Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Agriculture
   Department: Animal Sciences

2. Course Prefix and Number: ANSC 3360
   3. Effective Term: 201

4. Course Title: Equestrian Coaching
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - Renumber a Course
   - Current Course Number:
   - Add a Course
   - Proposed Course Number:
   - Revise a Course
   - Type of Revision:
   - credit hours

6. Course Credit:
   Contact/Group Hours
   Schedule Type Weekly or Per Term? Credit Hours Anticipated Enrollment
   ------- ------- ------- -------
   1  Lecture weekly 1 20
   4  Lab weekly 2 20
   Maximum Hours
   (Repeatability):
   Total Credit Hours 3

7. Grading Type:
   - Regular (ABCD)
   - Satisfactory/Unsatisfactory (SU)
   - Audit

8. Prerequisites/Corequisites:
   Use "X" to indicate a prerequisite, "C" to indicate a corequisite, and "PC" to indicate a prerequisite with concurrency.
   None

9. Restrictions:
   - List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Principles and practices of instructing students on horsemanship, safety for horse and rider, lesson plans and class management, evaluation of riders, teaching riders with special needs.

11. May Count Either:
    - (Indicate if this particular course cannot be counted for credit in addition to another)
    - Program Type
    - Program Title

12. Affected Program(s):
    - (If not included in any program, attach memorandum if more space is required)
    - Major
    - Animal Sciences - Equine Science Option
    - Elective

13. Overlapping or Duplication of Other Units’ Offerings:
    - (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/department, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:

After five years of teaching this curriculum, it is apparent that the students would benefit from additional lecture time to better prepare them for the laboratory activities.

(include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources will be necessary.

(indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean – where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

- Develop a thorough understanding of inherent risks associated with riding horses and equestrian sports and methods for reducing risks
- Develop lesson plans suitable for individual and group lessons for beginners and advanced riders, youth and adult
- Understand methods of evaluating lesson effectiveness
- Develop management skills and activities needed to direct successful equestrian lesson programs

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

<table>
<thead>
<tr>
<th>Week; Lecture Topic</th>
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<tbody>
<tr>
<td>1 Introduction, syllabus, objectives</td>
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<tr>
<td>2 Safety considerations</td>
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<tr>
<td>3 The effective instructor</td>
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<tr>
<td>4 Lesson plan development</td>
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<tr>
<td>5 Teaching the beginner; EXAM 1</td>
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<tr>
<td>6 Lesson sequences</td>
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<tr>
<td>7 Developing the independent seat; BOOK REVIEW</td>
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<tr>
<td>8 Developing the independent seat</td>
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<tr>
<td>9 The intermediate rider</td>
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<tr>
<td>10 Group Riding; MANAGEMENT REPORT 1</td>
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<td>11 Special needs riders; EXAM 2</td>
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<tr>
<td>12 Selecting the lesson horse; Lesson binder</td>
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<td>13 Liability &amp; insurance</td>
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<tr>
<td>14 Facility management</td>
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<tr>
<td>15 Lesson business management; MANAGEMENT REPORT 2</td>
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<tr>
<td>FINAL EXAM</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week; Lab Activity</th>
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</thead>
<tbody>
<tr>
<td>1 Safety test</td>
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<tr>
<td>2 Handling basics</td>
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<tr>
<td>3 Lesson goals, management</td>
</tr>
<tr>
<td>4 Teaching balance &amp; position</td>
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<tr>
<td>5 The first ride</td>
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<tr>
<td>6 Trot skills</td>
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<tr>
<td>7 Refining control skills</td>
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<tr>
<td>8 Longe line lessons</td>
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<tr>
<td>9 Introducing cantering, specialized lessons</td>
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<tr>
<td>10 Drill teams, trail rides</td>
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<tr>
<td>11 Equine assisted therapy</td>
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<tr>
<td>12 Lesson horse care &amp; management</td>
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<tr>
<td>13 Risk mitigation actions</td>
</tr>
<tr>
<td>14 Employee training, working students</td>
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<tr>
<td>15 Field trips – local lesson barns</td>
</tr>
</tbody>
</table>

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)
18. Assignments / Projects:

Management reports: Two management reports will be prepared regarding operating procedures for a hypothetical lesson facility. The first report will describe the size, scope and general mission of the facility, and the New Rider packet (interview form, release form, general rules for riders, etc.). The second report will outline standard operating procedures (SOP's) for staff at the facility.

Book review:
Coaching and riding instruction requires the instructor to be a life-long learner in terms of evaluating and implementing new instructional strategies. This assignment allows the student to read and review a book on riding instruction, and to submit a two-page, standard format review of the book of their choice. Book choices and suggestions will be discussed in class.

Lesson plans: Formal lesson plans will be developed and written, and each student is to create a binder of their lesson plans. Plans may be required to be submitted for review and feedback throughout the course. Topics for each assignment will be discussed in class, and may include ground work, individual or group lesson, or specialized work. The final organized lesson binder is due for grading at the end of the semester.

Final exam and practicum:
The final exam will be divided into two components. Students will give a 30-minute lesson on a horse-related activity of their choosing during the regularly scheduled class period. The final written exam will be given at the scheduled time.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Management reports (2 x 50 points) 100 points
Midterm exams (2 x 100 points) 200 points
Book review 50 points
Lesson plan binder 100 points
Final exam/practicum 100 point

Grades will be calculated out of 550 possible points:

Grade Points required
A 455-550
B 400-454
C 345-399
D 290-344
F <290

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for SA/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: Not applicable

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
Approvals

[Signatures and dates for approval]

[Signatures and dates for approval]

Dean of the Graduate School (for Graduate Courses)

[Signature]

[Date]

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

[Signature]

[Date]

Contact Person: Dale A. Coleman

E-Mail Address: colemda@auburn.edu

Telephone: 844-1512

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Instructor:  
Betsy Wagner, PhD PAS  
229 Upchurch Hall  
844-7503  
elw0001@auburn.edu

Office Hours: by appointment  
Cell phone: 334-663-2747

Prerequisites:  none

Texts:  
Storey Publishing. ISBN 1-580170515-5. (required)

Other texts/references will be discussed. Students will be responsible for reviewing other instructional texts for assignment credit.

Handouts and Other Materials:  
Additional course materials will be distributed in class. Consider these to be as valuable as your notes and text book in understanding the material and preparing for exams.

Students will be required to wear boots and long pants when working at the AU Horse Unit. Students should be prepared to ride for class activities and demonstrations. ASTM certified helmets are required for all riders.

Course Description:  
Understanding principles and implementing practices associated with safety for both horse and rider when instructing students on horseback; lesson plans; management of classes; evaluating success of equestrian instruction; teaching students with special needs.

General Course Objectives:  
- Develop a thorough understanding of inherent risks associated with riding horses and equestrian sports and methods for reducing risks  
- Develop lesson plans suitable for individual and group lessons for beginners and advanced riders, youth and adult  
- Understand methods of evaluating lesson effectiveness  
- Develop management skills and activities needed to direct successful equestrian lesson programs
Management reports: Two management reports will be prepared regarding operating procedures for a hypothetical lesson facility. The first report, due by Monday, July 7, will describe the size, scope and general mission of the facility, and the New Rider packet (interview form, release form, general rules for riders, etc.). The second report, due by Monday, July 23, will outline standard operating procedures (SOP’s) for staff at the facility.

Coaching review: On Thursday, July 12, students will observe coaching and instruction at a horse competition (AUET camp, State 4-H Horse show, USEF show at Auburn Horse Park). They will write a critical review of the coaching and instruction techniques they observe in the warm-up and during the competition. A two-page typed review (standard format) is due Monday, July 16.

Peer teaching evaluation: Students will conduct a 20-minute individual riding lesson, to be evaluated by their peers (riding student and observer). The lesson is tentatively scheduled for Monday, July 16, with the report due Thursday, July 19. The peer teaching evaluation may be shared with the person you evaluate.

Book review: Coaching and riding instruction requires the instructor to be a life-long learner in terms of evaluating and implementing new instructional strategies. This assignment allows the student to read and review a book on riding instruction, and to submit a two-page, standard format review of the book of their choice. Book choices and suggestions will be discussed in class. Due Thursday, July 26.
**Journaling:**
Much of this class will be spent in observation and discussion, and it may be difficult at times to take a formal set of notes on some topics. Journaling of these activities may help to solidify concepts covered, and also serves as a good tool for coaches and instructors in evaluating various teaching techniques and individuals’ progress. Topics will be assigned daily to help give direction to the day’s entry. Journals will be collected on July 2, 9, 16, and evaluated for lesson and discussion notes as well as personal commentary or criticism of the activities observed.

**Lesson plans:** Formal lesson plans will be developed and written, and each student is to create a binder of their lesson plans. Plans may be required to be submitted for review and feedback throughout the course. Topics for each assignment will be discussed in class, and may include ground work, individual or group lesson, or specialized work. The final organized lesson binder is due for grading on **Monday, July 23**.

**Final exam and practicum:**
The final exam will be divided into two components. On **Wednesday and Thursday, July 25 & 26** students will give a 30-minute lesson on a horse-related activity of their choosing during the regularly scheduled class period. The final written exam is a take home, due **Thursday, July 26**.

**General Class Rules and Policies**
1. Show up to class. I will worry about you. When possible, email me in advance of your absence.
2. Permission for making up missed exams is granted according to AU policies outline in the *Tiger Cub*. You will have one week from the day you return to class to make arrangements for missed work.
3. Late assignments will automatically be assessed a penalty of 10% of the total possible points for each weekday they are late. For example, an assignment valued at 50 points will be worth a maximum of 45 points when one day late, 40 points when two days late, 25 points when five days late, etc.
4. Questions concerning quiz and exam grades should be asked during the next class period after getting the quiz or exam returned to you. Waiting until the end of the semester is stressful on everybody.

**Academic Honesty Code:**
Students are responsible for reading and understanding Auburn University’s policies and procedures regarding academic misconduct. This can be accessed in the Rules section of http://www.auburn.edu/tigercub. Cheating and plagiarism are considered serious offenses in the class, and students are expected to pursue their academic work with honesty and integrity. If you have any concerns or questions regarding academic dishonesty, please make an appointment to see me during office hours. I would rather spend my time being helpful and proactive than something else.
Disability Accommodations
Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Tentative Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Topic</th>
<th>Project Due</th>
<th>Week</th>
<th>Reading</th>
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<tbody>
<tr>
<td>June 27</td>
<td>Review syllabus, course overview</td>
<td>Lesson plan design; child vs. adult learners</td>
<td>Ch. 1-3, 6-7</td>
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<td>28</td>
<td>Safety lesson</td>
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<td>29</td>
<td>Ground skill lessons</td>
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<td>30</td>
<td>Reading Day</td>
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<td>July 4</td>
<td>No Class – Independence Day Holiday</td>
<td>Safety, legal issues, developing a lesson sequence</td>
<td>Ch. 1-2 (review), 3-5, 8-9</td>
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<td>5</td>
<td>Dealing with personalities (invited and student riders)</td>
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<td>6</td>
<td>Uses of longeing in lessons (ride)</td>
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<td>7</td>
<td>Rider assessment (ride)</td>
<td>Report #1</td>
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<td>11</td>
<td>Field trip – Storybook Farm</td>
<td>Specialized &amp; advanced programs</td>
<td>Ch. 10, 12</td>
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<td>12</td>
<td>Observe elite camp</td>
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<td>13</td>
<td>Shadow elite camp instructors</td>
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<td>14</td>
<td>Options Day – Camp, State 4-H Show, or USEF Show at H&amp;G</td>
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<td>18</td>
<td>Peer-reviewed riding lesson (ride)</td>
<td>Coaching review</td>
<td>Facility &amp; horse management</td>
<td>Ch. 11, 13</td>
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<tr>
<td>19</td>
<td>Lesson programs vs. clinics</td>
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<td>20</td>
<td>Horseless lessons</td>
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<td>21</td>
<td>Adult lessons (invited riders)</td>
<td>Peer evaluation</td>
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<td>25</td>
<td>Lessons in games (ride)</td>
<td>Lesson binder Report #2</td>
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<td>26</td>
<td>Drill work (ride)</td>
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<tr>
<td>27</td>
<td>Final lesson (invited riders)</td>
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<tr>
<td>28</td>
<td>Final lesson (invited riders)</td>
<td>Book review, Written Final</td>
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