



**MASTER LEVEL
THERAPEUTIC
RIDING INSTRUCTOR**

**PATH Intl.
Certification Program
Application Booklet**



PATH
INTERNATIONAL

Professional Association of Therapeutic
Horsemanship International

*Ensuring excellence and changing lives
through equine-assisted activities and therapies*

PATH Intl. Master Level Therapeutic Riding Instructor Certification Program Application Booklet

Welcome	3
Characteristics of a PATH Intl. Master Level Instructor	3
Criteria to apply	3
Application Requirements & Procedures	3
Application Policies	4
Exemption & Accommodation Policy	4
Compliance Process.	4
PATH Intl. Code of Ethics for Instructors	5
Videotape and written analysis of an able-bodied riding student	8
Videotaping your lessons: (section excerpts from The PATH Intl. Instructor Training Workbook)	8
PATH Intl. Bliss Brown Memorial Scholarship Fund	9
PATH Intl. Master Level Instructor Criteria	10
Master Level Instructor Certification Application	18
Riding Instructor Experience	19
Personal Reference	20
Professional Reference	21
PATH Intl. Center Reference	22
Mentoring Reference	23
Master Instructor – Letter of Recommendation – Riding Proficiency	24

Mission

PATH Intl., Ensuring excellence and changing lives through equine-assited activities and therapies

PATH Intl. / P.O. Box 33150 / Denver, CO 80233
1-800-369-7433 (RIDE) / Fax: 303-252-4610 / e-mail: path@pathintl.org / www.pathintl.org
Updated June 2011



Welcome!

A PATH Intl. Master Level Instructor has a strong background in horsemanship, teaching and a thorough knowledge of the disabilities and their relationship to therapeutic riding. He/She has the ability to step into any instruction situation in the field of equine assisted activities and take charge effectively, with the support of the operating center board or the center management. He/She is also capable of training other therapeutic riding instructors. PATH Intl. Master Level Instructor Certification is the highest certification level an instructor can achieve through PATH Intl. This program is designed for those instructors with career involvement in therapeutic riding. There will be no exceptions made to the application requirements. PATH Intl. Master Level Instructors are looked upon as role models. A master level instructor will embody the spirit of PATH Intl. while promoting the dignity of the entire therapeutic horsemanship team.

Characteristics of a PATH Intl. Master Level Instructor:

- Has thorough knowledge of PATH Intl. Master Level Instructor Certification Criteria
- Maintains professional demeanor in all areas of the equine assisted activities and therapies industry
- Possesses communication skills necessary to communicate positively and effectively in a multitude of situations
- Demonstrates superior interpersonal skills
- Teaches as effectively to a group as to an individual
- Makes effective use of time and resources
- Demonstrates ability to recognize problems and identify solutions
- Demonstrates responsibility
- Is aware of personal and professional limitations
- Implements critical thinking, utilizes intuitive and analytical reasoning
- Recognizes own biases and suspends judgmental thinking
- Strives to maintain a sense of humor
- Is open to constructive criticism and can effectively give constructive feedback
- Demonstrates ability to progress a rider to the realistic pinnacle of his/her ability

Criteria to apply

- Be a current PATH Intl. Instructor Member
- Be at least 25 years of age
- Be a PATH Intl. Advanced Level Instructor
- Be a member of another equestrian organization, outside of PATH Intl.
- Minimum of four years of involvement with a PATH Intl. Center
- At least 400 hours of teaching equine assisted activities
- At least two years of service to PATH Intl.*

* Please refer to enclosed PATH Intl. Master Level Instructor Requirements on page 5

Application Requirements & Procedures

Application Requirements:

Candidates are required to submit four copies of all items to the PATH Intl. office with application. Please use the forms enclosed within this application packet when preparing application and portfolio.

- Submit cover page from application packet
- Submit a professional resume
- Submit riding instructor experience form
- Submit a letter of intent - to include statement of reason/rationale for pursuing master level certification and personal goals
- Submit personal reference form
- Submit professional reference form
- Submit PATH Intl. center reference form
- Submit mentoring references*
- Submit expiration date of current CPR certification card (online courses not accepted)
- Submit expiration date of current first-aid certification card (online courses not accepted)
- Submit two case reports:
 - One case report of a rider with a physical disability*
 - One case report of a rider with a cognitive/emotional or learning disability*

Submit a videotape and written analysis of instruction demonstrating riding skill progression for an able-bodied riding student*

Submit proof of professional development and scholarship*

Submit documentation and video of proficiency of personal riding skills*

* Please refer to enclosed PATH Intl. Master Level Instructor Requirements on page 5

Application Procedures:

1. Candidates will prepare a Professional Portfolio, including required documentation, videos, and reports as listed to support their application for PATH Intl. Master Level Instructor status. Application materials must be typed and four copies must be submitted via the postal service. No faxed or emailed copies of applications will be accepted. Portfolio/application materials must be submitted in one completed package. Incomplete applications will not be accepted and will be returned to sender. All application materials become the property of PATH Intl.. Please do not send originals.
2. If all application materials are complete, a written examination will be sent to the candidate. (The exam must be completed within 60 days).
3. «Once the exam is completed, the candidate will proceed to the Oral Evaluation Phase which will be offered each year at designated locations.

Application Fee

The application fee for master instructor certification is \$750. This application fee is due in full at the time of application payable to PATH Intl..

Please refer to page 9 — Bliss Brown Memorial Scholarship Fund for Master Level Instructor Candidates.

Application Policies

Exemption & Accommodation Policy:

Requests for exemption to any component or an accommodation to any component of this process must be made in writing and submitted to the PATH Intl. office at least 60 days prior to the intent to submit letter deadline date. (Date determined by PATH Intl. office.) All requests for exemptions will be reviewed by the PATH Intl. Riding Certification Subcommittee on an individual basis and candidates will be notified of the committee's decision by the PATH Intl. office. All requests relating to a medical condition need to have a medical note attached. For more information please contact the PATH Intl. office.

Medical Condition Policy:

In the event of injury or medical condition that may not necessarily preclude the candidate from completing all portions of the certification, but may affect participation in any way, it is recommended that the candidate seek the advice of a physician before participating in any activities that involve exercise, riding, handling or being near horses. It is also the responsibility of the candidate to make both PATH Intl. and the master panel aware of any such conditions. Cancellation policy and exemption/accommodation policy applies.

Cancellation Policy:

If PATH Intl. receives written notice of cancellation prior to the application deadline date a full refund of the application fee will be provided. If written notice is received 30 days prior but no less than 2 weeks prior to the panel review date, a 50% refund will be provided. In the event of cancellation within 2 weeks of the panel review date, no refund will be provided. Notice of cancellation must be submitted in writing, verbal cancellation is not accepted.

Appeal Process:

If a candidate is found "not ready" for PATH Intl. Master Level Instructor status and would like to appeal the results, a written request for appeal may be submitted to the PATH Intl. office, within 15 working days of receipt of written notification. The request must state the reasons for the appeal.

The PATH Intl. office will inform you of steps of appeal process following receipt of the written request.

Resubmission Process:

Additional documentation, clarification, supporting material and/ or resubmission of components may be requested at any time throughout the master level certification process. Candidates will be provided with feedback at the oral exam regarding any components that need to be resubmitted due to inadequacies. A time frame for the resubmission will be determined by the master panel and will be clarified orally and in the paperwork provided to the candidate at the conclusion of the oral exam.

Compliance Process

When PATH Intl. Master Level Instructor Status is achieved, instructors are required to submit the following information on an annual basis on their PATH Intl. Instructor membership renewal month:

Riding Instructor Annual Compliance:

- Maintain current PATH Intl. Instructor Membership
- Expiration dates of current Adult/Child CPR and First Aid Cards (online courses not accepted)
- Documentation of a minimum of 20 clock hours of continuing education
- Review and sign PATH Intl. Code of Ethics for Instructors (see next page)

Failure to meet all compliance requirements for instructor status will result in forfeiture of PATH Intl. Riding Instructor status.

An Annual Compliance Form for documentation is mailed annually with instructor membership renewals and is due back with membership renewal dues. Continuing education hours are referred to as clock hours, not educational college credit hours. Continuing education activities can be any educational event that you attend, which will benefit you in your work as a therapeutic riding instructor. Continuing education activities are not limited to those sponsored by PATH Intl.. Please see the Annual Compliance Form for more detailed examples of continuing education.

Failure to meet all annual compliance requirements will result in forfeiture of instructor status. Requests for exception to annual requirements may be considered on an individual basis. These are reviewed by the PATH Intl. Riding Certification Subcommittee.

Requests for reinstatement of PATH Intl. Master Level Instructor status are also reviewed on an individual basis. A reinstatement fee will apply. Please contact PATH Intl. for the most current reinstatement policy.

PATH Intl. Code of Ethics for Instructors

Preamble

This Code of Ethics sets forth ethical principles for PATH Intl. Certified Instructors. The exercise and preservation of the highest standards of ethical principles are vital to the responsible discharge of obligations, activities and services provided by PATH Intl. Certified Instructors. These principles include professional competency, integrity, honesty, confidentiality, objectivity, sound judgment, public safety and professional compliance. The guidelines expressed in the Code are not to be considered all inclusive of situations that could evolve under a specific principle, nor is the failure to specify any particular responsibility or practice a denial of the existence of such responsibilities or practices.

Principle 1: Professional Competency

PATH Intl. Certified Instructors will demonstrate ability to instruct individuals with disabilities commensurate with their level of certification attained.

Principle 2: Integrity

PATH Intl. Certified Instructors will demonstrate integrity, honor and morality by respecting the rights, dignity and well being of all individuals and animals.

Principle 3: Honesty

PATH Intl. Certified Instructors will demonstrate honesty and truthfulness at all times.

Principle 4: Confidentiality

PATH Intl. Certified Instructors will demonstrate confidentiality by respecting the rights of all individuals involved in the operating center.

Principle 5: Objectivity

PATH Intl. Certified Instructors will demonstrate objectivity and fairness by interacting with individuals in an impartial manner.

Principle 6: Sound Judgment

PATH Intl. Certified Instructors shall accept responsibility for the exercise of sound judgment when interacting with individuals and animals.

Principle 7: Public Safety

PATH Intl. Certified Instructors shall promote public safety by abiding by PATH Intl. Standards and Guidelines.

Principle 8: Compliance

PATH Intl. Certified Instructors will remain in good standing with the annual PATH Intl. Compliance Process for Instructors.

PATH Intl. Master Level Instructor Requirements

Master level instructor candidates will prepare a Portfolio, complete the take-home examination and sit for an oral examination at a designated location.

I. The Portfolio

A. Credentials and Documentation

1. Completed master level application packet (six pages)
2. Professional Resume
3. Documentation of membership in at least one equestrian organization other than PATH Intl.

B. Evidence of Service to PATH Intl.

1. Documentation of at least two years of service to PATH Intl.*, as evidenced by any one or combination of the following:
 - On-site workshop/certification faculty/evaluator
 - Approved training course faculty
 - Accreditation site visitor
 - Member, PATH Intl. Board of Trustees
 - PATH Intl. committee member
 - PATH Intl. task force member
 - Regional representative
 - State chairperson
 - Regional or state office holder, including conference committee member
 - Other equivalent duties
2. Supporting documentation of commitment to PATH Intl.*: (Documentation may include: confirmation emails, letter from the PATH Intl. office stating participation, copy of certificates, etc.)
 - Attendance at PATH Intl. National Conferences
 - Attendance at PATH Intl. Regional Conferences
 - Service as a networking resource for other riding centers
 - Service as liaison with other professional organizations

C. Evidence of Instruction

1. A minimum of four years of involvement with a PATH Intl.* center
2. Minimum of 400 hours teaching therapeutic horsemanship documented by center references
3. Two Case Reports on riders for whom you are the primary instructor: (see Appendix A)
 - One Case Report of 1 rider with a physical disability
 - One Case Report of 1 rider with either a cognitive/emotional or learning disability
 - Videotape and Written Analysis of instruction of an able-bodied riding student: a composite videotape analysis of one rider over a period of six to eight weeks. (see Appendix B)

*For international or other national requirements please contact PATH Intl.. Equivalent national/international organizations to include CHA_IRD, RDA, Can-TRA, D.K.Th.R., HANDI-CHEVAL.

D. Evidence of Professional Development and Scholarship
To include a minimum of one item for categories 1-3. Category 4 is required.

Please include a minimum of one the following:

1. Published or presented material
 - published books, articles, book reviews et al
 - unpublished papers given at conferences or workshops
 - results of task force participation with specific reference to the contributions made by the candidate to the end result
 - published or unpublished results of scientific studies undertaken
2. Professional activities and achievement
 - testimonial letters from students/parents/volunteer
 - communication to advisees or others
 - awards, recognitions, certificates
 - articles or photos of achievement in professional activities
3. Professional development activities
 - seminars, courses, workshops attended
 - self-study or reading assignments that you have undertaken to improve your skills

The following is required:

4. Future Professional Development Goals
 - steps you will take to explore new ways of becoming better at your job

E. Mentoring

1. Requirements:
 - A minimum of 120 hours of mentoring therapeutic horsemanship instructors who teach equine assisted activities, such as: instructors-in-training, instructors seeking the next level of certification, evaluators
 - A minimum of two letters of reference from individuals who have been mentored by the candidate
2. Methods of mentoring include:
 - Mentoring candidates for PATH Intl. Registered or Advanced level certification
 - Serving as a faculty/evaluator for the Registered On-Site Workshop/Certification
 - Faculty member of a PATH Intl. Approved Instructor Training Course
 - Faculty member of a college which offers therapeutic horsemanship coursework
 - Mentoring instructional staff at a PATH Intl. member center

F. Personal Riding Skills

Candidate should include one of the following in category 1-3. Categories 4 and 5 are required.

1. Show evidence of riding proficiency documentation by a national organization such as: USDF, Pony Club, CHA, USA Equestrian, and ARIA
2. Proof of successful competition experience at a recognized show level
3. Written recommendation from a PATH Intl. Master Instructor, who is a Lead Advanced Evaluator, of candidate's demonstration of proficiency in riding as measured against the master level horsemanship criteria. Candidate should provide the current criteria to PATH Intl. Master Level Instructor/Evaluator. Use the recommendation form provided.
4. Submit a video (past or present) not to exceed five minutes showing the candidate's riding proficiency in his/her discipline. The horse should be selected so that the candidate will demonstrate his/her best riding abilities. No particular riding pattern will be given at this level; however the candidate must ride at all three gaits and include a minimum of three elements listed in the master level riding proficiency criteria.
5. Candidate will demonstrate knowledge in an additional discipline other than his/her primary discipline/seat preference. Documentation may include: participation in workshops, lessons, trainings, horse shows, competition and/or video.

II. Take Home Examination

The exam will cover topics including but not limited to: horsemanship, PATH Intl. structure and standards, teaching methodologies and learning theories, disabilities, mentoring. The exam will be sent by the PATH Intl. office upon receipt of a completed portfolio.

III. Oral Examination

Evaluators may ask for any additional information they deem necessary to substantiate the candidate's portfolio.

Appendix A

Case Reports

Case reports are designed to share information about a participant(s) in equine assisted activities in a written format to become a part of the professional body of knowledge of our field. The case reports must showcase the candidate's ability to teach riding skills that are therapeutically valuable to riders with disabilities.

1. Rationale for Case Reports:

- Describe instruction and include details necessary for another instructor to implement the approach discussed in the report.
- Include goals and objectives and their outcomes.
- Help students/professionals develop critical thinking and problem solving skills.
- Put the “meat” on the theoretical skeleton, by describing the application of theory.
- Provide elements of student management and teaching methodology and critical review of these techniques and methodologies.
- Help instructors deal with change, influence administrators and persuade the professional community, donors, insurers and funders of the value of therapeutic riding for particular students.
- Allow readers to benefit from the experiences of the author.

2. Case reports written components:

- Case reports are to be at least 3,000 words, typed and double-spaced. They need to be thorough with detailed content (excluding references and any appendices). Cases must be confidential. Readers should not be able to identify the student from the case report.
- Case reports need to be on one rider with a primary diagnosis of a physical disability and one rider with a primary diagnosis of either a cognitive, emotional or learning disability.
- The riders may be in a private lesson and/or a group setting, however, it is required that at least one of the case reports must be a rider that is taught in a group setting. The case report must identify teaching methodologies which should include why a group or private setting was chosen.
- You must be the primary instructor for each rider. Select riders and horses that will highlight your skills as an instructor. Hippotherapy sessions should not be included except as background information. The rider should NOT be enrolled only in hippotherapy.

■ The reports must include:

- Introduction to the student:
 - Diagnosis and narrative description of strengths and weaknesses
 - Medical history
 - Description of assistive devices/equipment
 - Reasons for choosing this student
- Progress of the student over a specific time period (e.g. since you've known him/her, over the past year, in one session). Evaluation of riding skills at start, middle and end of the time period.
 - Videotape of the rider at different times is strongly recommended. Video is not to exceed five minutes for any one segment. Video must show the candidate as the instructor. Please be sure the instructor is audible!
- Student's learning style and how it relates to lesson planning
- Goals for time period, and objectives used to achieve goals
- At least one task analysis of activities chosen to meet objectives
- Explanation of choice of equine, equipment and style of riding/horsemanship
- Analysis of teaching methodology (what worked, what did not work)
- Analysis of student's achievements throughout the time period
- Next steps to promote progress
 - Summary, including reasons for progress or lack of progress
 - Future case report ideas
 - References

Optional components in the Case Report may include:

- Successful methods for solving typical or unique problems
- Innovative teaching strategies in meticulous detail
- A report on 2 or more students with similar characteristics who received different instruction (i.e. Dressage vs. Hunt Seat vs. Western vs. Trail Riding) and the benefits
- Report on “unusual” students with unusual problems or unusual responses to TR

Suggested References & Case Report References:

For a current list of suggested references and case report references please visit the PATH Intl. website instructor certification master level section or contact the PATH Intl. office.

Appendix B

Videotape and written analysis of an able-bodied riding student

It will be to the candidate's benefit to carefully select a competent, experienced rider that will enable the Master Candidate to best demonstrate the required components. The videotape segments will focus on teaching the skills that the instructor has chosen for the rider. Candidates should select a student and a horse that will highlight his/her teaching skills.

I. Rationale: The purpose of the analysis is to demonstrate the instructor's ability to:

- Evaluate the rider in an initial riding assessment
- Determine goals for the 6 to 8 week session that will show progression in a riding skill
- Progress the rider's skills within that 6-8 week session
- Self reflect on teaching ability and outcome

II. Acceptable Components (**Choose at least two appropriate skills from this list. Do NOT attempt to include them all!**):

- Changes of Lead (simple and/or flying)
- Side pass
- Leg yield at walk and trot/jog
- Shoulder in
- Rein back
- Turn on the forehand
- Turn on the haunches
- Two point position at all gaits
- Lengthening and shortening of stride at walk, trot/jog
- Ride without stirrups at sitting trot/jog, posting trot
- Hand gallop
- Jumping
- Pivot
- Counter canter
- Western reining
- Western riding patterns
- First Level (and above) dressage movements

III. Format of Written and Videotape components:

The videotape analysis requires the following components:

- Show three ten minute segments at the start, mid-session and end
- Demonstrate compliance with all applicable PATH Intl. standards
- Introduction of rider, horse and level of experience for each
- Must be clear and audible (wireless microphone a plus)
- Must clearly show the rider and the tasks asked of the rider

A. First segment:

- Video: (10 minutes) Introduction to rider and partial lesson/initial evaluation and goals
- Written: Initial evaluation
During this segment, the instructor should begin working towards the skills identified. The session should not be an assessment only. Reflective narrative to include: strengths and weaknesses of the rider and horse, and goal selected for the 6-8 week session with a rationale for selection of skills, teaching strategies and self reflection

B. Second segment:

- Video: (10 minutes) Demonstration of rider/horse progression, teaching techniques
- Written: A mid-session evaluation (reflective narrative) of progress in the chosen skills

C. Third segment:

- Video: (10 minutes) Demonstration of skill accomplishment, teaching techniques
- Written: A post-session evaluation (reflective narrative) to include if goal was met, how goals were met, techniques used, strengths and weaknesses of the instructor, suggestions for future lessons and pertinent information regarding the process and experience

Videotaping your lessons: (section excerpts from The PATH Intl. Instructor Training Workbook)

Submit four copies of each video with your application in VHS or DVD format. If in DVD format, please include what software program is needed to view the video.

Planning ahead can help make your videotaping experience more productive and pleasant!

Before you Videotape:

- Make sure that the person you have asked to videotape for you is comfortable with the task and the video camera. Offer them a chance to practice before the actual videotaping.
- Make sure the camera is in good working order and the battery is completely charged. It may be necessary to have a spare battery available or plan for an alternative electrical power source.
- Decide on the best location for the camera. The location should provide the best angle for a clear view of the lesson. If you are taping inside, shooting towards an open door will affect the quality of the video.
- A tripod can help steady the camera. If no one is available to videotape the session it is possible to set the camera up on a tripod in a corner of the arena and tape the lesson without a camera person.

- Consider the audio portion of the videotaping. Does your voice project so you can be clearly heard? You may want to consider the use of a wireless microphone to make sure the audio is clear and crisp.
- Inform the riders and volunteers of your plan to videotape prior to the actual videotaping. This will help prepare them mentally and allow them to dress appropriately. Certain colors of clothing, such as red and white, do not videotape well.
- Be sure you have permission to videotape everyone in the arena – preferably in writing. You never know what use you might find in future for this material – you might use it when mentoring instructors-in-training one day.

OK, you are ready to be videotaped:

- Remember to relax.
- Remind the person videotaping not to talk as the microphone will pick up all noises around the camera.
- Cell phones should be shut off.
- If you set the camera up on a tripod, make sure that the site selected is out of the noise and traffic path.
- Refrain from overuse of the zoom or unnecessary panning. Searching for the rider by rapidly moving the camera or zooming in and out excessively will surely make you seasick when you watch the tape.
- The video needs to show the riders more than the instructor. Focusing on the instructor for the entire lesson will not enable you to evaluate the effectiveness of your teaching. Being able to see the rider(s) as they receive instruction is very beneficial.
- Don't shut the camera on and off during the lesson. This causes "film clips" that does not show the flow of the lesson. The camera can cut you off in mid-explanation causing confusion when you view it later.

It may take practice to get a good video.

PATH Intl. Bliss Brown Memorial Scholarship Fund

Bliss Brown Memorial Scholarship Fund – for Master Level Instructor Candidates

Attention PATH Intl. Master Level Instructor Candidates! On an annual basis PATH Intl. accepts applications for the scholarship fund that was established in memory of past-president and longtime PATH Intl. supporter, Bliss (Brown) Williams. This fund is used to sponsor four scholarships per year that will pay for 25% of the certification fee for candidates wishing to pursue Master Level Instructor Certification. This scholarship program will serve to further promote the Master Level Certification Program and encourage qualified candidates to participate.

The scholarship will be granted on a first come, first served basis. Applications will be accepted on an annual basis and submitted by a deadline determined by PATH Intl. each year. Scholarship winners will be notified in July of each year of their award. In order to honor the spirit of professionalism and commitment to the industry that the Master Level Certification represents, award recipients will be expected to do a presentation at a PATH Intl. Regional or National Conference in the year following their certification.

Bliss (Brown) Williams passed away on February 4th, 2005. She served as the president of the PATH Intl. Board of Directors in 1987 and during her tenure with PATH Intl. served on the Board Standing Committee on Standards and Education, the committee then responsible for administration of the certification and accreditation programs. Additionally, Bliss was a former head instructor of the Cheff Center for the Handicapped where she worked for 22 years. Betty Lujan-Roberts, one of Bliss's former students, read this tribute at the memorial service held February 8th.

"Imagine! The awesome radiance of that wondrous event; that absolute moment when the soul of Bliss (Brown) Williams returned to the winter stars, and each star joyfully whispered welcome home Bliss, I remember you."

This is to say farewell from life to Bliss but most definitely this is not farewell from heart or mind. Truly, Bliss was a woman blessed with the ability to give and take great joy from life. Because of that, she fulfilled her life's promise and purpose.

I'll read a few reflections which express the very essence of success:

'To laugh often and much. To win the respect and admiration of people and the affection and trust of children. To appreciate beauty. To find the best in others. To leave the world a bit better: whether by a healthy child, a garden patch, or a redeemed social condition. To know that even one life has breathed easier because you have lived. That is to have succeeded.' So writes Ralph Waldo Emerson.

To that, for my teacher Bliss, I add: to enable possibilities rather than disabilities. Success comes in cans, it doesn't come in can'ts - and for so many of us who are labeled disabled our Bliss opened so many cans.

And now when we gaze at stars in the heavens, we can whisper: I remember you dear Bliss and you are home."

For further information regarding the scholarship or to donate to the Bliss Brown Memorial Scholarship Fund, please contact the PATH Intl. office. Please contact PATH Intl. for scholarship application and annual deadline date.

PATH Intl. Master Level Instructor Criteria

ME. Equine Management

ME.1.0 PATH Intl. Standards

- ME.1.1 Know and implement PATH Intl. Standards and their interpretation for horse care, maintenance, and work schedule
- ME.1.2 Know and implement PATH Intl. Standards and their interpretation regarding the use of safety and adaptive equipment

ME .2.0 Breeds/ Colors/ Markings/ Parts of the Horse

- ME.2.1 Identify and describe:
 - breed characteristics
 - height and weight
 - color and markings
- ME.2.2 Know the parts of the horse

ME.3.0 Horse Senses and Behavior

- ME.3.1 Know the characteristics of the senses of the horse
- ME.3.2 Know the characteristics of horse behavior
- ME.3.3 Know how the senses of the horse and horse behavior affect the safety of the riding setting.
- ME.3.4 Identify and know the causes, health effects, and management of stable vices including:
 - biting
 - kickingweaving
 - cribbing
 - wood chewing

ME.4.0 Feeds and Feeding

- ME.4.1 Know daily feed requirements of the horse including:
 - hay
 - grain
 - water
 - salt and minerals
 - supplements
 - feeding intervals
- ME.4.2 Recognize signs of poor quality feed
- ME.4.3 Identify and describe different types of forages and feeds
- ME.4.4 Know the pros and cons of different types of feeds
- ME.4.5 Balance feed rations based on horses age, health, size, metabolism, and work requirements.
- ME.4.6 Know pasture maintenance including:
 - minimizing parasites
 - providing quality forage
 - pasture rotation
- ME.4.7 Know and identify toxic plants.

ME.5.0 Stable Management

- ME.5.1 Identify appropriate protection for horses including:
 - fly masks and bonnets
 - shelter
 - fly repellents
- ME.5.2 Know horse manure handling methods for sanitary conditions of stall and turn out areas
- ME.5.3 Identify bedding materials
- ME.5.4 Identify potential stall and fencing hazards
- ME.5.5 Identify pest concerns

- ME.5.6 Identify, know the use of, and know how to measure and fit:
 - blankets
 - sheets
 - coolers
 - turnout rugs
- ME.5.7 Identify and know how to apply the following boots and bandages:
 - bell, splint, and ankle boots
 - shipping
 - easy boots
 - standing/support
 - exercise boots

ME.6.0 Health and Sickness

- ME.6.1 Know and recognize the signs of:
 - abscesses
 - aging
 - azatoria
 - behavior change
 - choke
 - equine infectious anemia
 - external parasites
 - good health
 - influenza
 - laminitis
 - rhinopneumonitis
 - ringworm
 - scratches
 - tetanus
 - thrush

- | | | | |
|--|-----------------------|-----------|-------------|
| | colic | lice | ticks |
| | dehydration | pneumonia | warts |
| | distemper (strangles) | rabies | weight loss |
| | encephalitis | rain rot | |
- ME.6.2 Know and recognize when a horse is unsound
- ME.6.3 Identify normal ranges of and know how to take TPR (temperature, pulse, respiration)
- ME.6.4 Describe, schedule, maintain records, and facilitate deworming, vaccination, hoof and teeth care programs
- ME.6.5 Know first aid treatment for:
- | | |
|-------------|---------------------------|
| proud flesh | sprains, strains, bruises |
| shock | wounds |
- ME.6.6 Identify types of shoes and their purposes and know how to remove a shoe
- ME.6.7 Identify characteristics of a correctly or incorrectly shod foot
- ME.6.6 Know types of worms, cycles, symptoms and damage of worm infestation.
- ME.6.7 Know stages of tooth development and be able to perform a mouth check
- ME.6.8 Know types of vaccinations and the disease they prevent
- ME.6.9 Describe the horse's digestive, skeletal and muscular systems

ME.7.0 Grooming

- ME.7.1 Identify and explain the use of grooming tools, including:
- | | | |
|--------------------|----------------|-------------------|
| curry comb | rub rag | mane or tail comb |
| hard brush / dandy | shedding blade | soft brush / body |
| sponges | hoof pick | sweat scrapper |
- ME.7.2 Know how to give a horse a routine, fungicide, liniment and medicated bath
- ME.7.3 Know how to cool down a horse following a work session including the use of liniments
- ME.7.4 Know how to clip a horse for maintenance including:
- | | | |
|-------------|--------|---------|
| bridle path | muzzle | fetlock |
|-------------|--------|---------|
- ME.7.5 Identify and know the purpose of the following clips:
- | | | | |
|--------------|-------------|-----------|------------|
| blanket clip | hunter clip | body clip | trace clip |
|--------------|-------------|-----------|------------|
- ME.7.6 Know clipper maintenance
- ME.7.7 Identify and demonstrate pulling, banding, roaching and banging of manes and/or tails

ME.8.0 Tack and Tacking

- ME.8.1 Identify and know the purpose, use and function of:
- | | |
|---|-----------------|
| bits: snaffle, curb, kimberwicke, pelham, spade, weymouth | |
| bitless bridles | draw reins |
| bridles | long lines |
| double bridles | martingales |
| saddles: english and western | safety helmets |
| saddle pads | safety stirrups |
| bareback pads | side reins |
| adaptive equipment | surcingles |
| breast plates, collars | |
- ME.8.2 Know the parts of english and western saddles and bridles
- ME.8.3 Know how to tack a horse
- ME.8.4 Select and evaluate equipment needs for riders and horses including:
- | | |
|-------------------------------------|-----------------------------------|
| type of saddle and bridle | how saddle affects rider position |
| how bridle and saddle affects horse | adaptive equipment |
| long line and lungeing equipment | |
- ME.8.5 Know how to fit tack to horses and riders
- ME.8.6 Know how to educate team, including riders and volunteers, in the use of the equipment
- ME.8.7 Know and demonstrate tack cleaning, care and maintenance

ME.9.0. Unsoundnesses and Blemishes - Form to Function

- ME.9.1 Recognize the difference between a blemish and an unsoundness.
- ME.9.2 Describe and locate the following blemishes and unsoundnesses:
- | | | | |
|-------------------------|---------------|--------------|---------|
| bog and bone spavins | laminitis | sidebone | heaves |
| bowed tendons | navicular | shoe boil | roaring |
| capped hocks and elbows | parrot mouth | splints | curbs |
| contracted heels | quarter crack | thoroughpins | |
| ringbone | windpuffs | | |
- ME.9.3 Identify and describe the foot falls and beats of the:
- | | |
|----------|-------------|
| walk | canter/lope |
| trot/jog | hand gallop |
- ME.9.4 Describe and demonstrate tempo, rhythm, impulsion and tracking up
- ME.9.5 Describe the effects tempo, rhythm, impulsion and tracking up have on the rider
- ME.9.6 Recognize common horse conformation faults

ME.10.0 Selection and Training

- ME.10.1 Explain the characteristics of a therapeutic riding horse
- ME.10.2 Know how to train a horse to accept:
- | | | |
|---------------------------|---------------------|----------------|
| leaders and sidewalkers | ambulation aids | game equipment |
| mounting ramps and blocks | mounting procedures | |
- ME.10.3 Design, implement, recognize, supervise and evaluate the individual needs for a conditioning, schooling, and maintenance program for therapeutic riding horses including:
- | | | |
|-----------|----------------|----------|
| frequency | schooling | lungeing |
| suppling | record keeping | |
- ME.10.4 Know how conditioning relates to performance
- ME.10.5 Identify conformation faults and how they affect the function of the therapeutic riding horse
- ME.10.6 Know how to correct training problems

MH. Horsemanship

MH.1.0 Horsemanship Preparation and Safety

- MH.1.1 Know and demonstrate:
- | | |
|-----------------------|-----------------------|
| haltering and leading | tying and safety knot |
| grooming and tacking | proper riding attire |

MH.2.0 Mounting and Dismounting

- MH.2.1 Know and demonstrate:
- mounting and dismounting from ground or mounting block /ramp
 - how to assist a rider during mounting and dismounting
 - an equipment check prior to mounting
 - stirrup adjustment prior to mounting

MH.3.0 Position

- MH.3.1 Know and demonstrate correct position at the:
- walk- free walk and working walk
 - sitting trot/jog
 - posting trot
 - canter or lope
 - two point at the walk, trot/jog and canter/lope
 - walk, sitting trot/jog, posting trot, canter/lope without stirrups
 - two point at the walk and trot/jog without stirrups
 - reinback
 - hand gallop
- MH.3.2 Know and demonstrate shortening and lengthening the reins

MH.4.0 Gaits

MH.4.1 Know and demonstrate:

- walk- free walk and working walk
- posting trot on correct diagonal
- reinback
- change of diagonals at the trot
- lengthening and shortening at the walk and trot/jog

sitting trot/jog

canter/lope on correct lead

hand gallop

MH.4.2 Know and demonstrate different degrees of contact for all gaits

MH.4.3 Know and demonstrate straightness of the horse during all gaits

MH.4.4 Know and demonstrate the following transitions:

- walk to trot/jog
- canter/lope to halt
- trot/jog to walk
- halt to canter/lope
- canter/lope to trot/jog
- trot/jog to canter/lope
- halt to trot/jog
- canter/lope to walk
- walk to canter/lope
- walk to halt
- trot/jog to halt

MH.4.5 Know and demonstrate collection at the walk, trot/jog and canter/lope

MH.5.0 Aids

MH5.1 Know and demonstrate the following natural aids:

- hands
- voice
- legs
- weight
- seat

MH.5.2 Know and demonstrate appropriate use of the following artificial aids:

- crop
- spurs
- side reins
- martingales
- draw reins

MH.5.3 Know and demonstrate the following rein aids:

- direct rein
- pulley rein
- neck rein
- indirect rein
- leading/opening rein

MH.5.4 Know and demonstrate the following leg aids:

- both legs at the same time
- alternating leg aids
- leg at the girth
- leg behind the girth

MH.6.0 Movements

MH.6.1 Know and demonstrate the following lateral movements:

- bending a horse through corners and ring figures
- leg yield at the walk, trot/jog and canter/ lope
- turn on the forehand
- haunches in
- pivot/ turn on hindquarter
- side pass
- shoulder in

MH.6.2 Know and demonstrate half halts

MH.6.3 Recognize and demonstrate a horse that is on the bit

MH.6.4 Know and demonstrate simple change and flying change of lead

MH.6.5 Know and demonstrate counter canter

MH.7.0 Ring Figures

MH.7.1 Know and demonstrate the following ring figures:

- change of rein
- figure eights
- half circles in reverse
- volte and demi-volte
- circles
- half circles
- serpentine
- spirals

MH.8.0 Exercises and Games

MH.8.1 Know and demonstrate mounted rider exercises at the walk, trot/jog and canter/lope

MH.8.2 Know and demonstrate riding without stirrups at the walk, sitting trot/jog, posting trot, canter/lope and two point

MH.8.3 Know and demonstrate ground poles at walk, sitting trot/jog, posting trot and two point

MH.8.4 Know and demonstrate design and set up of an obstacle course

MH.8.5 Know and demonstrate proper spacing of ground poles

MH.8.6 Know and demonstrate how to lunge/longe a horse

MH.8.7 Know and demonstrate suppling exercises for the horse

MI. Instruction

MI.1.0 Horsemanship Preparation and Safety

- MI.1.1 Instruct the following:
- | | | |
|----------------------|--|-----------------------|
| grooming and tacking | tying and safety knot | haltering and leading |
| proper riding attire | proper spacing when leading or riding in a group | |
- MI.1.2 Orient student to facility, stable rules and safety rules
- MI.1.3 Select horse for individual riders according to:
- | | | |
|----------|------------------|-------------|
| behavior | movement quality | temperament |
| height | size | |
- MI.1.4 Instruct a group lesson of three or more riders
- MI.1.5 Know and implement PATH Intl. Standards and their interpretation regarding the lesson area

MI.2.0 Mounts and Dismounts

- MI.2.1 Instruct the following:
- mounting and dismounting from ground or mounting block /ramp
 - how to assist a rider during mounting and dismounting
 - equipment check prior to mounting
 - stirrup adjustment prior to mounting
 - independent, partially assisted and fully assisted mounts from the ground, block and ramp

MI.3.0 Position

- MI.3.1 Instruct correct position at the:
- | | | |
|--|----------------------------------|------------------|
| halt | walk- free walk and working walk | sitting trot/jog |
| posting trot | canter/lope | reinback |
| walk, sitting trot/jog and posting trot without stirrups | | |
| two point at the walk and trot/jog and canter/lope | | |
- MI.3.2 Instruct lengthening and shortening of the reins

MI.4.0 Gaits

- MI.4.1 Instruct:
- | | |
|---|----------------------------------|
| walk to trot/jog to canter/lope | walk- free walk and working walk |
| trot or jog- sitting | posting trot on correct diagonal |
| canter or lope on correct lead | change of diagonals at the trot |
| reinback | hand gallop |
| lengthening and shortening at the walk and trot/jog | |
- MI.4.2 Instruct different degrees of contact at all gaits
- MI.4.3 Instruct straightness of the horse at all gaits
- MI. 4.4 Instruct the following transitions:
- | | | |
|---------------------|-------------------------|---------------------|
| walk to trot/jog | canter/lope to trot/jog | walk to canter/lope |
| canter/lope to halt | trot/jog to canter/lope | walk to halt |
| trot/jog to halt | halt to trot/jog | trot/jog to walk |
| halt to canter/lope | canter/lope to walk | |
- MI.4.5 Instruct collection at the walk, trot/jog and canter/lope

MI.5.0 Aids

- MI.5.1 Instruct the following natural aids:
- | | | | | |
|-------|-------|------|--------|------|
| hands | voice | legs | weight | seat |
|-------|-------|------|--------|------|
- MI.5.2 Instruct the appropriate use of the following artificial aids:
- | | | |
|------------|-------------|-------|
| crop | martingales | spurs |
| draw reins | side reins | |
- MI.5.3 Instruct the following rein aids:
- | | | |
|----------------------|---------------|-------------|
| leading/opening rein | neck rein | direct rein |
| pulley rein | indirect rein | |
- MI.5.4 Instruct the following leg aids:
- | | |
|------------------------|----------------------|
| both legs at same time | leg at the girth |
| alternating leg aids | leg behind the girth |

MI.6.0 Movements

- MI.6.1 Instruct the following lateral movements:
turn on the forehand bending a horse through corners and ring figures
sidepass leg yield at the walk and trot
pivots/turn on the haunches shoulder in
- MI.6.2 Instruct half halts
- MI.6.3 Instruct simple and flying change of lead
- MI.6.4 Instruct counter canter
- MI.6.5 Instruct how to put a horse on the bit

MI.7.0 Ring Figures

- MI.7.1 Instruct the following ring figures:
change the rein half circles in reverse circles
serpentine figure eights spirals
half circles volte and demi-volte

MI.8.0 Exercises and Games

- MI.8.1 Instruct mounted rider exercises at the walk, sitting trot/jog, posting trot and canter/lope
- MI.8.2 Instruct riding without stirrups at the walk, sitting trot/jog, posting trot, canter/lope and two point at all gaits
- MI.8.3 Instruct riding over ground poles at walk, sitting trot/jog, posting trot and two point
- MI.8.4 Instruct riders through an obstacle course
- MI.8.5 Utilize appropriate games in the riding setting
- AI.8.6 Instruct a rider on a lunge line

MI.9.0 Ground and Stable lessons

- MI.9.1 Instruct ground stable management lessons that are within the knowledge requirements of the master instructor level

MT. Teaching Methodology

MT.1.0 PATH Intl. Standards and Information

- MT.1.1 Know and implement PATH Intl. Standards and their interpretations regarding student forms
- MT.1.2 Know PATH Intl. services available to the instructor
- MT.1.3 Locate information about PATH Intl. Standards and Accreditation process
- MT.1.4 Know PATH Intl. Instructor Certification Program
- MT.1.5 Know and practice emergency procedures
- MT.1.6 Know the location of the phone and emergency numbers
- MT.1.7 Know the history of therapeutic riding and PATH Intl.
- MT.1.8 Know PATH Intl. organizational structure and services offered
- MT.1.9 Write stable and safety rules and plan facility orientation

MT.2.0 Record Keeping

- MT.2.1 Verify that student forms are complete and updated for students that the instructor teaches
- MT.2.2 Interpret student forms and apply the information to the riding setting
- MT.2.3 Write and maintain progress notes on riders
- MT.2.4 Complete incident report as needed
- MT.2.5 Comply with confidentiality requirements regarding students
- MT.2.6 Process rider forms

MT.3.0 Lesson Plans

- MT.3.1 Assess the rider skills and determine goals and objectives for each individual rider
- MT.3.2 Develop a lesson plan to achieve the goals and objectives
- MT.3.3 Choose and develop innovative activities and skills suitable for the lesson objective
- MT.3.4 Know the definitions of IEP (Individual Education Plan) and the Education for All Handicapped Children Act
- MT.3.5 Demonstrate organization in the lesson sequence that promotes progression.

MT.4.0 Teaching

- MT.4.1 Know and demonstrate teaching skills applicable to the master instructor level, to include:
safe and effective mounting and dismounting procedures
flexibility and adaptability in pursuit of stated teaching objectives
teaches to level of students physical, or emotional and cognitive ability
fair and consistent in applying standards of behavior
genuine interest in each students ability to analyze, synthesis, apply knowledge
effective use of volunteers progress towards independence
appropriate games and exercises adapts and corrects equipment
appropriate praise provide whats, hows and whys
flexibility of teaching techniques posture corrections
progression of equitation skills rapport
teaches at individual rider's level teaching environment
gives clear and concise instructions control of class
ring presence
- MT.4.2 Possess instructor attributes, to include:
common sense professionalism
ethical punctual
organized respect for riders and horses
patience self confidence
positive attitude team player
knowledge of subject at instructor skill level
- MT.4.3 Meet annual 20 hours continuing education requirement for the master instructor
- MT.4.4 Maintain current CPR and first aid certification and maintain PATH Intl. membership

MT.5.0 Methods

- MT.5.1 Know and address the different learning styles of riders including:
auditory kinesthetic visual
- MT.5.2 Know and use behavior management techniques to maintain class control and affect behavior
- MT.5.3 Develop the instructional team with teamwork concepts to include the role of the:
instructor support professionals therapist
- MT.5.4 Identify, manage and anticipate dysfunctional behavior
- MT.5.5 Provide initial and ongoing team training
- MT.5.6 Work with instructional team (instructors, therapists, volunteers, students, families and care providers) to:
develop rapport assign volunteers to riders
reward team members provide feedback to team members
provide direction to leader and sidewalkers during lesson
- MT.5.7 Determine rider placement according to disability, age, size and skill/ability level
- MT.5.8 Know and implement the following teaching techniques:
cueing repetition modeling prompting
- MT.5.9 Know and implement the following teaching prompts and cues:
gradual guidance tactile hand over hand verbal
independent visual
- MT.5.10 Know, develop and evaluate task analysis for a skill
- MT.5.11 Develop and utilize a teaching system that is challenging, educational, logical, creative and promotes skill progression
- MT.5.12 Know Domains of Learning: cognitive, physical and affective
- MT.5.13 Know Human Growth and Development
- MT.5.14 Know different theories or techniques including sensory integration, Piaget

MT.6.0 Administration

- MT.6.1 Monitor staff for burnout

PATH Intl. Master Level Instructor Certification Application

Please type or print clearly in ink



Name _____ PATH Intl. Member # _____
Address _____ City _____ State _____
Zip/Postal Code _____ Profession _____
Height _____ Weight _____
Phone: Daytime _____ Evening _____ Cell _____
Fax _____ E-mail (required) _____

I wish to participate in the PATH Intl. Interactive Vaulting Instructor On-Site Certification offered on:

Date & Location: _____

You must use the forms provided. Incomplete applications will not be accepted

Please complete or check the following:

- I am a current PATH Intl. Instructor member. Membership number: _____ (please enclose copy of member card)
- I am 25 years of age or older
- I became certified as a PATH Intl. Advanced Level Instructor on: _____
- I have enclosed payment information for the \$750 for the Master Level Instructor Certification application fee
- I am a current member of at least one equestrian organization in addition to PATH Intl.
- I have ____ years of involvement at a PATH Intl. Center (minimum 4 years required)
- I have completed ____ hours of therapeutic riding/teaching experience at a PATH Intl. Center that is documented by the center references enclosed (minimum 400 hours required)
- I have ____ years of service to PATH Intl. (minimum 2 years required)
- I have enclosed a copy of my current adult/child CPR certification card (online not accepted) Expires: _____
- I have enclosed a copy of my current first aid certification card (online not accepted) Expires: _____
- I have enclosed a letter of intent - to include reason/rationale for pursuing master level certification and personal goals
- I have enclosed a professional resume
- I have enclosed the riding instructor experience form
- I have enclosed the professional reference
- I have enclosed the personal reference
- I have enclosed the PATH Intl. Center Reference
- I have enclosed minimum of two Mentor Reference forms
- I have enclosed a case report of a rider with a physical disability
- I have enclosed a case report of a rider with a cognitive, emotional or learning disability
- I have enclosed a videotape and written analysis of an able-bodied riding student
- I have enclosed proof of professional development and scholarship
- I have enclosed a videotape and documentation of proficiency of personal riding skills
- I have made a copy of all application materials to keep for my records
- I understand that I am responsible for all personal expenses during the panel review and examination process
- I require the following accommodation or have enclosed a copy of the accommodation/exemption letter by PATH Intl., if applicable:

I do hereby affirm that the information stated above is accurate and factual.

Applicants Signature _____ Date _____

I have enclosed \$750 Master Level Instructor Certification Application fee

I wish to pay by:

Check (Make payable to PATH Intl. in U.S. Funds) Check # _____ VISA MasterCard American Express

Name as appears on Card _____

Credit Card Number _____ Expiration Date _____

Applicants Signature _____ Date _____

Return complete application to: PATH Intl., P.O. Box 33150, Denver, CO 80233

Riding Instructor Experience



Name _____

Address _____

Phone: Daytime _____ Evening _____ Cell _____

Fax _____ E-mail (required) _____

Are you a licensed therapist? PT _____ OT _____ Other Therapist _____

Is your PATH Intl. Individual Membership current? Yes No

If affiliated with a PATH Intl. center, list name: _____

EDUCATION

High School _____ Year _____ Diploma _____

College or Vocational _____ Year _____ Degree _____

Other Studies/Certificates/License _____ Year _____

Work Experience related to disabilities (other than therapeutic riding) _____

EQUESTRIAN BACKGROUND

Number of years riding _____ Owning a Horse _____ Number of years giving riding instruction _____

Type of instruction _____ Pony Club level _____ 4-H level _____

Your Equestrian Experience: _____

EXPERIENCE TEACHING RIDERS/DRIVERS WITH DISABILITIES

Do you work with any of the following disabilities? Check all that apply.

- | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| Mental Impairments | <input type="checkbox"/> | Cerebral Palsy | <input type="checkbox"/> |
| Learning Disabilities | <input type="checkbox"/> | Multiple Sclerosis | <input type="checkbox"/> |
| Communication Impairments | <input type="checkbox"/> | Muscular Dystrophy | <input type="checkbox"/> |
| Hearing Impairments | <input type="checkbox"/> | Brain Injury/Head Trauma | <input type="checkbox"/> |
| Visual Impairments | <input type="checkbox"/> | Spina Bifida | <input type="checkbox"/> |
| Emotional Impairments | <input type="checkbox"/> | Stroke/CVA | <input type="checkbox"/> |
| Autism | <input type="checkbox"/> | Post-Polio | <input type="checkbox"/> |
| Down Syndrome | <input type="checkbox"/> | Other | <input type="checkbox"/> |

ADDITIONAL INFORMATION

Professional organizations of which you are a member _____

Other _____

Print Name: _____ Signature: _____ Date: _____

Personal Reference

This reference must be different from the PATH Intl. Center Reference and Professional Reference and should NOT be a family member. Please type or print clearly in ink. Please attach extra sheets if needed.

Candidate's Name _____

Name of Reference _____ Age _____

Reference's Address _____ City _____ State _____

Zip/Postal Code _____ Profession _____

Phone: Daytime _____ Evening _____ Cell _____

In what capacity does the reference know the candidate?

Evaluate the candidate's professionalism?

Evaluate the candidate's communication skills and interpersonal skills in a variety of situations?

Please share any additional information about this person's integrity, character, problem solving ability, willingness to assume responsibility, critical thinking, common sense, flexibility and sense of humor.

Signature of Reference _____ Date _____



Professional Reference

This reference must be different from the PATH Intl. Center Reference and Personal Reference and should NOT be a family member. Please type or print clearly in ink. Please attach extra sheets if needed.

Candidate's Name _____

Name of Reference _____ Age _____

Reference's Address _____ City _____ State _____

Zip/Postal Code _____ Profession _____

Phone: Daytime _____ Evening _____ Cell _____

In what capacity does the reference know the candidate?

Evaluate the candidate's ability to be a role model in the equine industry:

Evaluate the candidate's horsemanship knowledge and teaching methodologies:

Evaluate the candidate's riding skills:

Signature of Reference _____ Date _____

Title _____



PATH Intl. Center Reference

This reference must be different from Professional Reference and Personal Reference and should NOT be a family member. Please type or print clearly in ink. Please attach extra sheets if needed.

Candidate's Name _____

Name of Reference _____

Reference's Address _____ City _____ State _____

Zip/Postal Code _____ Profession _____

Phone: Daytime _____ Evening _____ Cell _____

In what capacity does the reference know the candidate?

How many hours of lesson instruction has the candidate completed at your center?

Evaluate the candidate's ability to be a role model in the therapeutic horsemanship industry:

Evaluate the candidate's understanding of individuals with disabilities:

Evaluate the candidate's effectiveness in progressing students to the best of their abilities:

Signature of Reference _____ Date _____



Mentoring Reference

*Please type of print clearly. Please attach extra sheets if needed.
Master level riding proficiency criteria is to be provided by candidate.*

Candidate's Name _____

Person Mentored _____

Address _____ City _____ State _____

Zip/Postal Code _____ Profession _____

Phone: Daytime _____ Evening _____ Cell _____

Dates you were mentored by Instructor Candidate: _____

Name of Center and address where the mentoring took place:

Purpose of the mentoring experience:

Please rate your mentor on the following: 4: Excellent 3: Good 2: Fair 1: Poor

Professionalism _____ Knowledge _____ Interpersonal skills _____

Feedback given to you _____ Availability _____ Value of your experience _____

Additional comments:

Signature of Reference _____ Date _____



Master Instructor – Letter of Recommendation – Riding Proficiency

Two references are required. Please type of print clearly. Please attach extra sheets if needed.

Candidate's Name _____

Master Instructor Name _____ Age _____

Master Instructor Info
Address _____ City _____ State _____

Zip/Postal Code _____ Profession _____

Phone: Daytime _____ Evening _____ Cell _____

Please list candidates:

Primary Riding Discipline _____

Secondary Riding Discipline _____

How long have you known the candidate and in what capacity?

After reviewing the Master Instructor Certification criteria, please comment on the candidate's riding proficiency level. Does he/she meet the specific criteria? Please comment on both strengths and areas for further development.

Has the candidate been observed riding a variety of horses in different settings? Please describe.

Has the candidate been observed riding in more than one discipline? Please describe.

Please comment on the candidate's general horsemanship skills.

Signature of Reference _____ Date _____

