



WILLIAM WOODS
UNIVERSITY

EQA Annual Assessment 2021-2022

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Annual Assessment 2021-2022

Equestrian Administration

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Equestrian Studies division is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Student Majors	Student Minors
2020-2021	24	17
2021-2022	18	15

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

NA

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

NA

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

As a unique program, the Equine Administration major draws students with many different skills and many different career goals. As a department we look at students who persist in any one of the equestrian majors as a success as well as students who enter the university as equestrian majors and persist as majors in another department. It is important that these students are tracked as the overwhelming majority of our student all begin as Equestrian Science majors. It is challenging to help incoming students understand the reality of what it takes to be successful as an equestrian science major until they have the opportunity to explore what the equine industry has to offer. Much of this "career counseling" occurs during EQU 111 Introduction to the Horse Industry taken their first or second semester at WWU. At this point some students decide that an Equine Administration or Equestrian General Studies major is more suited to their career goals.

We are now two solid years into significant curricular changes in the EQA major. While no longer lining up well with a business major or minor, the students seem to be overall more satisfied with coursework that is more specific to their

major (EQU 206 Equine Entrepreneurship replacing BUS 206 Entrepreneurship and Equestrian Communication replacing Business Communication). Assessment artifacts from these classes will be built into future annual assessment reports.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?
40.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group? Is the program seeking accreditation? If no, why?

There is not currently an accrediting body for equestrian programs at this time. However, we have remained active with the National Association of Equine Affiliated Academics and this organization is moving toward development of national standards.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Our Equestrian View Book has been recently updated and revised to reflect changes in personnel but will need to be revisited this summer with additional staffing changes and the completion of the Center for Equine Medicine. This has improved clarity of program offerings for prospective students. We need to continue to promote EQA as a valuable option for a student who wants employment in the equine industry that isn't riding/training based.

Marketing Material

011108_EQS_Viewbook_2020_proof.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
EQA 2019.4	Apply principles of efficient equine facility management
EQA 2019.5	Demonstrate effective leadership and supervisory skills
EQS 2019.1	Analyze ethical issues and industry characteristics of the equine industry
EQS 2019.2	Understand the theories and processes of equine management
EQS 2019.3	Develop communication and managerial strategies for the equine industry

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

The equestrian programs fully incorporate the institutional objectives although not in a formal manner. Examples include:

WWU 1--Equestrian majors complete a wide variety of industry related competencies that are both practical and theoretical in nature. The extensive proficiency testing sequence for sophomores, and the senior capstone portfolio and accompanying showcase project provide substantive evidence of major field competence.

WWU 2--Equestrian majors and minors work in groups large and small. They work with individuals who have both different backgrounds and different ideas on a daily basis and must rely on teamwork and cooperation to keep everyone safe in the stables. Honesty and ethical decision making are fully integrated into the curriculum of the practicum and applied courses as well as academically investigated and analyzed in our "industry issues" courses.

WWU 3--Individual decision making and an understanding of one's own skills and ability (the ability to self-assess) is paramount for an equestrian major. While some may not align this concept with "self-liberation" it is a strong component of the equestrian majors/minors.

WWU 4--Equestrian students are challenged to learn to investigate and explore all facets of the equine industry. Faculty model the lifelong learner approach as they remain active as a student of the industry themselves. Students are challenged to get critical feedback through challenging internships and summer jobs, clinics, horse shows and other learning opportunities.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours) Students are challenged to consider multiple viewpoints, analyze courses and synthesize information related to the field throughout their program of study.
- Ethical Reasoning (3 credit hours) Equestrian students regularly consider ethical problems both in class and in practical experiences both on and off campus. They examine the role of conflict and competing interests and use a variety of models or theories related to ethical reasoning in solving or approaching moral dilemmas related the equine industry.
- Meaning (3 credit hours) Students are required to analyze texts and identify central themes and interpret underlying meaning using discipline and industry topics in multiple courses.

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

Creative Expression: (12 credit hours)

- Communication (9 credit hours) Students develop and practice communicating through written and oral formats related to the field.
- Fine & Performing Arts (3 credit hours) Students examine products of human creativity through the observation and analysis of creative works related to the horse.

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.
- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours) Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.

- Diversity (3 credit hours) Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.
- Historical Perspective (6 credit hours) Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Equine Administration

	ACC 240	COM 324	EQA 205	EQA 320	EQA 312	EQA 395	EQU 101	EQU 111	EQU 117	EQU 118
EQA 2019.4 Apply principles of efficient equine facility management	I		I, A	R		M, A	I	I	I	I
EQA 2019.5 Demonstrate effective leadership and supervisory skills		R	I	R		M, A				
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry			I				I	I		
EQS 2019.2 Understand the theories and processes of equine management			I			R			I, A	I, A
EQS 2019.3 Develop communication and managerial strategies for the equine industry		R		R, A	R	M, R	I			

	EQU 202	EQU 201	EQU 221	EQU 391	EQU 402	EQU 403	EQU 405	EQU 415	SPR	EQR XXX
EQA 2019.4 Apply principles of efficient equine facility management		R	R, I, A	R		R	M, A	M, A	R	R
EQA 2019.5 Demonstrate effective leadership and supervisory skills	I	R		R	M	R	R	M, A	R	
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry					R	M, A	M	M, A	R	

EQS 2019.2 Understand the theories and processes of equine management		R, A	R	M, A		R		M, A	A	R
EQS 2019.3 Develop communication and managerial strategies for the equine industry	I	R	R	R	R	M, A	R	M, A	A	R

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

The equestrian majors have had a series of major curriculum changes that required an overhauled assessment plan and curriculum map. Students were struggling to find meaningful connections between non-equestrian required coursework and their EQA major. Very few assignments were represented in senior portfolios from non-equestrian coursework and designated even EQA courses. EQA students increasing felt as if most of their classes were not housed within the equestrian department and they were correct. With EQA numbers falling and our senior EQA portfolios demonstrating a weaker connection between the assignments and the program objectives, a two-year process was started. This year brings significant changes in the EQA classes. While we continue to require six credit hours outside of the major (ACC 240 Principles of Accounting and COM 324 Equine Video Production), the rest of the coursework rests within the School of Equestrian Studies rather than communications and business. The changes will help to strengthen student's command of the discipline and give them more time working with and being mentored by equestrian faculty. In addition, EQA students have joined EQS and EQGS seniors in a combined seminar course. They begin their coursework together in EQU 101 and finish together in EQU 403.

Assessment Findings

Assessment Findings for the Assessment Measure level for Equine Administration

Standard/Outcome				
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry				
Assessment Measures				
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 85% of students earn 70% or above on the business analysis/Pitfalls Project been met yet? Met	F21 100% (6/6) earned scores of 70% or above S22 100% (8/8) earned scores of 70% or above	EQU_403_F21_Pitfalls_Project_Business_Analysis.png EQU_403_S22_Pitfalls_Business_Analysis_Project.png	
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 21 100% (6/6) met benchmark	Objective_1_F21.docx	

Standard/Outcome				
EQS 2019.2 Understand the theories and processes of equine management				
Assessment Measures				
EQU 117				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn benchmark scores of 70% or better on the Drugs and Medications worksheet been met yet? Met	85% (11/13) made benchmark scores	EQU_117_Drugs_and_Meds_worksheet_S22.jpg	
EQU 118				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earned benchmark scores of 70% or better on the Equine Welfare Webinar assignment been met yet? Met	86% (11/13) earned benchmark scores	EQU_118_Welfare_Webinar_S22.jpg	

EQU 201				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	F21 80% (8/10) met benchmark of 73% for average horse keeping scores S 22 92% (13/14) earned benchmark scores Total 87% (21/24) earned benchmarks scores	EQU_201_Practical_Horse_Keeping_Scores.jpg EQU_201_Keeper1WeeklyScores_Spring_22_Assessment_Met.docx	

EQU 391				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	F21 100% of students (6/6) with an average practical horse keeping score of 73% or above S 22 83% (5/6) earned benchmark scores Total 91% (11/12) met benchmark for the academic year.	EQU_391_Practical_Horse_Keeping_Scores.jpg EQU_391_Keeper2WeeklyScores_Spring_22Assessment_NotMet.docx	

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	F21 100% of students (6/6) earned a 70% or above for the portfolio objective submission Objective #2 CORE	Objective_2_F21.docx	

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Written Exam	Has the criterion 85% of students earn passing scores on the proficiency written exam (current benchmark is 90%) been met yet? Met	100% (7/7) earned adjusted passing scores on the proficiency exam	proficiency_workbook_current.xlsx	

Standard/Outcome
EQS 2019.3 Develop communication and managerial strategies for the equine industry

Assessment Measures

EQA 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn scores of 70% on the Event Management Portfolio been met yet? Met	F21 92% (12/13) earned 70% or better on the Event Management Portfolio assignment	EQA_320_F21_Event_Management_Portfolio.png	

EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earn 70% or above on the self-promotion video been met yet? Met	F21 100 (6/6) earned benchmark scores of 70% or above on the self-promotion video S22 100% (8/8) earned benchmark scores of 70% or above on the self-promotion video	EQU_403_F21_Self_Promotion_Video.png EQU_403_S22_Self_Promotion_Video.png	
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	F 21 100% (2/2) earned benchmark scores	Objective_3.docx	
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Interview	Has the criterion 85% of EQA students earn passing scores on the EQA proficiency interviews (current benchmark is 83%) been met yet? Met	85% (6/7) earned passing scores on the proficiency exam	proficiency_workbook_current.xlsx	

Standard/Outcome				
EQA 2019.4 Apply principles of efficient equine facility management				
Assessment Measures				
EQA 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Forum Post Assignment--85% of students earn a score of 70% or better on the assignment been met yet? Not met	Fall 21 100% (4/4) of students earned a 70% or higher on the forum post assignment Spring 22 67% (8/12) earned benchmark scores Total 75% (12/16) earned benchmark scores for the academic year	F21_Track_EQA_205_Forum_Post_Assessment_Document.docx S22_Track_EQA_205_Forum_Post_Assessment_Document.docx	

EQA 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% earn higher than 73% or above on the had the assignment, "Quality Control Handbook" been met yet? Met	F21 100% (3/3) earned benchmark scores of 73% or higher	F21_Track_EQA_395_Quality_Control_Handbook_Assessment_Data.docx	
EQU 221				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on the Stable Management Barn Plan assignment been met yet? Not met	F21 83% (10/12 students) earned a 70% or higher on their stable management final barn project S22 83% (5/6 students) earned benchmark scores Total 83% (15/18) earned benchmark scores for 21-22	EQU_221_Stable_Management_Barn_Plan_F21.jpg EQU_221_Barn_Project_Spring_22Assessment_Not Met.docx	
EQU 405				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or above on the Business Plan been met yet?	No business plan submitted this year		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	F 21 100% (2/2) EQA students earned benchmark scores	Objective_4_F21.docx	

Standard/Outcome EQA 2019.5 Demonstrate effective leadership and supervisory skills				
Assessment Measures				
EQA 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 85% earn higher than 73% or above on the "Client Management Scenarios" been met yet? Met	F21 100% (3/3) earned benchmark scores of 73% or higher	F21_Track__EQA_395_Client_Management_Scenarios_Assessment_Document.docx	
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Not met	F 21 50% (1/2) earned benchmark scores on objective 5F	EQU__415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_2122_Objective_5.pdf	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students in the equestrian programs complete their proficiency test sequences in the fall and in the spring semester. Fall test days and times fall in the evenings and on weekends as there are no official student performance dates in the fall on the academic calendar. Spring test dates align with University wide student performance review dates. Students declare their intent to test the semester prior and continue to declare through the first month of the semester of the test dates. The students are provided the test bank (a question bank of approximately 200 questions from EQU 111, EQU 117, EQU 118 and EQU 221), the interview rubrics (EQA, EQGS, EQS) and the applied riding rubrics (EQS only). Multiple study sessions were offered by faculty for all phases of the test for all majors. Attendance at the study session this year was very light. During the review days, the written test is taken by all proficiency candidates--proctored by two faculty members and scored by three faculty. Each missed question is reviewed again by multiple faculty members. Interviews are conducted by two faculty assessors (EQS by faculty who are subject matter experts in the riding disciplines). The assessors score independently using rubrics developed by the School of Equestrian Studies and supplied to the students at the beginning of the semester. The benchmark for passing the written test is 90% (this year we omitted two questions in which the majority of students had misinterpreted the intent of the question rather than misidentifying the answer) and

the interview at 83%. The applied riding test is assessed by the applied riding instructor and one outside, professionally qualified judge. The rubric and patterns/courses are supplied to the students in advance and multiple practice sessions outside of class offered by faculty. The applied riding rubric requires that student is scored "pass" on 100% of the compulsory skills and earn a pass rate of 83% on the rest of the skills on the rubric. This accommodates minor and sometimes even moderate errors. All skills are sophomore level in nature and scored as pass or fail. We continue to struggle with students who have not adequately prepared for the test sequence and plan to fail and then repeat. While the students who are prepared and take the testing seriously tend to have no issues passing, many admit afterward that they didn't do anything but sign up to take the test. We plan to require attendance at a minimum of one study session before they can sit for the written exam, one practice interview before they can complete a proficiency interview and attend one applied riding practice before riding the test. The test sequence itself is so labor intensive for faculty, the horses and the facility that we need to find a way to minimize repeat testers when possible.

Students not taking proficiencies are required to attend portfolio/showcase workshops that move them through the process of collecting artifacts aligned to the program objectives. This year we also offered additional optional sessions by student request on horse health and careers and internships. Both non-required events were very lightly attended in spite of the requests from students.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

EQS__EQA__EQGS_Student_Performance_Day_Schedule_S22.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Equestrian Students had the option of self-selecting to present at the senior creative symposium and while initially they did not submit their work, eventually faculty persuaded them to present. The School of Equestrian Studies was well represented at this two-night event. In addition--to fulfill the University requirement that all graduating seniors present academic work to the campus community, equestrian seniors participated in the senior poster session. During this multi-discipline event the seniors presented and answered questions about their selected academic work presented in a conference poster session format. Students were scored by the instructor of the capstone senior courses (EQU 403) during this event. The selection of academic work suitable for a poster session format pushed students to select content that was engaging and dynamic even in a static poster. Many equestrian students incorporated QR codes so that smart phone participants would be able to view websites, video content and photo galleries.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

While not a formal component embedded in syllabi, the equestrian program continued a long history of service to the equestrian community during the 21-22 academic year. In addition to hosting multiple on campus opportunities open to the public (clinics and horse shows), the equestrian program hosted both the Northeast District FFA Horse Judging contest and the Missouri State 4-H Horse judging contest in April. These contests are extremely labor intensive for students and faculty as well as the support staff for the equestrian complex. Our enthusiasm for supporting all aspects of youth education in the equestrian field has kept WWU as the one of the primary higher education supporters of 4-H and FFA in the state. We also sponsored the equine science and equine entrepreneurship FFA proficiency awards again this year. They are presented to the highest achieving FFA students in specific areas at their annual convention.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Friday, August 20, 2021

10:00:00 AM - MAJOR MEET-UP: The Academic Equestrian: The Transition from the Private Sector to an Educational Setting - See list below for locations. Meet up with your major and put on your thinking cap. The Academic Equestrian: The Transition from the Private Sector to an Educational Setting School of Equestrian Studies: Ivy Room (Tucker Dining Hall Lower Level) (#35 on campus map) Equestrian Science, Equine Administration, Equine General Studies

5:00:00 PM - The Joys and Disappointments of having Ducks at William Woods University - Come and get to know your feathered friends. I will tell you what breed each duck is and a little about the different breeds. I will also discuss the problems I have had with the snapping turtles and the foxes. I will also tell you what treats you can feed the ducks.

Dulany Auditorium

Lampe, Gayle - **1 point(s)**

Friday, September 3, 2021

2:00:00 PM - Meet the WWU Horse--EQA First Friday Event - EQA 320 Equine Event Management Students invite you to swing by the stables to meet a few of our horses and learn more about their breed, career and special skills. Come to the metal horse sculpture to pick up your map to each horse. First year students--bring a non-equestrian friend! You must visit all four selected horses to receive your lead point. Cards will be scanned at the welcome station by the horse sculpture.

EQS classroom

Petterson, Jennifer - **1 point(s)**

Friday, October 1, 2021

2:00:00 PM - Horse Breeds 101 - Presented by the Equine Event Management class, join us for 45 minutes of learning about the breeds of horses living at William Woods. The information and horses will be presented by equestrian students.

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Sunday, October 3, 2021

8:00:00 AM - William Woods Fall Derby - Come out and watch William Woods Annual Fall Derby on our cross-country course! There will be many hard-working competitors, breakfast, and more! LEAD students must sign in (8:30 to 3:30), stay for at least one hour, sign out and get their LEAD cards scanned for LEAD credit.

Cross Country Field

Kamera Brown Allen - **1 point(s)**

Sunday, October 3, 2021

4:00:00 PM - CAB + Hunter/Jumper Pizza Party! - The 18th Annual Hunter Derby is open to all students and faculty to attend, and CAB is hosting a Pizza Party afterwards for Competitors, Students, Guests and Faculty to join us for a Pizza Party to celebrate the first show in 8 years!

Hunter Barn

Kamera Brown Allen - **0.5 point(s)**

Sunday, October 3, 2021

6:00:00 PM - A Knight's Tale - The telling of a medieval story with a soundtrack of classic rock. This 2001 movie is the story of a low born serf who impersonates a knight and becomes a jousting champion. (132 minutes)

Dulany Auditorium

Laura Ward - **1 point(s)**

Friday, October 22, 2021

6:00:00 PM - Parade of Disciplines - The WWU School of Equestrian Studies presents a demonstration of the four disciplines of riding taught at William Woods. Student riders and horses will be shown in clinic and in show attire and grooming. Join our Equestrian Showcase Weekend guests and learn about our wonderful students and horses. LEAD participants are asked to leave our reserved seating area for our guests.

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Friday, October 22, 2021

7:00:00 PM - Equestrian Showcase Weekend Barn Party - The Equine Event Management class invites you to spend time interacting with our current equestrian clubs, students, faculty and our guests attending Equestrian Showcase Weekend at the stables. Each barn will feature club displays and equestrian students to introduce you to featured horses. The barn party takes place in all of the different buildings at the stables, so closed toed shoes would be most appropriate.

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Wednesday, October 27, 2021

6:00:00 PM - Out of Hell - Guest Speaker: April Teel will share a story of tragedy meeting triumph, of certain death meeting a new life. A survival story of a woman molested, beaten, trafficked, raped, abused, and nearly killed on many occasions. You would think that is where her story would end, but it was where it all began.

Cutlip Auditorium

Kamera Brown Allen - **1 point(s)**

Thursday, October 28, 2021

7:00:00 PM - Paddock Club's Haunted Tack Room Contest and Trick or Treat at the Stables - Grab a costume and check out the annual Haunted Tack Room contest at the WWU Stables. The winning barn takes our traveling trophy for the year! Trick or treat as you make your way around the barns--prizes for best costumes and special gifts for kids! Paddock Club encourages faculty and staff to bring their families for a "pre-Halloween" evening at the barn.

UPHA Arena

Petterson, Jennifer - **0.5 point(s)**

Friday, November 12, 2021

12:00:00 PM - Opening an Equine Assisted Therapy Facility - Equestrian Senior Seminar student Kirstyn Eckhoff presents on the criteria and equipment needed to open and run an equine assisted therapy facility. There will also be a brief presentation on her project, and its importance to other equine assisted therapy majors. For LEAD credit, a brief survey will be completed at the beginning of the event, as well as a short Kahoot at the end.

Burton 006

Laura Ward - **1 point(s)**

Wednesday, November 17, 2021

4:00:00 PM - A Sunday Horse - I will show a movie about a young rider who after a near fatal accident defies all odds to chase her dreams of competing in a national horse jumping championship. This is inspired by a true story. The film is one hour and fifty minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Friday, November 19, 2021

12:00:00 PM - PATH Certification and Horse Selection for Equine Assisted Therapy Centers - Equine Senior Seminar Student Kirstyn Eckhoff will present over what it takes to become a PATH certified instructor for equine assisted therapy facilities. There will also be information regarding how to select quality horses for an equine assisted therapy program. A Kahoot will conclude the presentation, with a candy prize for the winners!

Burton 006

Laura Ward - **1 point(s)**

Sunday, November 21, 2021

12:30:00 PM - Alan Clanton- A Day in the Life of an Arabian Horse Trainer - On the backs of Arabian horses since he was five years old, Texas native Alan Clanton has built his reputation by working hard, competing successfully in the show ring and by learning from some of the most notable names in the industry. Throughout his career, Alan has earned numerous US and Canadian National Awards, as well as multiple regional titles in all the major disciplines, including hunter, western, English, show hack, driving, costume, reining and halter. Learn what it's like to spend a day in the life of Alan and have a Q & A about the ins of outs of the horse training industry.

UPHA Arena

Liz Haben - **1 point(s)**

Wednesday, December 1, 2021

6:00:00 PM - LOCATION CHANGED! Everything You Wanted to Know About Being a Horse Show Secretary but Were Afraid to Ask - WWU Alum Sandy Backer is a successful horse show secretary. She will discuss her journey to this career after graduating from William Woods. In depth discussion topics will include the MOS (Majority Opinion System) as it pertains to judging horse shows, horse show entry details and rules and regulations from the perspective of a horse show secretary.

EQS classroom

Track, Sarah - **1 point(s)**

Friday, December 3, 2021

3:00:00 PM - Paddock Club Team Invitational - Join us for the first annual Paddock Club Team Invitational! Student riders from all four disciplines and one student coach will compete for the Championship. Lead participants need to be present for whole event for credit. This event will end between 4:30 and 5:00 pm.

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Tuesday, December 7, 2021

4:00:00 PM - Harnessing Accessibility and Inclusion of Persons with Disabilities who Ride Horses - Showing of a webinar hosted by the United States Equestrian Federation about helping people with disabilities to better be able to ride horses. This event supports the WWU Diversity and Inclusion initiative.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Tuesday, January 11, 2022

3:30:00 PM - The Best of Enemies (a film) - This is a true story about school desegregation in North Carolina in 1971. The story centers around an unlikely relationship between Ann Atwater, a civil rights activist, and C.P. Ellis, a Ku Klux Klan leader. This 2hours and 12 minutes film is very educational. This event supports the WWU Diversity and Inclusion initiative.

Dulany Auditorium

Lampe, Gayle - **1 point(s)**

Thursday, January 13, 2022

4:00:00 PM - Arsenic and Old Lace (a movie) - This black and white movie with Cary Grant made in 1944 is one of the funniest movies ever made. It is still very entertaining today even though it was made many years ago. Come and enjoy 112 minutes of a very funny and crazy situation about two old adorable spinsters who murder the men who come to live in their boarding house.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Tuesday, January 18, 2022

3:00:00 PM - Community Conversations: Horses in Black Communities - This is a United States Equestrian Federation webinar about Diversity, Equality, and Inclusion. It is Community Conversations about Horses in Black Communities. This event supports the WWU Diversity and Inclusion initiative. It will last about 50 minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Thursday, January 20, 2022

5:00:00 PM - North by Northwest: a film - This Alfred Hitchcock suspense thriller made in 1950s is still one of the best suspense movies of all times. It is a classic starring, Cary Grant. It is a "must see"! It is in color and runs 156 minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Sunday, January 23, 2022

6:00:00 PM - Dark Horse: A Movie - Set in Wales, "Dark Horse" is the inspirational true story of a group of friends who decide to take on the elite sport of kings and breed a racehorse. The horse suffers a near fatal accident but returns to the track for a heart-stopping comeback.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Monday, January 24, 2022

11:00:00 AM - Diversity, equity and inclusion Community Conversations Part II - I will show the second half of the United States Equestrian Federation webinar on diversity, equity and inclusion in the equestrian world. The information in this webinar is good for any group of people, not only equestrians. This event supports the WWU Diversity and Inclusion initiative, and it will last about 45 minutes. If you attended the first one, you could get a LEAD point for this one, too. This is the second half of the first one.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Thursday, January 27, 2022

5:00:00 PM - "The Philadelphia Story" A Movie - Come watch this classic black and white movie made in 1941. You will see three of the greatest actors of all time, Cary Grant, Katharine Hepburn, and James Stewart. Come and enjoy yet another Cary Grant movie with me! Running time is 112 minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Sunday, January 30, 2022

5:00:00 PM - Elvis: That's the Way It Is (a movie) - Come see this documentary of Elvis Presley. You will see rehearsals and backstage happenings at his sold-out show in Las Vegas in 1970. You will hear dozens of his songs. This will be an hour and fifteen-minute performance.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Monday, January 31, 2022

3:45:00 PM - Harnessing Accessibility and Inclusion of persons with Disabilities who Ride Horses, Part II - Come and watch this webinar put on by the United States Equestrian Federation about how to include people with disabilities in the horse world. This is part II of the webinar I showed last fall. If you attended that one you can still get a point for coming to this one. It will last about 50 minutes. This event supports the WWU Diversity and Inclusion Initiative.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Sunday, February 6, 2022

4:00:00 PM - An Affair To Remember (a movie) - Come watch my favorite Cary Grant movie also starring Deborah Kerr. This is a classic love story. It lasts 2 hours and fourteen minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Tuesday, February 8, 2022

6:00:00 PM - The American System of Forward Riding by Bernie Traurig. (a DVD) - Bernie Traurig is coming to William Woods to conduct a hunt seat clinic at the end of this month. He is known for his international success in show jumping, dressage, and eventing as well as his coaching skills. Come learn about his teaching style and be better prepared for his upcoming clinic.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Wednesday, February 9, 2022

6:00:00 PM - Introduction to the BEAMER Blanket - Description and demonstration of the application of the BEAMER blanket system as it applies to the performance horse. Jane McClaren BEAMER representative will speak about this equine therapy system.

UPHA Arena

Track, Sarah - **1 point(s)**

Saturday, February 12, 2022

6:00:00 PM - Kendra Weis & Jeff Greaves Q&A - Listen to two of the top trainers and judges within the American Quarter Horse Association discuss how they got to do what they do for a living. Bring your top questions that you may want to know about the day in a life of a trainer or a horse show judge. Kendra Weis is a William Woods alum, and trainer of AQHA Super Horse Snap Krackle Pop! Limited seating. This event is in conjunction with a clinic that Weis and Greaves are giving earlier in the day in UPHA arena. All clinic participants will be seated first before seating is then given away to LEAD participants.

Dulany Auditorium

Liz Haben - **1 point(s)**

Tuesday, February 15, 2022

5:00:00 PM - What is a Ringmaster? - Jerome Parker will talk about what he does when he is a ringmaster at a horse show. When you judge a horse show it is extremely important to have a knowledgeable and capable person in the ring with you, and Jerome is the very best!!!

Dulany Auditorium

Lampe, Gayle - **1 point(s)**

Wednesday, February 16, 2022

4:30:00 PM - Third Generation Black Horseman - Jerome Parker will talk to us about what his black grandfather and uncles had to go through to become such successful horse trainers of mostly Morgans and Saddlebreds. He will talk about how things have changed over the years and how he feels accepted in the horse world today. I am so lucky to call this wonderful man my friend. Please come meet him! This event supports the WWU Diversity and Inclusion initiative.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Tuesday, February 22, 2022

3:00:00 PM - Operation Petticoat (a movie) - Come watch Cary Grant and Tony Curtis in this hilarious comedy on the high seas. This is a fun and funny movie, nothing serious! Running time is 122 minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Monday, February 28, 2022

6:00:00 PM - Mental Strategies for Equestrian Competition - Learn how EQ faculty mentally prepare, perform and evaluate themselves and their horses to achieve peak performance in competition. The panel will be moderated by student leadership from Paddock Club and be question and answer style. The discussion is appropriate for athletes of all kinds and anyone looking to prepare for performance events.

Ivy Room

Petterson, Jennifer - **1 point(s)**

Tuesday, March 1, 2022

4:00:00 PM - Controls of the Horse (leg aids) by Bernie Traurig - Bernie Traurig is coming to William Woods to conduct a hunt seat clinic at the end of the month. Here is an example of his teaching style and what he will want you to know. After viewing this DVD, you will be much better prepared to watch and/or ride in his clinic. I will also show a brief film of him jumping a course in Germany.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Tuesday, March 15, 2022

4:00:00 PM - That Touch of Mink (a film) - Come watch two of Hollywood's most beloved stars from the 1960s, Cary Grant and Doris Day. I'm sure you will enjoy this old-fashioned romantic comedy. This film is in color and lasts 99 minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Saturday, March 19, 2022

8:00:00 AM - WWU Completely Relaxed Spring Schooling Dressage Show - The William Woods University Completely Relaxed Spring Dressage Schooling Show is hosted by the WWU Dressage Club. This is a schooling event with a relaxed atmosphere. Clinic attire welcome, braiding not necessary. Judged by Heidi Williams, "L", Platte City, MO.

UPHA Arena

Bailey McCallum - **1 point(s)**

Thursday, March 24, 2022

1:00:00 PM - The Mallard Duck and the Pekin Duck - Come learn about the two most common breeds of ducks in the United States. After I talk to you, we will go down to the lake to meet and feed Jayne, our own Pekin, and Jeremy, our own Mallard. This is a new event so everyone can get a LEAD point. It will last no longer than 50 minutes.

Dulany Auditorium

Lampe, Gayle - **1 point(s)**

Friday, March 25, 2022

7:00:00 PM - Bernie Traurig - Founder of Equestrian Coach.com Bernie represented the United States Equestrian Team both at home and abroad on many occasions and reached the top of the sport in all 3 of the International Equestrian Olympic disciplines: Show Jumping, Dressage, and Eventing.

Cutlip Auditorium

Kamera Brown Allen - **1 point(s)**

Monday, March 28, 2022

6:00:00 PM - Recovery and Rehabilitation of Animals--Practitioner and Patient Perspectives - What are some of the challenges in helping animals recover from illness or injury? Join Paddock Club for a Q and A session with University Veterinarian Dr. Schiltz and EQS faculty members about the challenges rehabilitating animals after a severe illness or injury. This discussion will not be limited to just horses, so bring all of your animal recovery questions!

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Friday, April 1, 2022

7:00:00 PM - Robert Jacobs - Licensed Hunter/Jumper Equestrian trainer, judge, and clinician based in Seattle, Washington. This event taking place in the EQS Large Classroom

EQS classroom

Kamera Brown Allen - **1 point(s)**

Saturday, April 2, 2022

8:00:00 AM - Hunter/Jumper Spring Show! - Come across the street and support your Hunter/Jumper Equestrian friends in our very own home spring show! Come watch some Hunter rounds in the morning or some Jumper rounds in the afternoon. Starting at 8 AM in UPHA and running all day with a break for lunch, come for at least an hour and get a LEAD point. Come get a unique WWU experience and support your favorite friend or horse!

UPHA Arena

Kamera Brown Allen - **1 point(s)**

Monday, April 11, 2022

5:00:00 PM - Let's walk the new trail! - Meet me down by the sand volleyball court by Junior lake at 5:pm. We will walk the new trail AND walk around the equestrian cross-country course for around 40 minutes, and then we will pick up some twigs and small branches that have fallen on campus for about 10 minutes. Come and enjoy the new addition to campus and help beautify the campus, too. This will be worth 1 point, but you must do both things!!

WWU Walking Trail Head/By Sand Volleyball Court Near Aldridge

Lampe, Gayle - **1 point(s)**

Thursday, April 14, 2022

6:30:00 PM - Paddock Club Equestrian Olympics - Gather some friends and participate in teams of five in Paddock Club's version of the barn Olympics! LEAD credit can be received by either participating on a team or by watching the fun. To enter your team of five, have one member email jennie.petterson@williamwoods.edu for a google link to the entry form. The winning team receives an award, and a special prize will be awarded to the "best dressed" team. While no horses will be used in the competition, closed toed shoes are recommended for participants. The event is limited to the first five teams to sign up, but spectator seating/viewing is unlimited!

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Sunday, April 17, 2022

5:00:00 PM - "Walk Don't Run" A Movie - Come watch the last movie Cary Grant made. This 1966 movie is in color and is a comedy which is fitting for Grant's dapper and debonair style. It runs for 113 minutes.

Library Auditorium

Lampe, Gayle - **1 point(s)**

Monday, April 18, 2022

5:00:00 PM - Bocce 101 with Special Olympics Missouri's Bocce Unified Doubles Team - Fulton Special Olympics is proud to be sending three individuals to Orlando, Florida in June for the USA Games. Join Fulton athlete Joey Garrard and Unified Partner Jennie Petterson to learn how to play bocce. You'll start by learning about the mission and purpose of Special Olympics and the USA Games. Then after a little bit of bocce education, you'll have the chance to "roll" for yourself. To receive LEAD credit, you need to attend the entire event--both presentation and then live play. You'll receive a number when you arrive and then you'll submit your number to be scanned at the end.

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Tuesday, April 19, 2022

6:00:00 PM - Woods Talks - A Symposium for Scholarship and Creative Activity - Senior students have the opportunity to speak about the senior projects that they have been working on in their courses. The senior with the highest score will receive the Outstanding Senior Symposium Presentation Award.

Cutlip Auditorium

Track, Sarah - **1 point(s)**

Wednesday, April 20, 2022

6:00:00 PM - Woods Talks - Symposium on Research, Scholarship and Creative Activity - Senior students have the opportunity to speak about the senior projects that they have been working on in their courses. The senior with the highest score will receive the Outstanding Senior Symposium Presentation Award

Cutlip Auditorium

Track, Sarah - **1 point(s)**

Thursday, April 21, 2022

12:30:00 PM - Senior Poster Presentations - Senior students from a variety of majors will be presenting their senior projects in poster and digital formats. Students attending the event for LEAD credit will need to visit a minimum of six presenters representing at least two different disciplines and fill out a reflection form. The event is set up so that students will be presenting the entire hour, but please allow at least 30 minutes to visit six for LEAD credit.

Anderson Arena

Petterson, Jennifer - **1 point(s)**

Saturday, April 23, 2022

8:00:00 AM - Western Horse Show - Come and watch the Spring Western Club Horse Show at William Woods! Audit for one hour to learn more about horse shows. The show will run from 8:00 am until about 5:00 pm on Saturday with the World Show judge, Cindy Chilton-Moore, judging on Saturday.

UPHA Arena

Liz Haben - **1 point(s)**

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

2021 Pinto World Championships Tulsa, Oklahoma

Winner--Best Display (stall set up) at the Pinto World Championships sponsored by Stateline Tack

6x Amateur World Champion and 2x Amateur Reserve World Champion Brittnee Meats and WWU's WV Kyss of Fame—
Highpoint Amateur All-Around Pleasure Type Pinto

Amateur World Champion and multiple top ten award winner Sam Gleason and WWU's Heza Hershey Bar

Amateur Reserve World Champion and multiple top ten award winner Olivia Veragen and WWU's Jazzy San Pep

Open Top Five and Top Ten award winner Liz Pemberton and WWU's WV Kyss of Fame

Breyer Model of the Year Marc of Charm--American Saddlebred Reveal Drill Team

Student Riders: Jamie Johnson, Grace McFarland, Emily Rhodes, Ashley Jeppesen, Tyler Hodgkins, Grant Hooper, Faith Sorum and Devin Sell

Students Assistants: Tatiana Miller, Haylee Sheldon and Amy Luppino

Paddock Club Team Invitational Champion Team

Student Coach Jessica Kidd

Student Riders: Melanie Norby, Heather Klopp, Olivia Veragen and Taylor Thompson

St. Louis National Charity Horse Show Lake Saint Louis

Reserve Grand Champion Tyler Hodgkins and WWU's Gridded Grand Guard

2 Top Three placings Grant Hooper and WWU's Nut Job

4th Faith Sorum and WWU's A Sharp Temper

USEF Emerging Athletes Program

Graduate Student Leslie Reynolds one of five selected to attend a national training session in Ohio out of 200 applicants.

2021 Color Congress Tulsa, Oklahoma

19 Congress Championships, multiple Top Five and Top Ten awards from riders:

Sabina Shifrin, Olivia Veragen, Brittnee Meats, AJ Vittone, Lexi Schumacher, Sam Gleason, Billee Page, Lauren Stone and Grace Barnett

Amateur High Point Pleasure Type Brittnee Meats and WV Kyss of Fame

American Royal Kansas City Missouri

Missouri/Kansas Park Grand Champion Grant Hooper and Nut Job

Missouri/Kansas Three-Gaited Pleasure Tyler Hodgkins and Gridded Grand Guard

Missouri/Kansas Five-Gaited Pleasure Ashley Jeppesen and Ozark's Big Mac

Missouri/Kansas Junior Exhibitor Five-Gaited Faith Sorum and A Sharp Temper

World Equestrian Center Ohio Midwest Indoors II Wilmington, Ohio

Champion TB Jumpers and 3 Blue Ribbons Rounds Jessica Kidd and personal horse Star Seeker

3 Blue Ribbon Rounds and Top Five/Ten 1.0 m Jumpers Yari Rivera and Topflight

1 Blue Ribbon round, 4th Child/Adult Jumpers Natalie Hinz and Fine China

Multiple Top Five and Ten Low Child/Adult Hunters Emma Boschert and Ardeo Porsche

1 Blue Ribbon Round and 2 Top Ten awards Child/Adult Hunter Alanna Bielawski and Chin

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Appendix: Rubric

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the narrative of the report is linked to the old mission and not the new one - so the learning objectives identified are not updated.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	changes to curriculum were discussed with the intent to improve data collection. There is little to no discussion on how data is used moving forward.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	data is provided, just make sure that the grades on assignments are specific to the content and not based on formatting or external features of an assignment.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	There is no analysis provided in the submitted report.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Documentation



WILLIAM WOODS
UNIVERSITY

EQUESTRIAN STUDIES

World-Renowned
Equestrian Program



Equestrian Studies at William Woods University

The first university in the United States to offer a four-year degree in equestrian science, William Woods University has been the name to know in equestrian studies since 1924. With 150 show-quality horses, William Woods equestrian programs combine business skills with strong theoretical riding, teaching and training foundations. These are the skills you will need for a successful career as a trainer, teacher, or manager in the booming \$122-billion-dollar* equine industry – or virtually any other industry you may decide to enter after graduation.

*American Horse Council Foundation. (2018). Economic Impact of the U.S. Horse Industry. Washington: American Horse Council.



A Message from our School Director

JENNIE PETTERSON, M.ED.

Professor and Director,
School of Equestrian Studies



Horses have been my passion since childhood. I spent my days reading everything I could find on horse care, riding, showing and training. I eagerly waited for each horse magazine to arrive at my door. I will never forget my first riding lesson and my first horse show. 35+ years later and I am still excited to ride

also valued in many non-equine related fields.

As a WWU graduate of the equestrian program, my riding instruction was firmly based on best practices in teaching riding. I understood the theories and philosophies associated with all four disciplines of riding which allowed me to connect with many potential customers. I was confident in my ability to manage show horses both in and out of the tack because I had practiced doing so while I was an undergraduate student. I had ridden with a variety of nationally-recognized clinicians and worked for many industry professionals while in school. This gave me the confidence and support network to successfully make the transition from equestrian student to equestrian entrepreneur.

every time I step into the stirrup. I'm sure that many of you can relate to my experience.

A strong commitment to learning everything you can about horses is just the foundation for turning your passion into your professional career. To transform yourself from a horse enthusiast to an equestrian professional takes special dedication. It requires you to confront and address your weaknesses, to challenge yourself mentally and physically, think critically and quickly, and hone your ability to control your emotions. It is no surprise that these skills are

Equally important was my ability to take a systematic approach to marketing myself, organizing my business, and the daily mechanics of being successfully self-employed. As a student I had the opportunity to give an address on animal rights versus animal welfare at the American Youth Horse Council Symposium. Experiences like this made me that much more confident and capable years later when pitching my plan to direct the Special Olympics Idaho Equestrian Tournament or preparing custom-

ers and horses for a World Championship horse show. I had been pushed to reach beyond what was easy for me and it prepared me to pave my own path to success in the industry.

My students will face many of the same obstacles that I encountered as a professional in the industry, and my goal is to help them navigate those challenges in the classroom so that they are better prepared once they graduate. The faculty have many decades of experience in all facets of the equine profession. They helped me to grow and

develop and I continue to learn from them today as colleagues. Your classmates will become your professional network which means leaving with an army of industry professionals ready to help you. I am privileged to have a network full of WWU Equestrian graduates.

A career in the horse industry is both challenging and rewarding. Turning your passion into your professional career takes planning, dedication and a willingness to address your weaknesses. We are excited to help you start your journey.

“The sky’s the limit. This place will put you in touch with people you should know.”



What combines precise engineering, a thorough understanding of anatomy and kinesiology, and a keen eye for aesthetics? **Saddle design!** The purpose of the riding saddle is to properly position the rider and to distribute the rider’s weight evenly over the horse’s back. This requires careful construction to accommodate for the build and movement of both horse and rider. Additionally, modern saddles—especially those used in the show ring—are genuine works of art, ranging from the smooth, sleek lines of the jumping saddle to the elaborately tooled leather work and intricate silver that graces the western pleasure show saddle.

**On-Campus
Equine Facilities**

150

show-quality
horses on campus

2

heated indoor
arenas

8

heated and air
conditioned tack
rooms

6

wash stalls with
hot water

4

turnout paddocks

150

box stalls within
the four heated
barns

2

fully equipped
technology-enhanced
classrooms

USEF

regulation jumps
and dressage arena



Equipped!

William Woods is fully equipped both on campus and off.

Our large, modern equestrian complex and passionate professional faculty will provide you with an excellent educational experience in both classroom and field. The Main equine facilities are all conveniently located on campus, just steps from our residence halls, giving students the rare opportunity to learn efficiently.

Our new Center for Equine Medicine is a 17-acre property located within blocks of the university — ideally suited for continued equine care. You'll work directly with our full-time doctor of veterinary medicine who has an extensive background in sports medicine, repro-

duction as well as general equine medicine and surgery.

The state-of-the-art Center for Equine Medicine includes classroom space, a large indoor riding arena, four isolation horse stalls, and a home for the veterinarian and his family, which allows him to be on-site in case of emergency. This facility provides a unique opportunity to participate in a hands-on classroom environment that will enhance your education, including the opportunity to assist with emergency care and treatment, and gain hands-on clinical experience.



Champions

are made here

William Woods University School of Equestrian Studies faculty and students are encouraged to participate in a number of national and world championship competitions throughout the year. Showing at these events provides the opportunity to develop important life skills you will need to set yourself apart to 21st Century employers.

You will learn poise, sportsmanship, communication and patience along with the ability to compare your skills in the presentation of a horse against others in the industry at “A” rated shows such as:

American Royal in Kansas City

Color Breed Congress

St. Louis National Charity Horse Show

Morgan Grand Nationals

Kentucky Spring Premier Horse Show

Regional Dressage Championship

Pinto World Championships

Central State Regional Dressage Finals

Tulsa Classic Hunter/Jumper Show

Along with a variety of shows we host on campus throughout the year



The stirrup is considered one of the **greatest inventions** in early history. The stirrup allowed riders to brace their weight against the horse when using weapons while mounted, thus borrowing the **power of the horse** in battle. The mounted rider enjoys far greater maneuverability than a chariot and a considerable **increase in speed and power** over an infantryman, and so the mounted cavalry was born, changing the course of history.





UNIQUE OPT



We are the only higher education school

OPPORTUNITY



l in the United States with all four seats.

DRESSAGE | HUNTER/JUMPER | SADDLE SEAT | WESTERN



DRESSAGE

An Olympic sport since 1900, dressage is a classical form of horsemanship which dates back to the 4th century, B.C. The term dressage originates from the French verb dresser, or “to train.” At its core, dressage is the art of riding and training the horse in a manner that develops harmony, flexibility, athleticism, and balance. Breeds of horses represented include (but are not limited to) Thoroughbreds and many different Warmblood and Iberian breeds.

“I am so grateful for the relationships I built with the teachers, fellow students and of course the horses I knew during my time at William Woods University.”

~ **Lucy Courchaine '11, MBA '13**, Owner at Sapphire Sporthorses (North Salem, New York)



Bailey McCallum, M.Ed.

Assistant Professor, Equestrian Studies, Dressage

FEI Dressage rider, trainer, and coach with experience at local, regional, and national competitions

USDF Bronze and Silver Medalist

USDF Young Rider Graduate

Multi-discipline equestrian with years of experience showing, training, and coaching students in western and English pleasure, hunter under saddle, horsemanship, and competitive ranch horse.



Laura Ward, M.S.

Associate Professor, Equestrian Studies

Areas of expertise: Role of horses throughout history, Horses in art, History of the American breeds, Horse Industry in the U.S.A., Anatomy of Movement

Faculty member since 1991

1994 Beaumont Dad's Association Distinguished Professor Award

Contributing author, “Knack Grooming Horses, A Complete Illustrated Guide”

Former Director WWU Summer Riding Program

USEF, UPHA and AMHA member

Dressage info continued

photos from Dressage program sheet



DRESSAGE | **HUNTER/JUMPER** | SADDLE SEAT | WESTERN



HUNTER

The hunter horse and rider work to develop a consistent and effortless performance over traditional, hunter-style fences. The ideal hunter shows superior manners, style and grace over a course of fences.

JUMPER

The jumper horse and rider are the ultimate demonstration of athleticism and bravery as they attempt to beat the clock and clear the jumps. Breeds of horses represented include (but are not limited to) Thoroughbreds, many different Warmblood breeds, and American Quarter Horses.

“I think it really benefits us to go to A-rated shows because we keep our name on the circuits for professionals to see us, which can find you a summertime job or internship, or even a great job after graduation.”

~ Molly O’Connell ’22



Michelle Smith, M.B.A.

Associate Professor, Equestrian Studies, Hunter/Jumper

Faculty member from 1981 to 1987 and since 2008

Coached and trained horses and students to local, regional, and national levels

Has put on Hunter/Jumper shows and Combined Tests

Judged and designed courses for the U.S. Pony Club Midwest Regional Finals

USEF/USHJA member



Jean Kraus, M.S., M.A.

Professor, Equestrian Studies

Areas of Expertise: Dressage, Saddle Seat, Hunter Jumper, Western, Vaulting, History of horsemanship through the ages, Equine Health and First Aid, Equine Event Management, Theory of Teaching Techniques, Equine Facility Management, Tack Construction and Repair, and Evaluation of the Performance Horse

Faculty member since 1974

United States Equestrian Federation 'R' T.D. and 'R' CC Steward

USEF 'R' T.D.

USEF 'R' CC Steward

FEI Dressage Steward

2001 Beaumont Dad's Association Distinguished Professor Award

2004 Governor's Award for Excellence in Teaching

Hunter/Jumper info continued

photos from Hunter/Jumper program sheet



DRESSAGE | HUNTER/JUMPER | **SADDLE SEAT** | WESTERN



SADDLE SEAT

The Saddle Seat program at William Woods gives students the skills needed to become professionals in the equestrian industry. WWU's Saddle Seat program maintains close ties to professional trainers by bringing them to campus to conduct clinics and by placing students with them in the summer jobs and internships. Breeds of horses represented include (but are not limited to) American Saddlebreds (three- and five-gaited), Arabians, Morgans and National Show Horses.

“William Woods provided the perfect foundation that we needed to start our careers in the saddle seat industry. The classrooms and hands on skills that are acquired at William Woods help build confidence when going into the real world of an internship or once graduated and entering a full time position. One of the best parts is keeping in touch with friends from school who work in the industry and live all over the country and also the immediate bond you get with meeting other alum. It doesn't seem to matter what year you went to WWU, we always find commonality! Also, we are from separate sides of the country (Oregon to Indiana) and William Woods brought us together; which we will be forever grateful!”

**~Emily West and Jesse West
WWU Alumni**



Sarah Track,

M.Ed.

Assistant Professor, Equestrian Studies,
Saddle Seat

Areas of Expertise: Equine management, health and welfare, long lining and driving, Saddle Seat riding teaching, mare and foal care, monitoring and record keeping, body and show clipping, maintaining and organizing tack, English and Western riding styles, and training and maintaining finished show horses to compete at the national level

Faculty member since 2010

Member of the USEF Saddle Seat World Cup Committee

Member of the UPHA, ASHA, and USEF

Coached, trained, and shown horses at the American Royal National Championship, Lexington Jr. League, Midwest Charity, and Kentucky State Fair horse shows



Gayle Lampe,

M.Ed.

Professor Emerita

Areas of Expertise: Saddle Seat riding, coaching, and judging

Faculty member since 1968

Won Ladies Five-Gated Championship at the Kentucky State Fair on her own horse, Callaway's Born to Win

Judged shows in 42 states, as well as Canada, England, South Africa, and Australia, including 2010 South African National Championship Saddlebread Horse Show, 2012 Morgan Grand Nationals, 2013 Youth National Arabian & Half Arabian Championship, and 2016 U.S. National Arabian & Half Arabian Championship

Won 2004, 2006, 2009, and 2012 USEF Five-Gaited Open Horse of the Year Award

Won, Ladies Five-Gaited Pink Ribbon National Championship Class, American Royal, 2007-2010

Saddle Seat info continued

photos from Saddle Seat program sheet



DRESSAGE | HUNTER/JUMPER | SADDLE SEAT | **WESTERN**



WESTERN

While the western discipline has its roots in the ranches and wide open spaces of yesterday, it has become a style of riding that has embraced tradition with a modern twist. The discipline now includes many types of horses and competitive events. Horse shows that feature western-style horses will include a wide variety of classes from reining, ranch horse and western pleasure to trail, showmanship and pleasure driving.

“WWU’s equestrian program is incomparable! The range of classes made me a well-rounded equestrian with an all-inclusive knowledge of multiple equine disciplines. The program provides once-in-a-lifetime opportunities for hands on learning, “real world” show experience having had the opportunity to show at the Color Breed Congress, as well as applicable business skills that I rely on heavily for my equestrian career!”

**~Claire Trafton,
2018 Equestrian Science and
Business Administration**



Liz Haben, M.Ed.

Assistant Professor, Equestrian Studies,
Western

Areas of Expertise: Training and preparing all around APHA and AQHA horses, trail, ranch riding, colt starting, ground training, stable management, equine nutrition, competitive judging, breed show management, equestrian academic instruction.

Faculty member since 2015

Established rider, trainer and coach of numerous Pinto World Champions, APHA champions, PtHA high point champions, AQHA point earners, Arabian hunters and western horses.

Manager and founder of WWU Pinto shows

Co-coach of the WWU Collegiate Judging Team, 2015 and 2016 U.S. National Senior Judging Team



Jennie Petterson, M.Ed.

Professor and Director,
School of Equestrian Studies

Areas of Expertise: AQHA, APHA all around horses, Western event competition, Arabian and Half-Arabian Western Pleasure and Hunter Pleasure, PtHA Pleasure, Stock and Hunter Type all around horses, Stock Horse Pleasure Driving, Intercollegiate Competitive Judging and Equine Conformation, and Colt starting and young horse training

Faculty member since 2005

Has coached, trained, and shown numerous Class A Arabian western pleasure horses, APHA Champions, AQHA point earners, and Pinto World Champions

Coach of the 2006, 2015 and 2016 U.S. National Senior Judging Team and of the 2009 Morgan Grand National Champion Senior Collegiate Judging Team

WESTERN

at William Woods

What to bring and recommended reading:

Professional western riding attire—extra-long, starched jeans, low heeled western boots and a neat clean shirt.

Spurs recommended (we can help you pick out a suitable pair)

Current show attire for the events you hope to show

AQHA Rulebook

USEF Rulebook

At WWU we embrace the many events included under the umbrella of the western discipline. While many of the horses in the western barn are all-around horses who compete in multiple events, some are specialists. Our all-around horses typically compete in showmanship, horsemanship, hunt seat equitation, western pleasure, hunter under saddle and sometimes trail. We have specialist horses who compete primarily in hunter under saddle or hunter pleasure or only western pleasure at a breed show or national level.

The ranch division is growing in popularity within many western breeds, and we have ranch horses and reining horse here to teach you the ropes. New horses are donated all the time, so students have the opportunity to experience many different breeds and events all while riding the western horses.



William Woods Western horses are successful as daily teachers and as competitive show horses.



STARTING YOUNG HORSES

Students have the opportunity to practice starting youngsters in a specially designed course taught by the western instructor. It allows students to learn and perfect young horse training techniques on seasoned horse for the first half of the semester. The second half of the course pairs students with a youngster. Instruction includes ground driving and ground work, tying, basic handling and a fundamental start under saddle.



STUDENT ORGANIZATIONS

Western Club—this club includes fundraising opportunities that can help you fund your show and clinic experiences. The club puts on horse shows and clinics and has a number of social events each year.

Intercollegiate Judging Team—While this club is open to students of any discipline, it frequently draws students with FFA and 4-H judging background. The team has competed at the AQHA Congress, AQHA World Championships, U.S. Arabian and Half-Arabian National Championships, Morgan Grand Nationals and the National Reining Horse Futurity. With three National Champion titles from U.S. Nationals (2006, 2015 and 2016), and national title from Morgan Grand Nationals, we are often the team to beat.

TITLES EARNED BY WWU OWNED WESTERN HORSES INCLUDE:

PtHA World Champion (Open and Amateur)

PtHA Reserve World Champion (Open and Amateur)

Color Congress NSBA Champion (Open and Amateur)

Reserve National Champion Sport Horse Nationals (Amateur)

Top Ten Sport Horse Nationals (Open and Amateur)

Color Congress Champion (Open, Amateur, Youth)

Color Congress Reserve Champion (Open, Amateur, Youth)

PtHA World Championship High Point All Around Novice Amateur

PtHA World Championship High Point Amateur Pleasure Type Horse

IALHA National Champion (Open, Amateur)

IALHA Reserve National Champion (Open, Amateur)

USEF Horse of the Year

Pinto Horse Association Horse of the Year (Open, Amateur)

Breed Show Class Winner and Point Earner (Open, Amateur, Youth)

Breed Show Highpoint All-Around (Amateur, Youth)

BACHELOR OF SCIENCE IN

Equestrian Science

Graduates of this program have gone on to work as a/an:

Professional horse trainer

Professional riding instructor

Professional clinician

Professional horse show judge

Equine sales representative

College or university professor

Recreational riding program instructor, trainer or manager

Boarding facility owner or employee

Breed association employee



William Woods University Equestrian Science graduates can be found in every corner of the equestrian world. Our graduates are professional horse trainers, riding instructors, and clinicians. They are horse show judges, teaching at the college or university level, boarding facility owners, and more.

As an Equestrian Science student at William Woods University, you can pursue a successful career in your dream field, and make a difference in a growing industry. We hold high standards in horse healthcare, training, and teaching. Utilize the most advanced technology, learn the best practices in equine healthcare, and enjoy practical experiences that are relevant no matter which way your equestrian career takes you.

ESSENTIAL SKILLS YOU WILL LEARN INCLUDE:

The anatomy of movement

Digestive physiology and feeding programs

Breed/type evaluation for performance and conformation

Logistics of teaching and managing a lesson program

Overview of the horse industry and employment opportunities

Equine health and first aid

Day-to-day care of horses

Designing and managing a stable

Advanced business practices for a horse competition

Small business management



Graduates of this program have gone on to work as a/an:

Barn manager/
owner

Tack store
manager/owner

Breed association
employee

College or
university professor

Small business
owner

Equine supply sales
representative

Feed company
sales representative

Social media
manager

BACHELOR OF SCIENCE IN

Equine Administration

The \$122 billion equine industry is booming. William Woods University makes you a marketable and prepared candidate for a multitude of careers within this industry. A successful manager not only manages horses in a superior manner, but is an effective leader and manager of people. Equine Administration students learn equestrian business skills such as entrepreneurship, business communications, and managerial strategies.

ESSENTIAL SKILLS YOU WILL LEARN INCLUDE:

Communicating with clientele, professionals, and peers

An exceptional ability to solve problems and think creatively

Effective communication through social media and other marketing platforms

Understanding the inherent differences between disciplines and the ability to communicate effectively with riders from all the seats

Understanding issues in the horse industry from both the livestock and companion animal viewpoints

Knowledge of current political issues involving the horse

General and specialized care of competition horses

Managing equine medical emergencies and therapies



Specialized concentrations include:

Equine Assisted Therapies

Equestrian Studies

Equine Media

BACHELOR OF SCIENCE IN

Equine General Studies

You know you want to work in the equestrian industry but you have other interests as well — maybe it's communications, media, or equine assisted therapy. The William Woods University Equine General Studies degree prepares you for a variety of careers beyond training. Whether you want to teach in a therapeutic setting, write, pho-

tograph, manage, or create media, the Equine General Studies major will put you on course to pursuing your dream.

Pursue concentrations in Equestrian Studies, Equine Media, or Equine Assisted Therapies. This major is also designed so you can pursue a second major, and it's customizable to help you achieve your personal career goals.

ONLINE MASTER OF EDUCATION IN

Equestrian Education

This program assumes that the candidates already have some equestrian background and wish to take their skills to the next level.

Delivery is entirely on line, with no

THIS PROGRAM IS FOR:

Those who wish to teach in High School or College Equestrian Programs

Equestrian Coaches at the High School or College level

Out Reach and Extension Agents

Leadership roles at breed and discipline organizations

Professionals who wish to achieve a higher standard of teaching and instruction

set log on times. Learn from faculty who are teaching in equestrian programs throughout the country. We live it every day, walking that line between college educator and equestrian professional.

CAREER OPPORTUNITIES

Equestrian education is gaining momentum in the industry as employers seek academically credentialed equestrian professionals in the fields of extension service, breed and discipline, organizational leadership, undergraduate and post-secondary instruction, and others. Equestrian education professionals are in demand to fill positions as youth and outreach workers to improve the quality and effectiveness of programs for early exposure to the field.

Coursework in this program will address:

Course and Curriculum Development and Assessment

Management of facilities and resources

Navigating accreditation

Navigating high education administration

Teaching riding at research facilities

Donor relations

Today's undergraduate learner and equestrian

Current issues specific to Equestrian Education



Bonnie Carr, M.S.

Associate Professor, Equestrian Studies

Program manager Master of Equestrian Ed.

Teaching anatomy, nutrition, horse management, current issues, tack and equipment, horse show management

Instructor of Hunter/Jumper, Stock seat and Hunter under saddle

Shows Pinto nationally in all around including show trail, western riding, discipline rail, ideal, hunter under saddle and pleasure driving

25+ years of teaching at the college level



Value

While many people think of a job in the horse industry as only suitable for riders and trainers, it offers so much more.

According to an economic report by the American Horse Council Foundation, the equine industry adds \$122 billion in value to the U.S. Economy. There are professional course designers, event and competition managers, equine rehabilitators, sales and marketing service providers, product sales and so much more. Your perfect fit in the equine industry might be at a breed or equine sport organization or as an entrepreneur in a related field. We work to help you discover your best fit in a changing equine industry.

Plus One Program

(B.S. and M.E.D. in Equestrian Education in 5 years)

Get ahead by participating in William Woods University's Plus One program. Through this unique program, Equestrian Science students can graduate in only five years with both a Bachelor of Science and Master of Equestrian Education. All Equestrian Majors may potentially take advantage of the plus one program. Other equestrian majors (Equestrian Administration or Equine General Studies) who choose to take the appropriate pre-requisite courses

(in teaching riding) may also be able to graduate in 5 years with a BS and an MED in Equestrian Education.

Participating in Plus One saves you both time and money. Students will take graduate-level courses (which also count as upper level electives needed to complete their Bachelor's degree) starting their second to last semester before they are scheduled to complete a bachelor's degree. These classes go towards the credit hours required for an undergraduate degree and then transfer to the Master's program upon graduation. All graduate courses completed as an undergraduate student are included in regular undergraduate tuition.

During the fifth year, students will take the remainder of the required graduate coursework online. This convenient schedule gives students the option to begin their career right after graduating with their Bachelor's degree, while working towards their Master's degree.

ORGANIZATIONS

Get involved with other students who share your interests through the five equestrian organizations that are open to all students, regardless of major. There is a club for each seat: dressage, hunter/jumper, saddle seat, and western. Each of these clubs has its own personality and activities, and they all promote camaraderie and learning through horse shows, service events, and professional competitions. There is also an inter-collegiate Competitive Judging Team, open to anyone who wants to learn more about

horses and competitive judging. This team travels to national judging competitions each fall and helps at regional clinics and judging contests each spring.

CLINICS AND SEMINARS

In addition to instruction from our own nationally renowned faculty members, you will learn from top industry professionals in various clinics and seminars including practicing professionals, teachers, riders, saddle-fitters, and Olympic athletes.



The Paddock Club is the oldest club on campus and is open to all students of any equestrian seat.

Frequently Asked Questions

BARN DUTIES?

All riding students are responsible for grooming, tacking up, and cooling out the horses they ride. It is also their responsibility to clean the tack used after each class and take care of their horse's stall. Students enrolled in the Horse Management Practicum courses are responsible for the daily care of an assigned string of horses.

LEARN TO START COLTS?

Many of our donation horses are training projects, whether they are untrained youngsters or mature horses that need re-schooling to build good habits. While there are classes offered to give students direct instruction in starting young horses and groundwork techniques, we believe you are training everytime you work with a horse.

WORK-STUDY OPPORTUNITIES?

Equestrian work-study students are responsible for the afternoon feeding of all horses, holding horses for farriers, assisting with maintenance of the riding arenas and working in faculty offices.

MAY I BRING MY HORSE?

That is up to you. There are many local stables that offer comfortable boarding facilities. There is no boarding for student horses on campus. Personal horses may be used in applied riding classes with the instructor's permission. Approved personal horses also are welcome to represent the university at horse shows. Bringing your own horse is not discouraged, but you may find that caring for your horse will take time away from your studies and social activities.

Boldly Take On the World

“One of my favorite memories was the opportunity to show horses at Color Breed Congress during my junior and senior years with other western seat students.”

~ Ashley Bauer
'16 MED '17

Our graduates are in amazing fields doing incredible things. And no matter where they are, each one carries with them the community, the attitude, and the values that all began during their time at William Woods University. Our alumni have found successful careers in leading agencies, companies, and organizations:

<i>United States Equestrian Federation</i>	<i>University of WI - River Falls</i>		
<i>Virginia Intermont Sweetbriar College</i>	<i>American Quarter Horse Association</i>		
<i>United States Dressage Federation</i>	<i>Pony of the Americas</i>		
<i>Chronicle of the Horse</i>	<i>Howard Schatzberg Photography</i>	<i>Sidelines Magazine</i>	<i>Arabian Horse Times</i>
<i>Appaloosa Horse Club</i>	<i>Kansas City Carriages</i>	<i>Jan Ebeling, The Acres Dressage</i>	<i>Bruce Davidson 1976 Olympic Gold Medal Winner Eventing</i>
<i>Betsy Steiner Dressage</i>	<i>County Line Equine Practice</i>	<i>Kirkwood Community College, Equine Science</i>	<i>Robert Battaglia Arabian Horses</i>
<i>Lyndon Rife Dressage</i>	<i>The American Saddlebred Museum</i>	<i>Saddle & Bridle Magazine</i>	<i>Equine Medical Services</i>
<i>Liz Austin Dressage</i>	<i>St. Louis Carriage Company</i>	<i>Castle Forbes Stud, County Longford, Ireland</i>	<i>Kirkwood Community College</i>
<i>SmartPak</i>	<i>Miller and Associates, Equine Veterinarians</i>	<i>The National Horseman Magazine</i>	<i>La Cense Montana Professional School of Horsemanship</i>
<i>American Royal Museum and Visitors Center</i>	<i>Stephens College, Equestrian Studies</i>	<i>Murray State University, Equine Science</i>	<i>American Saddlebred Association</i>
<i>Golden Horseshoe Tack Store</i>	<i>Peeper Ranch, Lenexa, KS</i>	<i>Menlo Circus Club Stables</i>	
<i>The Blood Horse</i>	<i>Tina M. Konyot Dressage</i>		



Economic Impact

The Competition Sector



Supports more than **241,000** direct jobs



Adds **\$11.8 billion** in direct value to the national economy

These direct impacts



Drives a further **\$16.5 billion** in added value to the economy



Creates more than **175,000 jobs** from indirect and induced effects

Since we are adding a spread for each seat, we either need to add this spread to have 40 pages, or remove enough content to bring down to 36 pages.

This quote was taken from the Saddle Seat page. Can it still be used elsewhere?

“Within this small community, you get exposed to four different seats. This develops a unique opportunity to learn from a variety of perspectives, training methods, and horses. Not only do you learn a lot, but you are pushed to try new things.”

~ Jennifer Wilson '17

BACHELOR OF SCIENCE IN BIOLOGY

Pre-Veterinary Concentration

Graduate schools for Veterinary Medicine are competitive, but William Woods University prepares its pre-veterinary students well. This popular program boasts a high acceptance rate for students who have applied to colleges of veterinary medicine across the country.

Take advantage of the university's Center for Equine Medicine, which houses a full-time doctor of veterinary medicine. The Center's collaboration with our equestrian program benefits both equestrian and biology students — students gain the kind of real experience they need before heading to vet school. Participate in hands-on classroom work, assist the veterinarian, and learn about health care, including routine care, diagnosis, and treatment of William Woods University's 150+ horses.

Study includes all of the additional

coursework you need so that your pre-requisites are met for acceptance into an accredited veterinary program, including biochemistry, physics, genetics, calculus or statistics, and more.

CAREER OPPORTUNITIES

Become a doctor of veterinary medicine practicing general veterinary medicine, or specialize in dentistry, emergency and critical care, anesthesia, pathology, surgery, zoology, and more. Pursue expertise in certain animal species such as equine, large animal, feline/canine, avian, and more. You may also pursue a career as a veterinary technician or assistant.

No matter which way you want to work with animals, William Woods pre-vet concentration will make sure you are ready to take on the nation's top veterinary programs.

“My proudest moment while working in this program has been the development of hands-on clinical education opportunities and the introduction of a collaborative program with the Biology Department focusing on regenerative medicine in horses.”

-Paul M. Schiltz,
D.V.M.





Paul M. Schiltz, D.V.M.

University Veterinarian
Director of Pre-Veterinary Education
Associate Professor

Graduate of the University of Illinois College
of Veterinary Medicine

Has practiced equine veterinary medicine,
with a focus on sports medicine, for 25 years

William Wood's primary care veterinarian
since 1998

Member of the Boone County Technical
Large Animal Emergency Response Team



WILLIAM WOODS
UNIVERSITY

One University Avenue
Fulton, Missouri 65251
www.williamwoods.edu

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- 1 APPLY ONLINE**
Apply online any time beginning your junior year.
It's fast, easy, FREE, and no essay is required.
- 2 SEND YOUR TRANSCRIPTS**
- 3 SEND YOUR ACT/SAT SCORES**
- 4 APPLY FOR SCHOLARSHIPS**
- 5 COMPLETE THE FAFSA**

williamwoods.edu/apply

Enter Grades > Statistics

Item Statistics: Event Management Portfolio FINAL HARD COPY PROJECT

Class Statistics
User Statistics

View By: User

▼

Apply

Event Management Portfolio FINAL HARD COPY PROJECT Class Statistics

Number of submitted grades: 13 / 13

Minimum: 65 %

Maximum: 95 %

Average: 90.26 %

Mode: 90 %, 95 %

Median: 91.67 %

Standard Deviation: 7.56 % ?

Grade Distribution

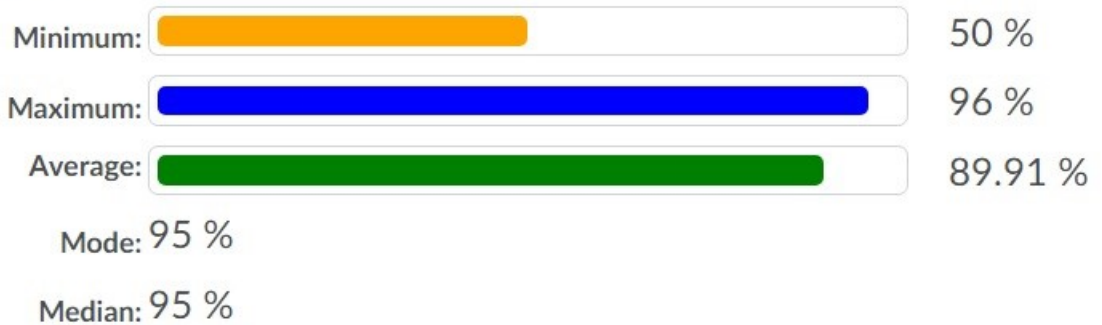
Number of Users (%)

Grade Received (%)	Number of Users (%)
50	10
90	80
95	10

View By:

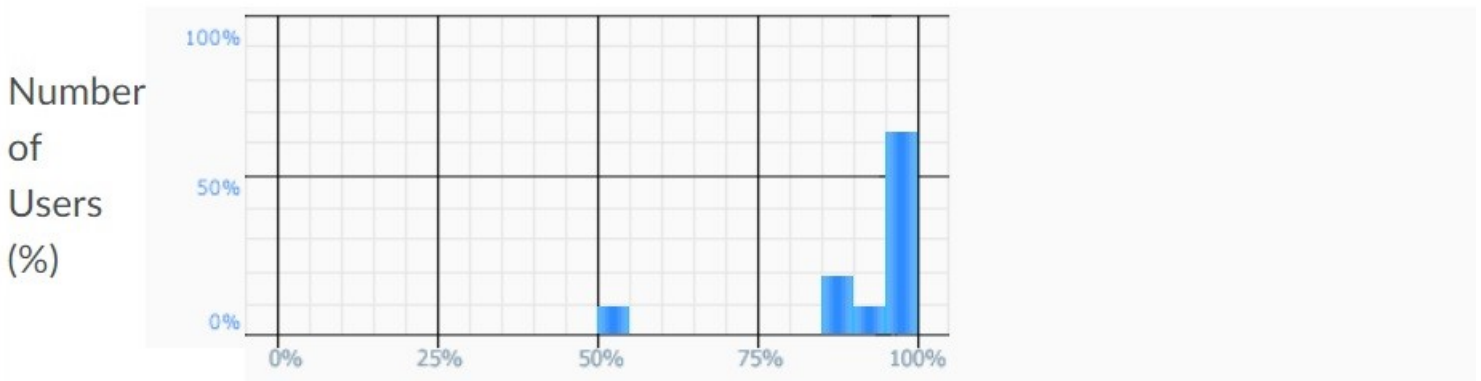
Drugs and Medications Worksheet Class Statistics

Number of submitted grades: 11 / 11



Standard Deviation: 12.86 % 

Grade Distribution



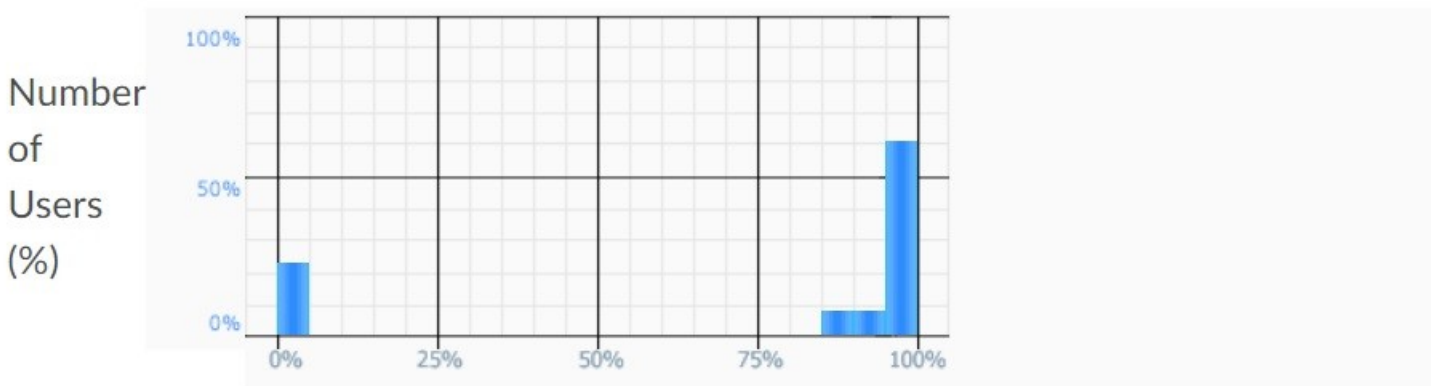
Equine Welfare Webinar Class Statistics

Number of submitted grades: 13 / 13



Standard Deviation: 41.11 % 

Grade Distribution



EQS 201 Horse Management I: Weekly Practical Horse Keeping

MET

92% 13 out of 14 students received a 73% or better on weekly practical horse keeping







Subtotal
481.5 / 700, 68.79 %
663 / 700, 94.71 %
805 / 850, 94.71 %
598.5 / 700, 85.5 %
840 / 850, 98.82 %
637 / 700, 91 %
840 / 850, 98.82 %
781 / 850, 91.88 %
817 / 850, 96.12 %
752 / 850, 88.47 %
756 / 800, 94.5 %
812 / 850, 95.53 %
812 / 850, 95.53 %
790 / 850, 92.94 %

Subtotal
809 / 850, 95.18 %
599 / 850, 70.47 %
800 / 850, 94.12 %
701 / 850, 82.47 %
694 / 850, 81.65 %
842 / 850, 99.06 %
817 / 850, 96.12 %
569 / 850, 66.94 %
807 / 850, 94.94 %
790 / 850, 92.94 %

EQU 221 STABLE MANAGEMENT: FINAL BARN PROJECT

NOT MET


83% 5 out of 6 students received a 70% or better on the Stable Management Final Barn Plan

Final Barn Project ▲ ▼	
 94 / 150, 62.67 %	
 117 / 150, 78 %	
 127 / 150, 84.67 %	
 131 / 150, 87.33 %	
 136 / 150, 90.67 %	
 142 / 150, 94.67 %	

Final Barn Project ▾ ▾

 150 / 150, 100 %

 149.5 / 150, 99.67 %

 148 / 150, 98.67 %


 146 / 150, 97.33 %

 144 / 150, 96 %

 141 / 150, 94 %

 140 / 150, 93.33 %

 133 / 150, 88.67 %

 132 / 150, 88 %

 122.5 / 150, 81.67 %

0 / 150, 0 %

0 / 150, 0 %

EQS 391 Horse Management 2: Weekly Practical Horse Keeping

NOT MET

83% 5 out of 6 students received a 73% or better on weekly practical horse keeping

Subtotal
829 / 850, 97.53 %
727 / 850, 85.53 %
631 / 850, 74.24 %
545 / 850, 64.12 %
818 / 850, 96.24 %
821.9 / 850, 96.69 %

Subtotal
820 / 850, 96.47 %
850 / 850, 100 %
823 / 850, 96.82 %
821 / 850, 96.59 %
820 / 850, 96.47 %
823 / 850, 96.82 %

Enter Grades > Statistics

Item Statistics: Pitfalls Project

Class Statistics

User Statistics

View By:

User

▼

Apply

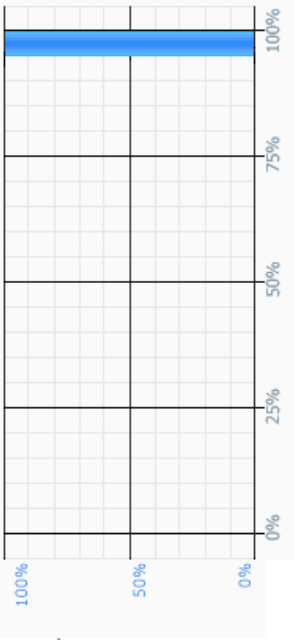
Pitfalls Project Class Statistics

Number of submitted grades: 6 / 6

Minimum:	<div style="width: 100%; height: 15px; background-color: #007bff; border: 1px solid #007bff;"></div>	100 %
Maximum:	<div style="width: 100%; height: 15px; background-color: #007bff; border: 1px solid #007bff;"></div>	100 %
Average:	<div style="width: 100%; height: 15px; background-color: #007bff; border: 1px solid #007bff;"></div>	100 %
Mode: 100 %		
Median: 100 %		
Standard Deviation: 0 % ?		

Grade Distribution

Number of Users (%)



Grade Received (%)

Grade Received (%)	Number of Users (%)
100%	100%
75%	0%
50%	0%
25%	0%
0%	0%

Enter Grades > Statistics

Item Statistics: Self Promotion Video VIA

Class Statistics

User Statistics

View By: User

▼

Apply

Self Promotion Video VIA Class Statistics

Number of submitted grades: 6 / 6

Minimum:	<div style="width: 76%; height: 15px; background-color: #ffff00; border: 1px solid #ccc;"></div>	76 %
Maximum:	<div style="width: 96%; height: 15px; background-color: #0000ff; border: 1px solid #ccc;"></div>	96 %
Average:	<div style="width: 91%; height: 15px; background-color: #0000ff; border: 1px solid #ccc;"></div>	91 %

Mode: 94 %
Median: 94 %

Standard Deviation: 6.81 % ?

Grade Distribution

Number of Users (%)

Grade Received (%)	Number of Users (%)
75%	~15%
100%	~85%

Item Statistics: Pitfalls Project

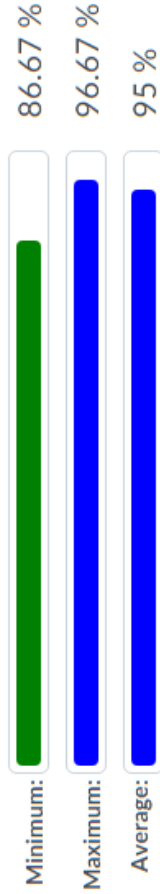
Class Statistics

User Statistics

View By: User

Pitfalls Project Class Statistics

Number of submitted grades: 8 / 8

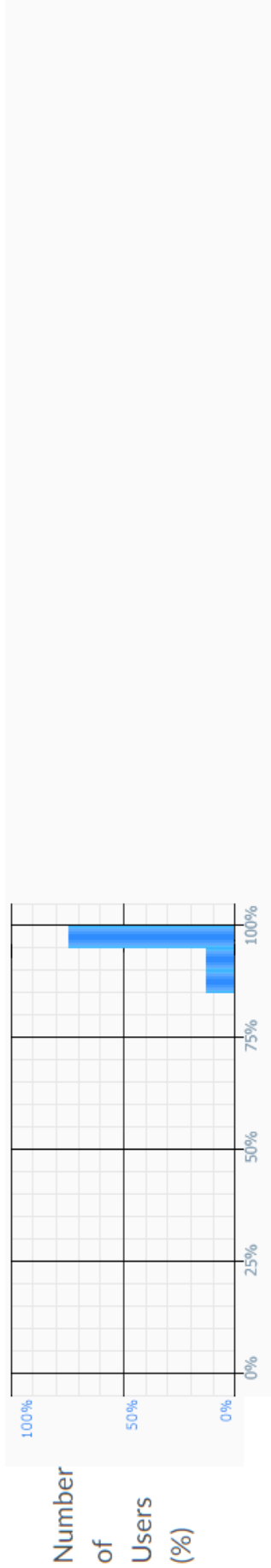


Mode: 96.67 %

Median: 96.67 %

Standard Deviation: 3.33 %

Grade Distribution



Grade Received (%)

Item Statistics: Self Promotion Video VIA

Class Statistics
User Statistics

View By:

User

▼

Apply

Self Promotion Video VIA Class Statistics

Number of submitted grades: 8 / 8

Minimum: 76 %

Maximum: 96 %

Average: 89.25 %

Mode: 92 %, 94 %

Median: 92 %

Standard Deviation: 6.32 % ?

Grade Distribution

Grade Received (%)	Number of Users (%)
89.25	100

EQ Portfolio Rubric (EQU 415 Equestrian Senior Portfolio)

Name	Reflective Writing	Editing--Sentence Structure and Grammar	Artifact Selections
Kasinski, Shelby	Level 4	Level 3	Level 3
Kitchell, Emeri	Level 4	Level 3	Level 6
Klopp, Heather	Level 6	Level 4	Level 6
Meats, Brittnee	Level 1	Level 1	Level 1
Norby, Melanie	Level 6	Level 6	Level 6
O'Connell, Molly	Level 6	Level 6	Level 6
Page, Billee	Level 4	Level 4	Level 4
Shifrin, Sabina	Level 6	Level 4	Level 6

Level 1 Level 2 Level 3 Level 4 Level 6

Sarah

EQA 205 Forum Post – 85% of the students earn a score of 70% or higher on the Forum Post Assignment Fall 2021

100% of the students earned a 70% or higher on the "Forum Post Assignment" Spring 2021

The screenshot shows a Brightspace course page for EQA 205 - Facility Management Practic... The page includes a navigation menu with options like Course Home, Content, Assignments, Discussions, Quizzes, Classlist, Grades, Attendance, Class Progress, and More. Below the navigation, there are tabs for Enter Grades, Manage Grades, and Setup Wizard. The main content area features a gradebook table with columns for Tools, Managing Clients, Purchasing Feed, Semester Reflection, Laundry, Subtotal, and Midterm Grade. The table contains five rows of student data. A red circle highlights the 'Subtotal' column for the first row, which shows a score of 7.03 / 10, 70.33%. The table also includes a search bar and a 'View By' dropdown set to 'User'.

Last Name ▲, First Name	Tools	Managing Clients	Purchasing Feed	Semester Reflection	Laundry	Subtotal	Midterm Grade
[Redacted]	0 / 75, 0 / 0.83, 0 %	75 / 75, 0.83 / 0.83, 100 %	0 / 75, 0 / 0.83, 0 %	75 / 75, 0.83 / 0.83, 100 %	38 / 75, 0.42 / 0.83, 50.67 %	7.03 / 10, 70.33 %	D
[Redacted]	0.56 / 0.83, 66.67 %	75 / 75, 0.83 / 0.83, 100 %	75 / 75, 0.83 / 0.83, 100 %	75 / 75, 0.83 / 0.83, 100 %	74 / 75, 0.82 / 0.83, 98.67 %	9.7 / 10, 97 %	A
[Redacted]	0.56 / 0.83, 66.67 %	75 / 75, 0.83 / 0.83, 100 %	75 / 75, 0.83 / 0.83, 100 %	75 / 75, 0.83 / 0.83, 100 %	75 / 75, 0.83 / 0.83, 100 %	9.43 / 10, 94.33 %	A
[Redacted]	75, 0.83 / 0.83, 100 %	75 / 75, 0.83 / 0.83, 100 %	0 / 75, 0 / 0.83, 0 %	75 / 75, 0.83 / 0.83, 100 %	72 / 75, 0.8 / 0.83, 96 %	9.07 / 10, 90.67 %	A

EQA 395 85% earn higher than 73% or above on the had the assignment, "Quality Control Handbook"

100% of the students earned a 73% or higher on the assignment "Quality Control Handbook" Fall 2021

The screenshot shows a Brightspace LMS interface for the course "EQA 395 - Facility Management Practic...". The page includes navigation tabs for Course Home, Content, Assignments, Discussions, Quizzes, Classlist, Grades, Attendance, Class Progress, and More. Below these are options for "Enter Grades", "Manage Grades", and "Setup Wizard".

The main content area features a "View By: User" dropdown and a search bar. Below this is a table with columns for "Client Management Scenarios", "Quality Control Handbook", "Morning Feed #2", "Morning Feed #1(1)", "Afternoon Feed #1", and "Afternoon Feed #2". A red circle highlights the "Quality Control Handbook" column, which shows scores of 75, 96, and 100 for three students. The scores are displayed as "75 / 100, 3.75 / 5, 75 %" and "96 / 100, 4.8 / 5, 96 %".

Last Name ▲, First Name	Client Management Scenarios	Subtotal	Quality Control Handbook	Subtotal	Morning Feed #2	Morning Feed #1(1)	Afternoon Feed #1	Afternoon Feed #2
[Redacted]	85 / 100, 4.25 / 5, 85 %	4.25 / 5, 85 %	75 / 100, 3.75 / 5, 75 %	3.75 / 5, 75 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0.5, 100 %	0 / 10, 0 / 0.5, 0 %	10 / 10, 0.5 / 0
[Redacted]	100 / 100, 5 / 5, 100 %	5 / 5, 100 %	96 / 100, 4.8 / 5, 96 %	4.8 / 5, 96 %	0 / 10, 0 / 0.5, 0 %	0 / 10, 0 / 0.5, 0 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0
[Redacted]	100 / 100, 5 / 5, 100 %	5 / 5, 100 %	100 / 100, 5 / 5, 100 %	5 / 5, 100 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0

EQA 395 85% earn higher than 73% or above on the "Client Management Scenarios"
100 % of the students earned 73% or higher on the assignment "Client Management Scenarios"
Spring 2021

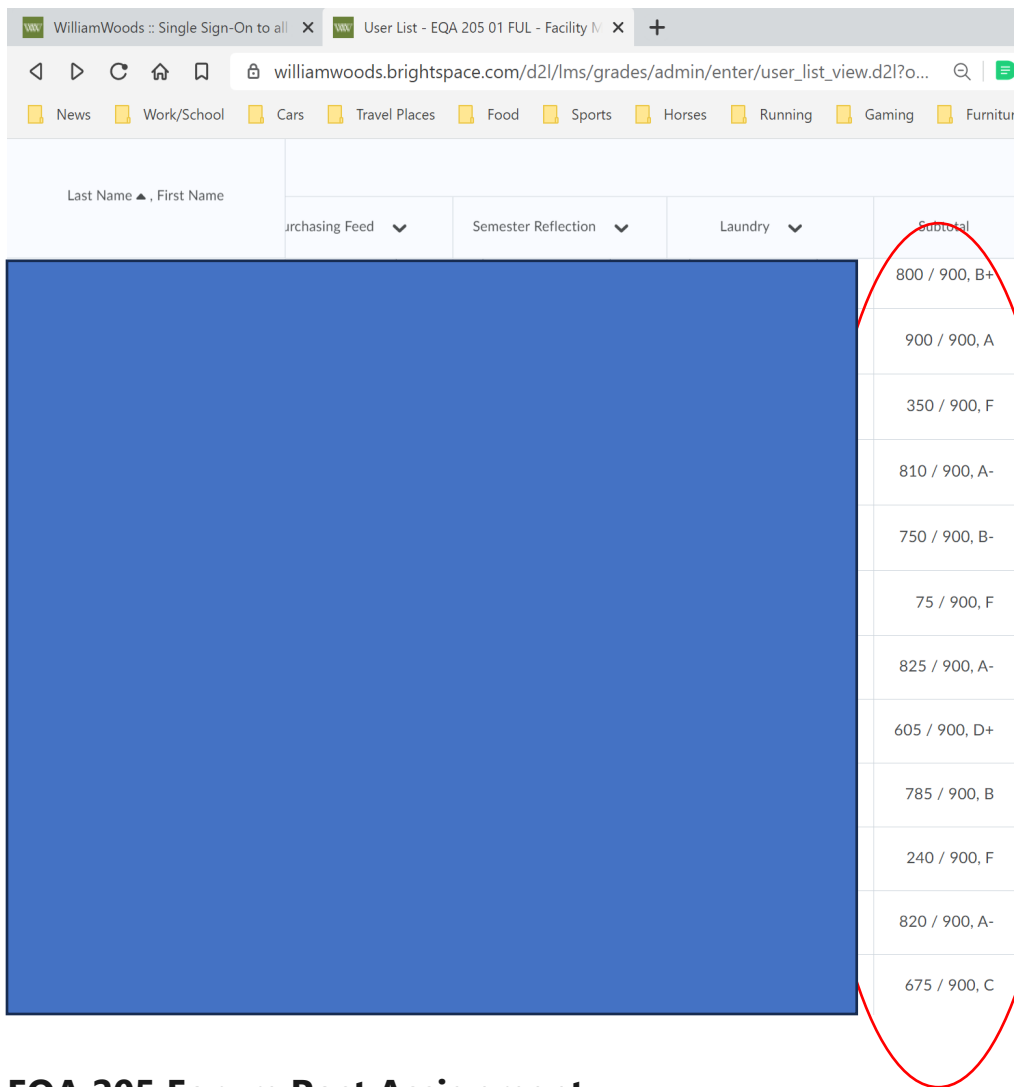
The screenshot displays the Brightspace LMS interface for the course "EQA 395 - Facility Management Practic...". The top navigation bar includes "Course Home", "Content", "Assignments", "Discussions", "Quizzes", "Classlist", "Grades", "Attendance", "Class Progress", and "More". Below this, there are options for "Enter Grades", "Manage Grades", and "Setup Wizard". A search bar is present with "View By: User" and "Apply" buttons. The main content area shows a gradebook table with columns for "Client Management Scenarios" and "Quality Control Handbook". The "Client Management Scenarios" column is circled in red, highlighting scores of 85, 100, and 100 for three students. The table also includes subtotals and other assignment columns like "Wash Rack and Trap Cleaning Video", "Morning Feed #2", and "Morning Feed #1".

Assignment	Subtotal	Client Management Scenarios	Subtotal	Quality Control Handbook	Subtotal	Morning Feed #2	Morning Feed #1
Wash Rack and Trap Cleaning Video	19.5 / 30, 65 %	85 / 100, 4.25 / 5, 85 %	4.25 / 5, 85 %	75 / 100, 3.75 / 5, 75 %	3.75 / 5, 75 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0.5, 100 %
	30 / 30, 100 %	100 / 100, 5 / 5, 100 %	5 / 5, 100 %	96 / 100, 4.8 / 5, 96 %	4.8 / 5, 96 %	0 / 10, 0 / 0.5, 0 %	0 / 10, 0 / 0.5, 0 %
	29.5 / 30, 98.33 %	100 / 100, 5 / 5, 100 %	5 / 5, 100 %	100 / 100, 5 / 5, 100 %	5 / 5, 100 %	10 / 10, 0.5 / 0.5, 100 %	10 / 10, 0.5 / 0.5, 100 %

Sarah

EQA 205 Forum Post – 85% of the students earn a score of 70% or higher on the Forum Post Assignment

67% (8/12) of the students earn a score of 70% or higher on the Forum Post Assignment Spring 2022



The screenshot shows a web browser window with the URL williamwoods.brightspace.com/d2l/lms/grades/admin/enter/user_list_view.d2l?o.... The page displays a table with columns for 'Last Name', 'First Name', 'Purchasing Feed', 'Semester Reflection', 'Laundry', and 'Subtotal'. A large blue rectangular area obscures the names of the students. A red circle highlights the 'Subtotal' column for the last eight rows of the table.

Last Name	First Name	Purchasing Feed	Semester Reflection	Laundry	Subtotal
					800 / 900, B+
					900 / 900, A
					350 / 900, F
					810 / 900, A-
					750 / 900, B-
					75 / 900, F
					825 / 900, A-
					605 / 900, D+
					785 / 900, B
					240 / 900, F
					820 / 900, A-
					675 / 900, C

EQA 205 Forum Post Assignment

Forum Posting Assignment Details:

Forum Discussion Postings: 50 points each

1 hour course time. 12 forum posts = 12 total hours course time

Individually, the student will post their thoughts and reflections in the discussion forum via Brightspace regarding various topics regarding facility management. Students will post their discussions on such topics as described in the assignment details. Each forum discussion should be a **minimum** of 450 words

and cite one source addressing the guiding questions/comments found within the assignment details for each week as per the course calendar.

Correct 6th edition APA formatting must be used. Forum Discussion Posting should be posted in the appropriate forum no later than 11:59 p.m. Central Standard Time on the Tuesday for the week in which it is due.

(50 points x 12 = 600 points)

Forum Discussion Content Responses: 25 points each

.5 hours course time per response. Forum Post Responses = 6 total hours course time.

From the discussions posted by members of the class, students will develop one response to one classmate with a **minimum** of 200 words (one page, single spaced). Students should demonstrate a deep understanding of the concepts in a clear and concise reflection. Correct 6th Edition APA formatting must be used. Your Forum Discussion Content Response posting should be posted in the appropriate thread no later than 11:59 p.m. Central Standard Time on the Saturday for the week in which it is due.

(25 points x 12 = 300)

DUE DATE	SUBJECT
Week 3	What does an efficient laundry system mean to an equestrian facility?
Week 4	What is the best multi-purpose tractor to have for an equestrian facility and why?
Week 5	How can fencing be a game changer when it comes to an equine facility?
Week 6	How does a professional equestrian facility manager care for their pastures and why?
Week 7	Is there a real thought process to placing a wash rack in a facility? Why or why not?
Week 8	No Forum Post Midterm Exam
Week 9	Tire Changing for Dummies: 3 Most Useful Tips for Changing a Tire on a Truck or Trailer
Week 10	What factors will be considered most when choosing a truck and trailer combination?
Week 11	What 4 farm tools are essential to an equestrian facility manager?
Week 12	How can arena footing ruin your equestrian business?
Week 13	What are the 5 fastest ways to LOSE and 5 fastest ways to GAIN clients?
Week 14	What is the biggest factor to consider when making a feed purchase for a facility and why?
Week 15 Final Forum Post	What did you learn most about yourself this semester? What did you learn most about others this semester? How can you use this knowledge to help you in the future?

Proficiency Exam FALL 2021

Name	MAJOR	Seat	attempt	Riding	100% compulsory 83% other	83%	90%	Letter?
Name	MAJOR	Seat	attempt	Riding	Interview	Written/score		
Taylor Hoefakker	EQGS		retake			80%		
Elizabeth Stewart	EQS	HJ	transfer 1st	NA		85%	87%	
Kelsey Matheny	EQGS		1st EQGS			47%		
Jolie Miner	EQS	W	retake	PASS				
Sam Gleason	EQS	W	retake	PASS				

Spring 2022

Name	MAJOR	Seat	attempt	Riding	100% compulsory 83% other	83%	***86%	Letter?
Name	MAJOR	Seat	attempt	Riding	Interview	Written/score		
	EQA			R		85%	89	Y
	EQA		1			89%	95.5	Y
	EQA					94%	86	Y
	EQA		1			78%	87	y
	EQA			withdraw				
	EQA					97%	90.5	y
	EQA		1			90%	86	y
	EQA		1			99%	87	Y
	EQGS		1			100%	99	y
	EQGS		1			94%	87	y
	EQGS		1			100%	86	y
	EQGS		1			95%	90	y
	EQGS			R		98%	96	Y
	EQS	HJ	1	PASS		89.50%	78.5	Y
	EQS	W	1	NO PASS		87%	95.5	Y
	EQS	HJ	1	PASS		93.50%	86.5	Y
	EQS	HJ	1	NO PASS		84.00%	86	Y
	EQS	W		withdraw				
	EQS	HJ	1	NO PASS		69%	56.5	Y
	EQS	HJ		R		90%	97	Y
	EQS	D		withdraw				
	EQS	SS	1	PASS		100%	93	Y
	EQS	W	1	NO PASS		90.50%	90.5	Y
	EQS	SS	1	NO PASS		100%	95	Y
	EQS	W	1	NO PASS		85.50%	94.5	Y
	EQS	HJ	2	PASS		99.50%	84	Y
	EQS	SS	1	NO PASS		97%	92.5	Y
	EQS	W	1	NO PASS		55.50%	83	Y
	EQS	W	1	NO PASS		95%	93.5	Y
	EQS	W		withdraw				
	EQS	D	1			99%	92.5	y
	EQS	SS	1	PASS		100%	93	y
	EQS	HJ		?		80%	93.5	Y
	EQS	HJ	R	PASS S21		81%	75	Y
	EQS	HJ	R	PASS S21		97%	89	Y

25% overall pass rate for Spring 2022
adjusted 90-86%

Proficiency Exam FALL 2021

Name	MAJOR	Seat	attempt	Riding	100% compulsory 83% other	83%	90%	Letter?
Name	MAJOR	Seat	attempt	Riding	Interview	Written/score		
Taylor Hoefakker	EQGS		retake			80%		
Elizabeth Stewart	EQS	HJ	transfer 1st	NA		85%	87%	
Kelsey Matheny	EQGS		1st EQGS			47%		
Jolie Miner	EQS	W	retake	PASS				
Sam Gleason	EQS	W	retake	PASS				

Name	MAJOR	Seat	attempt	Riding	100% compulsory 83% other	83%	***86%	Letter?
Name	MAJOR	Seat	attempt	Riding	Interview	Written/score		
	EQA			R		85%	89	Y
	EQA		1			89%	95.5	Y
	EQA					94%	86	Y
	EQA		1			78%	87	y
	EQA			withdraw				
	EQA					97%	90.5	y
	EQA		1			90%	86	y
	EQA		1			99%	87	Y
	EQGS		1			100%	99	y
	EQGS		1			94%	87	y
	EQGS		1			100%	86	y
	EQGS		1			95%	90	y
	EQGS			R		98%	96	Y
	EQS	HJ	1	PASS		89.50%	78.5	Y
	EQS	W	1	NO PASS		87%	95.5	Y
	EQS	HJ	1	PASS		93.50%	86.5	Y
	EQS	HJ	1	NO PASS		84.00%	86	Y
	EQS	W		withdraw				
	EQS	HJ	1	NO PASS		69%	56.5	Y
	EQS	HJ		R		90%	97	Y
	EQS	D		withdraw				
	EQS	SS	1	PASS		100%	93	Y
	EQS	W	1	NO PASS		90.50%	90.5	Y
	EQS	SS	1	NO PASS		100%	95	Y
	EQS	W	1	NO PASS		85.50%	94.5	Y
	EQS	HJ	2	PASS		99.50%	84	Y
	EQS	SS	1	NO PASS		97%	92.5	Y
	EQS	W	1	NO PASS		55.50%	83	Y
	EQS	W	1	NO PASS		95%	93.5	Y
	EQS	W		withdraw				
	EQS	D	1			99%	92.5	y
	EQS	SS	1	PASS		100%	93	y
	EQS	HJ		?		80%	93.5	Y
	EQS	HJ	R	PASS S21		81%	75	Y
	EQS	HJ	R	PASS S21		97%	89	Y

25% overall pass rate for Spring 2022
adjusted 90-86%



Program: _____ EQS, EQA, EQGS _____
Student Performance Review Schedule
February 22-23, 2022

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2/22	9:00-11:00	All Proficiency Students	Written Proficiency Test	EQS 100	Jennie Petterson	EQ Core 1, 2, 3
2/22	9-11:00	Selected Seniors	CLA	Burton 205	Carrie McCray Jennie Petterson	WWU objectives
2/22	11-12:00	EQ Freshman and non-proficiency sophomores	Competency Test and Portfolio Workshop	EQ 100	Jennie Petterson Liz Haben	EQ Core 1, 2, 3
2/22	12:30-1:30	EQ juniors and non-CLA seniors	Competency Test and Portfolio Workshop	EQ 100	Jennie Petterson Liz Haben	EQ Core 1, 2, 3
2/22	2-4:00	Proficiency Students EQA, EQGS, EQS-SS	Proficiency Interviews	EQ 100 EQ 102	Jennie Petterson	EQ 3 EQS 4, 5 EQA 4, 5 EQGS 4, 5 (applicable concentration)
2/22	5:00-7:00	Proficiency Students EQS HJ	Hunter Jumper Applied Riding Test	RARA	Kamerra Brown Allen	EQS 5
2/22	6:00-8:30	Proficiency Students EQS-W	Western Applied Riding Test	UPHA	Liz Haben	EQS 4
2/23	9-10:00	Freshman and sophomores not taking	Proficiency Information Session	EQ 100	Jennie Petterson	EQ Core 1, 2, 3

		proficiencies this semester				
2/23	10-11:00	All Proficiency testing students and EQ seniors	Portfolio Workshop	EQ 100	Jennie Petterson Liz Haben	EQ Core 1, 2, 3
2/23	11-12:00	Optional event	Summer Jobs and Internships	EQ 100	Sarah Track Bailey McCallum Laura Ward	EQ 3
2/23	12-1:00	Optional event	WWU Herd Management	EQ 100	Dr. Schiltz Jean Kraus	EQ 2
2/23	2-4:00	Proficiency Students EQS W, EQS HJ, EQS D	Proficiency Interviews	EQ 100 EQ 102	Jennie Petterson	EQ 3 EQS 4, 5
2/23	6:00-8:00	Proficiency Students	Saddle Seat Applied Riding Test	UPHA	Sarah Track	EQS 5

CLA: All Seniors who started their academics at WWU will be taking the CLA from 9-11 on either the 23rd or the 24th.

Core Equestrian Program Objectives:

1. Analyze ethical issues and industry characteristics of the equine industry
2. Understand the theories and processes of equine management
3. Develop communication and managerial strategies for the equine industry

EQS

4. Demonstrate proficiency in selecting, conditioning and training the competition horse
5. Demonstrate effective teaching practice and methodology as a riding instructor

EQA

4. Apply principles of efficient equine facility management
5. Demonstrate effective leadership and supervisory skills

EQGS—Equestrian Studies


4. Explain the development and influences of the modern equine industry
5. Analyze career opportunities in the industry and related areas

EQGS—Equine Assisted Therapy

4. Demonstrate effective teaching practice and methodology as an equine assisted therapy instructor
5. Analyze career opportunities in the industry and related areas

EQGS—Media

4. Create examples of best practices in print and production in equine media
5. Demonstrate effective equine industry communication using innovative media techniques

Objective 1 VIA: reflective writing and artifacts 


15 / 20, 75 %


20 / 20, 100 %

20 / 20, 100 %

19 / 20, 95 %

19 / 20, 95 %

 20 / 20, 100 %

Objective 2 VIA: reflective writing and artifacts 

15 / 20, 75 %


19.6 / 20, 98 %

20 / 20, 100 %

 18 / 20, 90 %

18 / 20, 90 %

20 / 20, 100 %

Objective 3 VIA: reflective writing and artifacts 

13 / 20, 65 %

20 / 20, 100 %

19 / 20, 95 %

18 / 20, 90 %

0 / 20, 0 %

20 / 20, 100 %

Objective 4 VIA: reflective writing and artifacts (1) ▾

14 / 20, 70 %

19 / 20, 95 %

20 / 20, 100 %

19 / 20, 95 %

18 / 20, 90 %

20 / 20, 100 %