

National Environmental Health Science & Protection Accreditation Council



2009-2010 Update of Accredited Programs

By

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1.0 – Introduction

Each year environmental health programs accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC) are required to complete an annual update survey. This survey covers topics which will allow EHAC to better understand the health of individual programs, as well as the overall strength of EHAC accredited programs.

This year thirty-eight EHAC accredited programs participated in the 2009-2010 survey. Of which, thirty-one schools sustain an undergraduate environmental health program, five schools boast both graduate and undergraduate accredited programs, and two schools solely offer graduate level education for a total of 38 accredited academic programs in the nation.

In 2009, EHAC gained two undergraduate programs: North Carolina Central University and Alabama A&M University.

The Annual Report format and content was revised in the winter of 2009. The new format resulted in two surveys separating the Undergraduate program data from the Graduate program data. The content was condensed and streamlined for ease of use and exporting.

This report will explore: student and faculty diversity, the health of individual programs, changes and innovations in programs and student recruitment, enrollment, retention, and graduation. Additionally, faculty degree requirements, faculty salary information, the origin of international students, public vs. private sector employment of graduates, outreach strategies, program needs, suggestions to the Association of Environmental Health Academic Program's regarding support to accredited programs were examined.

2.0 – Program Faculty Updates

2.1 Number of Faculty within Accredited Programs

This year 293 faculty members were reported, a 21% increase from last years reported 242 program faculty.

Table 1 details the number of full time, part time and total faculty in each accredited Undergraduate program. Table 2 reports the same for each accredited Graduate program.

Table 1: Undergraduate Program Faculty by School

University Name	Full Time	Part Time	Total Faculty
Alabama A&M University	9	1	10
Benedict College	3	0	3
Boise State University	1	6	7
Bowling Green State University	2	2	4
California State University Fresno	3	2	5
California State University Northridge	6	13	19
California State University San Bernardino	2	0	2
Colorado State University	38	1	39
East Carolina University	6	1	7
East Central University	3	0	3
East Tennessee State University	5	4	9
Eastern Kentucky University	8	4	12
Illinois State University	4	2	6
Indiana University - Purdue University Indianapolis	2	4	6
Indiana University of Pennsylvania	2	0	2
Lake Superior State University	5	0	5
Mississippi Valley State University	2	3	5
Missouri Southern State University	2	1	3
New Mexico State University	7	0	7
North Carolina Central University	2	3	5
Ohio University	4	6	10
Old Dominion University	4	1	5
Salisbury University	1	0	1
Spelman College	3	2	5
Texas Southern University	4	0	4
University of Georgia	9	0	9
University of Washington	13	1	14
University of Wisconsin Eau Claire	2	0	2
West Chester University	2	2	4
Western Carolina University	4	0	4
Wright State University	2	6	8
Total # of Faculty Reported	160	65	225

Table 2: Graduate Program Faculty by School

University Name	Full Time	Part Time	Total Faculty
California State University Northridge	6	13	19
East Carolina University	6	3	9
East Tennessee State University	5	4	9
Mississippi Valley State University	2	3	5
Old Dominion University	4	1	5
University of Findlay	6	4	10
University of Illinois Springfield	5	6	11
Total # of Faculty Reported	34	34	68

2.2 New Program Faculty

Benedict College
Isoken T. Aighewi

Boise State University
Tom Turco
John Moeller
Pete Wagner
Walton Poole

Colorado State University
Alex Valdes-Martinez
Angela Malrof
David Douphrate

East Carolina University
Charles Humphrey

Lake Superior State University
Pariwate (Perry) Varnakovida

North Carolina Central University
Davyda Hammond
Gary Coleman

Old Dominion University
Charlene Brassington
Holly Gaff

University of Georgia
Travis Glenn
J.S. Wang

2.3 Unfilled and Anticipated Vacancies

*Undergraduate and Graduate have been shortened to “UG” and “G” throughout this report.

Across EHAC’s 38 accredited programs, there are 12 full time vacancies. The following programs detail their unfilled and anticipated vacancies:

Colorado State University

CSU has four full time vacancies in the areas of Health Physics, Radiation Oncology, Toxicology and Cancer Biology.

East Tennessee State University (UG & G)

ETSU has three full time vacancies in the positions of Assistant Professor, Instructor and Research Assistant Professor.

Mississippi Valley State University (G)

MVSU has one full time vacancy.

North Carolina Central University

NCCU has one open full time position for an Assistant or Associate Professor.

Old Dominion University (UG & G)

Undergraduate or Graduate Program has two full time vacancies in the positions of Assistant Professor and Lecturer.

University of Illinois Springfield (G)

UIS has one vacancy for a full time clinical instructor for program internship and EH courses.

3.0 Faculty Information

3.1 Salary Information

Programs were invited to report average salaries for both junior and senior faculty for nine and twelve month time periods.

Table 3: Undergraduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$54,773.13	24
Twelve Month	\$72,035.15	13

Table 4: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$81,696.20	25
Twelve Month	\$101,075.53	15

Table 5: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
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Nine Month	\$56,428.57	7
Twelve Month	\$68,750.00	4

Table 6: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$78,333.33	6
Twelve Month	\$91,200.00	5

3.2 Faculty Experience

Table 7 and 8 identify the environmental health practitioner based experience level of the faculty teaching in accredited environmental health programs.

Table 7: Undergraduate Faculty Experience

Experience	# of Faculty	% with Practitioner Experience
More than 5 years	118	54%
At least 1 year	29	14%
6 months-1 year	3	1%
Less than 6 months	2	1%
No experience	63	30%
Total	215	100%

*Missing information for 3 faculty members.

Table 8: Graduate Faculty Experience

Experience	# of Faculty	% with Practitioner Experience
More than 5 years	41	64%
At least 1 year	9	14%
6 months-1 year	0	0%
Less than 6 months	0	0%
No experience	14	22%
Total	64	100%

*Missing information for 4 faculty members.

3.3 Faculty Requirements

Programs were asked to report whether or not a terminal degree was required for a faculty position at their school. See chart 1 for Undergraduate results and chart 2 for Graduate results. In addition, programs reported whether or not they used adjunct faculty. See tables 9 and 10 for results.

Chart 1: Undergraduate Faculty Degree Requirements

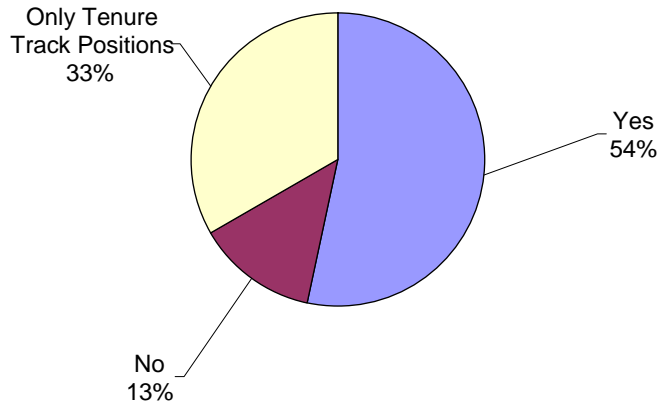


Chart 2: Graduate Faculty Degree Requirements

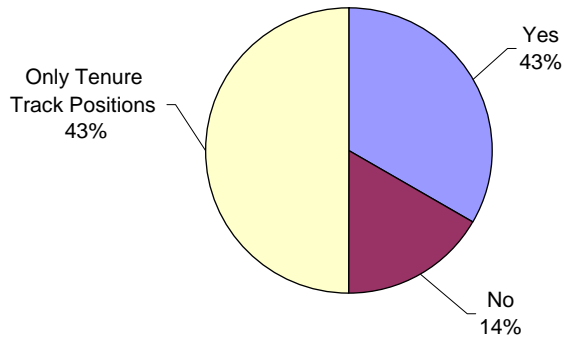


Table 9: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	21	68%
No	10	32%

Table 10: Graduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	6	85.7%
No	1	14.3%

4.0 Faculty Demographics

4.1 Faculty Diversity

See Chart 3 for Undergraduate faculty diversity and Chart 4 for Graduate faculty diversity. *We are missing data for 14 faculty members.

Chart 3: Undergraduate Faculty Demographics

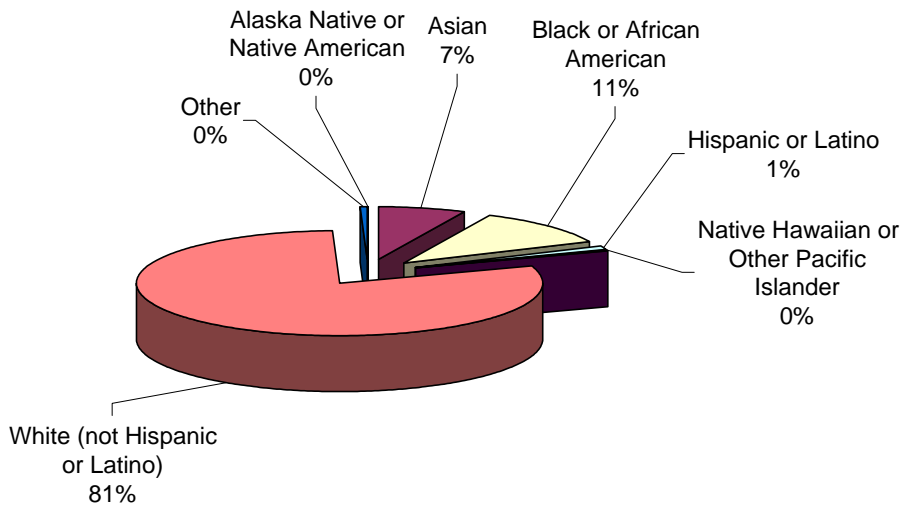
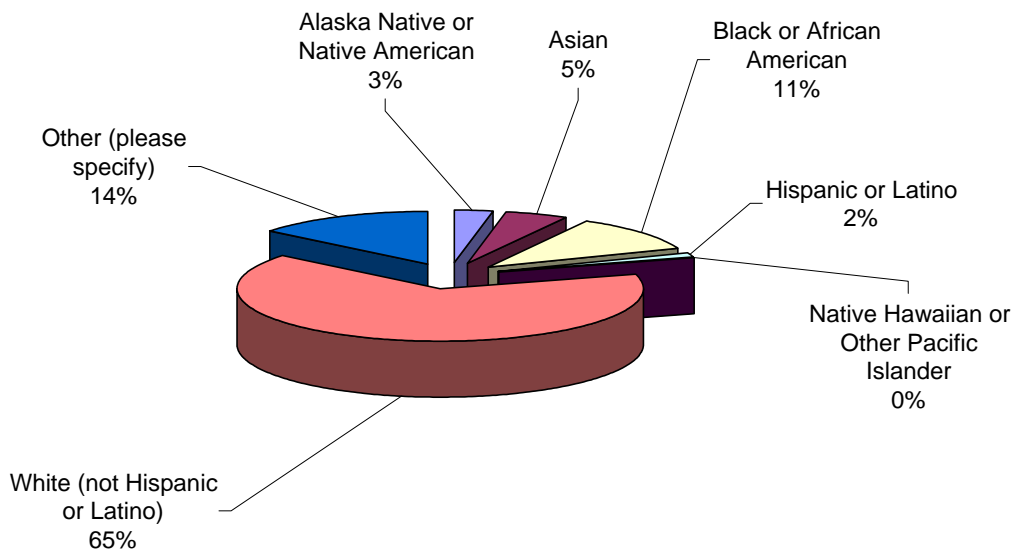


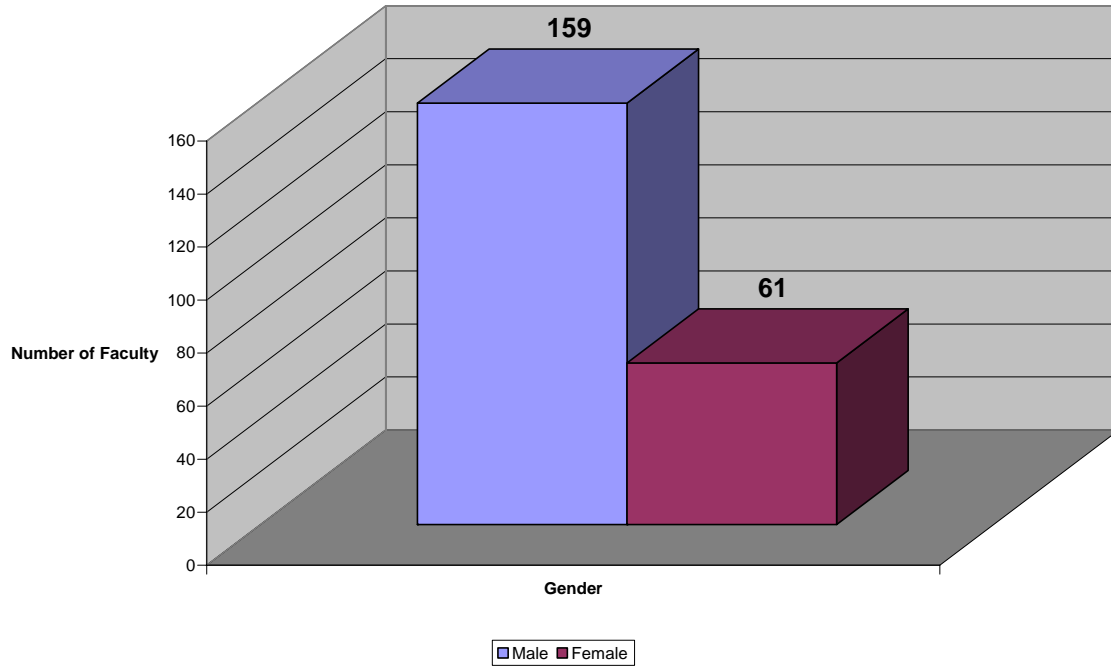
Chart 4: Graduate Faculty Demographics



4.2 Faculty Gender

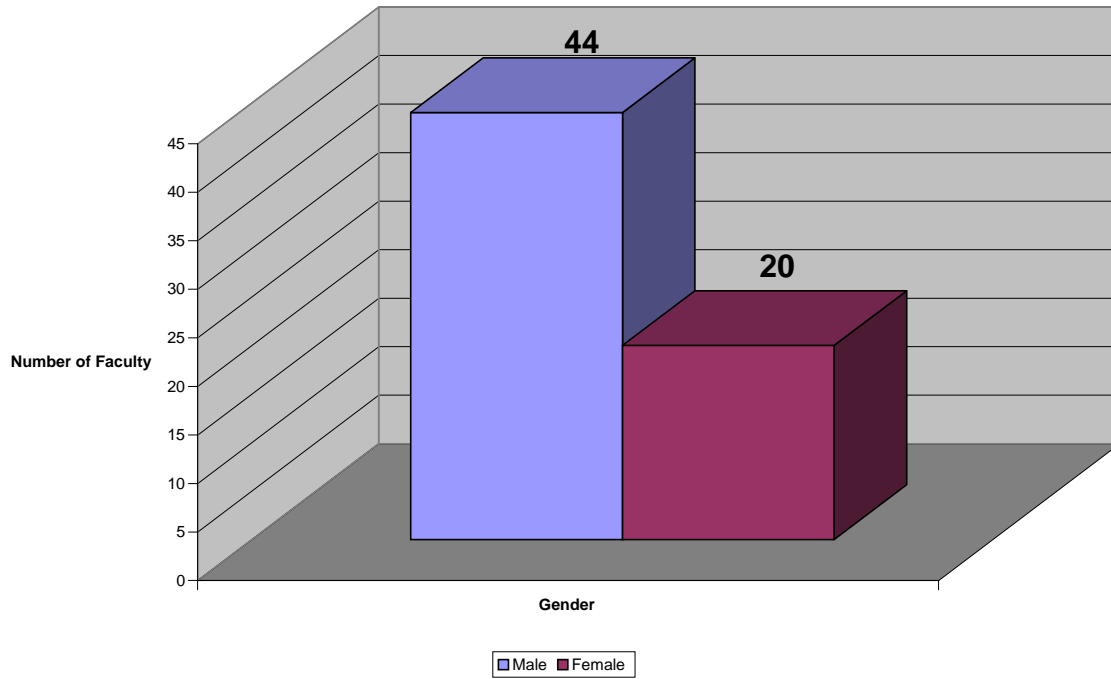
Males make up 72.3% of environmental health faculty in accredited undergraduate programs while females make up 27.7%. See Chart 5. *Missing demographic data for 5 of the reported faculty members.

Chart 5: Undergraduate Faculty Gender Breakdown



Males make up 68.7% of environmental health accredited graduate programs where as females make up 31.3%. See Chart 6. *Missing demographic data for 4 of the reported faculty members.

Chart 6: Graduate Faculty Gender Breakdown



5.0 Enrollment & Graduation

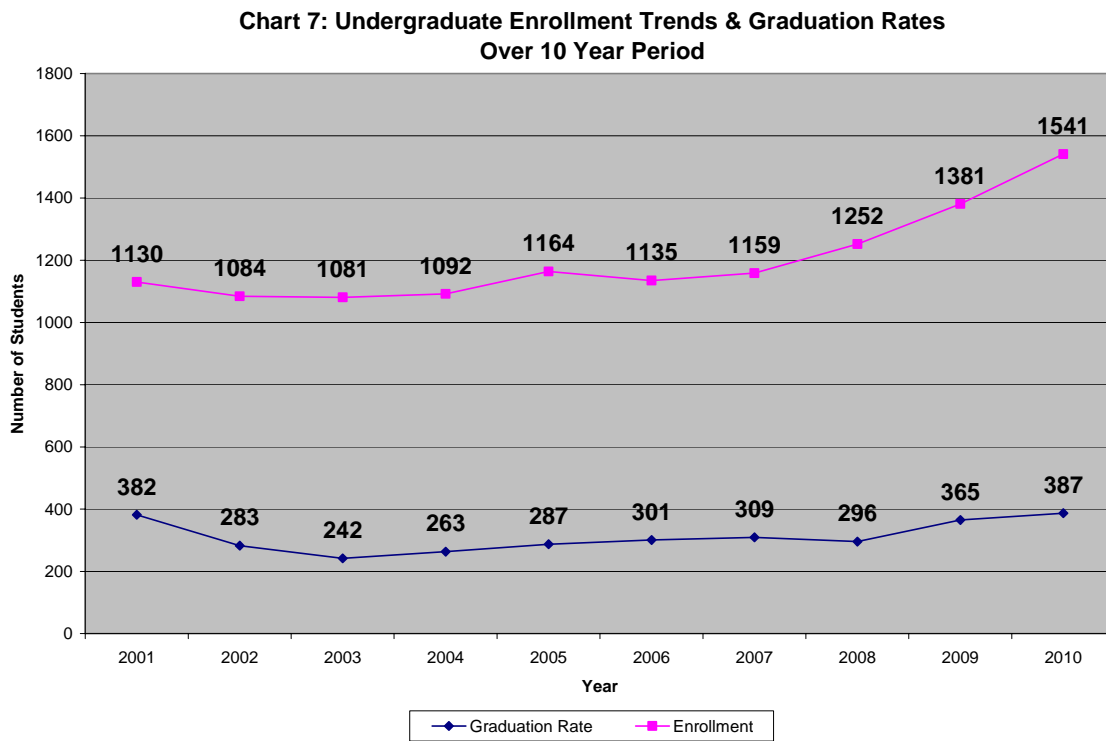
5.1 Undergraduate Enrollment and Graduation

Enrollment increased from 1,381 in 2009 to 1,541 in 2010, an 11.6% increase over last years reported enrollment.

Undergraduate programs reported 1,402 full time students and 139 part time students.

This year's undergraduate enrollment is a 28.2% above the 10 year enrollment average.

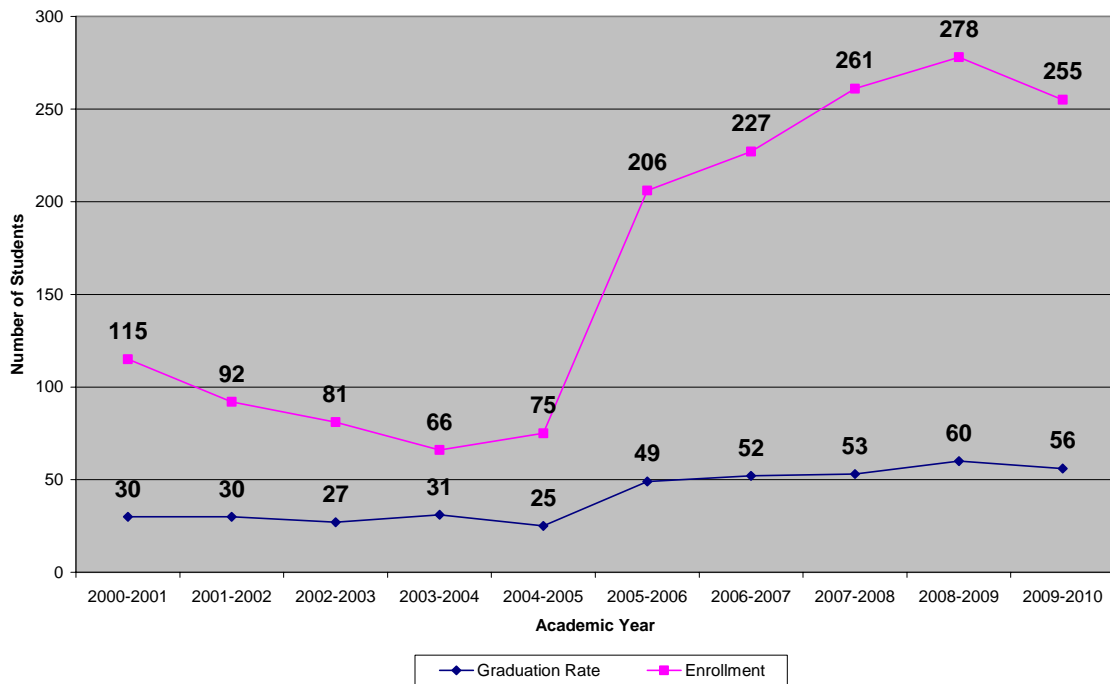
This year graduation rates rose by 6.0%, from 365 to 387. See Chart 7.



5.2 Graduate Enrollment and Graduation

For the 2009-2010 year, graduate enrollment decreased by 8.3% from the 2008-2009 figure of 278. The graduation rate also decreased, by 6.7% from the 2008-2009 academic year. See chart 8 (this figure is based on program directors estimating how many students will graduate 5 months before graduation).

Chart 8: Graduate Enrollment Trends & Graduation Rates Over 10 Years



5.3 Accredited Programs Enrollment By Comparison: AY 08-09 & 09-10

Table 11 illustrates the difference in individual accredited program enrollment from the academic year 2008-2009 to academic year 2009 -2010. The table also shows that 18 programs have increased enrollment. Three programs maintain their 2009 enrollment.

11 of these programs have increased their enrollment by more than 25%: Boise State University (28.2%), Colorado State University (33.8%), East Carolina University *UG* (37.9%), East Tennessee State University *UG* (73.5%), Indiana University of Pennsylvania (80.0%), New Mexico State University (87.0%), Ohio University (35.3%), University of Illinois Springfield *G* (45.2%), University of Wisconsin Eau Claire (42.9%), West Chester University (46.4%) and Wright State University (28.1%).

New Mexico State University, one of the 10 accredited programs serving a minority population of 25% or more, saw an increase in enrollment by 87%.

On the other hand, 17 programs have experienced a decrease in enrollment. These percentage decreases can be shown in table 11:

Table 11: Enrollment By Comparison: AY 08-09 & 09-10

University	2009	2010	Difference	%Increase
Alabama A&M University	17	10	-7	-41.2%
Benedict College	20	16	-4	-20.0%
Boise State University	39	50	11	28.2%
Bowling Green State University	23	23	0	0.0%
California State University Fresno	104	113	9	8.7%
California State University Northridge (UG)	167	174	7	4.2%
California State University Northridge (G)	69	62	-7	-10.1%
California State University San Bernardino	40	35	-5	-12.5%
Colorado State University	80	107	27	33.8%
East Carolina University (UG)	29	40	11	37.9%
East Carolina University (G)	29	25	-4	-13.8%
East Central University	43	41	-2	-4.7%
East Tennessee State University (UG)	34	59	25	73.5%
East Tennessee State University (G)	11	5	-6	-54.5%
Eastern Kentucky University	130	127	-3	-2.3%
Illinois State University	90	92	2	2.2%
Indiana Univ. of Pennsylvania	20	36	16	80.0%
Indiana Univ.-Purdue University Indianapolis	34	15	-19	-55.9%
Lake Superior State University	13	14	1	7.7%
Mississippi Valley State University (UG)	17	16	-1	-5.9%
Mississippi Valley State University (G)	24	23	-1	-4.2%
Missouri Southern State University	31	35	4	12.9%
New Mexico State University	23	43	20	87.0%
North Central Carolina University	25	7	-18	-72.0%
Ohio University	34	46	12	35.3%
Old Dominion University (UG)	72	52	-20	-27.8%
Old Dominion University (G)	16	10	-6	-37.5%
Salisbury University	10	5	-5	-50.0%
Spelman College	30	30	0	0.0%
Texas Southern University	37	35	-2	-5.4%
University of Findlay (G)	98	85	-13	-13.3%
University of Georgia	79	91	12	15.2%
University of Illinois Springfield (G)	31	45	14	45.2%
University of Washington	37	37	0	0.0%
University of Wisconsin Eau Claire	35	50	15	42.9%
West Chester University	28	41	13	46.4%
Western Carolina University	50	60	10	20.0%
Wright State University	32	41	9	28.1%

5.4 Accredited Programs Enrollment Requirements

Four out of the 31 accredited undergraduate programs have a selective admission process outside their University admission requirements. Six of the seven accredited graduate programs have a selective admission process.

Below are examples of the program's admission requirements for their environmental program.

Undergraduate:

Old Dominion University

Students are admitted to the program (may declare the major) typically upon completion of 60 semester hours of general education and basic science studies and approval of the program director upon interview. Students are required to submit an application for admittance into the program. This is usually done in the second semester of the sophomore year, although there is an open enrollment throughout the year if a student is prepared to enter the program. The application serves to establish a gauge as to how many students will be entering the program each year since it has not been necessary to cap the number of students enrolled in the program. Under advising procedures established by the University and College most students are advised by the College Advisor and program directors of the majors in which they intend to enroll as early as their freshman year. Grade or test score requirements: No specific grade point average is required as long as the student is in good standing. This means that a student must have a minimum of a 2.0 GPA before admittance into the program. Typically, however, the student entering the environmental health program has a GPA of 2.50 or higher and has demonstrated successful completion of the pre- requisite courses and many of the corequisite science courses with a 2.0 or better. Other admission requirements: Students admitted to the program must meet the Technical Standards for the program as required by the University (see Technical Standard on following page). Students are made aware of these standards upon initial advisement and must a form prior to entry into the program indicating that they have read the standards and can comply with them. In certain instances students may begin taking environmental health courses and may enter the program in the second semester of their sophomore year if their overall GPA is above 2.0 and they have completed the majority of their general education requirements as well as their general biology and chemistry courses. The decision to allow this early entrance is at the discretion of the program Director after interviewing the student and evaluating their coursework to date. It should be noted that there are usually several students that enter the University as transfer students in late spring or early summer each year after completion of an associates degree or completion of prerequisite courses for a particular degree program. Because of this the application deadline for entry into the environmental health program remains open to accommodate students who wish to declare this program as their major. This is also true of currently enrolled University students who may be late in deciding their major. These students however must meet the same requirements for admission to the environmental health program and go through the same application process as students currently accepted at the University. Transfer students must first be accepted at the University prior to entrance in to the environmental health program. All students applying to the program, whether currently enrolled at the University or

transferring from another school, are reviewed by the program Director and full time environmental health faculty prior to admission.

Texas Southern University

“GPA, Application, reference and interview.”

University of Washington

“Admission is competitive, meaning that students apply to the program. All students who meet the entry requirements are evaluated by an Admissions Committee. Admission is based on strength of application and probability of success.”

Wright State University

“Students must have at least a 2.0 GPA and are admitted at the time they declare a major. Also, no grade below "C" is accepted for BIO/EES courses in the curriculum.”

Graduate:

California State University Northridge

“All applications are evaluated by the graduate coordinator or the chair, base on overall GPA, science GPA, references, professional experience, GRE (when required), and interviews if needed.”

East Carolina University

“Students who have an undergraduate degree in science and for online professional track, professional experience in environmental health.”

East Tennessee State University

“Student's must provide all official transcripts, GRE scores and three letters of recommendation. Undergraduate GPA must be 3.0 or higher. A faculty committee votes on admission based on GRE scores, GPA, experience and letters of recommendation.”

Mississippi Valley State University

“Overall GPA of 3 out of possible 4. Prospective students who do not have adequate science background are required to take additional 32 credit hours of sciences, 16 in biology and 16 in chemistry respectively.”

University of Findlay

1.) Students must have two (2) courses in Biology including A&P and Cellular or Microbiology. 2.) Students must have two (2) courses in Chemistry including Organic. 3.) Students must take the GRE and obtain >35%tile on Quantitative. 4.) International students must have TOEFL paper score of 550 or equivalent. 5.) Students must have 3.0 GPA in last 60 hours. 6.) If students are lacking in one area or more, they may conditionally qualify by taking bridge courses.

University of Illinois Springfield

“GRE, GPA 3.0 (university is 2.5), prerequisites of 30 hours of natural sciences & upper division biostatistics.”

5.5 Enrollment Trends

Accredited programs were asked about the number of students applying to their program. One undergraduate program reported having more students apply to their environmental health program than are admitted, and 19 programs said that the number of students applying is approximately the same as number admitted. The remaining 11 felt this question was not applicable to their program.

Five graduate programs reported having a higher number of students apply than the number admitted while two programs reported the number of students applying is approximately the same as number admitted.

Below are comments that suggest why their programs are having more students apply than the number admitted.

University of Washington (UG)

“The program has become increasingly popular in recent years, and we will not admit students who we believe will not be successful in the program or in an EH career.”

East Carolina University (G)

We have an admission by exception for some students without required GPA or GRE scores. There are many students who do not meet the graduate school GRE and GPA scores who apply. This is because the graduate school recently increased the requirement of those scores.

East Tennessee State University (G)

1. Not all students applying meet minimum qualifications.
2. Some students that are admitted apply to multiple institutions and choose another institution.

University of Findlay (G)

International students apply without reviewing qualifications. US students try to find exceptions to our qualifications.

University of Illinois Springfield (G)

Students are not meeting minimum prerequisites.

The following tables summarize the factors observed by faculty, which may contribute to either an increase or decrease in student enrollment.

Table 12: Observed Factors of Increased Undergraduate Enrollment

Factors Contributing to Increase	# of Responses
Current Events/Social & Political Climate	3
Faculty Enthusiasm	3
Greater Availability of Internships	1
Heightened Environmental & Health Disparity Awareness	7
Improved Web Presence	1
Increased Females Entering Program	1
Marketing & Recruiting	4
Promoting Program as Accredited	1
Study Abroad Opportunities	1
US Economy/Stronger Job Market	4
Word of Mouth	6

Table 13: Observed Factors of Increased Graduate Enrollment

Factors Contributing to Increase	# of Responses
Marketing	1
General Science Jobs Decreasing; Government Jobs Increasing	1
Heightened Environmental & Health Disparity Awareness	1
Offers Masters with MPH Programs	1
Offers Online Degree	1
Promoting Program as Accredited	1
Word of Mouth	1

Table 14: Observed Factors of Decreased Undergraduate Enrollment

Factors Contributing to Decrease	# of Responses
Economic Downturn/Lack of Jobs	2
Increased interest in Environmental Biology	1
Low Profile of EH Professionals in Society	1
Low Salaries	1
Math & Science Requirements	5
No significant scholarship money to offer	1
Program Suspension	1
Reduced Males Entering Program	1

Table 15: Observed Factors of Decreased Graduate Enrollment

Factors Contributing to Decrease	# of Responses
Poor Government Job Scene	1
Competition with Other Environmental Programs	1
EH as a profession unknown	1

6.0 Student Demographics

6.1 Diversity

The student body of Accredited Programs is showing an increase in diversity for the ninth year in a row. Diversity increased by 4.1% this year and by 211.8% since the academic year 2001-2002: see chart 9. For student demographics, see charts 10, 11 & 12. For student gender see charts 13 & 14 and table 16. For student age see charts 15 and 16.

Chart 9: Accredited Programs Student Diversity Trends

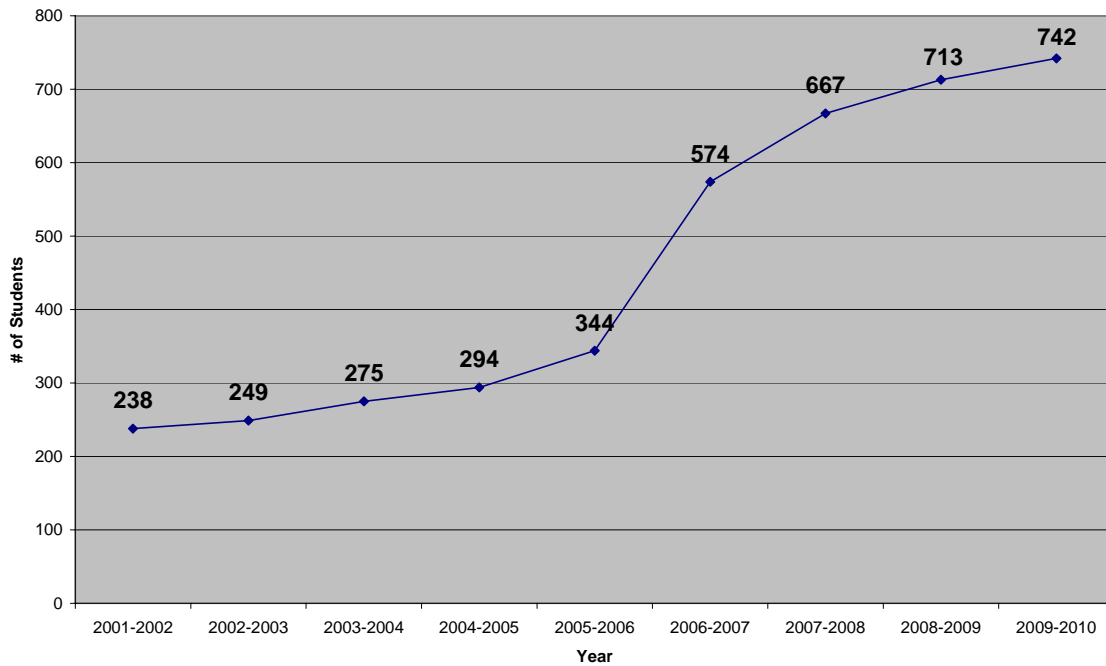


Chart 10: Undergraduate Student Demographics

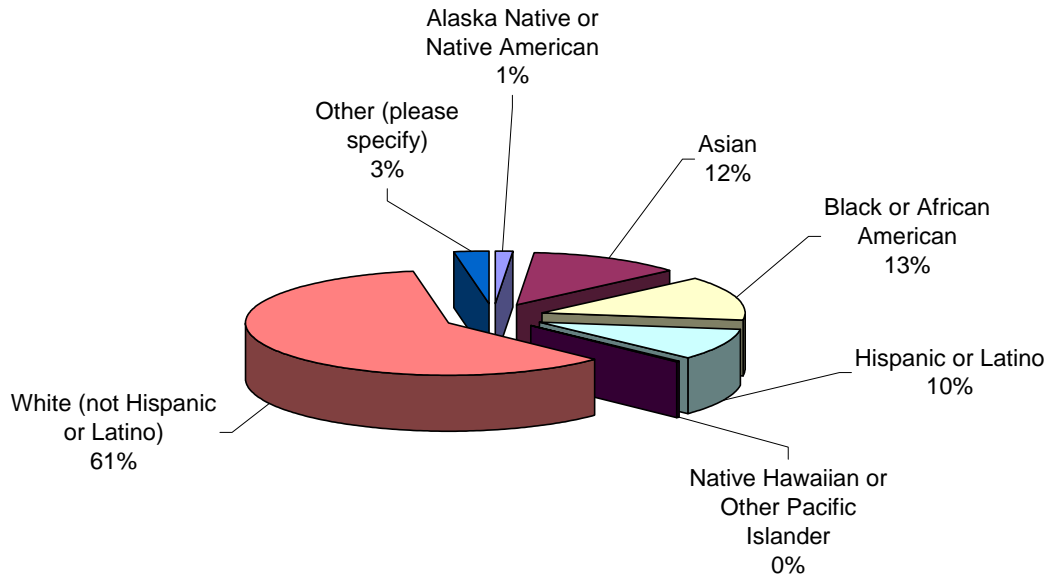


Chart 11: Graduate Student Demographics

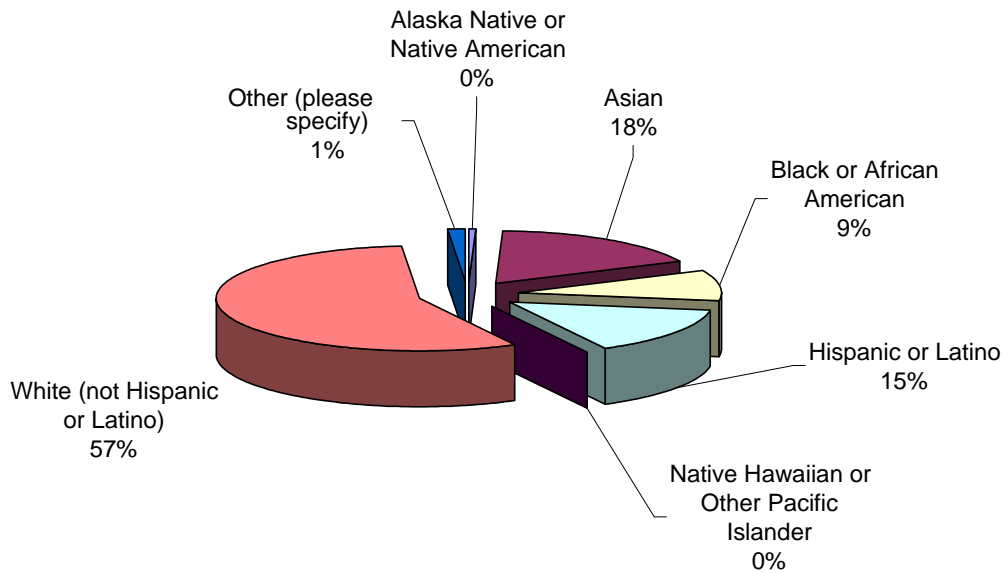
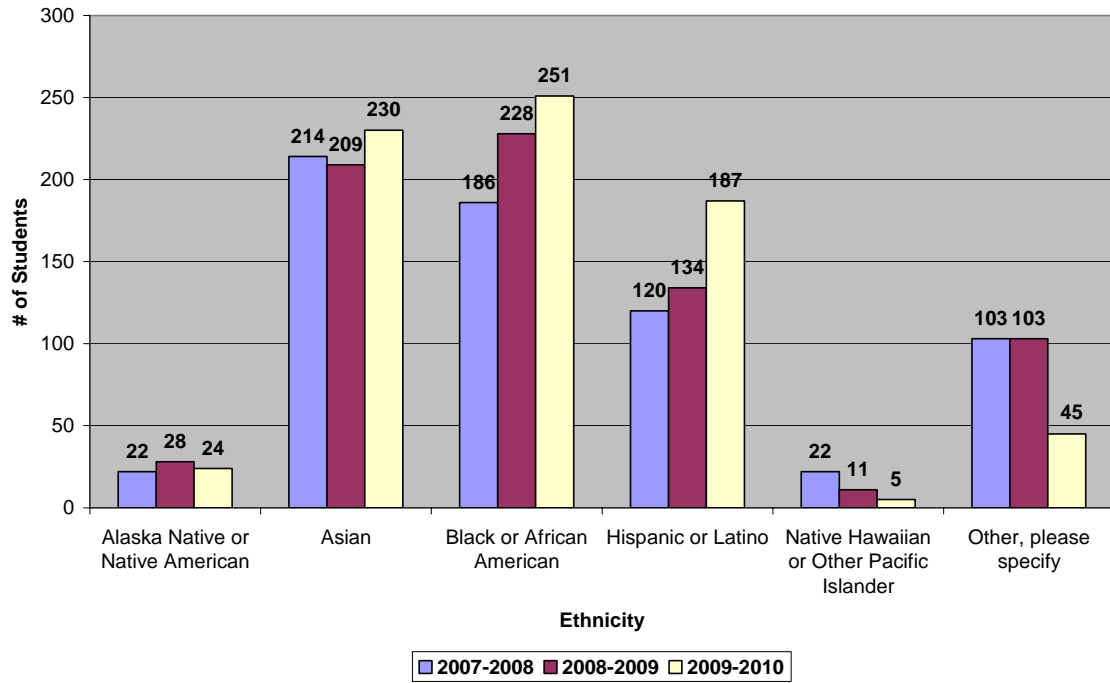


Chart 12: Student Demographic Comparison - AY 07-08, 08-09 & 09-10



6.2 Enrolled Students by Gender

Chart 13: Undergraduate Gender Breakdown

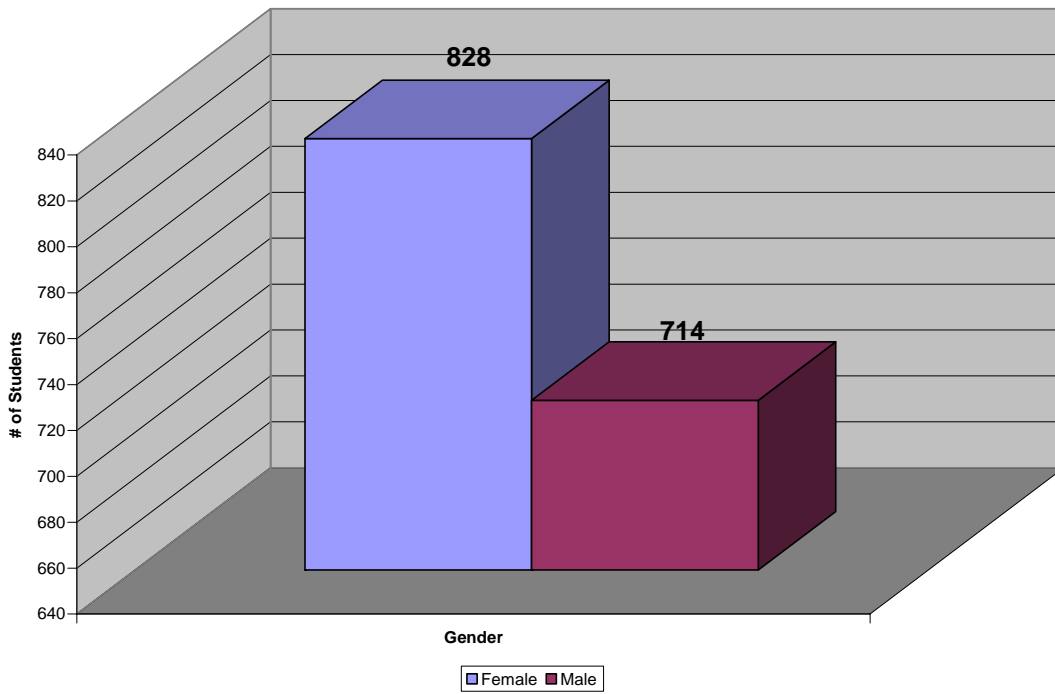


Chart 14: Graduate Students Gender Breakdown

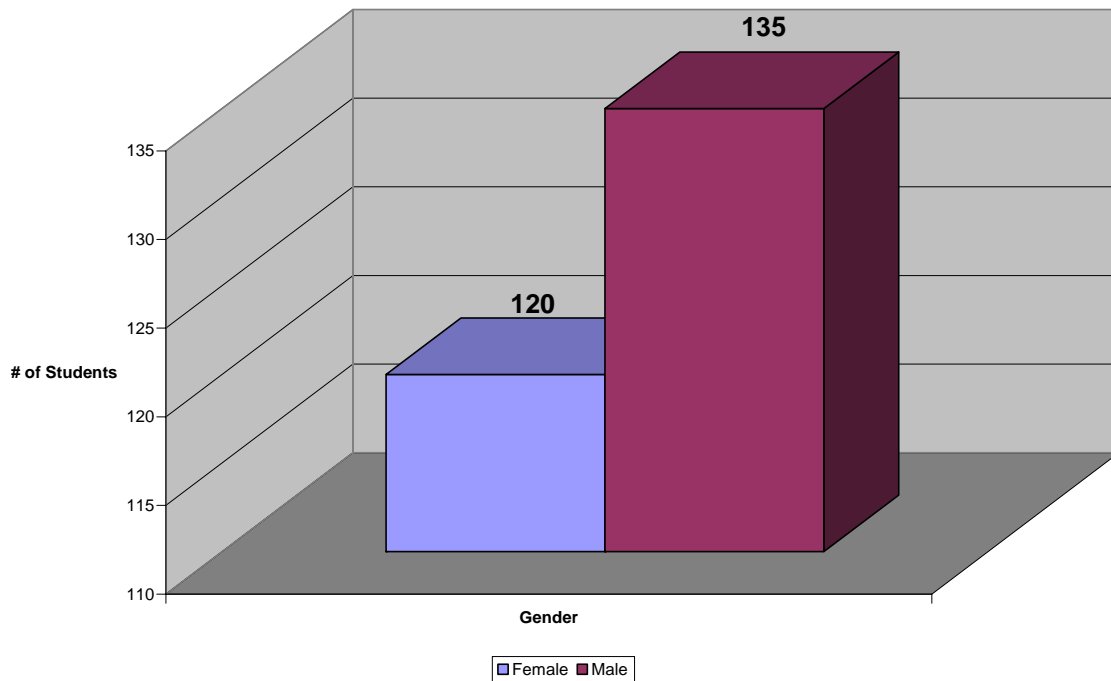


Table 16: Accredited Programs Gender Comparison AY 06-07, 07-08, 08-09 & 09-10

Student Gender	2006-2007	2007-2008	2008-2009	2009-2010
Female	744	767	783	948
Male	695	728	876	849

6.3 Enrolled Students by Age

Chart 15: Undergraduate Students Age Breakdown

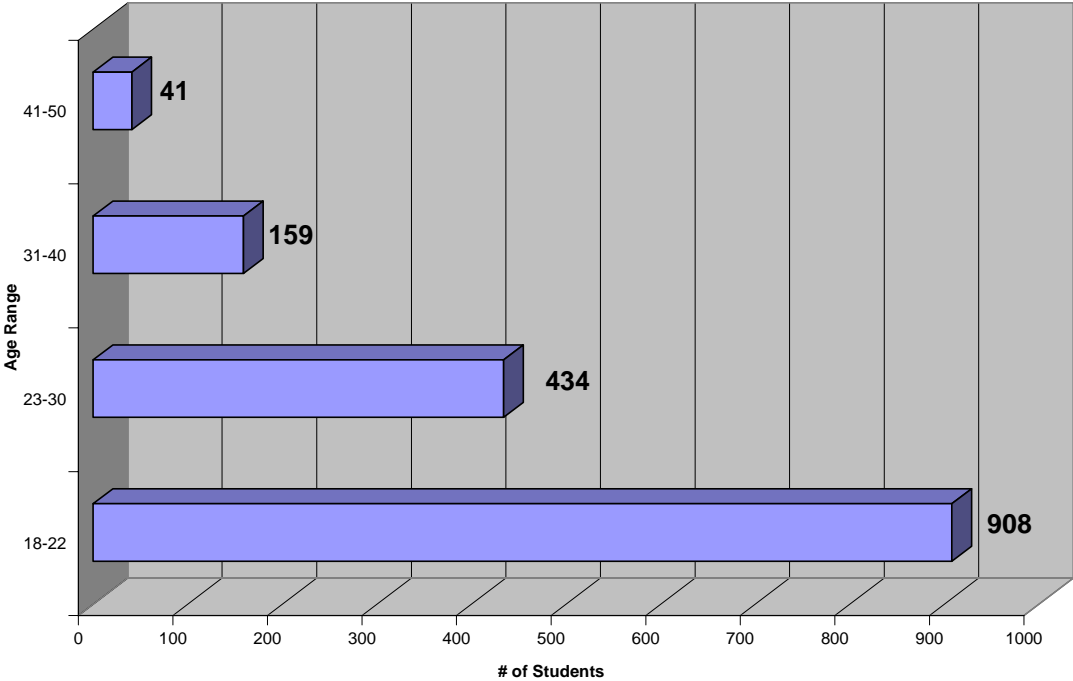
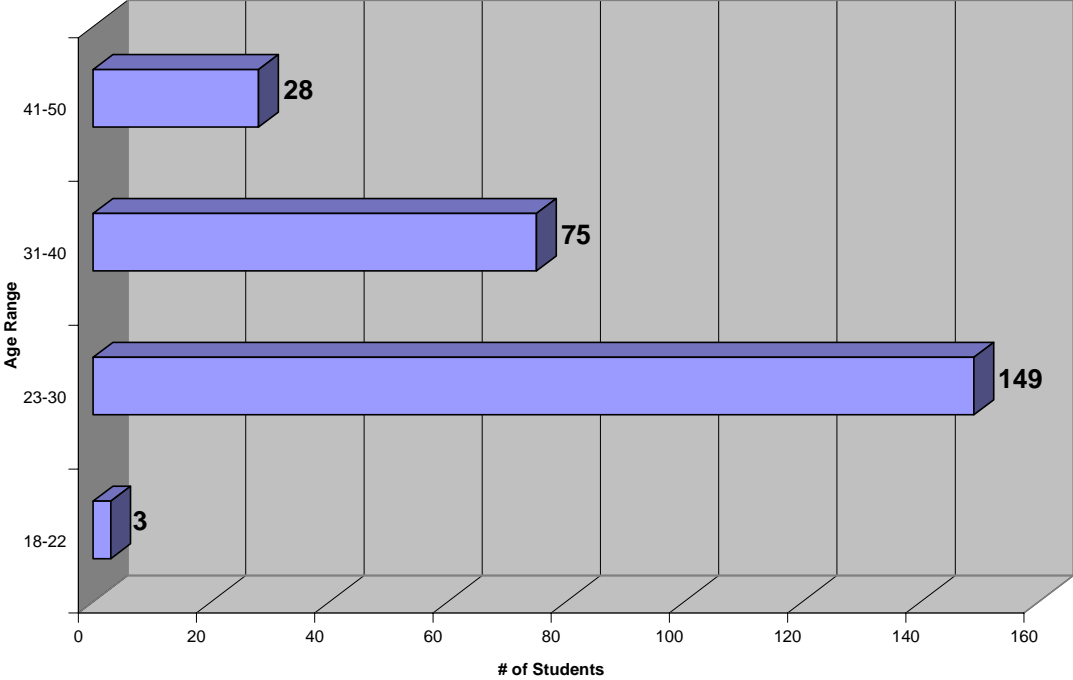


Chart 16: Graduate Student Age Breakdown



6.4 International Students

Accredited programs have a total of 92 international students enrolled for the 2009-2010 year. See tables 17 and 18 for Undergraduate and Graduate students country of origin:

Table 17: International Undergraduate Students Country of Origin

Country	# of Students
Africa (not specified)	19
Asia (not specified)	1
Cameroon	3
Canada	2
Chile	1
China	9
France	1
Germany	1
Japan	1
Liberia	1
Mexico	8
Nigeria	4
Other	8
Total	59

Table 18: International Graduate Students Country of Origin

Country	# of Students
Cameroon	3
China	1
India	15
Mexico	2
Nepal	4
Nigeria	3
Pakistan	3
Saudi Arabia	1
Sri Lanka	1
Total	33

7.0 Employment after Graduation

7.1 Employment Opportunities

13 accredited programs feel that employment opportunities for EH graduates are increasing where seven programs feel they are decreasing. The remaining 18 programs feel there has been no change in job availability.

7.2 Employment Areas: Public vs. Private Sector

Based on accredited program's graduate tracking systems, program directors reported 554 graduates working in the private sector where 344 graduates are working in the public sector. Refer to table 19 for details regarding where in the public sector graduates are working.

Table 19: Accredited Program Graduates Working in the Public Sector:

Program Graduates	Local Health Departments	State Health Departments	Federal Agencies
Undergraduate	57.3%	17.2%	25.5%
Graduate	58.9%	12.5%	28.6%

Below are some examples of private sector employers who hire graduates from EHAC accredited programs:

- American Electric Power
- Anheuser Busch
- Appalachian Consulting, Inc.
- Best Sanitizers, Inc.
- ChemRisk
- Cynergy Insurance Co.
- Eastern Virginia Medical School
- Ecolab
- Hahnemann Medical School
- Hellman and Associates
- Honda of America
- Land-O-Lakes
- Marathon Oil
- Mitsubishi America
- NASA/Langley
- Newport News Shipyard
- Norfolk Naval Shipyard
- Northrup Grumman
- PacTiv
- Progressive Insurance Co.
- Safex Consulting of Columbus
- Skanska, Inc.
- Tolmar Pharmaceuticals
- Trane, Inc.

8.0 – Program Health

8.1 Program Health Status

Programs were asked if their administration was concerned with the enrollment in their program:

Table 20: Accredited Program Administration Enrollment Concerns

EHAC Program	Yes	No	Unsure
Undergraduate	49%	45%	6%
Graduate	43%	57%	0%

They were also asked if their administrators discussed the possibility of closing their program:

Table 21: Accredited Program Possibility of Closing

EHAC Program	Yes	No	Unsure
Undergraduate	16%	78%	6%
Graduate	14%	86%	0%

8.2 Program Health Commentary

Program Directors were asked if they were concerned about the enrollment of their program. Results can be seen in table 22. For those programs that are concerned, their commentary follows.

Table 22: Accredited Program-Program Director’s Enrollment Concerns

EHAC Program	Yes	No
Undergraduate	57%	43%
Graduate	71%	29%

*Missing results for one program.

Concerned Undergraduate Programs

Benedict College

“The number of males in the program has declined drastically recently. Some program males are not enrolled due to academic and financial reasons.”

California State University Northridge

“Administrators are asking us to cut enrollment, especially at the undergraduate level. We have very healthy enrollments but limited dollars.”

Indiana University of Pennsylvania

“The entire Pennsylvania State System of Higher Education is evaluating all degree programs with less than 30 graduates per year for discontinuation, moratorium, continuation, collaboration, or revision.”

Lake Superior State University

“Our Program is young- but university enrollment is down given the state of Michigan's economy.”

North Carolina Central University

“Without growth in the number of majors in the EHS concentration, I will eventually (in 5 years) have to justify retaining the concentration.”

Old Dominion University

“With continuing increased competition for students in all programs we must always be concerned with the number of students entering our program as opposed to other competing interests.”

Salisbury University

“The program has been suspended. I am extremely saddened.”

University of Georgia

“As we approach 100 students, I worry that I can't get to know them as well as I have in the past. Knowing a student well helps me be a better advocate for them in recommendation letters. It also helps me guide them through the internship process, which often leads to grad. school, med school, or work in the field.”

University of Washington

“We are concerned with having too many students enrolled in the program for the resources available, and having too few students to maintain a quality program. There are normal fluctuations in the numbers from year to year; however, we would like to have a steady state in the number of students admitted to the program each year.”

University of Wisconsin Eau Claire

“We are a specialized, professional program, with higher-than-average costs across campus.”

West Chester University

“Even though we have seen near record growth in Environmental Health enrollment since our accreditation, we are still targeted as a "low enrolled program." We are making efforts that are paying off significantly.”

Western Carolina University

“We'd like to have a faculty/student ratio of 1:25.”

Concerned Graduate Programs

East Tennessee State University

“Enrollment and applications have been flat.”

East Carolina University

“25-30 enrollment is all we can handle with our present faculty.”

Mississippi Valley State University

“We want to recruit more highly qualified students.”

Accredited programs were asked to indicate the health of their program: 19 programs are improving, 15 programs are maintaining a healthy program and four are diminishing. Below are snapshots of improving and diminishing programs:

Improving

Alabama A&M University

“It’s improving because we have a good number of students who are interested in environmental health science. We just have to keep improving and get out and recruit.”

Boise State University

“The health of the environmental and occupational health program at Boise State University is as good as it has been in decades. This is due to increasing enrollments in the program caused by more individuals returning to school due to the current economic climate in the US. Because the program continues to provide employment opportunities after graduation, the importance of the program has grown in the eyes of both students and university administrators.”

California State University Northridge (UG & G)

“Increased quality in the form of grants and publications. Healthy enrollments. Dismal university budgets.”

Colorado State University

“Despite funding cuts to Colorado Higher Education, the Department as a whole and the EH UG program remains strong, largely because of extramural grant support enjoyed by Department faculty. This stabilizes our budget and proved outstanding opportunities for UG to participate in research.”

East Carolina University (G)

“New faculty recently added, and more applicants in the last two years.”

Illinois State University

“Continuous improvement is an integral part of the University, College, Department, and Program objectives and goals. Clear management communication and directives help

identify and reach desired outcomes. Strategies and actions to attain goals are developed and reviewed by Program Directors and faculty in a collaborative environment. External ongoing support and collaboration from other University Departments such as the Center for Teaching and Learning Technology provide fresh and new insights to better ways of teaching and available new technologies.”

Mississippi Valley State University (UG)

“Slight improvement.”

Lake Superior State University

“We have started getting transfer students and we are seeing freshman. We still rely predominantly on internal recruiting of other majors or undecided’s.”

New Mexico State University

“Our enrollments have increased and there is interest across campus about our program.”

Spelman College

“There appears to be a renewed interest in our program with the addition of an environmental health minor.”

University of Georgia

“Since my arrival in the summer of 2007 we have increased enrollment by 32%. We have also added several new upper division specialty courses to our major electives list.”

University of Illinois Springfield (G)

“New program.”

West Chester University

“Increasing enrollments trends are strong; we have almost doubled, from about 28 last year to 41 reported for this year. Our current snapshot (March 2010) now stands at 45 majors.”

Western Carolina University

“We have the highest enrollment in the last decade.”

Wright State University

“Good emphasis on recruitment within and outside the university; increased awareness of the program; good dialogue with prospective employers; increased inquiries from prospective students.”

Diminishing

Indiana University Purdue University Indianapolis

“We lost enrollment when we converted from chemistry to non-majors to chemistry for majors. Given that the accreditation requirements have changed we are considering reverting to the previous requirement.”

Indiana University of Pennsylvania

We are converting our B.S. in Environmental Health Science Program to a B.S. in Biology / Environmental Health Track, and broadening the scope of its curriculum.

Salisbury University

“Again, the program has been suspended.”

9.0 Recruitment

9.1 On Campus Recruitment

The following techniques in Table 23 are being used on campus by accredited programs to outreach to potential new environmental health students.

Table 23: On Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 38 Programs
Financial aid initiatives	9	24%
Outreach to students who are undeclared majors	27	71%
Participating in on-campus events	31	82%
Posting advertisement flyers	19	50%
Recruitment class (intro. class open to all university students)	16	42%
Student club activities	26	68%
Students recruiting other students	34	89%
Submitting articles for school newspaper on EH student led initiatives	4	11%
Working with the admissions office	22	58%
Other (please specify)	13	34%

13 programs specified other techniques useful for recruiting new students on campus:

*Two of these programs are no longer recruiting.

Benedict College

“High school senior visitation days and program competition for high school students brought onto campus.”

California State University Northridge (UG & G)

“Word of Mouth.”

Colorado State University

“Working with undeclared advisors on our campus, working with the Honor's Program, Outreach to two-year colleges, website improvements, recruiting videos of enrolled students for interested candidates.”

East Tennessee State University (UG)

“Contact pre-professional students.”

East Tennessee State University (G)

“Travel to nearby Universities and meet with students in undergraduate majors that might apply for graduate programs in environmental health. Advertise at society meetings (local, regional and national).”

Eastern Kentucky University

“We are using video monitors in the Health Sciences Center to promote the EH major. This includes the video made by ECU.”

Illinois State University

“We often coordinate alumni guest speakers throughout the student clubs for evening and class time presentations. These are publicized and open to all University students.”

Indiana University Purdue University Indianapolis

“Annual breakfast for advisors to let them know about the program and job opportunities.”

University of Illinois Springfield (G)

“Graduate Assistantship, office recruiters and career center.”

9.2 Off Campus Recruitment

Accredited programs were asked which of the off campus recruitment strategies they found to be the most effective method of recruiting students. Their responses are summarized in Table 24.

Table 24: Off Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 38 Programs
Alumni	24	63%
Community-university partnerships	19	50%
Electronic media	17	45%
High school class presentations	12	32%
News media	6	16%
Participation in career day events	26	68%
Participation in local events	15	39%
Science fairs	16	42%
Other (please specify)	12	32%

12 programs identified other techniques useful for recruiting new students off campus:

*Two of these programs are no longer recruiting.

Benedict College

“The administration promotes the program at some athletic events in addition to media advertisements.”

California State University Fresno

“Students recruiting other students.”

East Tennessee State University (UG)

“Bring high school students on campus to work with faculty mentors on projects.”

East Tennessee State University (G)

“Visit other Universities.”

Lake Superior State University

“Articulation agreements with community colleges.”

North Carolina Central University

“Participation in recruitment events across the state.”

Old Dominion University (UG)

“Participation in career day events, community-university partnerships, participation in local events and alumni.”

University of Findlay

“We recruit at regional and national meetings. We have advertised in national magazines but the productivity of this is poor. Most domestic students contact us through internet inquiries. Most international students contact us through international recruiters.”

University of Illinois Springfield

“Graduate Assistantship, office recruiters, web site and advertisements in JEH.”

University of Washington

“Outreach to local community colleges.”

West Chester University

“Ongoing outreach to community colleges.”

Accredited programs were asked which recruitment techniques are the most effective on or off campus:

Table 25: Most Effective Recruitment Techniques

Recruiting Technique	# of Programs Implementing Technique	% Out of 38 Programs
Admissions Office	2	5%
Alumni	3	8%
Classroom Recruiting	4	11%
Community University Partnerships	2	5%
EH Club Activities	1	3%
Electronic Media	3	8%

Graduate Assistantships	1	3%
High school presentations	4	11%
On Campus Recruitment of Undeclared Majors	4	11%
Participation in Local Events/Off Campus	2	5%
Student to Student Recruitment/Word of Mouth	12	32%
None/Not Applicable	5	13%

9.3 Diversity Recruitment

50% of accredited programs have programs or initiatives to recruit a diverse student body. The following details these programs or initiatives:

Alabama A&M University

“We offer mini scholarships obtained through the Accreditation Council.”

Benedict College

“Although not formally developed, the program is seeking older students who may or may not be already employed. Online courses have become incorporated by faculty as a precursor to that effort.”

California State University Northridge (UG & G)

“We live in a diverse area, so all our recruiting is automatically targeted to diversity.”

California State University San Bernardino

“We are a Hispanic serving institution where diversity rules at both student and faculty levels. Our program student enrollment speaks for itself.”

East Central University

“Native American programs.”

East Tennessee State University (UG & G)

“University has office of cultural affairs that works closely with the department to recruit students.”

Eastern Kentucky University

“We partner with NCODE, work with the Diversity Office and teach a course entitled ‘African American Health Issues’ in conjunction with the Diversity Office. We plan on recruiting at specific high schools in the larger cities to attract more minority students.”

Illinois State University

“We have a Departmental Student Club entitled ‘Women and Minorities.’ Students recently presented a poster presentation at a local conference on ‘Women and Minorities in Environmental Health and Safety.’ This poster will be displayed in the Department.”

Mississippi Valley State University (UG & G)

“Scholarships available for other race.”

New Mexico State University

“We have several programs that particularly address Hispanic and Native American students.”

Ohio University

“The university is in charge of global efforts to generally recruit a more diverse student body. Our program is a recipient of the outcomes of those efforts.”

University of Findlay (G)

“International recruiting. We have one of the largest international student bodies on a percentage basis of any college in the country.”

University of Washington

“Summer research program for under represented students.”

West Chester University

“No programs yet, but we are planning to target recruiting efforts at the Community College of Philadelphia which has a high percentage of African American students.”

Wright State University

“The College of Science and Mathematics, in which this program is housed, has been quite successful in obtaining NSF funding for recruiting under-represented into the sciences.”

10.0 Retention

10.1 Five Year Retention Rates

Table 26 depicts the five year average retention rates of accredited programs. 15 of the programs have retention rates equal to or more than 25%. These programs include: Alabama A&M University (29%), Bowling Green State University (30%), California State University Fresno (28%), California State University Northridge UG & G (35%, 30%), Colorado State University (26%), East Carolina University UG (30%), East Central University (29%), Indiana University of Pennsylvania (54%), Missouri Southern State University (27%), Salisbury University (25%), Spelman College (26%), University of Washington (47%), Western Carolina University (30%) and Wright State University (31%).

Table 26: Accredited Programs Five Year Average Retention Rates

Accredited Program	2006-2010 Mean Enrollment	2006-2010 Mean Graduation	Graduation/ Enrollment
Alabama A&M University	14	4	29%
Benedict College	19	3	16%
Boise State University	40	6	15%
Bowling Green State University	23	7	30%
California State University Fresno	97	27	28%
California State University Northridge (UG)	139	49	35%
California State University Northridge (G)	50	15	30%
California State University San Bernardino	36	8	22%
Colorado State University	82	21	26%
East Carolina University (UG)	33	10	30%
East Carolina University (G)	17	4	24%
East Central University	42	12	29%
East Tennessee State University (UG)	39	6	15%
East Tennessee State University (G)	11	2	18%
Eastern Kentucky University	118	24	20%
Illinois State University	77	18	23%
Indiana University Purdue University Indianapolis	38	5	13%
Indiana University of Pennsylvania	13	7	54%
Lake Superior State University	13	2	15%
Mississippi Valley State University (UG)	16	3	19%
Mississippi Valley State University (G)	26	3	12%
Missouri Southern State University	33	9	27%
New Mexico State University	22	2	9%
North Carolina Central University	16	1	6%
Ohio University	51	11	22%
Old Dominion University (UG)	65	11	17%
Old Dominion University (G)	15	3	20%
Salisbury University	16	4	25%
Spelman College	23	6	26%
Texas Southern University	32	6	19%

University of Findlay (G)	110	25	23%
University of Georgia	81	19	23%
University of Illinois Springfield (G)	30	3	10%
University of Washington	43	20	47%
University of Wisconsin Eau Claire	34	8	24%
West Chester University	30	4	13%
Western Carolina University	46	15	33%
Wright State University	35	11	31%

11.0 Online Programs

11.1 Full Online Degree Programs

Missouri Southern State University (UG), East Carolina University (G), University of Findlay (G) and University of Illinois Springfield (G) all have full online degree programs.

Old Dominion University (G) and Benedict College (UG) are in the process of developing online programs.

11.2 Online Courses

25 out of 38 accredited programs offer online courses. Of these that offer online courses, 17 of them offer to anyone other than students registered at their school as seen in Table 27:

Table 27: Online Course Availability

Accredited Program	Online Courses Available for Anyone	
Benedict College		No
Boise State University	Yes	
Bowling Green State University	Yes	
California State University Fresno	Yes	
California State University Northridge (UG)		No
California State University Northridge (G)		No
Colorado State University	Yes	
East Carolina University (UG)		No
East Carolina University (G)		No
East Central University	Yes	
East Tennessee State University (UG)	Yes	
East Tennessee State University (G)	Yes	
Eastern Kentucky University	Yes	
Illinois State University		No
Lake Superior State University	Yes	
Mississippi Valley State University (G)	Yes	
Missouri Southern State University	Yes	

New Mexico State University	Yes	
Ohio University	Yes	
Old Dominion University (UG)	Yes	
Old Dominion University (G)	Yes	
University of Illinois Springfield (G)	Yes	
University of Wisconsin Eau Claire		No
West Chester University	Yes	
Western Carolina University		No

If the program answered “Yes” they were asked who is allowed to take these courses. Their responses are below:

Benedict College

“Not, but courses are being developed for continuing education and older students.”

Boise State University

“Our department offers public health administration and epidemiology as on-line courses. These courses can be taken by students not attending Boise State as long as they follow the guidelines for student enrollment in courses established by university administration.”

Bowling Green State University

“Anyone as a guest student.”

California State University Fresno

“Open University students (continuing education).”

Colorado State University

“Students in other bioscience or design related majors, off campus professionals interested in ergonomics.”

East Central University

“Anyone admitted to the university with adequate pre-requisites.”

East Tennessee State University

“Anyone qualified to be accepted as a non-degree seeking student.”

Eastern Kentucky University

“Anyone who goes through the admissions process can take the EHS 280 Introductory class. The EHS 850 graduate class can be taken by any student enrolled in the MPH program at the University of Kentucky, the University of Louisville and here at EKU.”

Lake Superior State University

“We are offering GIS courses for the first time this summer. Anyone could take them although priority is given to enrolled students.”

Missouri Southern State University

“The Distance Learning Track is designed primarily for those attending a community college or university that can provide the general education requirements of MSSU and also has the science and math courses that meet the EHAC guidelines. Upper division Environmental Health courses are then taken via the Internet from MSSU in semester blocks.”

Ohio University

“Anyone who signs up. I guess that makes them 'registered' but they are not admitted to our college or our program necessarily.”

Old Dominion University (UG)

“Anyone applying to the University as a non degree seeking or non matriculating student may take our courses.”

West Chester University

Anyone qualified to take an undergraduate course at WCU may take our ENV470 Emergency Preparedness course online.

East Carolina University (G)

“Any student may register as a non-degree student at ECU and take courses.”

East Tennessee State University (G)

“Anyone able to meet the minimal qualifications necessary to become a non-degree seeking graduate student.”

Old Dominion University (G)

“Anyone who applies to the University as a graduate student, non degree seeking or non matriculating may take up 12 credits hours of coursework before requiring to declare a degree program.”

University of Illinois Springfield (G)

“Degree and non-degree seeking students if space available.”

12.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. 15 programs administer an exit exam and have summarized their requirements below:

Benedict College

“The exam was developed from national courses used by NEHA, CDC and EPA as well as sample REHS questions. It is a comprehensive environmental health science exam

that covers most, if not all, areas of the program. I would like to see AEHAP or EHAC consider the issue of a standardized exit examination.”

California State University Northridge (G)

“Comprehensive exam that includes objective questions and essays.”

East Carolina University (G)

“Comprehensive exam includes both essay and objective sections covering the entire coursework of the student.”

East Central University

“Exit exam is for program assessment-improvement purposes only and does not effect student’s grade or graduation status with 140 multiple choice questions.”

East Tennessee State University (UG)

“Every 5 years students take a state mandated exit exam in the major field. We use the State of Tennessee Employment Exam for Environmental Specialists. Also every year all graduating students take an exit exam that addresses, critical thinking, reading skills, and writing skills.”

East Tennessee State University (G)

“Each MSEH student must take a written comprehensive exam, an oral exam and present and defend their research project or thesis.”

Eastern Kentucky University

“The NEHA REHS Exam.”

Indiana University of Pennsylvania

“The Department of Biology administers a general exit examination, and I have administered a specific exit examination for environmental health majors.”

Mississippi Valley State University (G)

“Comprehensive written and oral examinations. Both examinations cover all required courses for MS EH degree.”

Missouri Southern State University

“The Missouri Certified Environmental Health Specialist exam.”

Ohio University

“This is the second year we have employed it. Passing is not required as it is considered ‘experimental’ at this time. However, positive results may be required by ABET in the IH program, and so we are retooling the test to better identify rubrics and scores on that basis. Last year, all students taking the exam would have passed if passing was set at 70%.”

Old Dominion University (UG)

“Students are required to take a University exit writing exam prior to graduating. In addition the ENVH program administers comprehensive exams as part of its senior seminar classes. Students take a battery of subject tests on ENVH and a final comprehensive examination at the end of the class. The class is a Pass Fail class.”

Old Dominion University (G)

“Comprehensive test to evaluate student's understanding of principles of the subjects related to environmental health, epidemiology, industrial hygiene, community health, and research design.”

University of Illinois Springfield (G)

“Comprehensive exam based on applied case study testing over core Public Health and EH competencies.”

Wright State University

“Students complete a comprehensive exam during Fall Quarter in EES 470 (Environmental Intern and Career Analysis).”

13.0 Significant Changes to Accredited Programs

Accredited programs were asked if there were significant changes to their program that the EHAC Council should be made aware of. The schools that have changes are listed below:

California State University Northridge (UG & G)

“State budgets are dismal and show no signs of recovery anytime soon. We've had mandated cuts in enrollments. Thus, the program itself is very healthy, but the university is not.”

California State University Fresno

“1. Change in program coordinator to Michael Waite. 2. Added 5 experimental courses to serve as option electives: Haz Mat. Mgmt, Vector Control, Crisis Mgmt, EH Epi, and EH Policy and Admin.”

California State University San Bernardino

“There were some minor course number changes in the 2009-2010 university catalog of courses as follow: HSCI 370: Health Behavior REPLACED HSCI 470: Health Behavior, with no change in the course description, prerequisites, or units. HSCI 480: Health Service Management REPLACED HSCI 490: Health Service Administration, with no changes in course contents (except management to administration and vice versa), prerequisites, or units. The changes have no impact on our curriculum in environmental health, except for the number/title change.”

Colorado State University

“1) The lead position for the UG program was converted to a tenure line in Oct 2009. 1) We now have over 100 enrolled in our major and are enjoying a growth phase. 3) We are developing a minor in EH to attract other bioscience majors to EH. 4) We are developing online sections for two core EH classes: ERHS 220 and 320.”

Indiana University of Pennsylvania

“We are currently revising our B.S. in Environmental Health Science curriculum to a B.S. in Biology / Environmental Health Track and expanding its scope. We are not re-applying for re-accreditation.”

Missouri Southern State University

“I have submitted information to the EHAC Board concerning our Distance Learning Track to obtain the EH degree and will soon be submitting even more detailed information.”

New Mexico State University

“Dropped one course because it was no longer pertinent and added a lab to another course.”

North Carolina Central University

“I am serving as Interim Dean of the College of Science and Technology through June, 2009. I checked with Carolyn Harvey and she felt this would not cause a major problem as long as I hired adjuncts to be sure courses were covered. That is what I did.”

Ohio University

“Information only: We will be moving to semesters in 2 years. Beginning 2012 we will have a new curriculum. Details of this will be fleshed out in 2011 and we will report our intended changes in detail then. This is simply a courtesy notice at this time.”

Old Dominion University (G)

No significant changes to the existing Community Health MS with emphasis in Environmental Health program, however a CEPH accredited MPH with a track in Environmental Health has recently been added. This is a complete online 46 credit hour degree program that Old Dominion University offers jointly with the Eastern Virginia Medical School. As a result it is anticipated that the current accredited ENVH MS program will be phased out in the near future and the MPH ENVH program will seek to maintain its accreditation with EHAC upon notification.”

Spelman College

“We've added a new minor in environmental health, with new courses in intro to environmental health, and intro to toxicology. These new courses have brought additional 60 non-science students to register for our classes.”

Texas Southern University

“Extended program to second site.”

University of Washington

“We switched to being a competitive major (from a minimum requirement major) last year, and have reduced the number of emphasis areas from 4 to 3.”

West Chester University

“As part of our conditional accreditation, changes to our curriculum were required. These were made effective Fall 2009. At the annual council meeting, these changes were presented and based on them we were awarded full accreditation.”

14.0 Association of Environmental Health Academic Programs

Currently, all the accredited programs that participated in the 2009-2010 Annual Update Survey are AEHAP members.

14.1 AEHAP Services Benefiting Accredited Programs

Programs were asked to indicate AEHAP services that benefit their program and its students. This information is detailed in Table 28. Programs were also asked how AEHAP could better support their outreach efforts. See Table 29.

Table 28: AEHAP Services Benefiting Accredited Programs and their Students

AEHAP Program or Service	# of Programs	% Out of 38 Programs
AEHAP Newsletters	24	63%
AEHAP Student Recruitment Grants	20	53%
Annual Update Report Data	20	53%
Letters of Support	2	5%
Listserv Announcements	18	47%
Mentoring Program	1	3%
Minority Serving Institution Workshop	4	11%
New Member Workshop	3	8%
NSF/AEHAP Scholar Program	6	16%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	32	84%
None of these	3	8%
Other (please specify)	2	5%
<i>AEHAP Student Research Competition</i>		
<i>Internships available to accredited programs</i>		

Table 29: AEHAP Services or Programs Needed to Aid Program Outreach

Services or Programs Needed	# Of Programs	% Out of 38 Programs
Faculty exchange programs	8	21%
Faculty workshops on how to better support programs	13	34%
Outreach materials	28	74%
Recruitment Grants	27	71%
Other (please specify)	1	3%

Regarding the other category, suggestions included the following:

1. Discussion board emails for faculty across the nation
2. Recruitment of new members for AEHAP and EHAC
3. Recruiting or marketing for the professional itself
4. Outreach and advertisement
5. Encourage UG programs to recommend Graduate EHAC programs for their students

15.0 National Environmental Health Science & Protection Accreditation Council

Accredited programs were asked for their comments or questions for the EHAC Council. Their comments are below:

Bowling Green State University

“Yes. We were not informed of the reason for the move to Washington, nor the associated cost. I'd appreciate that information being shared with the membership. Thanks.”

Indiana University of Pennsylvania

“In the future, I would recommend not accrediting first-time programs for a full 6-years, but accrediting for a maximum 3-year probationary period. Also, I would expand this survey to probe in depth the level of institutional support the program is receiving, and whether or not there have been any significant changes in support.”

Ohio University

“Student demographic data is difficult to obtain, and I don't think the effort justifies the end use. I would prefer this survey to be about half its present size.”

University of Wisconsin Eau Claire

“There needs to be a more formal process for having curriculum changes (as they could affect accreditation) efficiently evaluated by the EHAC Council.”