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## EQN\*4400 - Equine Industry Trends and Issues II

Fall 2025 Course Outline

Section: 01

Credits: 0.50

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### Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

### Calendar Description

This seminar course integrates discussion on selected current global, national and regional issues in the equine industry, building upon knowledge gained in earlier courses. Current issues in the equine industry will be examined through discussion with an emphasis on professionalism.

**Prerequisite(s):** 12.50 credits including EQN\*2200

**Restriction(s):** Registration in BBRM.EQM.

**Department(s):** Department of Animal Biosciences

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### Course Description

This course discusses and explores current global, national and regional issues in the equine industry, integrating and expanding upon knowledge gained in earlier courses. The goal is to build an approach to defining underlying problems and identifying solutions. Emphasis is on ways in which graduates of the program might participate in, and drive, a process of industry renewal and do so with professionalism and as industry professionals. Issues will be examined, therefore, through debate and discussion and will arise through the awareness, interest and engagement of the class itself.

### Course Fit Within Program/Curriculum

The BBRM program helps prepare students for a career in the horse industry as industry leaders and professionals. This course contributes to that goal by providing opportunities for students to further develop their understanding of industry structure and issues and their potential role as professionals in the development and application of industry solutions. Optimal care and welfare of the horse is a primary consideration throughout.

### Lecture Schedule

TuTh 11:30am-12:50pm in LLC\*1715 (9/4 to 12/12)

Details of the Lecture Schedule are updated daily and posted on CourseLink.

**FINAL EXAM** : Date: December 12th.

Time: Fri 11:30 AM-1:30 PM

*Please see Web Advisor closer to the date of scheduled final for location.*

To understand rules and regulations regarding Examinations students are encouraged to read Student's Responsibilities (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/examinations/>)

If the student is unable to meet the final exam requirements due to medical, psychological or compassionate circumstances they are encouraged to review Student's Responsibilities in the Academic Consideration, Appeals and Petitions (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>) section of the Academic Calendar.

### Instructor Information

**Peter Physick-Sheard**

Email: [pphysick@uoguelph.ca](mailto:pphysick@uoguelph.ca)

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## Additional Support

### Lab Manuals

There are no lab manuals

### Other Resources

Materials will be posted on CourseLink throughout the course and students are expected to check the course CourseLink site at least daily. All industry magazines, periodicals, newsletters and websites, including OMAFRA, CFIA, and industry association/organisation websites (OE, EC, FEI) are potentially important sources for information on industry and equine issues. Regular media outlets (e.g., TV, radio, newspapers) and social media are additional potential sources of relevant information. Students are required to maintain a current awareness of all ongoing industry issues and all other issues that may have an impact on horses and the industry. All of these sources are also relevant for the Media Threads discussions. Be constantly aware that not all are moderated and quality and accuracy can vary.

### Additional Costs

Full participation in this course requires frequent Web access, including in-class access to CourseLink resources and Web searches. Access to a personal WiFi-enabled device is therefore necessary. This equipment is not provided by the course and must be supplied by the student.

If students elect to monitor an industry site or periodical for their MediaThreads course component that is not available through the University Library and that requires payment of a subscription or access fee they must be prepared to cover the cost of doing so.

## Learning Resources

There is no required text for this course.

### Required Resources

Materials will be posted on CourseLink throughout the course and students are expected to check the course CourseLink site at least daily. All industry magazines, periodicals, newsletters and websites, including OMAFRA, CFIA, and industry association/organisation websites (OE, EC, FEI) are potentially important sources for information on industry and equine issues. Regular media outlets (e.g., TV, radio, newspapers) and social media are additional potential sources of relevant information. Students are required to maintain a current awareness of all ongoing industry issues and all other issues that may have an impact on horses and the industry. Course link (Website) (<https://courselink.uoguelph.ca/>)

### Course Resources

Full participation in this course requires frequent Web access, including in-class access to CourseLink resources and Web searches. Access to a personal WiFi-enabled device is therefore necessary. This equipment is not provided by the course and must be supplied by the student.

If students elect to monitor an industry site or periodical for their MediaThreads course component that is not available through the University Library and that requires payment of a subscription or access fee they must be prepared to cover the cost of doing so.

### Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

## Cost of Textbooks and Learning Resources

There is no standard text for this course. There are thousands of titles that may be relevant to discussions and fumes are welcome to access those as and when necessary. None will be required reading.

If specific reading is required it will be provided electronically through CourseLink and without charge to the student.

Access to industry publications and websites will be required but each student need access only one to meet their course requirements and will be able to achieve this by using sites to which they already have access or to which access is free.

Textbook / Learning Resource	Required / Recommended	Cost
No Required Textbook		N/A

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

## Field Trip Fees

There are no field trips planned for this course.

## Library Course Reserve (Ares)

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library, depending on the topics we explore (most often determined by the class). To access any such items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. You will be advised in class and through CourseLink if any materials are placed on reserve.

For further instructions on accessing reserve resources, visit How to Get Course Reserve Materials (<https://www.lib.uoguelph.ca/find/course-reserves-ares/>).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621 | Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca) | Location: McLaughlin Library, First Floor, University of Guelph

## Course Learning Outcomes

1. Students will explore uses and abuses of the words “professional” and “professionalism” and, through discussion and discovery, develop a clear understanding of what it means to conduct oneself in a professional manner, and of what professionalism might look like in the context of engagement in the equine industry.
2. Students will develop their skills in objective, critical analysis by drawing together and systematically evaluating knowledge and insights they have acquired to this point in earlier parts of the program, and through their personal industry exposure. Through their ability to understand, evaluate and critique information sources and to identify and understand industry trends and issues, they will develop skills in formulating measured and productive responses.
3. Students will expand their ability to differentiate between established fact, opinion, and anecdote through emphasis on the impact of an evidence-based approach, and will develop their awareness of obstacles to be encountered in adopting this approach in encounters with industry members. They will also enhance their ability to assess evidence through critical evaluation of both scientific and lay literature.
4. Through the process of critically evaluating industry issues, students will identify and be able to describe the relevance of key areas in which graduates entering leadership positions in horse industries should excel, including: Literacy, Facilitation and guidance, Numeracy, Objectivity, Accuracy, Precision, Judgement, Business management, Professionalism, Enthusiasm for the industry, Communication, Industry-specific knowledge, Responsible leadership, Engagement and Energy, Knowledge currency, Positivity, Mediation, Mindfulness, Practicality, Accurate problem identification, Self-awareness, Confidence, Promotion, Knowledge transfer
5. Students will enhance their ability both to identify and explore roles for professionals in horse industries and to perform effectively in those roles.
6. Students will explore uses and abuses of the words professional and professionalism and, through discussion and discovery, develop clear understanding of what it means to conduct oneself in a professional manner, and of what professionalism might look like in the context of engagement in the equine industry.
7. Students will develop their skills in objective, critical analysis by coming to consensus on what justifies characterizing something as evidence and what might be appropriate interpretations and uses of the word fact. This will be achieved by considering trends, issues and norms in the horse industry and comparing these with other spheres of human activity.
8. Students will expand their awareness of obstacles to be encountered in adopting an evidence-based approach in encounters with industry participants and of strategies for resolution. They will also enhance their ability to assess evidence through critical evaluation of both scientific and lay literature.
9. Through the process of critically evaluating industry issues, students will identify and be able to describe the relevance of key areas in which graduates entering leadership positions in horse industries should excel, These include: Literacy, Facilitation and Guidance, Numeracy, Objectivity, Accuracy, Precision, Judgement, Business management, Professionalism, Enthusiasm for the industry, Communication, Industry-specific knowledge, Responsible leadership, Engagement and Energy, Knowledge Currency, Positivity, Mediation, Mindfulness, Practicality, Problem Identification, Self-awareness, Confidence, Promotion, Knowledge Transfer
10. Students will enhance their ability both to identify and explore roles for professionals in horse industries and also to perform effectively in those roles.

## ASSESSMENT DETAILS

Presentation (20%)

**Date:** On-going starting Sept 18th, 2025. Schedule TBA.

**Learning Outcomes:** 1, 2, 3, 4, 5

Each student will make a presentation, to be evaluated by all course participants using a standard course presentation evaluation rubric (see CourseLink). Evaluations will be performed online using Pear. All submissions will be reviewed by the course coordinator before release to the speaker. The coordinator will also evaluate the presentation using the same rubric and on an equal basis with students. All submissions will thus carry equal weight in grading. Evaluations will be signed and speakers will have access to all evaluations of their own presentations. Cumulative scores from these forms will constitute **20%** of the course grade. Presentations start Thurs Sept 18th and continue throughout the course. Students will select their presentation date and topic on a first-come first-served basis via email with the course coordinator. Detailed guidelines will be posted on CourseLink.

<https://peartool.opened.uoguelph.ca/user/signon.cfm?destination=index%2Ecfm>

#### **Assignment (20%)**

**Date:** Due 8:00am, October 20th, 2025

**Learning Outcome:** 1, 2, 3, 4, 5

Students will complete an assignment on an issue addressing industry professionalism. The topic will be their choice and relevant to the course learning objectives. Assignments will be assessed using a standard course assignment evaluation form - a copy of this form is available on the course CourseLink website. Assignment details will be posted on CourseLink. Assignments will be due by 8:00 a.m. on Monday, Oct 20th, and must be submitted electronically via CourseLink Dropbox. Assignments must be prepared individually, and all assignments *must* involve input from industry professionals outside the University and selected by the student. Assignment titles once selected by students will be posted on the CourseLink site, as will the completed (ungraded version of) assignments. This assignment will be worth **20%** of the course grade. Detailed guidelines will be posted on CourseLink. Assessment includes evaluation of the student's ability to communicate effectively using the written word. Students will consult with the course coordinator via email to select their topic.

#### **Participation (20%)**

**Date:** Sept. 4th 2025, 11:30 AM to Nov 27th, 2025, 12:50 PM

**Learning Outcome:** 1, 2, 3, 4, 5

Engagement in the course, including attendance, original contributions to classes and constructive participation in in-class discussions will represent 20% of the course grade, and will be assessed by the course coordinator at the end of the course. Students who anticipate difficulty participating in in-class discussions are encouraged to discuss this privately with the course coordinator at the beginning of the course. Evaluation starts from the first class session and continues until the end of the last session.

#### **MediaThread Discussions (20%)**

**Date:** Thu, Sep 4th, 12:50 PM - Thu, Nov 27th, 12:50 PM

**Learning Outcome:** 1, 2, 3, 4, 5

Each student will take responsibility for an industry publication/website and will bring forward items of interest as online CourseLink **DISCUSSION** topics. Additionally, class discussion threads may be opened on CourseLink on topics discussed in class to provide a forum for ongoing dialogue. Contributions to and constructive engagement in these discussions will represent **20%** of the course grade. Grading will be based in part on the number of threads started, the number read, and number of responses, ***but major emphasis will be on quality, timeliness, originality and centrality of contributions. Do not underestimate the significance of this assessment component - if you are not engaging in the discussions there is no basis for awarding a grade for this item. Discussions will be ongoing throughout the semester - START EARLY! Don't forget the need for professionalism and collegiality!***

#### **Final Examination (20%)**

**Date:** Dec 12th 2025, 1130-1330, Rm TBA

**Learning Outcome:** 1, 2, 3, 4, 5

There will be a final written examination, essay format, in which students will choose one of three scenario-based questions to answer. The examination will be completed electronically on-campus during a scheduled examination period, and will be open-book, including internet access. This examination will be worth **20%** of the final grade. Completed essays must be submitted to CourseLink Dropbox and receipt confirmed before students leave the examination room. All essays will be reviewed using the CourseLink Turnitin tool before grading.

**PROGRESS (Does Not count toward final grade)**

Because this course is partly based on continual assessment of participation and engagement, some students may appreciate ongoing feedback in addition to that provided by the 40th class day on the assignments (which will have been graded and returned by day 40). Accordingly, an ongoing "progress" score will be generated and updated each week. This will be accessible through CourseLink. This is a relative score with all students starting out with the same number - 125, a constant class average. Individual scores will shift each week, in either direction, in relation to this average. The score will be based on elements that can be objectively assessed such as participation in Discussion groups, attendance, timely response to tasks such as arranging assignment and presentation titles, and contributions to in-class presentation assessments made using the PEAR tool. The score will provide a RELATIVE (not an absolute) indication of how you're getting on. This score is for feedback only, and will NOT count toward the final course grade.

## Teaching and Learning Activities

The first four sessions are identified in the course schedule available online at the CourseLink Website, and will cover Orientation, Professionalism, Critical Analysis, Numeracy and Oral Presentation - basically the learning outcomes and related behaviours and attributes. Thereafter, topics will dynamically follow the issues identified by the class as worthy of, or needing, further exploration. There will be no set schedule of content. However, firm dates will be established as early as possible for student presentations. Students will play a primary, active role in all teaching sessions, with students presenting or moderating most. All in-course student presentations will be by one person at a time, or occasionally by two. One student will act as moderator. Guests may attend presentations.

The course will use a combination of discussion, student presentations, library/field research, and self-study. Skills in professionalism, writing, presentation, communication, and leadership and interpersonal skills will be emphasized throughout the course, as will students' ability to find, access and interpret a wide range of resources. This course is intended to be experiential and skills-oriented rather than content-driven and puts you in the role of content-finder - you help contribute to what everyone takes away.

*If you have any concerns about your ability to function in a course of this type, one without a predetermined content structure, please let the instructor know so that strategies can be discussed.*

## Assessment Breakdown

Description	Weighting (%)	Due Date
Presentation	20	Sept 18th 2025, TBA
Assignment	20	Oct 20th 2025
Participation	20	Nov 27th 2025 (continuous)
MedaThread	20	Nov 27th 2025 (continuous)
Final Exam	20	Dec 12tn, 1130-1330
Total	100	

## Last Day to Drop Course

The final day to drop Fall 2025 courses without academic penalty is the last day of classes: November 28

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

## Course Grading Policies

### Submission of Assignments

Assignments and presentations must be submitted electronically by the due date and time published in the Course Outline and on the CourseLink website.

Assignments and presentation evaluations will include written feedback. Students carry the primary responsibility for seeking further feedback from the coordinator.

Assignment and Presentation topics MUST be reviewed by the course coordinator and agreement reached before starting work on an assignment/presentation.

Assignments should be submitted electronically via the online Dropbox tool. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history

immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage system (e.g., OneDrive), or send to your email account, so that should something happen to your computer, the assignment can still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have or have access to an appropriate computer, that you have a supported browser, and that you have reliable Internet access. Remember that technical difficulty is not an excuse not to turn in your assignment on time. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

## Late Assignment

If you choose to submit assignments to the Dropbox tool late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of six days at which time access to the Dropbox folder will be closed. Late Graded Homework Assignments will NOT be graded if they are submitted after the solutions have been posted to CourseLink.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

For more information, please consult the Undergraduate Degree Regulations and Procedures.

## Use of Artificial Intelligence

The use of Artificial Intelligence in preparation of assignments and presentations is viewed as academic misconduct in this course. You must prepare your work yourselves using your own research and study, and what you write and present to others must be your personal interpretation of what your research and personal experience has taught you, presented in your own words. Any work performed by others that you describe or reference must be attributed appropriately. To do otherwise is to commit plagiarism, and that is not consistent with the emphasis of the course on professionalism and integrity, neither is it consistent with self-improvement and the expansion of a thinking mind. It has to be described as the most dubious example of intellectual "black boxing". This is particularly the case when AI is used to paraphrase the writing of others - the result says absolutely nothing about your ability to think. DO NOT USE AI!

## NOTE FROM YOUR INSTRUCTOR

This is a fourth-year course in an honours program. Your academic careers at the University started with the emphasis being on presenting you with new information, and transitioned through the presentation of new concepts and ideas to place a progressively greater emphasis on how you make use of the information you have been given, your attitudes and approaches, and your ability to solve problems. Part of this process involves increasing emphasis on you taking responsibility for your own education - a responsibility that will prevail for the rest of your lives.

Having developed the ability to use your minds, you should now be taking the information and experiences you have acquired to synthesize new knowledge and understanding, to ask questions, and to join together seemingly disparate and unrelated bodies of knowledge as you formulate and explore questions and seek answers. Though the rote regurgitation of facts may seem never-ending, that is in fact only a tiny part of the exercise. The time to become an independent, informed and engaged thinker is NOW. You will never stop learning, but for that learning to be productive your mind needs to be open and receptive. This is the frame of mind in which you should approach this course and your careers!

To explore further, take a look at the University's Learning Outcomes statements.  
<https://calendar.uoguelph.ca/undergraduate-calendar/learning-outcomes/>

## Standard Statements for Undergraduate Courses

### Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

## Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

## Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

## Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

## Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

## Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

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## Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)