

14th Annual NAEAA Conference June 5-6, 2023

14TH Annual NAEAA Conference

*Teaching for Success: Course Outcomes and
Assessment, Experiential Learning, and
Curricular Consistency*



June 5th and 6th, 2023

Grapevine, TX

Thank you, conference sponsors and NAEAA partners!

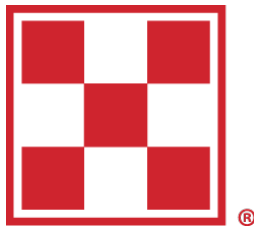
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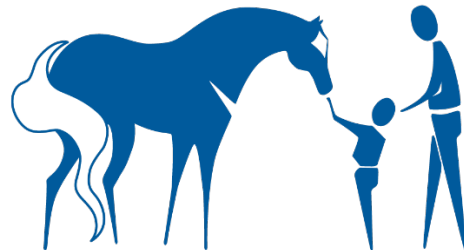


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American Youth Horse Council

Welcome!

Dear Colleagues,

Welcome to the 14th National Association of Equine Affiliated Academics (NAEAA) Annual Conference. NAEAA conferences are designed to advance the equine academic discipline through increased cooperation and communication, and this year's program is sure to spark collaborative discussion around topics important to undergraduate equine programs. I know many of you are looking forward to the inspiration, information sharing, networking, and sense of community that are hallmarks of this annual event. Whether this is your first NAEAA Conference, or you're a long-time attendee, I'm glad you have chosen to join us, and I'm certain this 2023 program will provide new contacts, insight, and ideas to benefit your own equine program.



In addition to our Annual Conference, NAEAA strives to serve its membership throughout the year. Our dedicated Board of Directors works to create timely, interactive webinars on a variety of topics relevant to undergraduate equine programs, and new ways to engage our undergraduate and graduate student members. We always welcome ideas for our organization to support its members, so if you have a great idea, please reach out to me or one of the other Board Members at the conference. We'd love to hear from you!

I would like to thank the hard-working members of the Conference Committee for their year-long efforts in scheduling and planning this year's conference. We are fortunate to be able partner with the Equine Science Society to host the meeting in Grapevine, Texas, and I want to personally thank our Annual Conference Committee co-chairs, Dr. Betsy Greene of the University of Arizona, and Dr. Aubrey Jaqueth of Wright State University – Lake Campus, for steering the planning efforts. Additionally, we are especially grateful for our NAEAA Partners and Sponsors who make it possible for us to keep this event affordable for all who attend! Finally, I would like to thank the rest of the NAEAA Board, including our Executive Director Dr. Karin Bump, not only for their support in conference planning, but also for their commitment and service to this organization. I know we are all excited to help NAEAA achieve its goals and serve our nation's equine academic programs!

Sincerely,

A handwritten signature in blue ink that reads "Rebecca K. Splan". The signature is fluid and cursive.

Rebecca K. Splan, PhD
Chair, NAEAA Board of Directors

Greetings!

We welcome you to 2023 NAEAA Annual Conference in Dallas, and hope that you will gain (and share) valuable information, resources, and relationships with our colleagues from across the country. As is typical on “ESS partner years”, we focus more on workshops and panels than posters/individual presentations and, as always, we strongly encourage interactive and hands-on opportunities. Our theme is “Teaching for Success: Course Outcomes and Assessment, Experiential Learning, and Curricular Consistency”, emphasizing methods, skills, and challenges that are applicable across most equine programs, regardless of size, location, or public/private status. We hope that you find valuable tools to bring back to your own programs, make connections, and share your successes and challenges.

Sincerely,

Betsy Greene and Aubrey Jaqueth, Co-Chairs, 2023 NAEAA Annual Conference

Making this conference possible

Annual Conference Committee

- Aubrey Jaqueth (Co-Chair)
- Betsy Greene (Co-Chair)
- Amy Burk
- Karl Hoopes
- Jacquelyn Bowser
- Kelly Riccitelli
- Trinette Jones
- Rebecca Splan

2021-2023 NAEAA Board of Directors (year joined the board)

- **Chair:** Rebecca Splan (2019)
- **Vice-Chair:** Sara Mastellar (2020)
- **Secretary:** Leslie Janecka (2016)
- Kim Guay (2018)
- Grey Parks (2019)
- Shea Porr (2020)
- Debra Powell (2020)
- Betsy Greene (2021)
- Jessica Suagee-Bedore (2021)
- Karl Hoopes (2021)
- Aubrey Jaqueth (2022)
- Lena Luck (2022)
- Crystal Smith (2022)

Advisors to the Board

- **Executive Director:** Karin Bump, COO, Organization Co-Founder
- Tim Williams, CFO, Organization Co-Founder
- **Preceding Board Chair:** Amy Burk

About NAEAA

Founded in 2007, NAEAA is a non-profit professional organization representing individuals from public and private institutions and the equine industry that strive to educate undergraduates within an equine academic program.

Our core belief is that there is educational and societal value in the equine disciplines of study.

Our mission is to strengthen post-secondary equine academic programs, provide networking opportunities, and facilitate increased cooperation and information sharing among our members.

NAEAA association goals include:

- Provide a venue to share ideas and information concerning equine programs.
- Provide assistance to colleges and equine programs to develop, expand, and improve curricular offerings.
- Develop a comprehensive database of “best practices” – ranging from the optimum number of students in a riding class to ways to work with animal right activists on or near a campus.
- Provide assistance to faculty/staff in developing program quality standards for informal assessment or required formal assessment.
- Develop national and international internship and exchange opportunities for students in member institutions.
- Develop faculty exchange programs between member institutions.

More about NAEAA on our organization website: <https://www.naeaa.com/>



Past Conferences

2022 Logan, UT
2021 Virtual
2019 Asheville, NC
2018 Stephenville, TX
2017 Minneapolis, MN
2016 Hackettstown, NJ

2015 St. Pete Beach, FL
2014 Louisville, KY
2013 Mescalero, NM & Newark, DE
2012 Bozeman, MT
2011 Murfreesboro, TN
2010 Cazenovia, NY
2009 Keystone, CO



2023 NAEAA Conference Schedule

Hilton DFW Lakes Executive Conference Center
Grapevine, TX

Monday, June 5, 2023 Board Meeting – International I Welcome Reception, Registration, and Workshop 1 – Bonnie & Clyde’s Pavilion	
4:00 pm – 6:00 pm	NAEAA Board Meeting
6:00 pm – 6:30 pm	Welcome Reception and Registration
6:30 pm – 7:30 pm	Workshop 1: Collaborations between academic programs and the Thoroughbred industry <i>Annise J. M. Montplaisir, Amplify Horse Racing, Lexington, KY; Michelle L. DeBoer, University of Wisconsin – River Falls, WI; Rachael K. Walker, University of Wisconsin – River Falls, WI; Nancy A. Turner, This Old Horse/Racehorse Reimagined, Hastings, MN</i>
7:30 pm – 9:00 pm	Welcome Reception and Registration (continued)
Tuesday, June 6, 2023 Workshops and Presentations - International I Lunch – International II	
7:15 am – 8:00 am	Registration Open
8:00 am – 8:15 am	Welcome and Introductions – NAEAA Board Chair and Annual Conference Committee Co-Chairs
Session 1 Moderator – Trinette Jones, Tarleton State University, Stephenville, TX	
8:15 am – 9:15 am	Workshop 2: Strategies to improve the health and welfare of horses used in higher education programs <i>AO Burk, University of Maryland, College Park, MD, and M Fugaro, Centenary University, Hackettstown, NJ</i>
9:15 am – 10:15 am	Workshop 3: Real world implementation of DEI & A in equine academic programs <i>CR Heleski, University of Kentucky, Lexington, KY; J Suagee Bedore, Virginia Tech, Blacksburg, VA; K Bump, Equine Academics, Cazenovia, NY; D Powell, Powell Equine Canine Therapy Services, LLC, Nelsonville, OH; G Parks, ProTrition Feed, LLC, LaVergne, TN; S Hamilton Rigg, University of New Hampshire, Durham, NH</i>

10:15 am – 10:30 am	Break
Session 2	
Moderator – Leslie Janecka, Kentucky Equine Management Internship, Lexington, KY	
10:30 am – 10:45 am	3D printing for teaching equine and animal science topics SL Mastellar, <i>Ohio State ATI, Wooster, OH</i> ; SV. Burk*, <i>Otterbein University, Westerville, OH</i> ; A Jaqueth, <i>Wright State University Lake Campus, Celina, OH</i> ; EA Greene, <i>University of Arizona, Tucson, AZ</i>
10:45 am – 11:00 am	Equine conditioning as an experiential learning exercise MH Siard-Altman*, <i>Asbury University, Wilmore, KY</i>
11:00 am – 11:15 am	An evaluation of U.S. horseback riding instruction certifications: Availability, acquisition, barriers, and industry need ML Osborne*, <i>Utah State University, Logan, UT</i>
11:15 am – 11:20 pm	Effects of COVID-19 on equine rescue facility operations <i>L. F. Esterl-Byrne*, Tarleton State University, Stephenville, TX; C. J. Huseman, Texas A&M University, College Station, TX; C. Hayne, Tarleton State University, Stephenville, TX; L. A. Kinman, Texas A&M University-Prairie View, Prairie View, TX; T. Jones, Tarleton State University, Stephenville, TX</i>
11:20 am – 12:00pm	Poster Session, Networking Break, and Yankee Swap
12:00 pm – 1:00 pm	Lunch (International II)
Session 3	
Moderator – Amy Burk, University of Maryland, College Park, MD	
1:00 pm – 2:00 pm	Workshop 4: Introducing biosecurity concepts and hands-on skills with limited budgets and resources Aubrey Jaqueth, <i>Wright State University Lake Campus, Celina, OH</i> and Betsy Greene, <i>University of Arizona, Tucson, AZ</i>
2:00 pm – 3:00 pm	Undergraduate equine certificate programs: A panel discussion Rebecca Splan and Cory Kieschnick, <i>Delaware Valley University, Doylestown, PA</i>
3:00 pm - 4:00 pm	NAEAA Business Meeting

Workshop 1:

Experiences to Increase Undergraduate Engagement with the Horse Racing Industry

Michelle L. DeBoer, University of Wisconsin – River Falls, River Falls, WI

Rachael K. Walker, University of Wisconsin – River Falls, River Falls, WI

Nancy A. Turner, This Old Horse/Racehorse Reimagined, Hastings, MN

Annise J.M. Montplaisir, Amplify Horse Racing – Lexington, KY

The horse racing industry includes Quarter Horses, Thoroughbreds, and Standardbreds, among a few other breeds, and directly supports more than 241,000 jobs in the United States, according to the American Horse Council Foundation's 2017 *Economic Impact of the Horse Industry* study. Jobs in the racehorse industry encompass many different roles including breeding, sales, training, racing, retirement, and responsible aftercare of ex-racehorses. This workshop will focus on two different opportunities to increase student exposure and engagement in the horse racing industry including (1) an ex-racehorse retraining course implemented at universities and (2) a career-focused mentorship program that facilitates first-step engagement with the Thoroughbred industry by connecting students directly with industry expert mentors.

Undergraduate equine programs can use hands-on horse training opportunities to provide experiential learning to students in order to improve their knowledge and skills regarding horse handling, behavior, and training. While there are many different course models used to meet horse training objectives at universities, many of these models require numerous industry contacts who are willing to commit horses to the course or a breeding program to supply University-owned horses. However, the racehorse industry provides a horse demographic desperately in need of retraining with a shortage of funds and trainers able to provide this service. As a result, collaborations between universities and racehorse aftercare programs can be used to create mutually beneficial undergraduate horse training courses.

A pilot program that utilized this model began at the University of Wisconsin – River Falls (UWRF) who partnered with Racehorse Reimagined, a non-profit organization accredited with the Thoroughbred Aftercare Alliance, to create opportunities for students and ex-racehorses. This course pairs each undergraduate student with a Thoroughbred or Standardbred ex-racehorse to retrain over the course of the semester. Throughout the semester, students are responsible for training and marketing their horses who will become available for adoption to approved applicants at the end of the course. After completion of the second year of the program, 12 out of 13 horses were adopted using an online auction platform. The average adoption fee for horses on the online platform was \$2,657, which was \$1,157 above the \$1,500 requested adoption fee set by Racehorse Reimagined.

This portion of the workshop will cover resources to connect and collaborate with racehorse aftercare programs as well as program structure including selection of students and horses, horse care, course topics, training expectations, and the sale/adoption of the horses. This discussion will encourage participants to think outside the box when it comes to hands-on horse course development and help members who are looking to create a financially low-risk horse training program while providing students with valuable skills.

The next part of this workshop will be led by Amplify Horse Racing, a 501(c)(3) nonprofit that promotes education and careers in the Thoroughbred industry to youth and young adults. In order to create a first step for students to explore careers in the Thoroughbred industry and connect with employers, the Amplify Horse Racing Mentorship Program was developed. The program provides intentional training and support for both mentors and mentees over the course of three months. During that time, mentees set knowledge and skill-building goals, and mentors help them outline a path to achieve those goals by creating connections, facilitating

experiences, and pursuing next-steps such as targeting internships or training programs. Matches are encouraged to continue communicating and meeting beyond the duration of the program. Mentorships can be virtual, in-person, or hybrid, which eliminates geographic barriers that could restrict mentees from participating. Objectives are to improve accessibility of the Thoroughbred industry; develop newcomers' understanding of the industry by leveraging the knowledge and experience of professionals; facilitate meaningful conversations about employment expectations; and create a pathway to employment by connecting education and workforce.

This portion of the workshop will outline Thoroughbred industry employment statistics and career pathways. It will move on to describing the mentorship program structure and how it works within these pathways to provide students with exploratory experiences by connecting directly with employers. The presentation will end with a discussion and administering a brief survey for educator feedback on how the Thoroughbred industry can improve educational outreach and provide better resources for students. The desired outcome is for participants to learn about an accessible experiential learning opportunity suited for all students that could serve as a stepping-stone to an internship or career.

Notes from Workshop 1:

Workshop 2

Strategies to improve the health and welfare of horses used in higher education programs

A.O. Burk, University of Maryland, College Park, MD and M. Fugaro, Centenary University, Hackettstown, NJ

Horses used in teaching and lesson programs in higher education face many health and welfare challenges due to how they are housed and the special nature of their use. They are often stalled with reduced turnout time, kept in smaller herds in relatively small paddocks for ease of handling, handled and ridden by numerous people they don't know well with varying skill level, and ridden at a high weekly frequency. In addition, they are often advancing in age. In response to use and management, many teaching and lesson horses develop lameness and/or abnormal behaviors like aggression towards handlers and vices. In this workshop, we will first hear from Dr. Michael Fugaro, former veterinarian and Professor of Equine Studies at Centenary University (most likely on Zoom) on the challenges that his institution faced with horse health and welfare and his strategies he found to be successful at combating those issues.

Since many of NAEAA conference participants utilize horses in their higher education programs and may have similar struggles and/or strategies, the second part of this workshop will consist of round table discussions led by moderator Dr. Amy Burk. Participants will receive prompts by the moderator to 1) introduce themselves to others at their table, 2) discuss problematic health and welfare issues that their horses are experiencing, and 3) discuss strategies that they have employed to counter health and welfare issues. Following the roundtable discussion, each table will be asked to report on the highlights of their discussion for the benefit of all. The outcome of this workshop will be that participants will meet and exchange ideas with new and existing colleagues and receive strategies to combat horse health and welfare issues at their home institutions.

Notes from Workshop 2:

Workshop 3

Real world implementation of DEI & A in equine academic programs

CR Heleski, University of Kentucky, Lexington KY*

J Suagee Bedore, Virginia Tech, Blacksburg VA

K Bump, Equine Academics, Cazenovia NY

D Powell, PECTS, Nelsonville OH

AG Parks, ProTritition Feed, LLC, LaVergne TN

S Hamilton Rigg, University of New Hampshire, Durham NH

What is your school doing? Guidelines for best practices, culturally sensitive messaging for recruiting and retention, Don't be so afraid of getting it wrong that you end up doing nothing, Where to find resources on DEI & A topics

As the dust settles on how academic institutions emerge from the pandemic, there is concern that the enhanced efforts surrounding diversity, equity, inclusivity and accessibility may (once again) get pushed aside. This will be a monumental mistake if that is allowed to happen. Space for discussing DEI & A topics must stay at the forefront of efforts in our equine academic programs. Incorporating DEI & A topics into coursework should be prioritized; if it's already happening, those efforts need to be continued and supported. If it's not currently being included, how might NAEAA provide support, particularly to academic programs whose institutions are not currently providing training/education materials in these areas. All stakeholders at our academic institutions (e.g. faculty, staff, students) should be provided opportunities to enhance their personal journey related to diversity.

To this end, we propose a simple, but hopefully substantive conversation on the aforementioned topics. We propose that this be as straightforward as having table 'mini workshops' of ~ 20 minutes on one of the above topics, and then a volunteer from each table presents bullet points that were brought forward during the discussions. This should be conducted in a culture of sharing information with our colleagues. Attention should be paid to ensuring that participants feel they are in a 'safe place' for their suggestions. Our NAEAA DEI Committee then plans to synthesize the table discussions and move forward with suggestions to host on our NAEAA website – potentially a one-stop-shop for getting started with DEI & A at your institution.

Notes from Workshop 3:

Oral and Poster Presentation Abstracts

Oral Presentation

3D printing for teaching equine and animal science topics

S. L. Mastellar, Ohio State ATI, Wooster, OH

S. V. Burk, Otterbein University, Westerville, OH*

A. Jaqueth, Wright State, Celina, OH

B. Greene, University of Arizona, Tucson, AZ

During the recent pandemic, many resources related to teaching and learning were digitized, including equine anatomical specimens. 3D printing is a technology that allows the creation of physical shapes from digitized objects. This technology could be an avenue to capitalize on past digitization efforts, putting items literally in the hands of learners. Four faculty tried using this technology to create teaching aids for learning activities. 3D printers were available to faculty through university resources, local maker spaces, and personally owned equipment. Files for 3D objects were obtained for free from Thingiverse, Sketchfab, and Morphosource. Objects printed included equine teeth, vertebrae, skulls, and bones of the lower limb (Figure 1). Faculty then integrated the plastic models into their teaching activities. Positives in faculty experiences included: more durable than actual specimens, more tactile and interactive than diagrams, less expensive than commercially available models, the ability to duplicate models, and the ability to modify models before printing. Negatives in faculty experiences included: long printing times, print failures, limits on the size of objects that could be printed, mislabeled or missing structures on file source websites, and limits on the detail 3D printers can reproduce. This technology could be a tool in leveraging previously digitized resources to improve learning experiences.

Figure 1: Example teaching tools created by 3D printing: (A) teeth, (B) spine, and (C) bones of the lower limb including the 3D printing support structure.



Oral Presentation

Equine conditioning as an experiential learning exercise

MH Siard-Altman, Asbury University, Wilmore, KY*

Asbury University offers both an Equine Studies major with an emphasis in Equine Science as well as an Equine Science (pre-vet) major, intended for those pursuing graduate studies. Both of these majors include an Equine Exercise Physiology & Conditioning course, and often students in the Equine Studies major with a Training emphasis will elect to take the course as well. While principles of exercise physiology are explored throughout the course in a lecture and discussion format, conditioning of horses is learned predominantly as an experiential exercise after an introduction to constructing conditioning plans. Students frequently begin the class with little understanding of how to design an equine conditioning plan, as most of their previous experience is often related to riding technique and training of horses without focusing specifically on development of the horse's fitness. Each student is paired with a horse for the semester and expected to exercise the horse at least three times per week after determining goals and designing a conditioning plan based on principles discussed in class. Vitals for each horse must be recorded at least once per week to monitor progress. Baseline, midterm, and endpoint body parameters (BCS, CNS, Topline, BW, Resting TPR) are measured, and pictures are taken for pre vs post conditioning plan comparisons. A Standardized Exercise Test is also performed prior to and post conditioning to evaluate progress based on vital signs. At the conclusion of the semester, the students write a reflection paper discussing their experience conditioning a horse, including any challenges associated. Although students are primarily expected to condition their horses outside of class time, some classes are held at the farm to facilitate mentored experiential learning, particularly at baseline, midterm, and endpoint evaluations. Therefore, students can benefit not only from their own conditioning horse project but also from others.

Oral Presentation

An evaluation of U.S. horseback riding instruction certifications: Availability, acquisition, barriers, and industry need

M.L. Osborne, Utah State University, Logan, Utah*

The purpose of this mixed-methods study was to analyze the U.S. equine industry's availability of riding instruction certification options, describe the relationship between professional certification and the self-efficacy of horseback riding instructors in the U.S., and explore the expectations that consumers have of instructors and instructor selection criteria. Four research objectives related to instruction were addressed: identifying the competencies and the process for obtaining skill-based horseback riding instructor certifications of the five most popular third-party certifying organizations that are currently available in the U.S., describing the attitudes towards certification in the U.S., and describing the self-perception of current instructors' self-efficacy when related to riding instruction competency, and identifying potential barriers to certification in the U.S. Two objectives related to the consumer were addressed: collecting information on the average riding lesson demographic and describing the consumer's preference for the selection of instructors in the U.S. Two surveys were developed and sent out to instructors and consumers designed to collect information aligning with the research objectives. Satisfaction with certification on this scale had a mean score of 5.17 ($SD = 0.94$) on a 5-point scale, meaning that the average certified instructor was extremely satisfied with their decision to pursue certification and achieve certification. Perception of improvement of self-efficacy on this scale had a mean score of 3.65 ($SD = 01.07$) on a 5-point scale, meaning that the average certified instructor believed very strongly that the process of receiving a certification improved their self-efficacy. The top three barriers perceived by instructors to obtaining certification were the expense, time, and geographic inaccessibility to workshops. The horseback riding industry in the U.S. needs a clearly defined, reliable, and valid standard. A governing body or advocacy group for horseback riding instructors could fill this need.

Poster Presentation

Effects of COVID-19 on equine rescue facility operations

L. F. Esterl-Byrne, Tarleton State University, Stephenville, TX*

C. J. Huseman, Texas A&M University, College Station, TX

C. Hayne, Tarleton State University, Stephenville, TX

L. A. Kinman, Texas A&M University-Prairie View, Prairie View, TX

T. Jones, Tarleton State University, Stephenville, TX

Equines currently in transition from one home or vocation to another, known as horses in-transition, often end up at equine rescue facilities. Intake of these horses likely fluctuates with unforeseen events such as natural disasters and economic recessions and can be pinpointed to regional locations in the United States. It is unknown how a world-wide pandemic may affect horses in-transition and operations at equine rescue facilities; therefore, the study objective was to investigate the effects of the pandemic on United States equine rescue organizations. Using synchronous virtual focus groups, representatives from equine rescues in various regions of the U.S. were asked questions regarding the impact of the pandemic on adoption and surrender activity, rescue horse characteristics, and organizational adaptations due to the pandemic (n = 5). Reflexive thematic analysis was conducted with NVivo™ utilizing an inductive coding method to identify emergent themes. Three higher-order themes discovered from focus group analysis were equine rescues were experiencing high demand for beginner-safe horses, increased positive perception of rescue organizations, and unaltered equine management strategies due to the pandemic. Sound, safe, and rideable were common terms used during focus group sessions to describe the type of horse adopters were seeking. Participants noted that rescues were viewed as a reputable avenue for acquiring a new horse by potential adopters. While the pandemic decreased the availability of volunteer aid, participants experienced no notable effect on the day-to-day management of the horses in their care. Based on results, the COVID-19 pandemic had little impact on operational procedures at equine rescue facilities as equine care and well-being were prioritized despite the challenging circumstances. Increased utilization of virtual platforms during the pandemic allowed equine rescues to bolster awareness within their communities building upon the positive shift in public perception experienced in the equine rescue realm in recent years.

Workshop 4

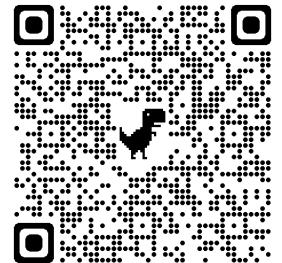
Introducing biosecurity concepts and hands-on skills with limited budgets and resources

A. L. Jaqueth, Wright State University Lake Campus, Celina, OH and E. A. Greene, University of Arizona, Tucson, AZ

Experiential learning is a critical and effective teaching method in the field of agriculture, and is important for skill mastery due to the vocational nature of many educational ag-related programs. In the field of equine science, a teaching horse herd can be paramount to the success of laboratory classes to provide much needed handling and care skills for the novice horseperson. Yet, despite the importance, the herd is costly in terms of resources for care and upkeep. The expense of maintaining adequate numbers of appropriate horses to train inexperienced students, in addition to the necessity of low class sizes (low student:horse ratio) for safety reasons, has resulted in downsizing or cutting of many horse herds/facilities at academic institutions across the nation. With continual and ongoing budget cuts impacting hands-on access to animals in educational institutions, creative solutions are necessary to deliver variations of experiential learning opportunities to students while working with limited resources.

This workshop will take NAEAA participants through a fast-paced series of hands-on demonstrations of four classroom simulations. The audience will experience the activities as students and then participate in a discussion of the benefits and drawbacks of each of the simulations. All of the experiential learning activities focus on animal health and biosecurity, highlighting the impact of good (or bad) biosecurity practices at animal facilities. The first two simulations are different, but parallel in their lessons on animal health and necessity for using biosecurity when animals are exposed to new animals at home or the fair/show. These will be run simultaneously with the group. The third simulation focuses on cleaning and disinfecting animal facilities for preventative biosecurity or after a sick animal has been present. The final activity moves further in the biosecurity process, simulating collection of blood for laboratory testing, as a preparation to blood draws on live animals. Following the workshop, participants will receive handouts and access to materials necessary to incorporate any or all of these activities into classrooms at their home institutions.

Notes from Workshop 4:



Panel discussion

Undergraduate equine certificate programs: A panel discussion

R. K. Splan and C. H. Kieschnick, Delaware Valley University, Doylestown, PA*

In the highly competitive market for new students, undergraduate degree programs are continually exploring innovative ways to boost enrollment and demonstrate clear links between their curricula and subsequent employment. Embedded certificate programs have become an increasingly popular method to add value to a degree. Within equine science and management programs, these specialized credentials are particularly attractive, due to the largely hands-on nature of the equine industry, and the need for assessments which provide evidence of skill or occupational competence. In this 45-minute panel discussion, we will share perspectives from invited faculty affiliated with different types of certification programs, including: 1) those meeting requirements from external industry organizations, 2) those embedded within a larger animal science degree, and 3) those with unique credentialing attributes. Following brief presentations by the panelists, a moderated question and answer session with NAEAA members will allow for further exploration of the efficacy, administration, benefits, and challenges of certificate programs for undergraduate students. It is anticipated that NAEAA conference attendees will leave the panel discussion with new ideas and strategies to either improve existing certificate programs, or implement novel certificate programs, at their home institutions.

Notes from Panel Discussion:

Please share your thoughts on the current and future meetings by filling out this quick Qualtrics survey.



or

<https://tinyurl.com/2023-NAEAA-Evaluation>

**Please join us for the
2024 15TH Annual NAEAA Conference
at Delaware Valley University**



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in Doylestown, PA