

ANALYSIS OF SELECTED COMPREHENSIVE
UNIVERSITY EQUINE EDUCATION
PROGRAMS

By

CONNIE CORMANY BUDD

Bachelor of Science

Oklahoma Panhandle State University

Goodwell, Oklahoma

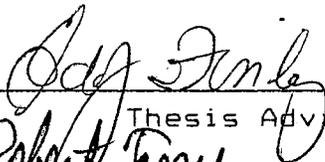
1979

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1989

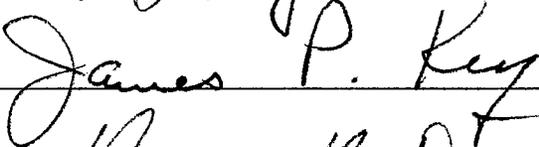
Thesis
1989
B927a
Cop. 2

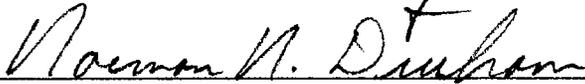
ANALYSIS OF SELECTED COMPREHENSIVE
UNIVERSITY EQUINE EDUCATION
PROGRAMS

Thesis Approved:



Thesis Adviser



Dean of the Graduate College

Hold fast to dreams
for if dreams die,
 life is a broken
 winged bird that
 cannot fly.

Langston Hughes

ACKNOWLEDGEMENTS

Indebtedness is acknowledged to the many individuals who were instrumental in making this study a reality. Sincere appreciation is expressed to Dr. Eddy Finley, the writer's Thesis Advisor, who despite extenuating circumstances, extended the guidance and encouragement vital to the completion of this study. Appreciation is also expressed to Dr. Robert Terry and Dr. Wes Holley, for their assistance and advice while serving as members of the writer's graduate committee.

Appreciation is also extended to Dr. Don Topliff for his advice and assistance in preparing the questionnaire. Appreciation is also extended to the persons at the responding universities who took the time and effort to complete the questionnaires.

The writer wishes to dedicate this study first to her parents, without whose unselfish sacrifice, love, faith and support this study would never had been initiated. Second to her brother, Randy, and sister, Trudy, who also gave willingly of themselves, their love and encouragement. Third to her husband, Tom, without whose love, encouragement and sacrifice this study could not have completed. The order of these dedications are stated simply as the people became a part of me and my life.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	3
Purpose of the Study	4
Objectives of the Study.	4
Assumptions.	5
Scope.	5
Definitions.	6
II. REVIEW OF LITERATURE	9
Introduction	9
Current Status of the Equine Industry.	10
Constraints.	12
Opportunities.	13
Need for Equine Science Programs	14
Current Status of Equine Education	16
Related Studies.	20
Summary.	23
III. METHODOLOGY.	25
Introduction	25
Institutional Review Board	25
Objectives	26
Population of the Study.	27
Development of the Instrument.	28
Collection of the Data	29
Analysis of the Data	30
IV. PRESENTATION AND ANALYSIS OF DATA.	31

Chapter	Page
V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.	58
Purpose of the Study	58
Objectives of the Study.	59
Design of the Study.	59
Major Findings of the Study	60
Nature and Extent of Equine Science Programs.	60
Design of Programs as to Student Placement.	61
Emphasis of Equine Related Extra-Curricular Activities	61
Number and Monetary Value of Scholarships Offered.	62
Conclusions.	62
Recommendations.	63
BIBLIOGRAPHY.	66
APPENDIX A - DATA COLLECTION INSTRUMENT	68
APPENDIX B - LETTERS OF TRANSMITTAL	72

LIST OF TABLES

Table	Page
I. Frequency Distribution of Deans of Resident Instruction Responding to the Mailed Questionnaire.	27
II. Analysis of Selected Comprehensive Universities' Program Offerings	32
III. Analysis of Selected Comprehensive Universities' Equine Facilities	34
IV. Analysis of Selected Comprehensive Universities Equine Related Formal Recruitment Programs and Scholarships Offered	36
V. Analysis of Selected Comprehensive Universities Recruitment Methods.	38
VI. Analysis of Selected Comprehensive Universities Requirements of Practical Application in Equine Science Courses	38
VII. Analysis of the Responsibility for Equine Related Team Supervision at Selected Comprehensive Universities.	40
VIII. Analysis of Types of Extra-Curricular Activities Within Selected Comprehensive Universities.	41
IX. Analysis of the Level of Participation in Equine Related Extra-Curricular Activities at Selected Comprehensive Universities.	43
X. Analysis of the Sources of Funding for Scholarships and/or Extra-Curricular Activities.	43
XI. Analysis of Types of Equine Related Courses Offered by Selected Comprehensive Universities.	45

Table	Page
XII. Analysis of Academic Courses as to Their Application at Selected Comprehensive Universities.	45
XIII. Analysis of Degree Programs in Equine Science at Selected Comprehensive Universities.	47
XIV. Analysis of Type of Horse Ownership at Selected Comprehensive Universities	47
XV. Analysis of the Funding of Equine Education and/or Research Operations at Selected Comprehensive Universities.	48
XVI. Analysis of the Nature of the Horse Industry by Responding Selected Comprehensive Universities.	50
XVII. Ranking of Degree of Importance of Objectives of Equine Science Programs in Selected Comprehensive Universities.	51
XVIII. Analysis of Equine Science Full Time Equivalent Positions (Other Than Faculty) in Selected Comprehensive Universities.	53
XIX. Analysis of Equine Science Teaching Assistants in Selected Comprehensive Universities.	55
XX. Analysis of the Level of Support, Interest and Need in Selected Comprehensive Universities for Equine Programs.	56

CHAPTER I

INTRODUCTION

The need for educational programs which include equine science and associated areas, both academic and extra-curricular, has increased proportionally with the continued rise in public interest and horse numbers over the past 25 years. Some academic related areas of equine science include nutrition, reproduction, general health and foot care and confinement or housing facilities. Judging, showing and rodeo competition are some of the extra-curricular activities associated with other types of equine education programs.

Student organizations can play a vital and active role in the education of students of all ages. These types of organizations can help increase the level of interest, pride, leadership and personal growth in students. Most students are attracted to an educational institution because of a specialty area the student has an interest in (5). These areas of special interest include careers, hobbies and leisure time activities . Student organizations can also be helpful in providing a clear sense of mission, purpose and identity to students (17).

The horse population peaked at more than 26 million in

1915 and then began to steadily decline until the early 1960's (5). From United States statistical information in the 1950's, it seemed apparent that the future of the domestic horse would soon belong with that of the prehistoric dinosaurs. But beginning about 1960, a resurgence in horse numbers and popularity occurred. This new interest was stimulated by the growth of an upper middle class segment of the nation's population that was more affluent and had more leisure time (6).

The major function of the horse has changed over the years. Seventy-five years ago the horse was used mainly for work and transportation and a large percentage of the population was draft horses and mules. Today the major function of the horse is for pleasure and the largest percentage of the population is light horses. There are still some horses used for work, although the percentage is small. The change in these functional uses of the horse and the many varied breeds of horses, causes a need for knowledge and experience concerning their production and management. There is an apparent need for knowledge due to the fact that as the function of the horse has changed so has its physical and nutritional requirements. Where once horses ranged mainly over large pastures, they are now confined to stalls, runs or small plots of land. Thus, creating a need for new improved management theories for nutrition and confinement housing facilities, as well as many other areas of study.

There appears to be a demand for individuals possessing practical experience that compliments a background of sound theories in equine science. The demand for individuals possessing these qualities is influencing educational institutions to incorporate equine science programs into their curriculum or expand and/or revise existing programs. The educational programs offered in areas associated with equine science are gradually increasing and becoming more comprehensive.

Statement of the Problem

It was determined that there was a lack of current information concerning the extent and/or nature of comprehensive universities' equine science programs and related extra-curricular activities. Due to this lack of current information it is difficult to characterize the curricula, facilities and student activities of the comprehensive universities that currently offer this type of program. This information would be of value to students considering a career in the horse industry or for students who are interested strictly from a recreational point of view. Furthermore, it is unknown concerning the kinds and types of equine science programs available at the comprehensive universities.

Purpose of the Study

The purpose of this study was to determine the characteristics of equine education programs' related scholarships, extra-curricular activities, objectives, characteristics of academic courses and attitudes toward equine science programs in selected comprehensive universities throughout the United States as perceived by the College of Agriculture's Dean of Resident Instruction. The increased interest in curricula relating to equine science was the foundation for this study. It was further intended that the results of this study, in combination with previous similar studies, would be useful to both existing and future equine educational programs. A further benefit of this study is that it will provide valuable information to the faculty of Oklahoma State University who are responsible for its equine science program.

Objectives of the Study

The objectives of this study were to:

Identify and select comprehensive universities in the United States that had equine science programs and survey their Deans of Resident Instruction (College of Agriculture).

Determine the nature and extent of the equine science program offerings.

Determine whether or not the program is designed for placement of the student into the horse industry.

Determine the academic and/or extra-curricular emphasis of the program.

Determine the number and monetary value of the scholarships offered.

Assumptions

For the purpose of this study, the following assumptions were accepted:

1. The survey instrument would assess accurate and sufficient responses to meet the objectives of this study.
2. All of the Deans of Resident Instruction that were surveyed would report honest and sincere responses to the best of their knowledge and abilities.
3. The Deans of Resident Instruction were the most qualified to report the information elicited.

Scope

The scope of this study included:

Thirty selected comprehensive universities that currently have functional equine science programs (and were recommended to be included by Dr. Don Topliff, Associate Professor of Equine Science, Department of Animal Science, Oklahoma State University, Stillwater).

Each Dean of Resident Instruction (College of Agriculture) at each of the selected comprehensive universities was forwarded a survey instrument; therefore, the population of this study was comprised of the 30 Deans.

Definitions

The following definitions are presented as they apply to this study.

American Horse Council - An organization which represents all sectors of the horse industry. It is dedicated to the development of the American equine industry.

Apprenticeship - A period of education when an individual studies under the tutelage of a professional for a specific period of time, usually a minimum of one year, and is able to earn a degree or certificate.

Comprehensive University - A four-year institution that has as a part of its curriculum an equine education program, as well as rodeo and other equine related extra-curricular activities.

Draft Horse - An equine weighing over 1400 pounds, and measuring over 16 hands at the withers. Examples are Belgians, Clydesdales and Percherons.

Education - Formal schooling (7).

Equine - Of or relating to the horse.

Extra-Curricular - Any activity or event that is performed outside of the academic classroom.

Facilities -Barns, pens, arenas, stalls and other associated physical structures for housing, training or working horses.

Foot Care - The necessary cleaning, trimming and shoeing to maintain a horse's foot in good condition.

Health - Freedom from disease (7).

Internship - A period of education when an individual studies under the tutelage of a professional for a short period of time, usually six months or less and no degree or certificate is earned.

Judging - To form an opinion about a specific animal or animals (horses, steers, etc.) and justify that opinion with a set of written or oral reasons.

Light Horse - An equine weighing approximately 900 to 1400 pounds, and measuring 14.2 hands or more at the withers. Examples of light horses are Quarter Horses, Arabians, Paso Finos and Thoroughbreds.

Nutrition - The study of diet and health (7).

Pleasure - Leisure riding, a hobby, playday events etc.

Reproduction - The process by which plants and animals produce new individuals (7).

Rodeo - A sport consisting of public exhibition of the skills of the contestants in such events as steer roping, bull riding and barrel racing.

Scholarships - Awards of financial value used to defray educational expenses of individuals attending post secondary institutions.

Selection - The process of choosing horses that possess the qualities and characteristics desired for a particular individual or task.

Showing - To publicly display an animal (horse, steer, heifer, gilt, etc.), in a show ring or arena in order that the animal may be evaluated by a judge for specific characteristics.

Working Environment - Ranch work, i.e. gathering cattle, moving cattle from one area to another, sorting cattle and roping cattle to be vaccinated, branded etc.

CHAPTER II

REVIEW OF LITERATURE

Introduction

As a result of the resurgence of interest in horses, an increase in their numbers and their use for racing, hobbies, pleasure and showing, a growing demand for equine educational programs has emerged. The need for the dispersement of information in the care, management and training of horses has been acknowledged with an increased frequency by high schools, colleges, universities and vocational technical institutions.

The following review of literature includes selected references relating to equine science programs and corresponding extra-curricular activities. Two studies, and several articles were located that dealt specifically with equine science programs in post secondary institutions. The studies were a doctoral study at Oklahoma State University and a survey by the Horse Committee of the American Society of Animal Science. Additional resources were reviewed which included various books, magazines and personal interviews.

In order to present the various aspects of this review of literature, the following topics are eluded to :

(1) Current Status of the Equine Industry; (2) Constraints; (3) Opportunities; (4) Need for Equine Science Programs; (5) The Current Status of Equine Education; (6) Related Studies; and, (7) Summary.

Current Status of the Equine Industry

The current horse population in the United States is approximately nine million and is increasing at a rate of less than ten percent per year (5). Barclay (6) reported that the recreational popularity of horses is at a peak. He stated that:

Although the horse no longer provides our power and transportation, its popularity for recreational activities is at an all time high. There are more than 6 million horses in the United States, on which their owners annually spend \$4 billion dollars for feed and tack. Also, twice as many people attend horse races annually as attend baseball games or automobile races, the #2 and #3 spectator sports, respectively (p.23).

Norback (9) listed a 52 percent increase in the number of foals born from 1968 to 1975. This was only registered breeds and did not include grade horses. Norback (9) also listed 320,000 boys and girls as having had horse projects in 1975 which was more than cattle and hogs combined; 3300 nationally sanctioned horse shows in the United States in 1975; and equine exports exceeded imports by \$36 million in 1973-74.

There are several areas of the horse industry under going a growth stage. Some of these areas include the one-

horse owner, race horses, youth horse programs (FFA, 4-H etc.), and an increasingly evident desire for factual information on how to select, feed, manage, train and ride horses. According to Barclay (6) 80 to 90 percent of the horse population in the United States is pleasure animals and the majority of the owners do not live on a farm or in a rural setting.

Serving as host to well-known, well publicized equine events can stimulate additional interest in horses and the horse industry, as well as, aide the local and state economies. Oklahoma Agriculture 2000 (12) states:

The Oklahoma City Chamber of Commerce estimated that the visitor trade from all horse related activities brought 75,000 people to Oklahoma City and generated \$20 million for Oklahoma City's economy in 1982 (p.112).

In addition to these aspects, horses are benefactors of mankind in various other ways. Small numbers of them are used in the Forest Service and as pack animals in areas where other surface travel is not possible. Law enforcement has discovered that mounted patrols are one of the most effective measures to handle crowds and riots. Horses are also useful from a medical standpoint. They are used as living factories for the productin of some antitoxins that are used for rendering animals and people immune to certain diseases, such as tetanus. Equine produced estrogens, found in the urine of pregnant mares, is used to relieve menopause in women (5).

Constraints

There are several areas that pose restrictions of varying degrees and are a source of financial loss for the horse industry. These areas include:

Production (breeding reproductive efficiency). The foaling percentages average about 60 percent. Many horsemen have been satisfied with this factor, but because of increased operating costs, horse owners are wanting to improve this statistic. A broodmare is chosen because of her pedigree, conformation or her own performance. Most mares are placed as broodmares with little or no regard for reproductive efficiency, growth rate or milking ability. Maintaining a stallion for every 7.3 foals produced (on establishments that advocate live cover or pasture breeding of their broodmares) is another source of decreased reproductive efficiency.

Feeds and feeding. Many horses are fed improperly and mismanaged because an increasing number of nonfarm people are purchasing horses and relying mainly on popular advertisements to help in their feeding programs.

Management. Horses have been managed inefficiently due to a lack of available information from knowledgeable professional sources. Numerous horse owners' feeding and management practices are based on myth, not on scientific research results. This can be seen in horse breeding establishments where operators continue to maintain the facilities but show little or no return on investments and

by the loss of millions of dollars through death and inefficiency of horses due to disease and parasites. Unsoundness in horses is another element that the horse industry is afflicted by, causing large financial losses due to having to destroy or retire these animals from the track, shows, ect. before they have had the opportunity to return their owners' investments.

Genetics. Because the majority of horses are used for pleasure and several breeds are based solely on coat colors of the horses, a working knowledge of how coat color is inherited is needed.

Research. Research, in all areas pertaining to horses, has been extremely limited for many years. Funding has been almost nonexistent and difficult to procure. Competent, knowledgeable people to conduct equine research programs have been almost as difficult to obtain. Although in recent years, there has been an upward trend in equine research and affiliated areas, it is still not favorably comparable to other fields of research (5,12).

Opportunities

There are employment opportunities in the horse industry and its associated areas. Although these jobs are not in an over-abundance, they are available and accessible to individuals possessing the right combination of elements. These elements include desire and interest in

the industry, intellect, self-respect, open-mindedness, a good measure of common sense, some ambition and a willingness to continue to learn. The elemental catalyst is education and the buffer is experience.

These employment opportunities are in the fields of:
(1) Research; (2) Teaching; and, (3) Extension.

Research. An increased reproductive efficiency could be attained with more knowledge in the fields of nutrition, management, reproductive physiology, genetics and horse behavior. Areas of research are unlimited provided the necessary funds and personnel are available.

Teaching. A few states, in particular Oklahoma, have the potential to become a center for instruction in the entire field of equine science.

Extension. As the horse industry continues to grow, there will be an increased need for expertise and assistance in planning new events and activities that will credit the industry and its people. Extension has had a positive effect on the horse industry in several states already. However, there is a need for additional manpower if extension is to reach its full potential (12).

Need for Equine Science Programs

Borton's (1) opinion was that there are very few institutions doing a good job of training students to go into the horse industry even though job opportunities for well trained individuals are relatively good. Rogers (10)

wrote:

Borten noted that most colleges are beginning to fill an industry need. Institutions are traditionally slow to change, but he sees improvement in the future. One of the major problems facing colleges in establishing horse programs, is finding qualified instructors (p.78).

Borten also commented in Rodgers' (10) article:

What I would like to see develop is a situation where schools start to actually develop horse science programs with internships and programs worked out with breeders and horse people where students can appreciate and gain some practical experience to go along with the technical skills they learn in college (p.78).

Potter (11) felt that careers in training, showing and mid- to upper-level management, as well as related fields of veterinary medicine and research require two kinds of educational background. One being the technical training in equine sciences, such as principles and practices of horse behavior, nutrition, feeding, genetics, breeding, physiology of reproduction, housing, pasture management, disease control and training. The second one being practical horse husbandry (horsemanship abilities). In addition Mills (13) wrote that hands on experience is paying off for graduates, who are readily finding jobs in the agriculture industry.

Rudolph's (2) study showed the greatest demand for equine science programs to be at the post secondary level and in 4-H programs. Norback (9) mentions that \$6 billion is invested in horses and related assets; there are 200,000 breeders of registered horses; and, there are over 150

newspapers and magazines that deal strictly with horses.

For both pleasure and education, and as a way of producing income, all youth groups, particularly 4-H and FFA, acknowledge horse projects as a sound type of agricultural program (8). In a 1974 publication Ulmer and Juergenson (8, p.21) stated: "The American Horse Council has estimated that the horse industry in the United States today exceeds an investment of \$7.5 billion." A report for the year 1985 by Peat, Warwick, Mitchell and Co. (18) made to the American Horse Council, disclosed the total gross revenue from the horse industry to be \$16.233 billion and \$15.2 billion of that amount was contributed directly to the gross national product of the United States. Of the \$16.233 billion, the sum of \$13.2 billion came entirely from the expenditures of horse owners. It is evident from the comparison of the dollar values in these two studies, that the horse industry is a vital force in the nation's economy. It provides many jobs and extensive purchasing power, and the industry provides some leisure time pleasure to at least one-third of the population in the United States (8).

The Current Status of Equine Education

A doctoral study by Rudolph (2) at Oklahoma State University was the most current study specifically addressing the equine science programs in post secondary

institutions. Rudolph (2) surveyed 119 institutions but had only 88 usable responses. The objectives of his study were to describe, classify and identify specific characteristics of the equine science programs at colleges and universities in the United States. Some of the findings were: The majority of the institutions rank horses as third in order of economic importance in the livestock industry in their area; the basic nature of the horse industry was pleasure/hobby at 89.7 percent; showing was second with 64.8 percent; 96.6 percent of the programs surveyed offered horse science as part of a specific curriculum; 80.7 percent of the programs offer practical application in conjunction with the theory taught; the availability of internship and apprenticeship programs varied considerably between institutions that offered the program; 58 percent of the institutions had breeding programs; research using horses was the least offered program at 37.5 percent.

The major objectives of the institutions varied. To provide students with a fundamental background in horse management had the most responses with 62.5 percent. To provide training for entering horse related careers had a 54.5 percent response. The objective with the least response was to prepare students to continue in advanced study toward a higher degree with 36.4 percent.

Curriculum emphasis was on management in 39.8 percent of the programs. State funds were the major source of

funding for the equine programs with proceeds from the sale of horses second. The average age for professors was 51 and for instructors was 29. The years of practical experience of the faculty ranged from 14 to 19 years.

Anthony Borton (1) was chairman of the Horse Committee of the American Society of Animal Science which conducted a survey of equine programs in colleges and universities in 1971. The committee studied 48 colleges and universities that had equine programs. The population consisted of 33 state colleges and universities and 15 private colleges. The major objective of their study was to survey colleges and universities to determine their involvement in equine programs. It was intended that the results would be of interest and use to institutions in developing their equine programs. Some of the findings were as follows: the number of horses at state colleges and universities varied from two to 125 with the average size herd being 39; and, the horse breeds varied from Quarter Horses to Shetlands to grade horses.

Twenty-five of the 33 state institutions indicated they had breeding programs. Only 13 showed their horses and a number of institutions indicated they did not use state funds to pay show expenses. Funding of the horse and breeding herds came primarily from state and teaching budgets, but several institutions indicated revolving funds (sale of horses) and private donations as their primary financial source.

The faculty and staff involvement in the college-university programs varied greatly. The personnel engaged in the equine programs varied from zero to five staff members and .125 to three faculty members.

Riding programs were reported in 16 of the 33 institutions. The number of students enrolled in the riding programs ranged from 24 to 269 with the average being 93. The student cost of the riding programs varied from zero to 50 dollars a semester with an average of 39 dollars.

Twenty-one of the 33 colleges and universities indicated they had research programs in progress and the programs were supported about equally from state and private funds. Nineteen had research programs in nutrition, eight had research programs in reproduction and one each had programs in management and health.

Most institutions taught at least one course in horse management but some as many as eight related courses. The major problems concerning equine programs were insufficient funds, inadequate facilities and a lack of administrative support.

Domangue (15, p.20) stated: "As agriculture educators seek to modernize courses and attract students, many states have turned to specific courses in various areas of agriculture." In an article by Woods (16) she stated:

Our students strive and thrive in many specialty areas of agriculture. Conservation, horticulture, floral design, horse handling and small animal care are the five major areas of agriculture currently taught . . .(p.25).

Credit for a high school course or courses in equine science/horse management is an area of agricultural instruction that is showing up more and more. The exposure and any available hands-on experience, gives the students an idea of the different opportunities and options available in the horse industry. The programs are designed to meet the employment needs of the horse industry (19,11,13). Some of the students completing these programs go to work immediately after high school, while others attend college.

Colleges and universities throughout the United States, are also beginning to recognize the value of the horse as a means of attracting students. Some students are attracted to a school by its academic or sports reputation, while there are those that have a tendency to seriously consider a college that supports a rodeo team, an annual horse show, judging contest or horse management and riding classes (10,11,13).

Related Studies

There were two related studies conducted by Parli (3), 1984 and Cooper (4), 1987, both at Oklahoma State University. Cooper's (4) study concerned the competency levels and pre-service training received by Cooperative

Extension Service (C.E.S.) agents in Oklahoma relative to the light horse. Some of the major findings of his study were: C.E.S. agents felt their competencies in the areas of light horse related material to be average in some areas such as nutrition, management of feeding horses, deworming, judging and vaccinating and below average in areas such as floating teeth, castration, advanced performance maneuvers, care of stallion, and care of mare and foal; C.E.S. agents had received little training in light horse related subject matter; 21.8 percent of the respondents received no specialized training programs related to light horse subject matter; 52.7 percent attended clinics; 50.9 percent attended work shops; 32.7 percent attended in-service programs; 20.0 percent attended breeding programs; and 7.3 percent listed tours, horse shows and horse training as where they gained additional experience. The C.E.S. agents had a higher degree of interest in the light horse material than vocational agriculture teachers.

Some of the conclusions of Cooper's (4) study were: C.E.S. agents were not above average in any of the competencies related to light horses; a majority of C.E.S. agents had no college credits pertaining to light horses; C.E.S. agents competency was a direct result of hands on experience.

Some recommendations of this study were special programs for the enhancement of competencies and for providing equine educational material to the C.E.S. agents.

Parli (3) studied the competency levels and pre-service training received by vocational agriculture teachers in Oklahoma relative to the light horse. The objective of his study was to determine the vocational agriculture teacher's (in the central district of Oklahoma) degree of competency relative to teaching light horse related subject matter.

Some of the major findings of Parli's (3) study were: vocational agriculture teachers felt their competencies to be average in the areas of deworming, vaccinating, enternal and external parasites, uses of light horses, health maintenance and disease prevention and below average in such areas as floating teeth, advanced performance maneuvers, history of the light horse and castration; 62.3 percent had not attended any pre-service training programs; 14.5 percent had attended clinics; 13 percent attended breeding programs; 11.6 percent attended workshops; ten percent attended in-service programs; 8.7 percent participated in Cooperative Extension programs and 11.6 percent specified horse shoeing school, home experience, summer conference, and horse shows as where they gained additional experience.

Some of the conclusions of Parli's (3) study were: the vocational agriculture teachers in the cental district of Oklahoma are not above average concerning their competencies in light horse subject matter; vocational agriculture teachers have little, if any, training in light

horse subject matter; the lack of pre-service training contributed to a low number of vocational agriculture teachers teaching light horse related subject matter; there is a definite need for educational programs concerning light horses.

Some recommendations of this study were: more emphasis should be placed on teaching light horse related subject matter in the vocational agriculture classroom; vocational agriculture teacher education candidates receive pre-and in-service training in light horse related subject matter; special horse related programs be made available to increase their expertise and competencies.

Summary

The literature which was analyzed, emphasized a necessity for equine science programs that fulfill a variety of needs for both students and the horse industry. These needs included: (1) the education and training of qualified equine science instructors for both high schools and universities; (2) a means for the dissemination of information to the average horse owner; (3) programs for individuals interested in horses as a leisure time activity; and, (4) for training of professionals to enter the many facets of the horse industry. Most of the material reviewed states that both educational and practical (hands-on) experience are the best combination for successful careers in any area of the horse industry

and its related fields. It was further apparent that institutions are beginning to incorporate equine science programs into their curricula or expand existing programs to meet the demands of the students, as well as the horse industry. The programs were varied in their emphasis which ranged from riding to management to research programs. It was also evident that finding qualified instructors to teach the equine science courses was one of the major problems facing institutions initiating new programs.

CHAPTER III

METHODOLOGY

Introduction

This study was designed to determine the characteristics of equine education programs in selected comprehensive universities throughout the United States, as perceived by the College of Agriculture's Dean of Resident Instruction.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue.

Objectives

The objectives of this study were to:

1. Identify and select comprehensive universities in the United States that had equine science programs and survey their Deans of Resident Instruction (College of Agriculture).

2. Determine the nature and extent of the equine science program offerings.

3. Determine whether or not the program is designed for placement of the student into the horse industry.

4. Determine the academic and/or extra-curricular emphasis of the program.

5. Determine the number and monetary value of the scholarships offered.

To collect the information on equine science programs throughout the United States, the following had to be completed:

1. The population of the study had to be determined.

2. The instrument for collecting the data had to be developed.

3. The procedure for collecting the data had to be developed.

4. The method for analysis of the data had to be selected.

Population of the Study

The population of this study consisted of 30 purposely selected Deans of Resident Instruction, College of Agriculture, in selected comprehensive universities throughout the United States. Of the 30 Deans of Resident Instruction surveyed, 21 (70 %) responded to the questionnaire and nine (30 %) did not. The Horseman's Catalogue, a published list of colleges and universities with active rodeo teams and recommendations by Dr. Don Topliff, Associate Professor of Equine Science, Oklahoma State University, were used as a foundation for obtaining the population used in this study.

Table I indicates the frequency distribution of Deans of Resident Instruction who responded to the mailed questionnaire, as well as the distribution of those who chose not to respond.

TABLE I
FREQUENCY DISTRIBUTION OF DEANS OF RESIDENT
INSTRUCTION RESPONDING TO THE
MAILED QUESTIONNAIRE

Category	Frequency	
	N	%
Respondents	21	70.0
Non-Respondents	9	30.0
Total	30	100.0

Development of the Instrument

The questions for the instrument (Appendix A) were formulated by the investigator with the able and competent assistance of her thesis advisor and Dr. Don Topliff.

A mailed questionnaire was used to collect the data for this study for reasons that: (1) this type of instrument would elicit the essential information necessary to satisfy the objectives of this study; and, (2) conducting personal interviews or telephone surveys would have been impractical due to the geographical location of the comprehensive universities and due to the expense of conducting a telephone survey.

A questionnaire was developed with the aide of the investigator's thesis advisor. The major areas covered by the instrument included: (1) scholarships; (2) extra-curricular activities; (3) funding of education, research and extra-curricular activities; (4) characteristics of academic courses offered; (5) objectives of equine science programs; and, (6) attitudes toward the equine science programs at the institutions as perceived by the Deans of Resident Instruction.

It was determined that forced choice response questions were the most appropriate type to be asked in order to analyze the equine science programs examined. In addition, in order to measure the attitudes toward the equine science programs, it was necessary to use a five-point Likert-type scale. The attitudes toward the equine

science programs were measured as follows: (1) to be classified at the five point level (highest level), mean responses had to be within the real limits of 4.5 to 5.0; (2) to be classified at the four point level, mean responses had to be within the real limits of 3.5 to 4.49; (3) to be classified at the three point level, mean responses had to be within the real limits of 2.5 to 3.49; (4) to be classified at the two point level, mean responses had to be within the real limits of 1.5 to 2.49; and, (5) to be classified at the one point level (lowest level), mean responses had to be within the real limits of 0.5 to 1.49. And finally, the respondents were provided an opportunity to "write-in" remarks or responses (in response to open-ended categories) at the end of each question developed.

After formulation of the instrument it was reviewed by Dr. Don Topliff. A pretest was conducted and necessary changes, deletions and additions were made for clarity. The instrument was then submitted to the investigator's thesis advisor for final review and suggestions.

Collection of the Data

The questionnaire was completed in September, 1989, and submitted to the Institutional Review Board at Oklahoma State University for review and approval. On October 2, 1989, each Dean of Resident Instruction, in the 30 purposely selected comprehensive universities (in the

United States) was mailed a questionnaire and a cover letter. A self-addressed, stamped envelope was enclosed for the participants to return the completed questionnaire. Two weeks later on October 16, 1989, a follow up letter and questionnaire were mailed to the nonrespondents. Samples of these items are in Appendix A (Questionnaire) and Appendix B (Letters of Transmittal).

Analysis of the Data

The research conducted was basically descriptive in nature and statistics such as percentages, frequencies, rankings and means were selected to describe the results. The data was compiled and tabulated in a style designed to disclose the findings related to the purpose and objectives of this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The major purpose of this chapter is to present and analyze the data compiled as a result of the conduct of this study. This study was conducted in order to analyze selected comprehensive universities' equine educational programs related scholarships, extra-curricular activities, objectives, characteristics of academic courses and attitudes toward equine science programs as perceived by the Deans of Resident Instruction at each of the selected comprehensive universities.

The population of this study was composed of 30 purposely selected Deans of Resident Instruction, College of Agriculture, at selected comprehensive universities. Twenty-one Deans of Resident Instruction (70 percent) responded to the survey conducted.

After the response was elicited via a mailed questionnaire, an analysis was conducted to describe the findings. Only descriptive statistics were utilized since the research effort was primarily of a descriptive nature.

Table II presents the equine related programs offered at the selected comprehensive universities. The most frequently offered programs were a competitive rodeo team

TABLE II
ANALYSIS OF SELECTED COMPREHENSIVE UNIVERSITIES'
EQUINE RELATED PROGRAM OFFERINGS

Type of Program	Frequency Distribution		
	N	%	N=21
Intercollegiate Show Team	8	38.1	
Horse Judging Team	12	57.1	
Competitive Rodeo Team	20	95.2	
Equine Student Organization	14	66.7	
Internships with Horses	14	66.7	
Apprenticeships with Horses	6	28.6	
Undergraduate Courses in Equine Science	19	90.5	
Equine Breeding Program	11	52.7	
Equine Workshops, Clinics, etc.	16	76.2	
Research with Horses	13	61.9	
Other	5	23.8	

and undergraduate equine science courses by 20 (95.2%) and 19 (90.5%) out of 21 respondents, respectively. Sixteen (76.2%) of the respondents offered equine workshops and clinics and 14 (66.7%) offered equine related student organizations and internships with horses. Research and breeding programs were offered by 13 (61.9%) and 11 (52.4%) of the respondents, respectively. Horse judging teams were within 12 (57.1%) of the responding universities. The programs offered the least were intercollegiate show teams in eight (38.1%) and apprenticeships with horses in six (28.6%) universities. A total of five (23.8%) respondents offered programs other than those listed on the questionnaire. Those additional programs listed were: (1) a polo team; (2) a student horse cooperative; (3) racetrack industries program; (4) equitation classes; (5) handicapped riding program; (6) equine applied enterprise projects; (7) an Institute for Equine Science and Technology; and, (8) one would be initiating a research program in the near future.

In Table III the types of equine facilities at the selected comprehensive universities are analyzed. Seventeen (80.9%) of the universities have stalls and pastures for the institutions horses. Fifteen (71.4%) universities are each equipped with a multi-purpose livestock arena and training facilities. A total of 13 (61.9%) universities have rodeo arenas. Ten (47.6%) indicated they had outdoor rodeo arenas, five (23.8%) had

TABLE III
ANALYSIS OF SELECTED COMPREHENSIVE
UNIVERSITIES' EQUINE FACILITIES

Type of Facility	Frequency Distribution		
	N	%	N=21
Multi-Purpose Livestock Arena	15	71.4	
Rodeo Arena	13	61.9	
Outdoor Rodeo Arena	10	47.6	
Indoor Rodeo Arena	5	23.8	
Stalls for Students' use	9	42.9	
Stalls for Institution's Horses	17	80.9	
Pasture for Institution's Horses	17	80.9	
Breeding Barn for Institution's Horses	7	33.3	
Foaling Facilities for Institution's Horses	9	42.9	
Training Facilities for Institution's Horses	15	71.4	

indoor rodeo arenas, and two (9.5%) universities had both indoor and outdoor rodeo arenas. Stalls for students' use and foaling facilities for the institutions' horses were each indicated by nine (42.9%) universities. The least available facility was a breeding barn at seven (33.3%) of the universities.

An analysis of the formal recruitment programs and scholarships offered by selected comprehensive universities is shown in Table IV. Responding universities reported formal recruitment in only three areas: (1) rodeo team members at six (28.6%) universities; (2) apprenticeships at one (4.8%) university; and, (3) undergraduate equine science students at four (19.0%) universities. Concerning scholarships, 11 (52.4%) did not offer scholarships in any equine related area. The number and value of scholarships varied considerably among the universities which offered them. Scholarships were offered for rodeo team members, undergraduate equine science students and horse judging team members. For rodeo team members the number and value of scholarships at the six universities offering them were: (1) Two at a value of 500 dollars each; (2) Five at values from 200 to 300 dollars each; (3) Eight at a total value of 4000 dollars; (4) Eight to ten at values of 200 to 500 dollars each; (5) Ten to 15 at a total value of 9000 dollars; (6) Number and value is variable. The number and value of scholarships for undergraduate equine science students at the three universities which offered them were:

TABLE IV
 ANALYSIS OF SELECTED COMPREHENSIVE UNIVERSITIES EQUINE RELATED
 FORMAL RECRUITMENT PROGRAMS AND SCHOLARSHIPS OFFERED

Areas of Recruitment and Scholarships	Frequency Distribution				Value of Scholarships Dollar Amount Each	N=21
	Formal Recruitment		Scholarships Offered			
	N	%	N	%		
Horse Judging Team	0	0	2	9.5	250-500	
Rodeo Team	6	28.6	6	28.6	200-900	
Show Team	0	0	0	0	0	
Internships	0	0	0	0	0	
Apprenticeships	2	4.8	0	0	0	
Undergraduate Equine Science Majors	4	19.0	3	14.3	200-1000	
No Scholarships Offered	11	52.4	0	0	0	
Racetrack Option	0	0	1	4.8	1000-1500	

(1) One to five at variable monetary value; (2) Ten to 15 at 200 to 1000 dollars each; and, (3) 20 to 25 at 300 to 1000 each. Horse judging team scholarships at the two universities which offered them were: (1) One at 250 dollars; and, (2) Two to five at 250 to 500 dollars each. One university also listed racetrack option scholarships with ten to 15 at 1000 to 1500 dollars each.

Table V presents the frequency distribution of recruitment methods used by the selected comprehensive universities. The most common recruitment practice was personal contact by 18 (85.7%) of the 21 institutions. High school counselors/teachers and public advertising were each utilized by 12 (57.1%) institutions. Nine (42.9%) institutions used community college counselors/teachers. Scouting reports were used the least with two (9.5%) institutions reporting this method. Nine institutions reported other methods of recruiting. Some of these recruiting methods were: (1) ambassadors; (2) 4-H programs; (3) FFA programs; (4) network system of former students; (5) high school rodeos; (6) industry events; and, (7) extension activity.

An analysis of the types of practical application in equine science courses is presented in Table VI. The distribution frequencies exhibit only a modest amount of variance. Supervised laboratories were required by 15 (71.4%) of the universities' equine science programs. Supervised practice sessions and participation in extra-

TABLE V
ANALYSIS OF SELECTED COMPREHENSIVE
UNIVERSITIES RECRUITMENT METHODS

Type of Recruitment	Frequency Distribution		
	N	%	N=21
Personal Contact	18	85.7	
Scouting Reports	2	9.5	
High School Counselors/Teachers	12	57.1	
Community College Counselors/Teachers	9	42.9	
Public Advertising	12	57.1	
Other	9	42.9	

TABLE VI
ANALYSIS OF SELECTED COMPREHENSIVE UNIVERSITIES
REQUIREMENTS OF PRACTICAL APPLICATION
IN EQUINE SCIENCE COURSES

Type of Requirement	Frequency Distribution		
	N	%	N=21
Supervised Laboratories (Practicum)	15	71.4	
Supervised Practice Sessions	13	61.9	
Participation in Extra-Curricular Activities	11	52.4	

curricular activities were required by 13 (61.9%) and 11 (52.4%) universities, respectively.

Table VII presents an analysis of the individuals who are responsible for the supervision of equine related team programs. The two most reported as supervisors were rodeo team coaches, (faculty members), and horse judging team coaches, (faculty members), each with 12 (57.1%) respondents. Faculty members (advisement only), and rodeo team coaches, (non-faculty members), had eight (38.1%) and seven (33.3%) respondents, respectively. Show team coaches, (faculty members), had five (23.8%) respondents and graduate assistants had four (19.0%) respondents. The least reported as supervisors were show team coaches, (non-faculty members), and horse judging team coaches, (non-faculty members), with two (9.5%) and one (4.8%) respondent, respectively. One university reported having a team advisor.

Various types of extra-curricular activities are presented in Table VIII. Intercollegiate rodeo was the extra-curricular activity with the most respondents with 19 (90.5%). The remaining responses were: 4-H equine workshops/clinics and adult equine shows/futurities/jackpots each with 12 (57.1%) respondents; adult equine workshops/clinics had ten (47.6%) respondents; collegiate equine shows/futurities/jackpots with nine (42.9%) respondents; intercollegiate horse judging contests had eight (38.1%) respondents; collegiate equine workshops/

TABLE VII

ANALYSIS OF THE RESPONSIBILITY FOR EQUINE
RELATED TEAMS' SUPERVISION AT SELECTED
COMPREHENSIVE UNIVERSITIES

Supervised By	Frequency Distribution		
	N	%	N=21
Rodeo Coach (Faculty Member)	12	57.1	
Rodeo Coach (Non-Faculty Member)	7	33.3	
Horse Judging Coach (Faculty Member)	12	57.1	
Horse Judging Coach (Non-Faculty Member)	1	4.8	
Show Team Coach (Faculty Member)	5	23.8	
Show Team Coach (Non-Faculty Member)	2	9.5	
Graduate Teaching Assistant	4	19.0	
Faculty Member (Advisement Only)	8	38.1	
Other	1	4.8	

TABLE VIII
 ANALYSIS OF TYPES OF EXTRA-CURRICULAR
 ACTIVITIES WITHIN SELECTED
 COMPREHENSIVE UNIVERSITIES

Type of Activity	Frequency Distribution		
	N	%	N=21
Intercollegiate Rodeo	19	90.5	
Intercollegiate Horse Judging Contest	8	38.1	
4-H Equine Workshops/Clinics	12	57.1	
FFA Equine Workshops/Clinics	11	52.4	
Collegiate Equine Workshops/Clinics	7	33.3	
Adult Equine Workshops/Clinics	10	47.6	
4-H Equine Shows/Futurities/Jackpots	2	9.5	
FFA Equine Shows/Futurities/Jackpots	1	4.8	
Collegiate Equine Shows/Furturities/Jackpots	9	42.9	
Adult Equine Shows/Furturities/Jackpots	12	57.1	
A Riding Program for the Handicapped	3	14.3	
Summer Youth Program for Secondary and Elementary Students	2	9.5	
Other	4	19.0	

clinics had seven (33.3%) respondents; a handicapped riding program was reported in only three (38.1%) universities; 4-H equine shows/futurities/jackpots and summer youth programs for secondary and elementary students were each reported at two (9.5%) universities; and the least reported activity was FFA shows/futurities/jackpots with one (4.8%) respondent. There were four (19.0%) responses not listed on the questionnaire. They were as follows: (1) a fall high school program; (2) a summer horsemanship clinic for youth; (3) breed shows; and, (4) a fall high school equitation program.

The levels of participation in equine related extra-curricular activities are presented in Table IX. Fifteen (71.4%) universities reported district and/or regional participation. Eleven (54.4%) universities reported local on-campus participation only and four (19.0%) universities reported national participation. A total of eighteen (85.7%) universities reported a combination of all three categories.

Table X presents the frequency distribution of the sources of funding for scholarships and/or extra-curricular activities. Eighteen (85.7%) universities indicated that students incurred their own expenses as a source of funding. Fourteen (66.6%) universities indicated private donations as a source of funding. Institutional budgets were reported as a funding source by 11 (52.4%) universities. The least reported source of funding was

TABLE IX
ANALYSIS OF THE LEVEL OF PARTICIPATION IN EQUINE
RELATED EXTRA-CURRICULAR ACTIVITIES
AT SELECTED COMPREHENSIVE
UNIVERSITIES

Level of Activity	Frequency Distribution		
	N	%	N=21
On-Campus Participation Only (Local)	11	52.7	
District or Regional (Invitational)	15	71.4	
National (Invitational)	4	19.0	
Combination of the Above	18	85.7	

TABLE X
ANALYSIS OF SOURCES OF FUNDING FOR SCHOLARSHIPS
AND/OR EXTRA-CURRICULAR ACTIVITIES

Type of Funding	Frequency Distribution		
	N	%	N=21
Institutional Budget	11	52.4	
Private Donations	14	66.6	
Corporate Donations	4	19.0	
Students Incur Their Own Expenses	18	85.7	
Other	6	28.6	

corporate donations at four (19.0%) universities. Six (28.6%) universities reported other sources of funding. These sources were: (1) Student clubs; (2) departmental budgets; (3) student government funding; (4) money generated by the horse program; and, (5) various fund raisers such as jackpots, team ropings and dances.

The various types of equine related courses offered by the universities are presented in Tabel XI. The courses offered were as follows: Introduction to equine science in 16 (76.2%) universities; advanced equine science in 11 (52.4%) universities; intermediate equine science, eqitation and horse judging classes were each offered in ten (47.6%) universities; and the least offered were rodeo physical education and recreation courses each with two (9.5%) responses. Seven (33.3%) universities listed a total of 14 course offerings other than those listed on the mailed questionnaire. These courses were: (1) graduate level equine nutrition; (2) graduate level equine physiology; (3) horse husbandry; (4) racing industry classes; (5) breeding; (6) training; (7) enterprise projects; (8) showing; (9) evaluation; (10) farrier science; (11) undergraduate equine reproduction; (12) general horse production; (13) reproductive management; and, (14) undergraduate equine nutrition.

Table XII presents the application of the academic courses offered. A combination of theory and laboratory were indicated by 17 (80.9%) respondents. Theory only and

TABLE XI
ANALYSIS OF TYPES OF EQUINE RELATED
COURSES OFFERED BY SELECTED
COMPREHENSIVE UNIVERSITIES

Type of Course Offered	Frequency Distribution		
	N	%	N=21
Introduction to Equine Science	16	76.2	
Intermediate Equine Science	10	47.6	
Advance Equine Science	11	52.4	
Horse Judging	10	47.6	
Rodeo Physical Education	2	9.5	
Recreation	2	9.5	
Equitation	10	47.6	
Other	7	33.3	

TABLE XII
ANALYSIS OF ACADEMIC COURSES AS TO THEIR
APPLICATION AT SELECTED COMPREHENSIVE
UNIVERSITIES

Type of Application	Frequency Distribution		
	N	%	N=21
Theory Only	2	9.5	
Laboratory Only	2	9.5	
Combined Theory and Laboratory	17	80.9	

laboratory only each were indicated by only two (9.5%) respondents.

The degree programs offered in equine science are presented in Table XIII. Seventeen (80.9%) universities offered no degree program in equine science. Undergraduate and graduate degree programs were each offered by two (9.5%) universities. Of the universities not offering a degree program, four (19.0%) respondents made mention of the fact their animal science department offered a degree with a concentration in equine science.

Types of horse ownership at the selected comprehensive universities are presented in Table XIV. Eighteen (85.7%) respondents stated the universities owned their horses. Six (28.6%) respondents leased their horses. Five (23.8%) respondents listed other responses as follows: Three (14.3%) respondents had no horses; one (4.8%) respondent used horses on a loan program; and one (4.8%) respondent reported the students used their own horses.

Table XV presents the frequency distribution of funding for equine educational and/or research operations. Funding through institutional budgets was indicated by 13 (61.9%) universities; nine (42.9%) programs were self-supporting; funding from private and corporate donations were indicated by six (28.5%) and five (23.8%) universities respectively. There were three (14.3%) universities that indicated other sources of funding which were listed as: departmental budgets; income from the sale of horses; and,

TABLE XIII
 ANALYSIS OF DEGREE PROGRAMS IN EQUINE
 SCIENCE AT SELECTED COMPREHENSIVE
 UNIVERSITIES

Degree Program	Frequency Distribution		
	N	%	N=21
Undergraduate Degree	2	9.5	
Graduate Degree	2	9.5	
No Degree	17	80.9	

TABLE XIV
 ANALYSIS OF TYPE OF HORSE OWNERSHIP
 AT SELECTED COMPREHENSIVE
 UNIVERSITIES

Type of Ownership	Frequency Distribution		
	N	%	N=21
Owned by the Institution	18	85.7	
Leased	6	28.6	
Other	5	23.8	

TABLE XV

ANALYSIS OF THE FUNDING OF EQUINE EDUCATIONAL
AND/OR RESEARCH OPERATIONS AT SELECTED
COMPREHENSIVE UNIVERSITIES

Type of Funding	Frequency Distribution		
	N	%	N=21
Self-supporting	9	42.9	
Funded by Private Donations	6	28.5	
Funded by Corporate Donations	5	23.8	
Funded by Institution's Budget	13	61.9	
Other	3	14.3	

a combination of grants and research funds.

Table XVI presents the nature of the horse industry in the areas/states of the responding selected comprehensive universities. The results from the responding universities were as follows: pleasure/hobby was indicated by 21 (100%) universities; showing was indicated by 15 (71.4%) universities; breeding and management were indicated by 13 (61.9%) universities; and racing was indicated by 12 (57.1%) universities. Four responses were indicated that were not on the questionnaire. These were listed as: cutting by one (4.8%) university; and working/ranch by three (14.3%) universities.

The frequency distribution as to the degree of importance of the objectives of the equine science programs is presented in Table XVII. The objective of providing equine science courses as a part of the animal science curriculum received the most first place priority rankings with ten (47.6%), as well as the most second place priority rankings with four (19.0%) responses. Providing students with a fundamental background in equine science received the most third place priority rankings with four (19.0%) responses. Preparing students to continue in advanced study received the most fourth place priority rankings with four (19.0%) responses. Providing training for students entering a horse related career received the most fifth place priority rankings with four (19.0%) responses; and, enhancing the students personal enjoyment received the most

TABLE XVI
 ANALYSIS OF THE NATURE OF THE HORSE
 INDUSTRY BY RESPONDING SELECTED
 COMPREHENSIVE UNIVERSITIES

Nature of Industry	Frequency Distribution		
	N	%	N=21
Pleasure/Hobby	21	100.0	
Showing	15	71.4	
Breeding and Management	13	61.9	
Racing	12	57.1	
Other	4	19.0	

TABLE XVII

RANKING OF DEGREE OF IMPORTANCE OF OBJECTIVES OF EQUINE SCIENCE PROGRAMS
IN SELECTED COMPREHENSIVE UNIVERSITIES

Objectives	Frequency Distribution by Rank Category										N=21		\bar{X}	Rank
	(High) 1		2		3		4		5		6(Low)			
	N	%	N	%	N	%	N	%	N	%	N	%		
To Prepare Students for a Career in Equine Science	4	19.0	1	4.8	3	14.3	1	4.8	0	0	2	9.5	2.82	3
To Provide Training for Students Entering Horse Related Careers	5	23.8	1	4.8	0	0	3	14.3	4	19.0	0	0	3.00	4
To Provide Students With a Fundamental Background in Equine Management	8	38.1	2	9.5	4	19.0	1	4.8	0	0	0	0	1.86	1
To Prepare Students to Continue in Advanced Study Toward a Higher Degree	2	9.5	1	4.8	2	9.5	4	19.0	2	9.5	1	4.8	3.50	6
To Provide Equine Science Courses as a Part of the Animal Science Curriculum	10	47.6	4	19.0	2	9.5	0	0	2	9.5	0	0	1.88	2
To Enhance Students Personal Enjoyment	5	23.8	3	14.3	1	4.8	1	4.8	1	4.8	5	23.8	3.31	5

sixth place priority rankings with five (23.8%) responses. There were several respondents who awarded a first place priority ranking to more than one objective. However, the overall mean and the associated numerical ranking given to each mean response, demonstrated a different sequence of objectives. These were as follows:

(1) Providing students with a fundamental background in equine management was ranked first with an overall mean response of 1.86.

(2) Providing equine science courses as a part of the animal science curriculum was ranked second with an overall mean response of 1.88.

(3) Preparing students for a career in equine science ranked third with an overall mean response of 2.82.

(4) Providing training for students entering horse related careers was ranked fourth with an overall mean response of 3.00.

(5) Enhancing students' personal enjoyment was ranked fifth with an overall mean response of 3.31.

(6) Preparing students to continue in advanced study toward a higher degree was ranked sixth with an overall mean response of 3.50.

Table XVIII presents the number of full time equivalent positions, other than faculty, in equine science. The majority reported one or zero full time equivalent positions with eight (38.1%) and seven (33.3%) respondents respectively. Two (9.5%) respondents had more

TABLE XVIII
 ANALYSIS OF FULL TIME EQUIVALENT POSITIONS
 (OTHER THAN FACULTY) IN EQUINE SCIENCE
 AT SELECTED COMPREHENSIVE UNIVERSITIES

Number of Positions	Frequency Distribution		
	N	%	N=21
Zero	7	33.3	
One	10	47.6	
Two	1	4.8	
Three	0	0.0	
Four	1	4.8	
Five	0	0.0	
More than Five	2	9.5	
Other	2	9.5	

than five and one (4.8%) respondent each reported two and four full time equivalent positions. One (4.8%) respondent each reported to have one plus and less than one full time equivalent position.

The distribution frequency of equine science teaching assistants is presented in Table XIX. Graduate students were the most frequently utilized teaching assistants with ten (47.6%) responses. Undergraduate students and professionals in the horse industry each had six (28.6%) respondents. Other faculty members had four (19.0%) respondents and three (14.3%) respondents did not have teaching assistants. One (4.8%) respondent each listed their horse herdsman and guest speakers, such as equine clinicians.

Table XX presents the attitudes toward equine science programs as perceived by the Deans of Resident Instruction, College of Agriculture, in the selected comprehensive universities. This table presents both frequency distributions and mean responses with associated numerical rankings. A five-point Likert-type scale was used to analyze the data in this table with one point being low and five point being high. The following were the ranking results of this data in terms of mean responses: (1) Student interest for pleasure ranked first with a mean of 4.10.

(2) Need for an equine program ranked second with a mean of 3.85.

TABLE XIX
ANALYSIS OF EQUINE SCIENCE TEACHING ASSISTANTS
IN SELECTED COMPREHENSIVE UNIVERSITIES

Assistants	Frequency Distribution		
	N	%	N=21
Graduate Students	10	47.6	
Undergraduate Students	6	28.6	
Other Faculty Members	4	19.0	
Professional Horse People	6	28.6	
No Assistants	3	14.3	
Other	2	9.5	

TABLE XX
ANALYSIS OF ATTITUDES TOWARD EQUINE SCIENCE PROGRAMS AS PERCEIVED BY THE DEANS
OF RESIDENT INSTRUCTION AT COMPREHENSIVE UNIVERSITIES

Attitudes Toward Equine Science Programs	Frequency Distribution by Response Category										\bar{X}	Rank
	(Low) 1		2		3		4		5 (High)			
	N	%	N	%	N	%	N	%	N	%		
1. Total Institutional Acceptability	3	14.3	4	19.0	7	33.3	2	9.5	4	19.0	3.00	8
2. Need for Program	2	9.5	1	4.8	3	14.3	6	28.6	8	38.1	3.85	2
3. Equine Research Interest	3	14.3	3	14.3	5	23.8	4	19.0	3	14.3	3.05	7
4. Priority for Research Funds	8	38.1	4	19.0	4	19.0	0	0	0	0	1.75	13
5. Student Interest in Equine Program	0	0	2	9.5	1	4.8	9	42.9	8	38.1	3.15	5
6. Job Availability in Horse Industry for Graduates	3	14.3	2	9.5	8	38.1	4	19.0	2	9.5	3.00	8
7. Involvement of Area Horsemen in Operation of Program	4	19.0	5	23.8	6	28.6	2	9.5	1	4.8	2.50	12
8. Support From Area Horse Industry	5	23.8	5	23.8	1	4.8	5	23.8	3	14.3	2.79	11
9. Acceptability of Horses in Total Animal Science Program	3	14.3	2	9.5	5	23.8	8	38.1	1	4.8	3.11	6
10. Student Interest for Pleasure	0	0	0	0	5	23.8	8	38.1	7	33.3	4.10	1
11. Student Interest for Career Preperation	2	9.5	2	9.5	4	19.0	6	28.6	5	23.8	3.53	4
12. Need for a Degree in Equine Science	6	28.6	4	19.0	3	14.3	3	14.3	2	9.5	2.50	12
13. Need to Expand Equine Program	3	14.3	2	9.5	1	4.8	3	14.3	10	47.6	3.79	3
14. Departmental Faculty Support	3	14.3	5	23.8	4	19.0	7	33.3	1	4.8	2.90	9
15. Administrative Support	5	23.8	4	19.0	4	19.0	4	19.0	3	14.3	2.80	10

(3) Need for expansion of equine program ranked third with a mean of 3.79.

(4) Student interest for career preparation ranked fourth with a mean of 3.53.

(5) Overall student interest in the program ranked fifth with a mean of 3.15.

(6) Acceptability of horses in total animal science program ranked sixth with a mean of 3.11.

(7) Equine research interest ranked seventh with a mean of 3.05.

(8) Total institutional acceptability and job availability in the horse industry both ranked eighth with a mean of 3.00.

(9) Departmental faculty support ranked ninth with a mean of 2.90.

(10) Administrative support ranked tenth with a mean of 2.80.

(11) Support from the area horse industry ranked eleventh with a mean of 2.79.

(12) Involvement of area horsemen in the operation of the program and need for a degree program in equine science were both ranked twelfth with a mean of 2.50.

(13) Priority for research funds ranked lowest (13th) with a mean of 1.75.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter is intended to present an abbreviated review of this study, its design and conduct, as well as the major findings of the study.

Purpose of the Study

The purpose of this study was to determine the characteristics of equine science programs' related scholarships, extra-curricular activities, objectives, characteristics of academic courses and attitudes toward the equine science programs as perceived by the Deans of Resident Instruction of purposely selected comprehensive universities. It was further intended that the results of this study, in combination with previous similar studies, would be useful to both existing and future equine science programs. A further benefit of this study is that it will provide valuable information to the faculty of Oklahoma State University who are responsible for its equine science program.

Objectives of the Study

The objectives of this study were to:

1. Identify and select comprehensive universities in the United States that had equine science programs and survey their Deans of Resident Instruction (College of Agriculture).
2. Determine the nature and extent of the equine science program offerings.
3. Determine whether or not the program is designed for placement of the student into the horse industry.
4. Determine the academic and/or extra-curricular emphasis of the program.
5. Determine the number and monetary value of the scholarships offered.

Design of the Study

A review of literature was conducted after which procedures were developed to satisfy the purpose of this study.

The population of this study consisted of 30 Deans of Resident Instruction, College of Agriculture, in purposely selected comprehensive universities. A mailed questionnaire was used to elicit responses from the 30 Deans of Resident Instruction. A total of 21 (70%) of the Deans responded to the survey.

Major Findings of the Study

The major findings of this study were placed into four categories. They are as follows:

- (1) Nature and extent of equine science programs;
- (2) Design of programs as to student placement;
- (3) Emphasis of extra-curricular activities;
- (4) Scholarship numbers and values.

Nature and Extent of Equine

Science Programs

The majority of the equine science programs (80.9%) utilized a combination of theory and laboratory in their course work and 71.4% of the equine science programs required supervised laboratories.

The types of programs most frequently offered were competitive rodeo teams (95.2%) and undergraduate courses in equine science (90.5%).

A course in introductory equine science was the most widely offered equine related course (76.2%) and rodeo physical education was the least offered (9.5%).

It was also determined that 80.9 percent of the surveyed universities did not offer any type of degree program in equine science. The overall primary objective of the equine science programs was to provide students with a fundamental background in equine management (mean 1.86).

Also it was determined 85.7 percent of the universities own their horses and 61.9 percent of the

equine programs received the majority of their funding through institutional budgets.

Design of Programs as to Student Placement

The objective of providing training for students to enter horse related careers ranked fourth overall with a mean of 3.00 and coincided with the ranking of job availability for graduates which also had an overall mean of 3.00. Although student placement was evident as a part of the equine science program design, these results indicated neither a strong negative nor positive influence toward the placement of students in the horse industry.

Emphasis of the Equine Related Extra-Curricular Activities

Intercollegiate rodeo was the most common extra-curricular activity (90.5%). 4-H workshops/clinics and adult equine shows/futurities/jackpots were the next highest in frequency, both in 57.1 percent of the universities.

The most frequently utilized level of participation (i.e. on-campus, district, etc.) was a combination of various levels (85.7%).

Number and Monetary Value of
Scholarships Offered

A total of 10 universities offered scholarships in rodeo, horse judging, showing, undergraduate equine science and race track option. Their values ranged from 200 to 1500 dollars per year.

Rodeo scholarships were the most frequently offered (28.6%) and the racetrack option scholarships possessed the highest single monetary value (\$1500).

Conclusions

Based on the findings of this study the investigator concluded the following:

Equine science was not widely offered as a degree program and most of the course work offered was generalized and comprehensive. The universities with the most diversified equine science programs were located mainly in the west/southwest areas of the United States. Also the nature (area of concentration) of the equine programs varied depending on the demands of the area/state served by the responding university. Some of these areas of concentration were: (1) racing; (2) breeding management; (3) showing; (4) rodeo; and, (5) training.

Another conclusion was that the majority of the equine science programs are not designed for student placement in the horse industry. It was apparent from the results of the survey as well as the literature review, that job

availability was adequate for properly trained individuals, but providing that training to students was not a high priority objective.

It was further concluded that the emphasis of horse related extra-curricular activities was on practical hands-on experience. This was evident from the large number of programs that incorporated rodeo, workshops, clinics, shows, futurities and jackpots into their extra-curricular activities. Even though the students were responsible for a good portion of the expenses themselves, the number and variety of extra-curricular activities indicated student participation to be relatively high.

Rodeo scholarships were offered by the most universities, as well as having the most formal recruitment activity. Scholarships for undergraduate equine science majors were offered by the next highest number of universities, but this category offered the largest number of individual scholarships. Racetrack option scholarships possessed the highest money values at 1000 to 1500 dollars each per year, and horse judging team scholarships possessed the least money values at 250 to 500 dollars each per year.

Recommendations

Based on the conclusions of the study, the following recommendations are presented:

- (1) In order to give students a better more

concentrated background in equine science, more specialized courses (i.e. equine physiology, equine reproduction, etc.) should be made available to students. Therefore, it is recommended that more emphasis be placed on teaching specialized areas of equine science to students.

(2) It is assumed that most, if not all, individuals who attend an institution of higher education do so to prepare themselves for a career of their choosing. Thus, to further assist individuals in their educational training for horse related careers, it is recommended a higher priority be given to equine science program objectives that will lend themselves to the end result of preparing students for horse related careers and assist in the placement of these students.

(3) Extra-curricular activities provide several benefits. They provide participants with a means to utilize what they have been taught in classrooms; they can be a source of revenue for the equine programs; and, they tend to be an important aspect in attracting students to an institution. Therefore, it is recommended to further expand upon extra-curricular activities, particularly those that help students to associate what they are taught academically with the actual management and physical handling of horses, in addition to, the cooperative and business skills necessary to succeed in the many equine related industries.

(4) The continued rise in the cost of higher education

is an increasing deterrent for many individuals who want to obtain a college degree. Scholarships help defray the cost of an education, thus serving as an attraction to students to attend universities where scholarships are offered. Therefore, it is recommended that more institutions incorporate and/or expand existing scholarship programs for equine science and other horse related programs.

(5) It is further recommended that a similar survey be conducted for high school and vocational technical school equine science programs.

BIBLIOGRAPHY

1. Borton, A., C.D. Potter and J.W. Evans. "Survey of Programs at Colleges and Universities." (A committee study, American Society of Animal Science, 1971.)
2. Rudolph, James Andy. "Selected Characteristics of Equine Education Programs at Colleges and Universities." (Unpub. Ed.D. thesis, Oklahoma State University, Stillwater, 1979.)
3. Parli, Gary Eugene. "Competency Levels of and Pre-Service Training Received by Vocational Agriculture Teachers in the Central District of Oklahoma Relative to Light Horses." (Unpub. M.S. thesis, Oklahoma State University, Stillwater, 1984.)
4. Cooper, Dee Eugene. "Competency Levels of and Pre-Service Training Received by County Cooperative Extension Service Agriculture Agents in Oklahoma Relative to Light Horses." (Unpub. M.S. thesis, Oklahoma State University, Stillwater, 1987.)
5. Ensminger, M.E. Horses and Horsemanship. Danville, Illinois: Interstate Printers and Publishers, Inc., 1977.
6. Barclay, Harold B. The Role of the Horse in Man's Culture. London: J.A. Allen & Co., 1980.
7. Webster's New World Dictionary. New York, New York: Simon & Schuyster, Inc., 1984.
8. Ulmer, Donald E., and Elwood M. Juergenson. Approved Practices in Raising and Handling Horses. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1974.
9. Norback, Craig and Peter Norback. The Horseman's Catalogue. New York, New York: McGraw-Hill Book Company, 1979.

10. Rodgers, Tex. "Students + Horses = Education-Opportunity." Horseman Magazine (August, 1973), pp.76-81.
11. Potter, Gary D. "How to Prepare for a Horse Career Through College." Horseman Magazine (April, 1976), pp.48-52.
12. Oklahoma Agriculture 2000. Stillwater, Oklahoma: Division of Agriculture, Oklahoma State University, 1982.
13. Mills, Becky. "Horses and Higher Education." The Western Horseman Magazine (March, 1987), pp.76-77.
14. Lillibridge, Glenn and Deborah Lillibridge. "My life as a Trainer's Apprentice." Horseman Magazine (April, 1976), pp.26-32.
15. Domangue, Michelle. "The Horse Course." The National Future Farmer (August-September, 1989), pp.20-22.
16. Woods, Victoria. "SOE: Alive and Well in Nassau County." The Agricultural Education Magazine (May 1984), pp.5-6.
17. Statler, Larry L. "Member-Centered Post Secondary Organizations." The Agricultural Education Magazine (October 1973), pp.17-19.
18. Peat, Marwick, Mitchell and Co. "The Economics of the United States Horse Industry." (A survey submitted to the American Horse Council, January 16, 1986).
19. McElroy, Jack and Edward Brice. "Training for Occupations in the Horse Industry." The Agricultural Education Magazine (November 1975), pp.112-113.

APPENDIX A

DATA COLLECTION INSTRUMENT

QUESTIONNAIRE

Instructions: Please check the appropriate response for the following questions or feel free to respond to the open-ended questions.

- 1. At your institution, do you have as a part of your program (Please check all that apply)....
An Intercollegiate Show Team?
A Horse Judging Team?
A Competitive Rodeo Team?
Equine Student Organization?
Internships with Horses?
Apprenticeships with Horses?
Undergraduate Courses in Equine Science?
Equine Breeding Program?
Equine Workshops, Clinics, etc.?
Conducting Research Using Horses?
Other, please specify

None of the Above. (Please Note: If your Institution does not have Equine related programs, then please stop here and return this questionnaire. Thank You!)

- 2. Does your Institution have (Please check all that apply)....

- A Multi-purpose Livestock Arena?
A Rodeo Arena?
Indoor?
Outdoor?
Stalls available for Student's use?
Facilities for Institutionally owned or maintained horses?
Stalls?
Pasture?
Breeding Barn?
Foaling Facilities?
Training Facilities?

- 3. The following questions are related to active recruitment of students and scholarships provided by your Institution. Please place a check mark in the active recruitment and scholarships offered columns for YES responses ONLY and fill in the remaining columns with the appropriate numbers or range of numbers.

Table with 4 columns: Active Recruitment, Offered, Scholarships Number, Scholarships Value. Rows include: 1. Horse Judging Team Members?, 2. Rodeo Team Members?, 3. Show Team members?, 4. Interns?, 5. Apprentices?, 6. Undergraduate Equine Science Majors?, 7. No Scholarships provided.

- 4. Pertaining to Recruitment, what are the primary methods utilized to inspire young people to attend your Institution?

- Personal Contact?
Scouting Reports?
High School Counselors/Teachers?
Community College Counselors/Teachers?
Public Advertising (Brochures, etc.)?
Other, please specify

- 5. Regarding the Horse Judging Team, the Rodeo Team, the Show Team and/or Undergraduate courses in Equine Science, does your Institution require (Please check all that apply)....

- Supervised Laboratories (Practicum)?
Supervised Practice Sessions?
The Team Members or Undergraduate Students to participate in extra-curricular events?

- 6. Who is primarily responsible for the immediate supervision (or administration) of the Teams (Please check all that apply) ?

- Rodeo Coach (Faculty Member)?
Rodeo Coach (Non-faculty Member)?
Horse Judging Coach (Faculty Member)?
Horse Judging Coach (Non-faculty Member)?
Show Team Coach (Faculty Member)?
Show Team Coach (Non-faculty Member)?
Graduate Teaching Assistant?
Faculty Member (Advisement only)?
Other, please specify

7. Regarding Extra-curricular Activities, do the team Members or Students participate in or host (Please check all that apply)....
- Intercollegiate Rodeos?
 - Intercollegiate Equine Judging Contests?
 - Equine Workshops/Clinics?
 - 4-H?
 - FFA?
 - Collegiate?
 - Adult?
 - Equine Shows/Futurities/Jackpots?
 - 4-H?
 - FFA?
 - Collegiate?
 - Adult?
 - A Riding Program for the Handicapped?
 - A Summer Youth Program for Secondary and Elementary Students?
 - Other, please specify _____
-
8. Regarding Extra-curricular Activities, are they designed primarily for (Please check all that apply)....
- On-campus participation only? (Local)
 - District or Regional? (Invitational)
 - National? (Invitational)
 - Combination of the Above?
 - Other, please specify _____
-
9. How are the Extra-curricular Activities and/or Scholarships funded (Please check all that apply)?
- Institutional Budgets?
 - Private Donations?
 - Corporate Donations?
 - Students incur their own expenses?
 - Other, please specify _____
-
10. Please indicate the types of Equine related courses your Institution offers (Please check all the apply).
- Introduction to Equine Science?
 - Intermediate Equine Science?
 - Advanced Equine Science?
 - Horse Judging?
 - Rodeo Physical Education?
 - Recreation?
 - Equitation?
 - Other, please specify _____
-
11. Pertaining to the academic courses offered, are they (Please check all that apply)....
- Theory only?
 - Laboratory only?
 - Combined Theory and Laboratory?
12. Does your Institution offer....
- A Degree Program in Equine Science?
 - Undergraduate?
 - Graduate?
 - No Degree Program in Equine Science?
13. Does your Institution (Please check all that apply)....
- Own its horses?
 - Lease its horses?
 - Other, please specify _____
-
14. Pertaining to education and/or research, is the Equine Operation (Please check all that apply)....
- Self-supporting?
 - Funded by Private Donations?
 - Funded by Corporate Donations?
 - Funded by the Institution's Budget?
 - Other, please specify _____
-

15. The basic nature of the horse industry in your area is....
- Pleasure/Hobby?
 - Showing?
 - Breeding & Management?
 - Racing?
 - Other, please specify _____
-
16. The objective(s) of your Equine Education Program is/are (If more than one please rank in order of importance.)....
- To prepare students for a career in Equine Science.
 - To provide training for students entering a horse related career.
 - To provide students with a fundamental background in Equine Management.
 - To prepare students to continue in advanced study toward a higher degree.
 - To provide Equine courses as a part of the Animal Science curriculum.
 - To enhance students personal enjoyment.
 - Other, please specify _____
-
17. The number of full time equivalent positions (other than faculty) directly related with the Equine Program is....
- Zero.
 - One.
 - Two.
 - Three.
 - Four.
 - Five.
 - More than Five.
18. Regarding teaching Equine courses, the instructors are assisted by (Please check all that apply)....
- Graduate students.
 - Undergraduate students.
 - Other faculty members.
 - Professional horse people.
 - No assistants.
 - Other, please specify _____
-
19. The following questions relate to the level of support, interest and need at your institution. From your viewpoint rate the following as they exist now.
- | | N/A | low
1 | 2 | 3 | 4 | high
5 |
|---|-----|----------|---|---|---|-----------|
| 1. Total institutional acceptability? | | | | | | |
| 2. Need for program? | | | | | | |
| 3. Equine research interest? | | | | | | |
| 4. Priority for research funds? | | | | | | |
| 5. Student interest in Equine Program? | | | | | | |
| 6. Job availability in Horse Industry for graduates? | | | | | | |
| 7. Involvement of area Horsemen in operation of program? | | | | | | |
| 8. Support from area Horse Industry? | | | | | | |
| 9. Acceptability of Horses in total Animal Science program? | | | | | | |
| 10. Student interest for pleasure? | | | | | | |
| 11. Student interest for career preparation? | | | | | | |
| 12. Need for a degree in Equine Science? | | | | | | |
| 13. Need for expansion in your Equine Program? | | | | | | |
| 14. Departmental faculty support? | | | | | | |
| 15. Administrative support? | | | | | | |

Please return this questionnaire in the self-addressed, stamped envelope provided. Thank you for your time and effort in helping to complete this study. Please feel free to make any additional comments.

COMMENTS:

APPENDIX B

LETTERS OF TRANSMITTAL



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078
AGRICULTURAL HALL 448
405-624-5129

Dear Dean of Instruction:

I am conducting a study in order to derive some comparisons of the Equine Education Programs of selected universities throughout the United States.

This study should also satisfy partial requirements for completion of my Masters Degree in Agricultural Education at Oklahoma State University.

Hopefully the information that is accumulated, through this study, will be useful to existing and future Equine Education Programs, as well as, their non-academic counterparts.

Enclosed is a questionnaire designed to complete this study. Your input would be greatly appreciated. Please fill in the appropriate responses and return the questionnaire, in the enclosed stamped, self-addressed envelope, within the week. All information will be handled in a confidential manner.

Thanking you in advance for your cooperation and able assistance in completing this study.

Sincerely yours,

Connie Cormany Budd
Graduate Student
Oklahoma State University

Eddy Finley, M.Ed., Ed.D.
Associate Professor
Oklahoma State University





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078
AGRICULTURAL HALL 448
405-624-5129

Dear Dean of Instruction:

Approximately two weeks ago you were mailed a questionnaire concerning equine science programs in comprehensive universities throughout the United States. I am aware that articles do get misrouted by the postal service or just somehow become misplaced. Since I have not received a response from your institution, as of today, I am enclosing another copy of the questionnaire along with a self-addressed, stamped envelope for the return of the questionnaire.

I am conducting a study in order to derive some comparisons of the equine science programs of selected universities throughout the United States.

This study should also satisfy requirements for completion of my Masters Degree in Agricultural Education at Oklahoma State University.

Hopefully the information that is accumulated, through this study, will be useful to existing and future equine science programs, as well as, their non-academic counterparts.

The enclosed questionnaire was designed to complete this study. Your input would be greatly appreciated. Please fill in the appropriate responses and return the questionnaire within the week. All information will be handled in a confidential manner.

Thanking you in advance for your cooperation and able assistance in completing this study.

Sincerely yours,

Connie Cormany Budd
Graduate Student
Oklahoma State University

Eddy Finley, M.Ed., Ed.D.
Associate Professor
Oklahoma State University



VITA

Connie Lynn Cormany Budd

Candidate for the Degree of
Master of Science

Thesis: ANALYSIS OF SELECTED COMPREHENSIVE UNIVERSITY
EQUINE EDUCATION PROGRAMS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Chickasha, Oklahoma, November 2, 1955, the daughter of Joyce and Charles Cormany.

Education: Graduated from A.J. Terrell High School, Blanchard, Oklahoma, in May 1974; received Bachelor of Science degree with a major in Animal Science, Oklahoma Panhandle State University, December, 1979; Completed requirements for the degree of Master of Science in Agricultural Education at Oklahoma State University, December, 1989.

Professional Experience: Seeds Lab Technician, Agronomy Department, Panhandle State University, Goodwell, Oklahoma, August 1975 to May 1976; Agricultural Research Technician, Panhandle Research Station, Goodwell, Oklahoma, May 1976 to May 1978; Health Technician, Stratford Feedyards, Stratford, Texas, from May, 1978, to December, 1978; Feed Technician, Henry C. Hitch Feedyard, Guymon, Oklahoma, January, 1979 to July, 1980; Assistant Supervisor, Inciardi's Greenhouses, Stillwater, Oklahoma, September, 1980, to September, 1981; Necropsy Laboratory Manager, Pathology Department, Oklahoma Animal Disease Diagnostic Laboratory, Oklahoma State University, Stillwater, Oklahoma, September, 1981 to December, 1989.