CENTRAL TEXAS COLLEGE
SYLLABUS FOR AGEQ 2301
EQUINE BEHAVIOR AND TRAINING II

Semester Hours Credit: 3

INSTRUCTOR: ________________________
Office: ________________________________
Phone: ________________________________
Office Hours: __________________________

I. INTRODUCTION

A. Equine Behavior Training II is a continuation of AGEQ 1301, Equine Science I. Class will begin with the conclusion of AGEQ 1301 and topics may include, basic round pen work, initial saddling and mounting, and primary horsemanship maneuvers. Students will be able to apply these demonstrated principles to the training of young horses. Student emphasis will be on hands on participation. Students will have adequate time to apply these principles to a horse. Goals will be set and students will work to reach these goals.

B. This course is occupationally related and serves as preparation for careers in fields of agriculture sciences, farm and ranch management, and perhaps other fields as well.

C. Prerequisite: None

II. LEARNING OUTCOMES

Upon successful completion of this course, Equine Behavior and Training II, the student will:

A. Apply physiological principles of training young horses.

B. Manipulate horse behavior to create a willing horse with the least amount of resistance.

C. Monitor training progression of self and horse.

D. For SCANS Competencies and Foundation Skills see Attachment I.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

January 2007
IV. COURSE REQUIREMENTS

Students will be required to work with their horses during each class meeting. If goals are not being met for the horse and student, additional time must be spent outside of class. Students will be evaluated/graded on the following:

A. Written journal reports covering every session student and horse has. Information should include the following:
   1. What is your goal for this horse for this session?
   2. How are you going to attempt to reach that goal?
   3. Was the goal accomplished?
   4. What went wrong? And/or what went right?
   5. How could you have done it differently?

B. Assessment evaluations of student and horse to evaluate progress.

C. Pop quizzes when applicable.

D. Final report summarizing and elaborating on the student’s and horse’s progress throughout the semester. Your journal entries should be the focus of this report.

E. Class participation includes promptness to class, not leaving class early, attentiveness to demonstrations, visiting with others, responsibility to chores, motivation.

F. Students may also have assigned duties

V. EXAMINATIONS

A. There will be at least four assessments to evaluate the training progress of both the student and the horse. Assessments will be administered by the instructor. A prior notice will be announced to allow for adequate time to prepare for each assessment, at the instructors’ discretion.

B. A final typed comprehensive report of the students’ and horses’ training progress will act as a final exam. The theme of the report will be announced by the instructor.

VI. STUDENT GRADE COMPUTATION

Student progress is based on participation and class attendance; therefore students are expected to attend every scheduled class. If a class is missed it is the student’s responsibility to make up the lost time on their own. More than two unexcused absences may result in a lower final grade.
Anyone with four absences will automatically be dropped from the class and receive an F for the class (CTC Policy).

Assessment Evaluations  20%
Journal  20%
Participation & Pop Quizzes  20%
Final Report  40%

Letter grade for the course is based on the following percent:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59%-0%

**VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR**

A. **Course Withdrawal**: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for the Withdrawal (CTC Form 59). The withdrawal form must be signed by the student. CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters.

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of the official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet college attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade**: The college catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the
course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course… Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Failure to adhere to this policy may result in disciplinary action. For emergencies or students on call, see (I) below.

E. American’s with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements and results.

G. Civility: Individuals are expected to be cognizant of what a constructive education experience is and respectful of those participation in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. Minimal civility includes:

1. Being in class on time;
2. Staying in class for the entire class period;
3. Leaving early occurs only after informing the instructor, prior to class, of an unavoidable conflict requiring your early departure (if possible, position yourself close to the door for a minimum disruption to the class);
4. Avoiding such uncivil conduct as talking, sleeping, reading papers/magazines, or working on some other class homework assignment; and
5. Using socially acceptable language in classroom discussions.

VIII. COURSE OUTLINE

A. Lesson One: Refreshing Groundwork
1. Learning Outcomes: Upon successful completion of this lesson the student will:

   a. Understand and demonstrate the basic cues and psychology behind round pen work, giving to pressure, saddling, bridling, pickup up hooves and driving.
   b. Interpret body language of the horse in the round pen.

2. Learning Activities:

   a. Class demonstration and discussion of training techniques.
   b. Hands on application of training techniques.
   c. Written journal entries to chart activities used in progression of training techniques.

3. Lesson Outline:

   a. Round pen work.
   b. Giving to pressure.
   c. Saddling and bridling.
   d. Picking up hooves.
   e. Driving

B. Lesson Two: Mounting

1. Learning Outcomes: Upon successful completion of this lesson the student will:

   a. Understand and demonstrate the process and techniques of initial mounting, dismounting and riding.

2. Learning Activities:

   a. Class demonstration and discussion of training techniques.
   b. Hands on application of training techniques.
   c. Written journal entries to chart activities used in progression of training techniques.

3. Lesson Outline:

   a. Initial mounting and dismounting.
   b. Initial riding.

C. Lesson Three: Riding at a Walk

1. Learning Outcomes: Upon successful completion of this lesson the student will:
a. Understand and demonstrate the initial process of riding a horse through a pattern at a walk, including a left turn, a right turn and a stop.

2. Learning Activities:
   a. Class demonstration and discussion of training techniques.
   b. Hands on application of training techniques.
   c. Written journal entries to chart activities used in progression of training techniques.

3. Lesson Outline:
   a. Initial riding of a horse at a walk.
   b. Turning or reining around to the left and to the right.
   c. Stopping from a walk.

D. Lesson Four: Riding at a Walk and a Trot

1. Learning Outcomes: Upon successful completion of this lesson the student will:
   a. Understand and demonstrate the initial process of riding a horse through a pattern at a walk and a trot, including a left turn, a right turn, break down or up of gaits, and a stop.
   b. Understand and demonstrate the ability to break gait from a trot to a walk to a stop, and from a walk to a trot to a stop.

2. Learning Activities:
   a. Class demonstration and discussion of training techniques.
   b. Hands on application of training techniques.
   c. Written journal entries to chart activities used in progression of training techniques.

3. Lesson Outline:
   a. Initial riding of a horse at a walk and a trot.
   b. Turning or reining around to the left and to the right at a trot.
   c. Breaking gait from a walk to a trot and, a trot to a walk.
   d. Stopping from a trot.

E. Lesson Five: Riding at a Walk, a Trot, and a Lope
1. Learning Outcomes: Upon successful completion of this lesson the student will:

   a. Understand and demonstrate the initial process of riding a horse through a pattern at a walk, a trot and a lope, including a left turn on the left lead, a right turn on the right lead, break down or up of gaits, a stop, and a back.

2. Learning Activities:

   a. Class demonstration and discussion of training techniques.
   b. Hands on application of training techniques.
   c. Written journal entries to chart activities used in progression of training techniques.

3. Lesson Outline:

   a. Initial riding of a horse at a lope.
   b. turning or reining around to the left and to the right at a lope on correct leads.
   c. Identifying and application of acquiring left and right leads.
   d. Breaking gait from a walk to a trot to a lope, and a lope to a trot to a walk.
   e. Stopping from a lope.
   f. Backing.
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Resources</th>
<th>Information</th>
<th>Interpersonal Skills</th>
<th>Systems</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C1 C2</td>
<td>C3 C4</td>
<td>C5 C6 C7 C8</td>
<td>C9 C10</td>
<td>C11 C12 C13 C14</td>
</tr>
<tr>
<td>A</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SYLLABUS FOR AGEQ 2301

*Equine Behavior and Training II*

**SCANS COMPETENCIES**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F1  F2  F3  F4  F5  F6</td>
<td>F7  F8  F9  F10  F11  F12</td>
<td>F13  F14  F15  F16  F17</td>
</tr>
<tr>
<td>A</td>
<td>X</td>
<td>X X X X X X X</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>X X X X X X X</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>