

AHA, Inc. Faculty Development for Treatment Principles Level I and Level II Courses

Becoming an AHA Faculty Member requires an individual to be dedicated to the treatment strategy of hippotherapy as well as to this organization. As an AHA Faculty member, one is a representative of the organization, stays current on the status of hippotherapy in the U.S. through continuing education, including mandatory faculty development workshops and involvement in AHA Inc., at the national level. Individuals seeking to assist at one particular (home) facility are not appropriate as AHA, Inc., faculty applicants. All AHA, Inc., Faculty members are required to sign an assignment waiver to assign ownership to AHA, Inc. of any materials that they create as part of the AHA Educational curricula. (Appendix G).

There is a well established process for becoming an AHA faculty member. There are 3 levels of teaching faculty. The entry level is the Apprentice Faculty member who must successfully teach 2-4 AHA Level I courses under the mentorship of an AHA Coordinating Faculty and successfully complete the review process. The next level is Associate Faculty who must teach an additional 4 courses (2 Level I and 2 Level II) under the mentorship of an AHA Coordinating Faculty and successfully complete the review process. The final level is AHA Coordinating Faculty who is able to teach AHA Level I and Level II courses and is responsible for all administrative aspects of a course. There are specific requirements and conditions for progressing through each level. Please review this Faculty Development process and contact the current AHA, Inc. Standards and Practice Chair for any clarifications.

AHA Faculty Admission Guidelines

AHA seeks to include faculty members of the highest caliber as part of their mission in providing education regarding Equine Assisted Therapy. AHA has established the following guidelines when determining the needs of the faculty as a whole.

New faculty applications will be considered using the following guidelines:

- AHA faculty reflects the composition of the membership in terms of professional backgrounds
- AHA faculty represents differing geographical areas in the United States and Abroad
- Current AHA faculty is unable to meet the needs of educational topics or schedule of courses
- Current AHA faculty has ample opportunities to teach enough courses to meet criteria for advancement or maintenance of Coordinating status

The AHA **Standards and Practice Chair** handles the initial faculty application and works with the AHA faculty when reviewing an applicant's request to move from one level of teaching to another. For example, when an applicant has completed the Apprentice faculty process, they would send their request to the Standards and Practice Chair to be considered for the Associate teaching level. The Standards and Practice Chair will ensure that each AHA faculty member meets the administrative and educational requirements once they become faculty and handles any grievances and disciplinary action with input from the Education Chair.

The AHA **Education Chair** works with the Standards and Practice Chair when determining the need for additional faculty, reviewing potential faculty and also guides the process for the faculty applicant during each phase. For example, after a potential Apprentice faculty has begun their teaching process, the Education Chair would help them with the forms and work with the mentoring faculty as needed. The Education Chair is involved with all faculty from when they apply for a faculty position until coordinating status is achieved. The Education Chair works with AHA faculty to revise and update current AHA curricula, develop new educational opportunities and develops the agenda for the annual Faculty meetings.

1) REQUIREMENTS FOR ACHIEVING AHA, INC., APPRENTICE FACULTY STATUS

A. Prerequisites

1. Must be licensed and currently practicing as a physical therapist, occupational therapist, or speech-language pathologist
2. Must have **five years** full time clinical experience
3. Must have **five years** or 1,000 hours of treating directly incorporating hippotherapy into patient treatment
4. Must be a current AHA, Inc. member at time of application with a history of active membership for at least the past 5 years
5. Must be HPCS
6. Must have attended a minimum of 60 hours of continuing education in hippotherapy related topics in the past 5 years. Maintain in accordance with requirement for HPCS. Written evidence of attendance must be provided.
7. Must have evidence of previous teaching experience at professional level. Examples would include presentations to other health care or equine professionals, educational inservices, university teaching, post-graduate workshops or clinics, specialty trainings. Please submit topics, dates of teaching and description of audience/participants.
8. Must have a history of involvement in the field of Hippotherapy at the national level, i.e. Board Member, Regional Liaison, National Conference Presenter or authored journal article or been primary investigator on research project
9. Provide professional reference from two therapists who are active in hippotherapy. Include description of clinical skills, equine knowledge, teaching, leadership and presentation ability
10. Must have sufficient equine experience
 - Pony Club B or higher
 - BHSAI or higher
 - PATH Advanced Instructor or higher
 - CHA Intermediate Level
 - USDF Bronze Medal or higher Certification
 - OR documentation of horsemanship and riding ability by a professional equine trainer or equine competition judge

B. Procedures

1. **Process for Application to Become an AHA, Inc. Apprentice Faculty Member**
 - a. A therapist wishing to become an AHA, Inc., Apprentice Faculty member should write a letter of intent with a request for an application to the current AHA, Inc., Standards and Practice Committee Chair and send a copy of the application to the current AHA, Inc. Education Chair. Upon receipt of the letter and request for an application, the applicant will be sent a cover letter (Appendix A) and the AHA, Inc., Faculty Development Manual
 - i. After receipt of a completed application (Appendix B) and required prerequisites the applicant will receive from the AHA, Inc., Standards and Practice Chair the following:
 - A letter acknowledging receipt of the application and requirement to send required prerequisites OR acknowledgment of the completed required prerequisites and the approval to proceed with the apprenticeships OR to wait until the current need for faculty arises (Appendix C, C1, C2). If the applicant is approved, they will also receive the following:
 - Copy of How to Host a Hippotherapy Course
 - Explanation of the Apprenticeship process
 - Standards and Practice Chair will notify current faculty of the approved applicant with a copy sent to them of the candidate's biography and their need for participation in assisting teaching a Level I Treatment Principles Course

Upon receipt of the Peer Review Evaluations (Appendix D), the Standards and Practice Chair will notify the candidate of his/her status as faculty. He/she will also notify the AHA, Inc., office with an amendment to the How to Host packet with the new Associate Faculty Member's contact information and biography.

2. **Application** – The candidate will send the following information to the current AHA, Inc., Standards and Practice Committee Chair and a copy of the application to the AHA, Inc. Education Chair.
 - a. Application form filed out completely (See Appendix B)
 - b. Copy of state licensure/professional credentials
 - c. Copy of HPCS Certificate
 - d. Copy of professional liability insurance
 - e. Letter verifying five years of clinical experience
 - f. Copy of AHA, Inc., membership
 - g. Letter verifying five years of clinical experience using hippotherapy
 - h. Copies of certificates of attendance at 30 hours of continuing education of hippotherapy related topics in the past 5 years
 - i. Summary of previous teaching experience including resume and list of courses/types of students taught
 - j. Short biographical summary of equine, professional and teaching experience.
 - k. Professional Recommendation Form (sent in separately by therapists making recommendation)

3. Requirements

During the faculty development process, the faculty candidate must maintain their clinical work, hippotherapy experience and continuing education at the minimum rate outlined in Section A above.

4. Apprentice Teaching

- a. The faculty apprentice will act as apprentice faculty in at least two (2) Level I Treatment Principle courses and no more than four (4) courses. The apprentice will receive feedback by working with at least two (2) different AHA, Inc., approved faculty coordinators at two (2) separate courses.
- b. The apprentice should teach with at least one (1) faculty of the same professional designation as the apprentice
- c. The apprentice faculty will contact currently approved AHA, Inc., Faculty Coordinators/Associate Faculty to schedule teaching at courses.
- d. Apprentices will cover their own expenses including travel, meals and lodging. There is no obligation on the part of the host organization to provide any teaching fee, meals or lodging but may do so if it wishes.
- e. Teaching requirements include a minimum of:
 1. Two (2) practicums (one at each course)
 2. Four (4) lectures (divided between the two courses)
 3. Two (2) patient demonstrations with discussions (one at each course)
 4. Student feedback during practicums
 5. Lead two (2) group problem solving sessions (one at each course)All lecture topics will be from different areas, and the topics will be chosen at the discretion of the Faculty Coordinator
- f. The apprentice is responsible to provide the Faculty Coordinator with Faculty Peer Review Evaluations and Flow Sheets of Assistant Teaching (See Appendices D and E) with informational sections completed by the apprentice. The forms need to be completed by the AHA, Inc., Faculty Coordinator within 14 days of the completion of each course.

- g. The Peer Review Evaluation should show successful completion of the competencies for each course. If one of the two initial courses is less than successful, a third course may be assisted at, and the results of this Peer Review must be successful in order to become an associate faculty member.
- h. If the apprentice teaching requirement is not completed within three (3) years, either due to lack of opportunity to teach or if one of the courses results in an unsuccessful evaluation for the apprentice, a onetime extension of up to one (1) year may be granted by the Standards and Practice Chair following a request submitted in writing.
- i. Upon receipt of the Peer Review Evaluations, the Education Chair will send written notification (letter or email) to the apprentice reflecting evaluations and recommendations. Once the apprentice has successfully completed the required number of courses, the Standards and Practice Chair will notify the apprentice of his/her status as faculty. The Chair will also notify the AHA, Inc., office to add his/her name to the Faculty Roster with the Associate Faculty member's contact information and bio.

4. Grievance Process

- a. If the faculty apprentice is not satisfied with the evaluations completed, the apprentice may submit in writing their complaint to the Standards and Practice Chair.
- b. If a satisfactory agreement cannot be reached, then a grievance may be filed with the President of AHA, Inc. The President will appoint a Grievance Committee who will examine the situation and make a determination as the final recommendation. The President will notify the apprentice of the final decision.

2) REQUIREMENTS FOR ACHIEVING AHA, INC., ASSOCIATE FACULTY STATUS

A. Job Description – An Associate Faculty Member accepts the rights and responsibilities to teach through lectures, demonstrations, lab experience and role model the discipline specific content in the AHA, Inc., approved Level I Courses and be in compliance with the legal requirements of the state in which the course is held. They act as an Assistant to the Faculty Coordinator.

B. Instructional/Clinical Duties

1. Prepares lectures
2. Presents the above material in a manner that is consistent with the rest of the course.
3. Presents treatment demonstrations
4. Presents themselves as a positive role model in terms of professional behavior and teaching approach.
5. Supervises student practicums, emphasizing discipline specific material and its use.
6. Gives appropriate feedback to students during practicums.
7. Promotes a positive learning environment and an open forum for discussion.

C. Administrative Duties

1. Coordinates with the Faculty Coordinator the dates of the course and arrival/departure times to allow for preparation and closure after the course.
2. Agrees to fees and expense reimbursement with the Faculty Coordinator in advance of the course, if applicable.
3. Maintains (Arranges for) personal professional liability insurance.
4. Sends Audio/Visual and Equipment needs to the Faculty Coordinator in advance of the course
5. Arranges satisfactory demonstrations in conjunction with Faculty Coordinator that represent practical application of discipline specific didactic material.
6. Returns receipts to the Faculty Coordinator for reimbursement, if applicable.

7. Submits proof of teaching activity coverage to the AHA, Inc. Standards and Practice Chair as signed by the Faculty Coordinator with dates and sections included (See Assistant Flow Sheet).
8. Maintains proof of continuing education that may be requested by the AHA, Inc., Standards and Practice Chair.

D. Medical Emergencies/Emergencies – Waiving of AHA, Inc., Associate Faculty Requirements

There are times when medical emergencies arise and Associate Faculty Members need exemption from fulfilling AHA, Inc., Faculty Requirements.

1. When a medical condition (self or family) and/or emergency occurs which prevents an AHA, Inc., Associate Faculty member from complying with the requirements to remain active, the time period to fulfill those requirements will be extended for a period of one (1) year at the discretion of the Chair.
2. When a medical condition exists which prevents AHA Inc Associate Faculty from complying with the requirements, an alternative method of staying active can be proposed by the Associate Faculty and submitted to the AHA, Inc., Standards and Practice Chair with acceptance at the discretion of the Chair.

E. Grievance Process

- a. If the Associate Faculty is not satisfied with the faculty evaluations completed following their teaching, the Associate Faculty may submit in writing their complaint to the Standards and Practice Chair.
- b. If a satisfactory agreement cannot be reached, then a grievance may be filed with the President of AHA, Inc. The President will appoint a Grievance Committee who will examine the situation and make a determination as the final recommendation. The President will notify the Associate Faculty of the final decision.

F. Reactivation Plan for Inactive/Retired AHA, Inc., Associate Faculty Members

AHA, Inc., Associate Faculty who have been inactive in the area of teaching, clinical practice, continuing education or nonattendance of mandatory Faculty Meeting over two (2) years must reapply for active status by submitting a letter of request to the Standards and Practice Chair and subsequently following the procedures as a new applicant. Required would be participation as an assistant in at least two (2) courses to familiarize the individual with any changes that have occurred in the curriculum, the practice of hippotherapy or with AHA, Inc. Consideration as an Associate Faculty will be determined based on the needs of AHA, Inc., for new faculty.

3) REQUIREMENTS FOR ACHIEVING AHA, INC FACULTY COORDINATOR STATUS

A. Prerequisites

1. An AHA, Inc., Associate Faculty must teach in at least four (4) separate Treatment Principles courses. (2 Level I and 2 Level II.) All parts of the curriculum must have been taught during this process. The Associate Faculty can place his/her name by portions of the course outlined that he/she instructed, and have it signed by the Faculty Coordinator as a method of documentation.
2. The AHA, Inc., Associate Faculty must have successfully performed the organization and administration of at least two (2) Level I Treatment Principles courses under the guidance of the Faculty Coordinator.

B. Process for Application to Become an AHA, Inc., Faculty Coordinator

A letter requesting change in faculty status from AHA, Inc., Associate Faculty to Faculty Coordinator, accompanied by documentation of completion of the prerequisites must be submitted to the Standards

and Practice Chair. The Standards and Practice Chair will review and notify applicant; upon successful completion of prerequisites, status will be changed on the faculty roster.

4) AHA, INC., FACULTY COORDINATOR

A. **Job Description** – Physical Therapists, Occupational Therapists, or Speech/Language Pathologists, who have become Faculty Coordinators, accept the responsibilities to teach approved AHA, Inc., courses in a manner consistent with the guidelines and standards of AHA, Inc. Faculty Coordinators teach, coordinate faculty and evaluate students for training in hippotherapy and implement the content of the curricula approved by the AHA, Inc., Education Committee in accordance with legal requirements of the state (country) in which the course is held. AHA, Inc., Faculty Coordinators have the ability to administrate, organize and coordinate the Level I Treatment Principles courses.

B. Instructional/Clinical Duties

1. Prepares lectures to meet the criteria for the course content and in compliance with the standards set out by AHA, Inc., regarding minimum hours of coverage.
2. Presents the above material in a manner that is consistent with the rest of the course.
3. Presents the above material in a manner that is consistent with the standards of AHA, Inc.
4. Presents treatment demonstrations.
5. Presents themselves as a positive role model in terms of professional behavior and teaching approach.
6. Supervises student practicums, integrating all information and its use.
7. Gives appropriate feedback to students during practicums
8. Promotes a positive learning environment and an open forum for discussion
9. Supervises Associate and Apprentice Faculty
10. Evaluates Associate and Apprentice Faculty

C. **Administrative Tasks** – The Faculty Coordinator is responsible for assuring that the following tasks are accomplished. The Faculty Coordinator may be the one performing the task, or assuring that the task is completed through consultation with the course organizer and/or the Associate Faculty.

1. Arranging facility, equipment, equines and patients
2. Consulting with the AHA, Inc., Education Chair regarding dates, faculty/assistant faculty, and location; finalizing these plans and submitting them in writing prior to advertising the course.
3. Checking coverage of faculty by both Professional and Teaching Endorsement on the HPSO policy or other Slip and Fall Liability Insurance as provided by their insurance company.
4. Submitting a sample course brochure with faculty bios to the course organizer and assisting with advertising as needed.
5. Preparing and distributing course information/schedule and applications.
6. Arranging course finances including fees and expense reimbursement for faculty, if applicable.
7. Preparing and distributing a course schedule to the faculty and host facility in advance of the course.
8. Submitting a copy of course brochure and schedule to the AHA, Inc., Education Chair.
9. Consulting with course organizer on participant selection
10. Submitting a sample course manual and permission to copy sheet to the course organizer, or arranging for course manuals to be delivered to the facility site.
11. Coordinating Audio/Visual equipment needs for the faculty with the course organizer.
12. Organizing for course certificates; CEU's as appropriate.
13. Sending the registrant fee to the AHA, Inc. Office Manager within two (2) weeks after the course.
14. Sending to the AHA, Inc., office within 7 days after the course
 - Course Name, dates, location and faculty

- List of participants (names, addresses and telephone numbers and emails)
 - List of participants who want to be listed on the Find a Therapist link
 - Liability releases and course evaluations of the facility and faculty
 - Evaluation form for the AHA Coordinating Faculty assessment by the hosting facility to the appropriate person to mail to the AHA Inc office.
15. Completing the Apprentice and Associate evaluations and submission of evaluation to the AHA, Inc., Standards and Practice Chair within 14 days of the completion of the course.
 16. Sending course evaluations to the AHA, Inc. office within 14 days.

NOTE: The Faculty Coordinator may delegate some of the above tasks to the facility hosting the course, if agreed upon with that facility prior to the course. Faculty Coordinator will also work with the AHA office to ensure that all tasks are completed accurately and successfully.

D. Requirement for Maintaining Faculty Coordinator Status

1. Must hold current state or national licensure, certification
2. Must be a current AHA, Inc., member
3. Must maintain HPCS status
4. Mandatory attendance at AHA, Inc., Faculty Meeting as scheduled
5. Must have taught and coordinated a minimum of one approved AHA course in a period of two (2) years.
6. Must maintain requirements consistent with HPCS status. Must attend a minimum of 30 hours of continuing education courses in discipline related topics that deal with theory and/or clinical application every two (2) years as detailed in the following:
 - Show documentation of CE in NDT/ SI/ Motor Theory or Learning / Vestibular Rehab within the past 5 years
 - Show documentation of CE in Horsemanship skills within the past 5 years
7. The education program of the Faculty Meeting can count toward this goal.
8. Must maintain ongoing clinical experience with minimum of 1000 hours per year 100 hours of direct patient treatment incorporating hippotherapy per year.
9. Documentation of consulting and/or mentoring for facilities or therapists can be counted as part of continuing education hours. Documentation must include names, dates and times, topics and verification from Facility Representative or therapist who received mentoring.
10. Must consistently perform instructional/clinical duties outlined, in a timely fashion meeting all deadlines as listed in job description.
11. Must maintain updated contact information, including address, e-mail, telephone, cell phone and fax numbers with AHA, Inc., and the Education Chair
12. In the event that all above criteria cannot be met and the AHA, Inc., Faculty Coordinator wishes to maintain active status, a written request for exception must be sent to the AHA, Inc., Education Chair.

NOTE: If a Faculty Coordinator does not meet this requirement, his/her status will be reduced to Associate Faculty. Once he/she has taught an AHA, Inc., Approved course with a Coordinating Faculty who attended the mandatory AHA Faculty Development Meeting, the individual can request reinstatement to Faculty Coordinator from the AHA, Inc., Board of Directors via the Education Chair.

E. Procedure for Review of Faculty Performance Status

In the event that criteria for maintenance of Faculty Performance Status are not met, the Standards and Practice Chair will notify the AHA, Inc. Board of Directors. The President of the Board of Directors will send a written notice to the faculty and offer 30 days for the faculty to respond. The Board of Directors then has 30 days to respond to the faculty after the faculty's letter is received. The Board of Directors will then review the case and determine if the faculty status should be revoked or changed.

F. Medical Emergencies/Emergencies – Waiving of AHA, Inc. Faculty Coordinator Status

There are times when medical emergencies arise and Faculty Coordinators need exemption from fulfilling AHA, Inc., Faculty Requirements.

When a medical condition (self or family) and/or emergency occurs which prevents an AHA, Inc., Faculty Coordinator from complying with the requirements to remain active:

1. the time period to fulfill those requirements will be extended for a period of one (1) year at the discretion of the Education Chair

OR

2. An alternative method of staying active can be proposed by the Faculty Coordinator and submitted to the AHA, Inc., Standards and Practice Chair with acceptance of the AHA, Inc. Board of Directors.

G. Reactivation Plan for Inactive/Retired AHA, Inc., Faculty Coordinator

AHA, Inc., Faculty Coordinators who have been inactive in the area of teaching, clinical practice, continuing education or nonattendance of mandatory Faculty Meeting over two (2) years must reapply for active status by submitting a letter of request to the Standards and Practice Chair and subsequently participate in teaching as an Associate Faculty Member for two (2) courses to familiarize the individual with any changes that have occurred in the curriculum, the practice of hippotherapy or with AHA, Inc. Consideration as a Faculty Coordinator will be determined based on the needs of AHA, Inc., for new faculty.

FORMS for Tracking Teaching Progress:

Associate Faculty:

Flow Sheet – Course 1, 2, 3

Flow Sheet – Course 4

Faculty Evaluation Form (2 pages)

Apprentice Faculty:

Flow Sheet – Course 1

Flow Sheet – Course 2

Peer Review Evaluation – Course 1

Peer Review Evaluation – Course 2

Professional Recommendation Form

AHA Associate Level Flow Sheet

*** Must complete one for each of four courses taught ***

Name _____ Date _____ Location _____

Course Name _____ Course # 1 2 3 4 taught so far

Faculty Coordinator _____

Topic of Practicum Taught: _____

Topics of Lectures Taught:

1. _____

2. _____

Summary of Practicum or Patient Demonstration:

Topic Covered in Lecture:

Additional Comments: (back of sheet can also be used)

AHA, Inc. Faculty Coordinator/Evaluator Signature

Date

Flow Sheet for Associate Faculty

Name _____ Date _____ Location _____

Course Name _____ Course # 1 2 3 4 taught so far

Faculty Coordinator _____

Topic of Practicum Taught: _____

Topics of Lectures Taught:

- 1. _____
- 2. _____

Summary of Practicum or Client Demonstration:

Topic Covered in Lectures:

Additional Comments: (back of sheet can also be used)

Recommendations following completion of teaching 4th course:

- Associate Faculty member candidate would benefit from an additional assistantship(s)
Yes No
- Associate Faculty Member Candidate is ready to submit all documents to AHA, Inc. Faculty Committee for approval
Yes No

AHA, Inc. Faculty Coordinator/Evaluator Signature

Date

AHA Associate Faculty Evaluation Form (Page 1 of 2)

Faculty Candidate being evaluated: _____
 AHA, Inc., Faculty Coordinator/Evaluator: _____

Date: _____ Course Location: _____

Lecture Topics: _____

Directions: Respond to each statement using the following scale (please circle)

- 1 = Not Observed
- 2 = More Emphasis Recommended
- 3 = Accomplished
- NA = Not Applicable

Please use comments space on Page 2 to provide additional feedback.

1.	Defines objectives/plans for lecture	1	2	3	NA
2.	Effectively organizes learning situation to meet the objectives of the lecture	1	2	3	NA
3.	Presents content in a logical sequence	1	2	3	NA
4.	Demonstrates comprehensive knowledge of subject matter	1	2	3	NA
5.	Demonstrates enthusiasm for subject matter	1	2	3	NA
6.	Uses instructional methods encouraging appropriate student participation	1	2	3	NA
7.	Communicates clearly and effectively levels appropriate for student	1	2	3	NA
8.	Explains important ideas systematically and gives descriptions of applications	1	2	3	NA
9.	Responds appropriately to student comments and questions	1	2	3	NA
10.	Encourages critical thinking and problem-solving learning experiences as appropriate to the situation	1	2	3	NA
11.	Maintains a non-threatening environment	1	2	3	NA
12.	Demonstrates professionalism in manner, dress and language	1	2	3	NA
13.	Demonstrates confident, humane interactions with horses	1	2	3	NA

AHA Associate Evaluation Form (Page 2 of 2)

Comments:

Areas of Strength:

Areas for development/improvement:

Specific Recommendations for Improvement:

Signature - AHA, Inc., Faculty Coordinator/Evaluator

Date

**Flow Sheet for AHA Apprentice Faculty
Course One**

Name _____ Date _____ Location _____

Course Name _____

Faculty Coordinator _____

Topic of Practicum Taught: _____

Topics of Lectures Taught:

1. _____
2. _____

Summary of Practicum:

Summary of Lecture:

Topic Covered in Group Problem Solving Session:

Additional Comments: (back of sheet can also be used)

AHA, Inc. Faculty Coordinator/Evaluator Signature

Date

**Flow Sheet for AHA Apprentice Faculty
Course Two**

Name _____ Date _____ Location _____

Course Name _____

Faculty Coordinator _____

Topic of Practicum Taught: _____

Topics of Lectures Taught:

- 3. _____
- 4. _____
- 5. _____
- 6. _____

Summary of Practicum:

Summary of Lectures:

Topic Covered in Group Problem Solving Session:

Additional Comments: (back of sheet can also be used)

Recommendations:

- Apprentice Faculty member candidate would benefit from an additional assistantship(s)
Yes No
- Apprentice Faculty Member Candidate is ready to submit all documents to AHA, Inc. Standards and Practice for approval as Associate faculty Yes No

AHA, Inc. Faculty Coordinator/Evaluator Signature _____ Date _____

Peer Review Evaluation – Course One

(Page 1 of 2)

Faculty Candidate being evaluated: _____

AHA, Inc., Faculty Coordinator/Evaluator: _____

Date: _____ Course Location: _____

Lecture Topics: _____

Directions: Respond to each statement using the following scale (please circle)

- 1 = Not Observed
- 2 = More Emphasis Recommended
- 3 = Accomplished
- NA = Not Applicable

Please use comments space on Page 2 to provide additional feedback.

1. Defines objectives/plans for lecture	1	2	3	NA
2. Effectively organizes learning situation to meet the objectives of the lecture	1	2	3	NA
3. Presents content in a logical sequence	1	2	3	NA
4. Demonstrates comprehensive knowledge of subject matter	1	2	3	NA
5. Demonstrates enthusiasm for subject matter ¹	2	3	NA	
6. Uses instructional methods encouraging appropriate student participation	1	2	3	NA
7. Communicates clearly and effectively levels appropriate for student	1	2	3	NA
8. Explains important ideas systematically and gives descriptions of applications	1	2	3	NA
9. Responds appropriately to student comments and questions	1	2	3	NA
10. Encourages critical thinking and problem-solving learning experiences as appropriate to the situation	1	2	3	NA
11. Maintains a non-threatening environment	1	2	3	NA
12. Demonstrates professionalism in manner, dress and language	1	2	3	NA
13. Demonstrates confident, humane interactions with horses	1	2	3	NA

Areas of Strength:

Areas for development/improvement:

Specific Recommendations for Improvement:

Signature - AHA, Inc., Faculty Coordinator/Evaluator

Date

Peer Review Evaluation – Course Two

(Page 1 of 2)

Associate Faculty Candidate being evaluated: _____

AHA, Inc., Faculty Coordinator/Evaluator: _____

Date: _____ Course Location: _____

Lecture Topics: _____

Directions: Respond to each statement using the following scale (please circle)

- 1 = Not Observed
- 2 = More Emphasis Recommended
- 3 = Accomplished
- NA = Not Applicable

Please use comments space on Page 2 to provide additional feedback.

1. Defines objectives/plans for lecture	1	2	3	NA
2. Effectively organizes learning situation to meet the objectives of the lecture	1	2	3	NA
3. Presents content in a logical sequence	1	2	3	NA
4. Demonstrates comprehensive knowledge of subject matter	1	2	3	NA
5. Demonstrates enthusiasm for subject matter ¹	2	3	NA	
6. Uses instructional methods encouraging appropriate student participation	1	2	3	NA
7. Communicates clearly and effectively levels appropriate for student	1	2	3	NA
8. Explains important ideas systematically and gives descriptions of applications	1	2	3	NA
9. Responds appropriately to student comments and questions	1	2	3	NA
10. Encourages critical thinking and problem-solving learning experiences as appropriate to the situation	1	2	3	NA
11. Maintains a non-threatening environment	1	2	3	NA
12. Demonstrates professionalism in manner, dress and language	1	2	3	NA
13. Demonstrates confident, humane interactions with horses	1	2	3	NA

Areas of Strength:

Areas for development/improvement:

Specific Recommendations for Improvement:

Signature - AHA, Inc., Faculty Coordinator/Evaluator Date

**Professional Recommendation Form
AHA Inc. Apprentice Application**

Apprentice Candidate Name:

Profession Reference Name:

Employer/Facility:

Professional Reference Bio: (please tell us a little about you professional experience and involvement in hippotherapy)

Please describe the candidates' teaching experience:

Please describe the candidates' presentation experience with specific references to presentations given:

Please describe the candidates' leadership ability:

Signature

Date