In all cases, written documentation about procedures and methods is required and a final class presentation is the culminating aspect of the project.

This course also involves a whole horse necropsy that occupies approximately two weeks of the term. The learning experiences from the necropsy are often a catalyst for project ideas. For example: students may choose to harvest tissues, especially bones, from the necropsy and then prepare them in a manner so that they can be displayed and used as teaching tools for future anatomy classes. The specifics may involve boiling bones to remove soft tissues and cartilage and then determining how to assemble the bones in a manner desired to achieve the goals of the project. Less-applied projects could include drawings of muscle groups or internal organ systems or researching a specific topic that may have been discussed during the necropsy activity.

When determining the nature of their project, students are encouraged to consider an aspect that would be a useful teaching tool for subsequent anatomy and physiology courses. This has been the best aspect to engage their interest and enthusiasm. They realize quickly that they will be leaving a legacy from which others can more effectively and successfully learn.

Results and discussion

Students are encouraged to be free thinkers when determining the breath and nature of their projects. As a result, projects that have been amassed during the 4 years of this requirement have been refreshing and enlightening. When left to their own intuition, students have engaged their creative and open minds. The personal satisfaction exhibited during the project reports has been the most satisfying aspect to the instructor. An exemplification of self actualization is exhibited by students as they recognize their efforts in originating and carrying through on a personal interest.

However, not to go unnoticed is the fact that several all-College general education competencies are inherently addressed during the project work and presentation. For example: the written report required of all projects addresses the written communication competency while the class presentation addresses the spoken communication competency. A hands-on project incorporates an aspect of visual literacy and a research paper goes more deeply into the scientific literacy competency. In all cases, students partake in a critical thought process to determine the nature, size and scope of their projects, the methods in which to investigate and carry the projects forward and a project's long term use for future course enrollees.

This type of learning experience exemplifies the nature of teaching pedagogy (Bain, 2004). Empowering students to give critical thought and attention to an aspect of their learning results in a much greater level of involvement and ownership of knowledge gained. An informal survey used at the end of the term included the statement "the class project was a worthwhile learning experience". On a scale of 1 – 5, with 5 being the highest level of satisfaction, 82% of the class (n=33) replied with either a 4 or a 5. While the addition of a course project has made a very busy and involved course even busier, the results exhibited by students in the quality of projects and level of satisfaction have proved that this is an aspect of the course that must remain.

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Measuring Excellence through Collegiate Horse Judging Competitions

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Introduction

Measuring excellence in undergraduate equine education can sometimes be difficult. The difficulty not only lies in the collection of data, but also having the ability to compare that data to fellow programs. One way to assess excellence in these programs is through equine related extra-curricular competitions. By measuring the outcomes of these competitions, program characteristics over time can be analyzed as well as comparison of data between fellow institutions.

Sam Houston State University's (SHSU) equine program began in 2006 and has steadily grown over the past four years. In this time, an equine science minor option has been implemented into the Department of Agricultural Sciences' curriculum. Several equine related extra-curricular teams have also been developed including the SHSU Horse Judging Team.

Horse judging teams are popular among 4-H, FFA and collegiate organizations. According to Trigg Renfro (2008), APHA's former Managing Director of Performance, Racing and International departments stated that, "contests give students the chance to apply classroom knowledge in a hands-on situation and encourages the ideas of earning a judge's card. These contests will give the students an opportunity to progress through different school levels and eventually have a career opportunity as an association judge."

Materials and Methods

Over the last four years SHSU has attended horse-judging competitions in both spring and fall semesters. In 2006 SHSU attended the National Reining Horse Association (NRHA) contest in Oklahoma City, Oklahoma and the National Reining Breeders Classic (NRBC) in Katy, Texas. The following year SHSU attended the American Paint Horse Association's (APHA) Spring Sweepstakes in Fort Worth, Texas, North American Colleges and Teachers of Agriculture (NACTA) in Hutchinson, Kansas and the American Quarter Horse Congress in Columbus, Ohio. The third year, 2008, SHSU was in attendance at the APHA Spring Sweepstakes in Fort Worth, Texas, NACTA in Stephenville, Texas and the NRHA contest in Oklahoma City, Oklahoma. In 2009 SHSU attended University of Florida's contest in Gainesville, Florida, APHA's Spring Sweepstakes in Fort Worth, Texas, AQHA Congress in Columbus, Ohio and the AQHA World Championship Show in Oklahoma City, Oklahoma.

Excluding the NRHA and NRBC contests, halter, performance, reasons, and overall team and individual placings were recorded for not only Sam Houston State University, but also Texas A&M University, Texas Tech University, West Texas A&M University, Oklahoma State University, Colorado State University, Kansas State University, Middle Tennessee State University and University of Florida. Results from these contests were used to determine progress within institution (SHSU) over the four-year period. Results

were further used to determine the progress and evaluate excellence when compared to other institutions.

Results

In 2006, SHSU placed 9th overall at the NRBC contest and 14th overall at the NRHA contest. The following year in 2007, the team did not place in the top ten overall at the APHA Spring Sweepstakes, was 10th overall at the AQHA Congress contest and was 1st overall at the NACTA contest. In 2008, the team again did not place in the top ten overall at the APHA Spring Sweepstakes, was 3rd overall at the NACTA contest and was 13th overall at the NRHA contest. In 2009, at the University of Florida contest SHSU placed 1st overall, was 3rd overall at the APHA Spring Sweepstakes, was 3rd overall at the AQHA Congress and was 4th overall at the AQHA World Show. When compared to fellow institutions, SHSU has generally been more competitive at the NACTA contests over the last three years. Also, in 2009, the team was more competitive when compared to other universities at all contests that were attended.

Discussion

By recording outcomes of horse judging competitions, university equine programs can measure success and progress over time within a program. Further, horse judging team outcomes can also be used to compare equine programs to determine level of excellence. These measurements can be useful to determine strengths and weaknesses of a program. Further research should be conducted to collect more data over time to strengthen results.

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Undergraduate Equine Courses Enhance Former Students' Professional Careers

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Over the past 15 years, many academic institutions have experienced great expansion of their equine undergraduate programs. Many administrators have realized the attraction of undergraduate students to equine programs and have experienced the recruitment benefits of offering courses and developing degree programs focused on equine. However, the relevance and importance of such courses to students' careers and professional growth have been questioned.

Therefore a survey was conducted of former undergraduate students which had previously taken at least one equine focused course from the University of Nebraska's Department of Animal Science. Students were identified from course enrollment records between 1997 and 2009 and were mailed surveys. Alumni were asked to provide demographic information related to degree, major, current position, and current horse industry involvement. Furthermore, the survey asked them to identify the equine courses they took and rank the usefulness of the courses from 1 (not useful at all) to 5 (highly useful). Finally, former students were asked to indicate how the equine courses they took contribute to their current career, equine business, and/or equine "hobby".

Responses were received back from 35 students which indicated 18 had been Animal Science majors, 6 Veterinary and Biomedical Science majors with the remaining 11 a variety of other majors (Ag Economics, Communication, Diversified Ag, Family Science, History, Horticulture, Pre-Med, Math, etc) . Sixteen indicated they had continued for some type of post-graduate degree with 10 completed degrees in Veterinary Medicine, four Masters of Science and two had completed PhD's. The majority (74%) of the former students indicated they presently used horses as a hobby and 21% identified themselves as full-time horse industry professionals with positions ranging from veterinarians, college instructors, collegiate coaches, Pro Rodeo cowboys and racetrack professionals. Furthermore, 44% identified themselves as part-time horse industry professionals with positions such as judges, veterinary assistants, feedlot cowboys, instructors and wranglers.

The Animal Science Department at the University of Nebraska currently has 10 equine specific courses focused on equitation, evaluation, management, nutrition, reproduction and others. Survey respondents ranked all of the equine courses they took either highly to moderately useful to them. However, of students actually enrolled in the courses, 71% ranked Advanced Horse Evaluation as highly useful. Additionally, the other courses ranked the most highly useful were Equine Nutrition (67%), Equine Reproduction (60%), Horse Management (56%) and Advanced Equitation (56%). When asked to evaluate the contributions of their undergraduate equine courses to their current career, 63% indicated the courses were moderately to highly useful. However, 81% indicated the courses were moderately to highly useful to their "horse hobby" and 50% felt the courses were moderately to highly useful to help them with their equine business. Results of this survey indicate undergraduate equine courses have a positive impact and are a benefit to the careers and equine businesses endeavors of alumni. Also, undergraduate equine academic programs have a positive impact on the horse industry as they benefit the alumni's equine "hobby".

Defining Excellence in Undergraduate Equine Science Education at the Land-Grant Research Institution

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Undergraduate equine science education finds itself at a crossroads within the modern-day land-grant research institution. This abstract explores dilemmas facing teaching faculty, administrators, students and industry stakeholders as they seek common ground within higher education.

Most equine science faculties are trained as discipline-specific, empirical researchers, rather than as educators (Thompson, 1999). Yet despite a lack of pedagogical or epistemological grounding, they promote learning in the classroom, contribute to instructional design and lead academic programming efforts. For faculty with teaching appointments, this results in difficulty defining, creating, assessing and communicating excellence in equine science education.

The university defines educational excellence in terms of scholarship of teaching and learning (SoTL). SoTL requires a broader view than that held by most scientists. Education research is often issue-driven and exploratory, rather than hypothesis-driven and positivist (Mayer, 2003). Assessment may be qualitatively derived, with success achieved through a systems approach to education, rather than through reductionist design. This is uncomfortable and unfamiliar territory for the scientist-turned-educator (Thompson, 1999; Wals and Bawden, 2005).

Equine science educators must also maintain balance among the Aristotelian epistemics of *scientia* (learning for knowing), *techne* (learning for doing) and *praxis* (learning for being) (Miller, 2006). Students possess diverse backgrounds, with myriad equine experiences and interests. Career aspirations span a wide continuum, and faculty must facilitate student transformation into self-regulated discoverers of new knowledge, solvers of technical problems, activists for social change and co-creators of organizational improvements.

Further tensions arise from the complex interaction among social, political and economic contexts in which teaching and learning occur. Research forms the “basis of support of both the instructional and public service functions” at the land-grant university (Wodarski, 1990). The familiar Venn diagram or ‘three-legged stool’ balancing research, teaching and service is no longer appropriate. A more realistic figure is one of concentric circles, in which research encompasses teaching which encompasses service. The debate of ‘teaching vs. research’ is tired and ineffectual (Buchanan, 2008). Faculty must adapt to the new economy of academe.

The institution dictates excellence through its hierarchical structure and reward system. The key to promotion and tenure lies in dissemination of scholarly work in peer-reviewed publications and sponsored research funding (Kniola, 2009). These emphases are driven by the current knowledge economy, in which priority is placed on discovery leading to commercial innovation. This is particularly apparent within STEM (science, technology, engineering and mathematics) fields where academic capital is turned into durable goods sold on the international market (NRC, 2009). Faculty must align research, teaching and service efforts to develop and secure external funding and prestige through creation and dissemination of new knowledge. Those who accomplish this goal advance professionally and achieve greater access to university resources.

Where does this leave the equine science educator? Despite tensions and apparent contradictions, there is common ground within a SoTL paradigm. Student, faculty and departmental benefit can be achieved concurrently. It is possible to provide quality instruction, create innovative learning contexts and develop transferable competencies through discipline-specific and education research. Regardless of student background or career

choice, equine science educators should develop learners as scientists, innovators and leaders. This can be accomplished, measured and communicated through high quality scholarship.

Scholarly work is driven by intellectual curiosity and creativity. Faculty engaging in SoTL can preserve autonomy and achieve validation while serving university interests. This is realized under the same conditions that guide discipline-specific researchers; teaching faculty must possess theoretical grounding, seek external funding, share knowledge gained in a public, peer-reviewed manner, become leaders in their field and remain civically, yet commercially-minded. Further, the equine science educator has an additional challenge. They must raise the bar and conduct research with sufficient rigor to quell common criticisms raised whenever inquiry involves 'teaching' or 'horses'.

Equine science education is ripe for research and scholarship. A recent literature review reveals an alarming paucity of published work. The industry is littered with social, biological, physical and political issues, providing significant opportunity for multi-disciplinary efforts. Development of students who can learn and adapt to changes demand in-depth exploration of authentic learning contexts. The rich diversity of student backgrounds, experiences and motivations invites work in learner-centered, inquiry-based pedagogy and assessment of learning outcomes. Further, a strong industry focus on application, innovation and commercialization allows students and scientists to collaborate to develop solutions to problems with direct impact.

Educational excellence is multifaceted, and may be interpreted widely by stakeholders. Within academe, however, assessment of excellence is relatively straightforward. Equine science educators can capitalize on the opportunity to serve student, industry and university interests simultaneously.

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Equine Critical Care Team – A Collaborative Effort for a Successful Team

Nan K. Huff, PhD

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Introduction

Equine Critical Care Team (ECCT) was originally designed to care for the recumbent foal, and was appropriately named Foal Team. The original Foal Team consisted of 1st, 2nd, and 3rd year veterinary students. The students were allowed the chance to observe and to work at the side of faculty clinicians, 4th-year veterinary students and equine technicians during the triage phase through the maintenance phase after the neonatal foal arrived at the hospital. The veterinary students had the opportunity to provide personal nursing care for the recumbent foal, including: keeping the foal clean, warm and dry; nasogastric feeding; performing physical examinations; and monitoring the foal's vital signs, intravenous fluids, and oxygen. The original Foal Team proved to be a much-needed and successful organization. However, the veterinary students wanted to further their personal involvement within the equine hospital. Consequently, the ECCT was formed. The restructured organization has allowed students to further be involved in additional emergency after-hours cases such as colic, neurologic horses, lacerations, and choke, as well as neonatal foals.

Purpose

The overall goal of the ECCT is to benefit both the equine patient and the university student. The ECCT was created to provide exceptional nursing care to recumbent foals and critically-ill equine patients, while allowing students to gain first-hand veterinary knowledge and personal nursing skills in the care and maintenance of the neonatal foal, the accompanying mare, and other seriously-ill equine patients.

Participants

First and second year veterinary students, and well as university undergraduate students are able to interview to become a member on the ECCT. Undergraduate students are allowed to participate in the program, due to an increase in interest among the undergraduate and pre-veterinary students.

Procedure

Due to the overwhelming interest in the ECCT and in an effort to choose the best students for the team, it was decided to conduct interviews. The student interviews were held during a two-week period with two of the equine technicians and one equine faculty member. A total of 70 members were selected to be on the team. The equine technicians, along with the medicine faculty clinicians designed an ECCT manual, which contains proper protocols for all emergency and nursing procedures. An introductory lab was held in September to introduce the students to the equine technicians, and to familiarize them with the equine hospital. Eight different demonstration stations were designed and set up with an equipment display, informational packets and a short presentation. A second lab was held in January to discuss foaling, dealing with the mare, and mare/foal care. A film was presented by a theriogenology faculty member, who also lectured to the students about foaling, dystocia, red bag delivery, and

postpartum mare/foal care. A wet-lab was then held, which demonstrated the proper techniques used during a typical foal watch. A Facebook account was set up which allowed the ECCT members to daily check their schedules and emergencies. The members were required to come by the equine ICU each month and sign up for upcoming monthly shifts. Four-hour shifts included the times of: 6:00 pm to 10:00 pm; 10:00 pm to 2:00 am; and 2:00 am to 6:00 am.

Results

The proposed goals of the ECCT were met. Equine technicians on the evening and night shifts consider the ECCT a 'life-saver'. Neonatal foals and critically-ill equine patients were diligently cared for, and students gained invaluable veterinary medical experience. The ECCT has demonstrated a positive collaboration between all university students and SVM faculty and staff. The partnership was especially beneficial for the students, the equine technicians and the patients. A positive outcome has been experienced by all participants: (1) the students gained veterinary medical experience while providing an invaluable assistance to the clinical staff and patients; (2) the equine technicians were able to continue treating and monitoring other critically-ill equine patients throughout the hospital; and (3) the critically-ill foals and other adult equine patients were provided exemplary nursing care throughout the night-time hours.

Reflections

Encouraging university undergraduate students to interview for such a team has allowed those students access to the world of veterinary medicine. I believe this involvement will enable undergraduates to make educational decisions about their career choice. The undergraduate students' test schedule is also different from the veterinary students' exam schedule; this fact has allowed more ECCT shifts to be taken on the night before exams. Different testing schedules have greatly benefited the equine technicians and the hospital patients.

Equine Assisted Psychotherapy: A Collaborative Research Model between Equine Affiliated Academic Programs and Industry Associations

Paul T. Haefner, Ph.D.

President - Riding Far; Research Chair – Equine Assisted Growth and Learning Association; Scientific Committee Member – Horses and Humans Research Foundation; Lovettsville, VA

Equine assisted psychotherapy is a quickly growing and promising treatment modality for a wide range of emotional issues and disorders including but not limited to conduct disorder, eating disorders, substance abuse, and relationship conflict and post traumatic stress disorder. Despite extensive anecdotal evidence there are very few controlled research studies demonstrating the effectiveness of these interventions. The field of equine assisted psychotherapy has come under increasing pressure to provide empirical evidence of its efficacy in order to maintain support of government and community funding sources. In addition, there is a pressing need to establish equine assisted psychotherapy as an evidenced based treatment for mental and emotional disorders in order to gain and maintain the support of the medical community and financial support of treatment through the insurance industry.

In contrast to many therapeutic modalities, equine assisted psychotherapy has not enjoyed the broad support of well-established research programs in large universities. This may be in large part due to the lack of dedicated funding for research on animal assisted treatments. The growing need of organizations and associations for treatment outcome research on equine assisted interventions, in combination with the lack of skilled research resources, has created an exciting opportunity for undergraduate programs to fill an important industry need while providing valuable training and experience for their students. In cooperation with industry associations, equine affiliated academic programs are well positioned to conduct carefully designed small scale research projects examining the efficacy of equine assisted psychotherapy. The small scale of these projects makes them suitable as a teaching vehicle in undergraduate academic programs, while coordinating these projects across institutions would allow for the aggregation of data strengthening the validity of any results. The multiple baseline single subject experimental design will be presented as an experimental design suitable for this type of collaboration.

Equine Industry Tour Develops Relationships between Students and Equine Professionals

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Introduction

Learning through experimentation has become an important mechanism of teaching in undergraduate programs. For this to work, learning must meet the needs of the person being taught. The learner must possess self-initiation and personal involvement in the experiential learning process (Rogers and Freiberg, 1994). Sam Houston State University Horse Industry Tour is a class in which experiential learning links students to producers, trainers, breeders, associations, and owners in the equine industry.

Materials and Methods

The Equine Industry Tour at Sam Houston State University was implemented as a three credit hour course to be used towards the equine science minor degree option. The course was first offered in the summer of 2009. The tour included the visitation of equine ranching operations, breeding facilities, breed associations, veterinary labs, racetracks, and equine rehabilitation labs across Texas during an eight day period. Funding of the tour was solely from the student's tuition fees.

To determine student outcome learning, meetings were held after each tour stop to discuss the relationships between the venues and students, and the contribution that both make to the equine industry. This tour was developed to focus on the stockhorse discipline since Texas is predominately a stockhorse state. At the conclusion of the class, students were asked to write a summary of the eight-day tour and were graded accordingly. Also, the students were required to write thank you letters to all of the places that were visited on the tour. This was implemented to develop the student to industry relationship for future references in the equine industry.

Results and Discussion

In the summer of 2009, 11 students were taken to various equine facilities across the state of Texas. Classification of students attending the tour included 2 freshmen, 2 sophomore, 3 junior, and 4 senior. Majors include criminal justice, two animal science, one pre-veterinary science, three agri-business, one biology, one general agriculture with a teacher certification option, one advertising and graphic design, and one animal science with a teacher certification option.

Final reviews by the students stated that the trip was a success, and 100% stated that they would recommend the course to other students. A general trend that was seen in the summaries was students wanted more diversity in the horse ranches that were visited. Students stated that they would like to see more English discipline farms represented on the tour to accommodate students from that type of background in riding.

In general, students who participated in the Equine Industry Tour have had minimal out-of-class experiences, especially outside of southeast Texas. They further stated that the tour was valuable and opened doors to job opportunities, internships, and future contacts in the equine industry.

Discussion

On hand industry experience is a valuable tool to support on campus classroom discussion. Many students do not understand the magnitude, economic impact, and diversity of the equine industry until they see it firsthand. More data needs to be collected to support this initial course.

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Integrating Equine Students into the Community through Service Learning

Betsy Gamberino

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In the spring of 2009, 15 students enrolled in Equine Behavior and Psychology participated in a community-based-service learning project. The project consisted of students helping an individual from our local community of Ocala, FL with her six-year-old quarter horse gelding as she underwent treatment for a serious medical illness. Their tasks were to manage the care and training of "Hunter" and assist the owner with various day-to-day operations of her 10 acre farm. Specifically, the owner needed: (1) grooming and exercise for her gelding, (2) an appropriate riding program to provide "Hunter" with a solid, basic foundation set of skills, (3) hands on activities of stall cleaning, feeding, mending fence and general farm maintenance, and (4) the satisfaction of developing Hunter's abilities to enhance his marketability.

The project was divided into three phases. The first phase took place prior to the beginning of the spring semester. The CFCC Equine Studies Program Facilitator Dr. Judy Downer, identified the importance of service based learning for our students and suggested the recipient of the students' services. Betsy Gamberino, M.S., instructor of equine studies and science, and I planned the remainder of the project. The second phase dealt with introducing the students to the horse owner and acquainting them with the horse and the property. The formulation of a plan to develop the abilities of "Hunter" and perform farm related jobs was created during this phase. Students were required to work a minimum of 15 hours, record their daily activities, and be reliable participants. Also, a project leader was selected by the students and me to serve as the liaison to report progress and difficulties. The project leader was assigned the responsibilities of communicating with the horse owner, coordinating blacksmith and veterinarian appointments, and coordinating group meetings to report on progress and/or problems. The third phase was an assessment of each student. Students were graded based on their ability to perform their assignments with the horse and at the farm, accuracy and accountability for time on the farm, ease of working with others, and the safe use of tack and equipment. The assessment also included a section for them to suggest changes for future community-based-service learning projects.

The objective of community based service learning is to engage students in "hands on" learning and involvement in their community. They acquire knowledge from classrooms and then devote their time and knowledge to real life situations. This project met the objectives and more. It required the students to strategize and create work schedules. The students used interpersonal skills and worked toward a goal, utilizing team effort. They formed respectable relationships with horse owners in our community and gained respect. Finally, the students involved in this project applied their acquired classroom knowledge into a working environment.

Overall, the students enjoyed interacting with the horse and the horse owners. At times, differences of opinions from the students concerning the best way to handle Hunter were counterproductive and resulted in a lack of progress. Fortunately, these situations forced the students to problem solve and communicate.

A Win: Win Cooperative Arrangement - The Utilization of a Large International Horse Show for Undergraduate Research Projects

Karin D. Bump

Cazenovia College, Cazenovia NY

Faculty members in undergraduate academic offerings are encouraged to create additional undergraduate research experiences (URE) for their students. The incorporation of URE is driven by many factors; one of which is the indication that “undergraduate research opportunities help clarify students’ interest in research and encourage students who hadn’t anticipated graduate studies to alter direction toward a Ph.D.”³. More fundamental educational principles are also drivers of URE and include the notion that undergraduate research “motivates undergraduate students to become independent thinkers, to see themselves as creators of knowledge”⁴. In doing so, the URE can serve to “encourage students to see research writing as the ongoing search for better questions, better answers, and better ways to communicate those answers”¹.

Undergraduate research experiences span the range of elective courses for a small set of students, to fully integrated requirements within a degree program. Aligning with the latter, students pursuing a Bachelor of Professional Studies Degree in Management with a specialization in Equine Business Management at Cazenovia College are required to enroll in a year- long capstone sequence that involves URE with a business and/or marketing focus.

A general challenge facing undergraduate research programs is the “...effective use of available resources...and development of a sustainable program”². In the Equine Business Management specialization at Cazenovia College these challenges translate to finding logistically feasible ways to tap into the equine industry in order to conduct meaningful and ongoing research.

In the early years of the URE sequence in the Cazenovia College Equine Business Management specialization, students would encounter significant struggles identifying useful sites to conduct research, receiving approval from the site to conduct research, incurring expenses to travel to conduct research within the allotted course time frame, collecting the required number of useable surveys (typically 100), and expressing confidence that the population sampled provided a reliable look at the issue under investigation. In responding to this challenge, the professor overseeing the senior capstone courses began searching for appropriate research venues that would make more effective use of the highly limited resources and result in a sustainable URE. The result was the creation of a cooperative arrangement with an annual large international horse show event occurring within 45 minutes of the College campus. This arrangement has been a win: win relationship where students undertake research projects at the event that focus on a business/marketing area of their interest, and at the same time gather useful demographic data for the event organizers.

During each of the previous four years, seniors in the Cazenovia College Equine Business Management specialization have spent five days at the Syracuse Invitational Sporthorse Tournament (SI) conducting research projects. The topics under investigation have included a wide range of subjects—controversial

areas, such as unwanted horses, to more traditional business issues including consumer product preferences and purchasing behaviors. While students develop survey instruments focused on their chosen research topic, they also incorporate questions specific to the needs of SI event management. These questions include demographic characteristics of horse show spectators along with questions designed to capture information about where spectators heard of the event, what motivated them to attend, and whether or not the event had an influence on their views of riders as athletes and the horse industry as a 'real industry'.

Students have benefitted from this cooperative arrangement by being able to plan for data collection at a known site with large industry attendance. While students struggle at times to arrange their schedules to collect data for the better part of the five-day event, there are far fewer struggles than those encountered in the earlier years when the collection sites established by students were accompanied by a host of difficulties in approval, travel, expense, and adequate sampling. The SI event management has benefitted from this cooperative arrangement by gaining access to real information that has been useful in seeking donations, sponsorships, and grants. Furthermore, the year-to-year comparisons of data has provided SI management with an invaluable longitudinal look at spectator demographics and interests that has been used to enhance programming and marketing efforts.

Beyond the benefits to students and the event, an additional benefit has risen; increased positive exposure of the Equine Business Specialization at Cazenovia College to those in the equine industry. The awareness of the academic program has anecdotally risen as a result of student interaction with spectators and industry professionals at the event. In addition, survey respondents are most often impressed with the caliber of the research projects and gain more appreciation for the educational content of the Equine Business Management Specialization at Cazenovia College. This example of a cooperative relationship between industry and academics has served to deflect resource and sustainability challenges identified in the literature and is a relationship readily replicable by other institutions.

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Creating a National Assessment for IHSA: A Collaborative Effort

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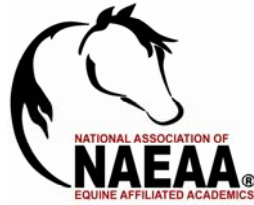
The Intercollegiate Horse Show Association (IHSA) is an organization that allows collegiate riders across the United States and Canada to compete individually and as teams in competition, regardless of skill level. In the past, IHSA's national competition placed emphasis on riding skill sets and excluded demonstration of horsemanship. In order to combine both components into a more holistic view of equitation, IHSA's educational committee began exploring the possibility of assessing competitor's horsemanship knowledge. Students currently in higher education are familiar with technology, and research suggests that student performance on assessments is not affected by computer-based testing (Anakwe, 2008). Online assessments can be used to leverage student ability and preference for using technology while providing instant grading and feedback (Dennik, Wilkinson, & Purcell, 2009). With the introduction of "Scholar", Virginia Tech's version of Sakai, IHSA was given the opportunity to utilize the system to implement their assessment in an online environment. Scholar is an open-source, online-based collaboration and learning environment that easily allows the incorporation of users outside of the university.

The purpose of this poster is to convey the process that the IHSA education committee utilized in order to successfully create and administer a national online assessment. By using Scholar, IHSA has encouraged use of technology across all involved schools and a common body of knowledge. The presenters will cover test creation, support, deployment, successes, and weaknesses of the process. In addition, the presenters will welcome open discussion on IHSA's process in order to better serve the collaborative process employed in future assessment creation.

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- Help members do business more cost effectively and efficiently
- Conduct valuable research beyond the capacity of individual companies
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- Encourage and nurture interest in equestrian activities in the United States
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Phone: (859) 252-8648

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GreatBrewers.com has a mission of bridging the gap between the world’s great brewers and the consumers who enjoy their products, with a paramount focus on education and on enhancing beer distribution practices through the sharing of information. GreatBrewers.com has rapidly become a favorite source for beer information and education, joining pioneering websites as one of the internet's most popular beer destinations (GreatBrewers.com).



Named one of "America's Best Colleges" by *U.S. News & World Report*, Cazenovia College, located in Cazenovia, New York, is an old and storied institution. Founded in 1824, the College has operated at its original site in the Village of Cazenovia for over 185 years. In recent years, Cazenovia College has seen persistent and meaningful change as it continues to establish itself as a leader in higher education. As an undergraduate baccalaureate college, Cazenovia College creates educational experiences that are individualized for students, matching skill sets with available programs and co-curricular offerings. This individualized approach to the educational experience is what sets Cazenovia College apart from others. Throughout its long history, the College has embraced Student Success as its primary mission and will continue to be a community focused on learning, nourished by diversity, and strengthened by integrity (Cazenovia.edu).



The Empire State Food and Agricultural Leadership Institute

CULTIVATING NEW LEADERS FOR THE FOOD & AGRICULTURAL INDUSTRY

The mission of LEAD New York is to inspire and develop leaders for the food and agricultural industry. It is a unique program that emphasizes the development of communication and leadership skills, studies public policymaking, enhances issue evaluation and problem-solving techniques, and provides networking connections that can prove valuable for years to come.

LEAD New York, a two-year program of seminars, workshops and field travel, is for committed individuals who wish to step up and make a difference in our state's food and agricultural industry. Our alumni include growers, lenders, shippers, retailers, educators, marketers, consultants and others just like you. Contact information: LEAD NY, Department of Education, Cornell University, 433 Kennedy Hall, Ithaca, NY 14853. Main Office: (607) 255-2207



Our Mission:

The National Association of Equine Affiliated Academics encourages and facilitates increased cooperation and information sharing on a national and international level between colleges and universities with programs in the equine discipline.

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