International and Cultural Diversity (ICD)
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Animal Science

2. Course prefix and number: ANSC 431

3. Texas Common Course Number: NA

4. Complete course title: Equine Marketing and Development

5. Semester credit hours: 3

6. Frequency the class will be offered: Fall semester only

7. Number of sections per semester: 1

8. Number of students per semester: 15

9. Historic annual enrollment for the last three years:
   - 2012-2013: 15
   - 2011-2012: 15
   - 2010-2011: 17

10. Statement on how this course meets the criteria for International and Cultural Diversity:

    This course involves a comprehensive look at how equine are marketed internationally and domestically. It also involves an historical perspective of transport of horses by land, air, and sea as well as industry welfare issues, prevention of stress, disease outbreak, and documentation for the global movement of horses. Course topics also include a comparison of horse breeds, marketing strategies, and popular equine events from around the world. Students gain first-hand knowledge of the USDA export process through visitation of the quarantine facility at the George Bush International Airport, and are exposed to industry professionals through field trips and guest speakers.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.

Associate Provost for Undergraduate Studies

NOV 18 2013

Texas A&M University

1125
DEPARTMENT OF ANIMAL SCIENCE

ANSC 431

Fall Semester

Equine Marketing and Development. Credit: 3

Dr. Clay A. Cavinder
249 Kleberg
Office hours: by appointment
cac@tamu.edu

Description and Learning Outcomes:

The equine industry is a global business that demands its participants be knowledgeable in all aspects of equine related practices in order to be successful. This course is designed to provide students with an historical perspective on domestic and international equine transport along with strategies involved in successful development of equine businesses. This course will address current industry concerns and important topics in working with marketing, promotion, sales, welfare issues, and transportation demands in the US and abroad. Upon taking this course the student will be able to . . .

- describe the magnitude and scope of the international and domestic equine industry to connect cultures from a historical perspective,
- demonstrate a comprehension of issues concerning export and import of horses while understanding the basics of all livestock trade,
- prepare written and oral reports of current industry issues dealing with transportation, safe handling, and proper care of horses for transport worldwide
- compare meaningful interactions with varying cultures to address significant global problems in the equine industry,
- identify potential job opportunities and compare worldviews of industry professionals.

You will have opportunities to write about assigned topics related to equine care, handling, transport, and potential avenues of marketing and sales. Additionally, you will prepare oral assignments in which you will properly research and professionally present short presentations to the class. As you progress through the class this will get easier and your proficiency will increase through practice, repetition and informative feedback.

Policy on absences and missed work:

1. There are no unauthorized absences granted!

2. Authorized absence does not excuse students from any course work.
3. Permission for making up any missed work will be granted only for authorized absences arranged in advance of the absence if possible, or in case of sickness, injury, or death in family. In those cases, it is the responsibility of the student to notify the professor as soon as possible. In the case of absence due to sickness, the student must present verification of the illness from the University Health Center or family doctor. Upon notification of authorized absence, a new deadline for missed work will be granted. Work must be completed upon deadline to receive a grade for that assignment. Missed due date will result in a 0 for that assignment.

4. Work missed due to unauthorized absence will not be made up, and grade of zero (0) will be recorded. Also, work not made up due to authorized absence will receive a grade of zero (0).

**TENTATIVE COURSE OUTLINE**

**Week 1:**
Introduction, objectives, and grading. An historical perspective on horses and how they changed world views

**Week 2:**
Safe handling practices; welfare; stress

**Week 3-4:**
Equine related issues such as disease control, insurance, and law which effect the world community

**Week 5:**
USDA regulations and quarantine of internationally traveled equine

**Week 6:**
Practices in marketing of domestic and international equine

**Week 7:**
Buying and selling horses including: public and private sales

**Week 8:**
Services and contracts

**Week 9:**
Career opportunities and business plans

**Week 10:**
ATA regulations for international carriers

**Week 11:**
Groom certification requirements for airline and ship transportation

**Week 12-13:**
First aid; Death and euthanasia

**Week 14:**
Research and project design; exposure to equine research in the US and abroad
Guest Speakers: Multiple guest speakers from varying areas of international equine marketing will be utilized throughout the semester. These speakers will include professionals from the USDA, Animal Transportation Association, American Quarter Horse Association, and from private sectors such as marketing representatives from international transportation firms, veterinarians, and other practitioners.

**Grade determination:**

- Exams: 40% (100 points / exam = 200 points possible)
- Final exam: 20%
- Written and Oral presentations: 40%

Letter grades will be assigned as follows:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>9C-100%</td>
<td>A</td>
</tr>
<tr>
<td>8C-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>7C-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>6C-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
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Writing assignments:
*critiqued: these assignments will be written by the student and then critiqued either by the professor, individual peer, or in a group setting. Upon feedback, the student will have the opportunity to revise the document before submission for final grading. The writing assignment topics will include topics assigned by professor.

Group Presentations:
*these assignments will be given in a formal presentation (with a 15 minute time limit) with the student(s) presenting to the class. Writing assignments are expected to aid the student in preparing oral presentations in order to enhance diction and confidence. Topics of these oral presentations will be assigned by professor. You will receive a graded rubric for each assignment to provide additional feedback and support for your improvement throughout the course. Group presentation 3 will be based on a marketing campaign that you and your team will develop throughout the last part of the semester. You will be assigned a TAMU horse to use as a model in order to develop all avenues to potentially sale the horse. Maximizing profit, highlighting selling points, identifying clientele, and creativity of campaign will be primary focal points of the project.

Faculty Senate Policy:

The handouts used in this course are copyrighted. “Handouts” mean all materials generated for this class, which includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University student rules, under the section “Scholastic Dishonesty.”

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Aggie Code of Honor**

“An aggie does not lie, cheat or steal, or tolerate those that do.” The Office of the Aggie Honor System provides resources to students and faculty to help uphold this Honor Code, including definitions for academic dishonesty and plagiarism. These resources, as well as information about the Office of the Aggie Honor System, can be found at http://www.tamu.edu/aggiehonor/. It is every person’s responsibility; students and faculty alike, to understand what constitutes academic dishonesty, prevent it from happening, and promote honesty and integrity fitting for Texas A&M University. Take the time to explore the website and become familiar with the resources available.
Lecture Topic and Guest Speaker Dates:

**August 26**- Intro, course design, expectations
**28** – History of transport; air, land and sea
**30** – Safe handling practices for transport

**September 2** – Trailering research (orientation: respiration, HR, etc.)
**4** – Stress factors for equine
**6** Equine welfare issues
**9** – Equine welfare issues
**11** – Proper preparation for presentations

**13** – **Field trip to IAH**
**16** – Group presentation 1
**18** – Group presentation 1
**20** – Recent diseases and outbreaks: identification and treatment
**23** – Guest speaker: **Dr. Tracy Norman; Veterinarian at TAMU**
**25** – Guest speaker: **Danny Williamson; Animal Health Inspector, Texas Health Comm.**

**27** – **Exam 1**

**30** – Liability issues of equine ownership

**October 2** – Creating sound contracts and waivers
**4** – Guest speaker: **Jill Elsey; Elsey Equine Law, Houston**
**7** – Emerging popular events in the horse industry
**9** – International experiences
**11** – *In-class writing assignment*
**14** – Marketing of horses; tools and techniques
**16** – Marketing continued
**18** – Marketing continued
**21** – Group presentation 2
**23** – Group presentation 2

**25** – Guest speaker; **Katie Forest**
**28** – ATA/Groom Certification and Regulations
**30** – Roles and responsibility of USDA

**November 1** – Guest speaker;
4 – Research and its role in the equine industry
6 – Research design

8 – Exam 2

11 – Emergency response and preparedness
13 – Death and euthanasia
15 – Guest speaker; Dr. Mike Martin, DVM
18 – Career opportunities and development
20 – Equine business plans
22 – In-class writing assignment
25 – Group presentation 3 (Marketing Project)
27 – Group presentation 3 (Marketing Project)

December 2 – Course Review

December 10 - Final Exam (8-10)
Grading Rubric for Student Presentations

1. Did the group/student present appropriate material on assigned topic? (20)

2. Did the group/student properly research assigned topic and sound educated on subject matter? (20)

3. Did the presenter(s) speak with confidence and in a relaxed yet formal tone? (10)

4. Was the appropriate amount of time used? (20)

5. Did the presenter(s) delegate an even amount of time and material to each person? (10)

6. Presenter(s) were dressed appropriately for speaking to a group of professionals? (10)

7. Did the presenter(s) introduce new material in the presentation? (10)