

National Environmental Health Science & Protection Accreditation Council



2013-2014 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. The survey also helps EHAC's sister organization the Association of Environmental Health Academic Programs (AEHAP) learn how they can support accredited programs. AEHAP exists to enhance and support EHAC accredited programs.

The data in this report represents forty out of forty accredited programs. There are thirty-two undergraduate programs and eight graduate programs represented in this survey. In 2013, EHAC gained two undergraduate programs, Central Michigan University and University of Wisconsin, Oshkosh.

This report provides information on student and faculty diversity, the health of individual programs, changes in programs and student recruitment, enrollment, retention, and graduation rates. Additionally, it includes information on faculty degree requirements, faculty salary information, the origin of international students, public vs. private sector employment rates of graduates, outreach strategies, program needs, suggestions to the AEHAP on how to support accredited programs and more.

2013-2014 Annual Update of EHAC Accredited Programs Report Highlights

Enrollment

- Undergraduate enrollment decreased from 1,430 in 2013 to 1,353 in 2014, a 5% decrease.
- For the 2013-2014 academic year, 1353, undergraduate students and 260 graduate students were enrolled for a total of 1,613 students which is a decrease of 3% as compared to 1,661 students enrolled in the 2012-2013 academic year.
- The 2013-2014 undergraduate enrollment rate is 1% below the 10 year enrollment average.
- Graduate student enrollment increased by 13% from 231 graduates in the 2012-2013 academic year to 260 graduates in the current academic year.

Graduation Rates

- 435 undergraduate students and 99 graduate students graduated for a total of 534 graduates. This is an increase of 18% as compared to the previous year graduation rate of 454.
- Undergraduate graduation rates increased by 10% from 395 in the 2012-2013 academic year to 435 in the current academic year.
- The graduate student graduation rate increased by 68% from 59 in the 2012-2013 academic year to 99 in the current academic year.
- The 5-year average graduation rate for undergraduate students is 387 (2009-2014).
- The 5-year average graduation rate for graduate students is 72.6 (2009-2014).

Diversity Trends

- The student body of accredited programs is showing an increase in diversity.
- There was a 134% increase in minority student enrollment since the academic year 2004-2005.
- Currently, 43% of students enrolled in EHAC accredited programs are minorities. This represents a 12% increase as compared to the previous year's minority student enrollment rate.

2.0 – Program Faculty Updates

2.1 Accredited Program Succession Plan

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

In this year’s survey program directors were asked if they have a succession plan for when changes in leadership are made. Ten out of thirty-two undergraduate programs and three of the eight graduate programs have a succession plan.

Table 1 shows the percentage of accredited undergraduate and graduate programs with and without succession plans. Below are the responses when asked to explain.

Table 1: Accredited Programs Utilizing Succession Plans

EHAC Program	Yes	No
Undergraduate	31%	69%
Graduate	38%	62%

Programs utilizing succession plans:

Baylor University

“Program Director is appointed by the Dean of the College of Arts and Sciences. Junior faculty are integrated in program advising, and then more substantively engaged in program governance following tenure and promotion.”

Benedict College

“Our succession plan involves having our EHS Program faculty with less time at the college essentially train under or constantly collaborate with the Program Director in all areas of program management.”

California State University Northridge UG/G

“Yes. Peter Bellin will be the new chair, and we are training others for eventual succession.” “Yes, Peter Bellin will be the next chair.”

California State University San Bernardino

“Yes, the alternate program contact (in #5) will most probably handle the program in the event of the primary contact (Program Coordinator) retiring or stepping down for any reason.”

East Carolina University UG

“Graduate Program Director”

East Tennessee State University UG/G

“Yes there is a plan. Without additional resources it is not possible to operationalize. A specific plan description would be inappropriate at this time.” “Yes there is a plan. It currently does not have resources to implement. Specifics are inconsequential at this time.”

Eastern Kentucky University UG

“The current program coordinator is in line to move up as director when the time arises. The program prefers to have a current faculty member step up as the director rather than hiring outside the University.”

North Carolina Central University

“We have an informal succession plan. The number of full-time faculty in the program is small and the program director shares all information about the program with the faculty teaching in the program.”

Old Dominion University UG

“Yes. The current Environmental Health Program Director plans to retire in two to three years after over 40 years of service in the Environmental Health Profession and over 26 years at Old Dominion University as the Director of Environmental Health Programs. In order to provide for a seamless transition Dr. Jim Blando has been identified as the successor to Professor English. Dr. Blando is currently in his 4th year of a five year tenure process. He will be evaluated for promotion and tenure next year. Following his successful promotion and tenure in 2015 he will begin a one to two year phase in training period for the Program Director position. Following that period and upon the retirement of Professor English in 2017 (or perhaps sooner), Dr. Blando will become the new Program Director and assume all responsibilities of that office.”

University of Washington

“Program Directors are appointed by the Chair, and generally serve a 3 year term.”

University of Illinois Springfield G

“Bylaws”

Programs not utilizing succession plans:

27 graduate and undergraduate programs responded “no” or “n/a” and some wrote a brief narrative as to why they do not utilize a succession plan the responses are listed below:

Listed here are the programs that responded with a “no” or “n/a” to this question: Alabama A&M University, Dickinson State University, East Carolina University (G), East Central University, Eastern Kentucky University (G), Illinois State University, Lake Superior State University, Mississippi Valley State University (UG/G), Missouri Southern State University, Ohio University, Old Dominion University (G), Texas Southern University, University of Findlay (UG/G), University of Georgia, Athens, University of Massachusetts, Lowell, University of Wisconsin Eau Claire, West Chester University, Western Carolina University and Wright State University

Boise State University

“We are working on one at the present.”

Bowling Green State University

“No, we are closing down the program.”

Central Michigan University

“No formal succession plan. Program goals and needs are guided by an interdisciplinary committee of faculty and regional health professionals.”

Colorado State University

“No - The Director is not leaving and no plan has been developed.”

Indiana University-Purdue University

“Dr. Lacey is an associate professor and department chair, and assumed the position of Program Director this past year. While there is no immediate need for a succession plan, this question will prompt the discussion to consider appropriate measures in the case that Dr. Lacey is suddenly unable to return to work or hold this position.”

University of Wisconsin Oshkosh

“No formal plan. Program Director is tenure-track faculty with good university standing.”

2.2 Number of Faculty within Accredited Programs

This year 2013-2014, 366 faculty members were reported, a 15% increase from the previous year, which reported 319 program faculty members.

Table 2 details the number of full time, part time and total faculty in each accredited Undergraduate program. Table 3 reports the same for each accredited Graduate program.

Table 2: Undergraduate Program Faculty by School

University Name	Full Time	Part Time	Total
Alabama A&M University	9	0	9
Baylor University	9	3	12
Benedict College	3	1	4
Boise State University	2	6	8
Bowling Green State University	0	0	0
California State University Northridge	5	18	23
California State University San Bernardino	2	0	2
Central Michigan University	19	1	20
Colorado State University	30	8	38
Dickinson State University	2	2	4
East Carolina University	5	3	8
East Central University	3	0	3
East Tennessee State University	4	5	9
Eastern Kentucky University	6	3	9
Illinois State University	3	3	6
Indiana University - Purdue University Indianapolis	5	5	10
Lake Superior State University	4	0	4
Mississippi Valley State University	2	4	6
Missouri Southern State University	2	2	4
North Carolina Central University	3	0	3

Ohio University	3	0	3
Old Dominion University	5	5	10
Texas Southern University	4	0	4
University of Findlay	5	4	9
University of Georgia, Athens	10	0	10
University of Massachusetts, Lowell	2	2	4
University of Washington	36	2	38
University of Wisconsin Eau Claire	3	0	3
University of Wisconsin Oshkosh	1	2	3
West Chester University	2	4	6
Western Carolina University	4	2	6
Wright State University	2	5	7
Total	195	90	285

Table 3: Graduate Program Faculty by School

University Name	Full Time	Part Time	Total
California State University Northridge	5	18	23
East Carolina University	5	2	7
Eastern Kentucky University	6	1	7
East Tennessee State University	4	5	9
Mississippi Valley State University	2	4	6
Old Dominion University	5	5	10
University of Findlay	5	4	9
University of Illinois Springfield	7	3	10
Total	39	42	81

2.3 Unfilled and Anticipated Vacancies

Of the 40 programs that participated in the survey, there are 21 reported vacancies. The following programs detail their unfilled and anticipated vacancies:

Benedict College

“We anticipate soon hiring a new adjunct, one of our program alumni, Tanjenique Paulin as a faculty adjunct.”

California State Northridge UG/G

“One possibly two.” “Tenure track”

Colorado State University

“6 - 1 radiation cancer biologist, 2 epidemiologists, 2 Vet radiologists and 1 in medical physics.”

East Tennessee State University UG/G

“Assistant Prof, Clinical Instructor”

Eastern Kentucky University UG/G
“Associate Professor”

North Carolina Central University
“Tenure-track position, assistant or associate professor”

Old Dominion University G
“One professor, two associate professors, one assistant professor, one lecturer”

University of Findlay UG/G
“Industrial Hygienist or Certified Safety Professional”-Full time
“Various industrial hygiene and environmental health”-Part time

University of Massachusetts, Lowell
“As we transition to a BS in public health program we hope to significantly increase enrollment which means a need for additional faculty” -Full Time
“We are experimenting this semester with an adjunct who is a local health officer teaching one of our core courses. This is working exceptionally well with the students getting great hands-on experience with an expert from the field. We will identify at least 1-2 additional adjuncts who are local health officers for the program.”-Part time

University of Wisconsin Oshkosh
“Searching for replacement for Reynee Kachur.”

West Chester University
“Tenure Track Search currently in progress (March 2014)”

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. Tables 4-7

Table 4: Undergraduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$59,750.46	28
Twelve Month	\$79,008.00	12

Table 5: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$83,203.46	28
Twelve Month	\$112,897	13

Table 6: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$60,713.75	8
Twelve Month	\$73,810	5

Table 7: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$81,647.50	8
Twelve Month	\$110,333	4

3.2 Faculty Experience

Table 8 and 9 identify the environmental health practitioner based experience level of the faculty teaching in accredited environmental health programs.

Table 8: Undergraduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	147	51%
At least 1 year	31	11%
6 months-1 year	4	1%
Less than 6 months	4	1%
No experience	103	36%
Total:	289	100%

Table 9: Graduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	60	83%
At least 1 year	5	7%
6 months-1 year	3	4%
Less than 6 months	0	0%
No experience	4	6%
Total:	72	100%

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 10 and 11 for results

Chart 1: Undergraduate Faculty Degree Requirements

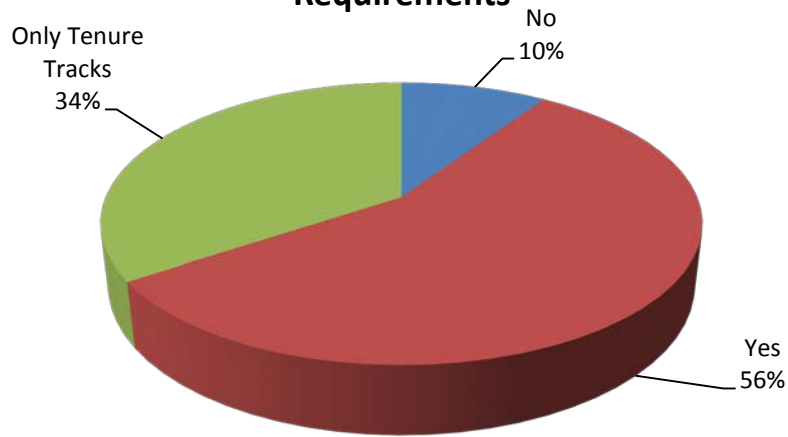


Chart 2: Graduate Faculty Degree Requirements

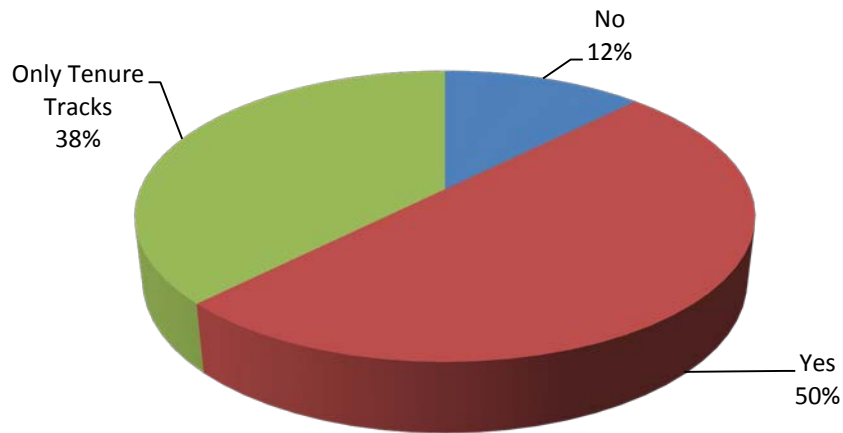


Table 10: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	26	81%
No	6	19%

Table 11: Graduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	7	88%
No	1	13%

4.0 Faculty Demographics

4.1 Faculty Diversity

See Chart 3 for Undergraduate faculty diversity and Chart 4 for Graduate faculty diversity.

Chart 3: Undergraduate Faculty Demographics

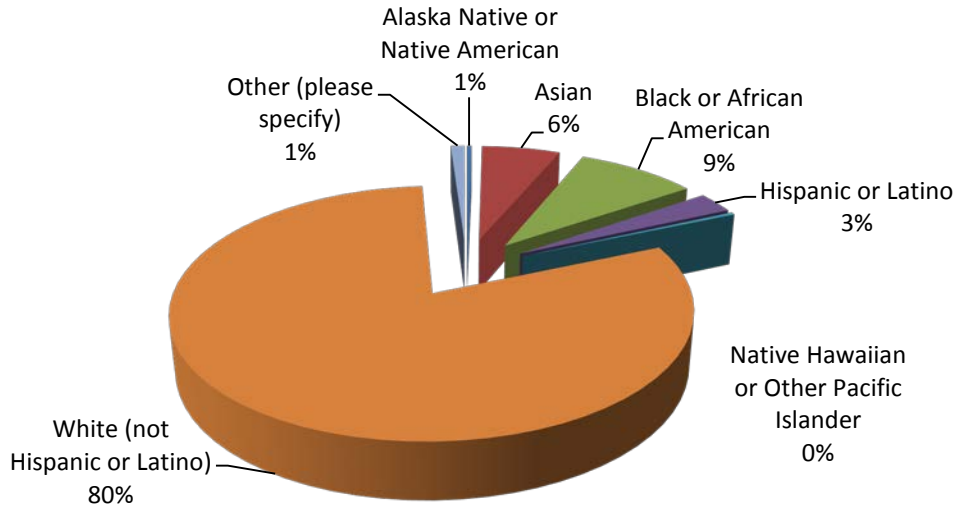
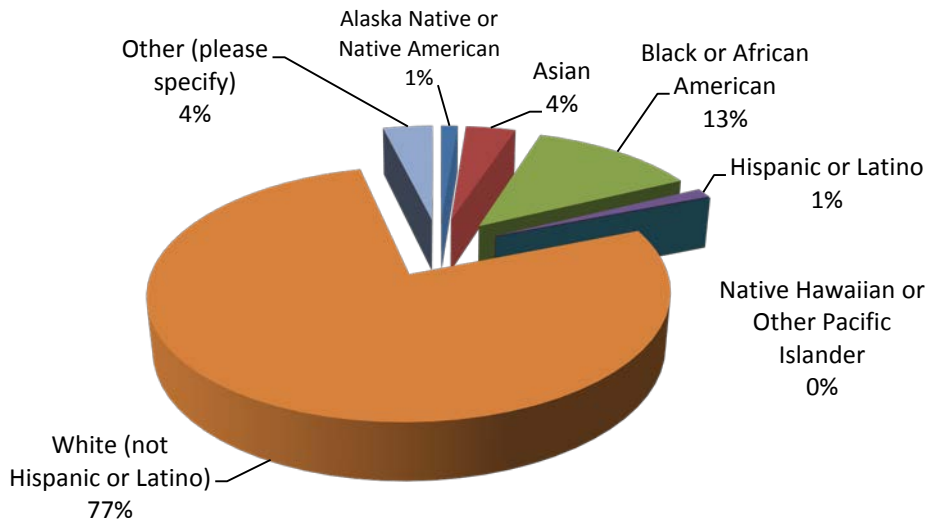


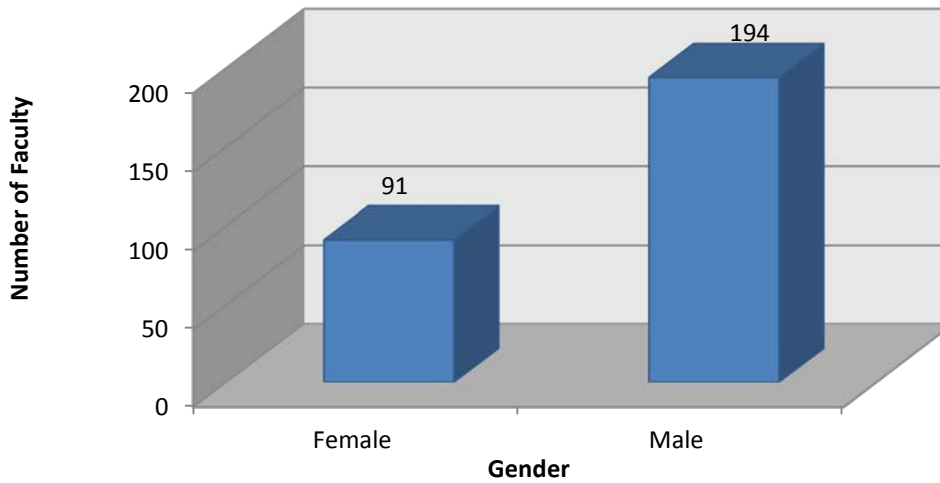
Chart 4: Graduate Faculty Demographics



4.2 Faculty Gender

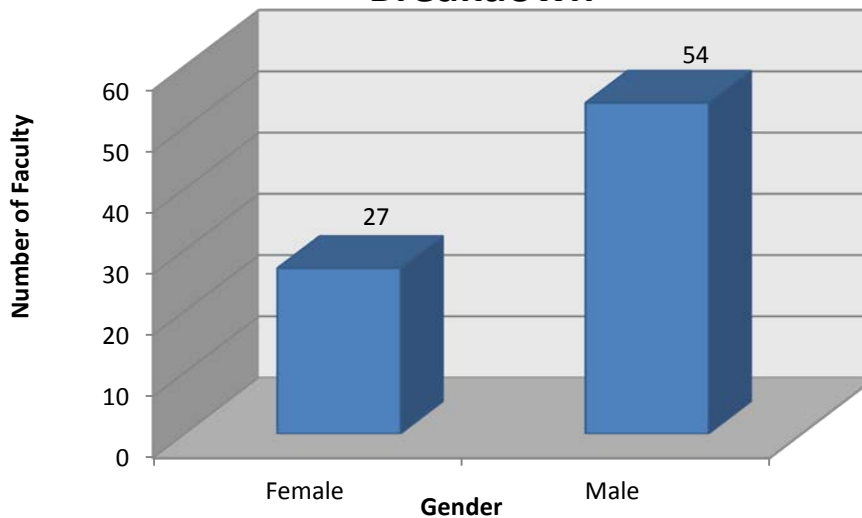
- Males make up 68% of environmental health faculty in accredited undergraduate programs while females make up 32%. See Chart 5.

Chart 5: Undergraduate Faculty Gender Breakdown



- Males make up 67% of environmental health accredited graduate programs where as females make up 33%. See Chart 6.

Chart 6 Graduate Faculty Gender Breakdown

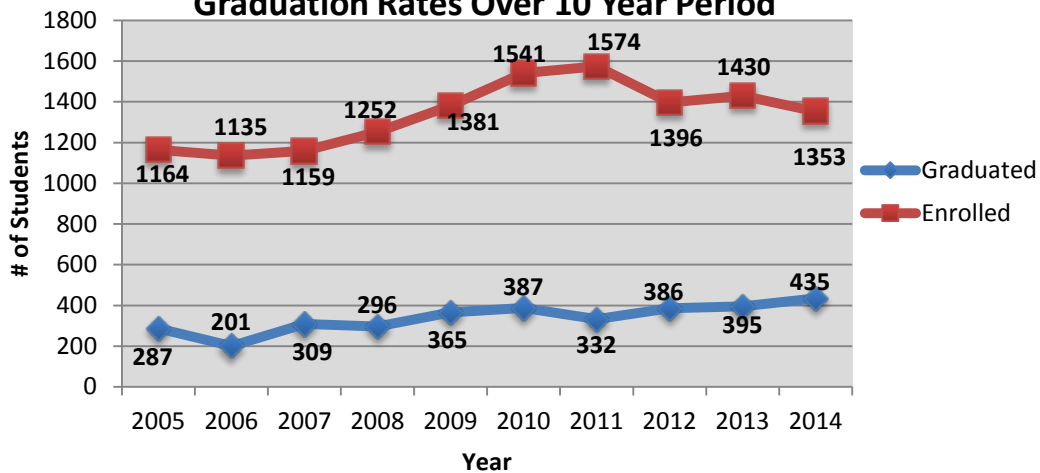


5.0 Enrollment & Graduation

5.1 Undergraduate Enrollment and Graduation

- Enrollment decreased from 1,430 in 2013 to 1,353 in 2014, a 5% decrease over last year's reported enrollment. This year's undergraduate enrollment is 1% below the 10 year enrollment average.
- This year's graduation rate increased by 10% from 395 to 435. See chart 7. (This figure is based on program directors estimating how many students will graduate 5 months before graduation).

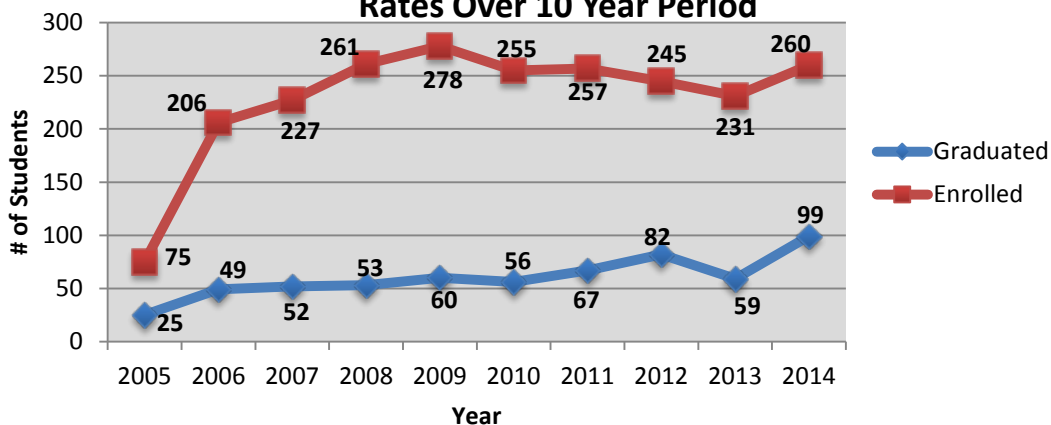
Chart 7: Undergraduate Enrollment Trends and Graduation Rates Over 10 Year Period



5.2 Graduate Enrollment and Graduation

For the 2013-2014 year, graduate enrollment increased by 13% from the 2012-2013 figure of 231. The graduation rate increased, by 68% from the 2012-2013 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 and Graduation Rates Over 10 Year Period



5.3 Accredited Programs Enrollment By Comparison: AY 12-13 & 13-14

Table 12 illustrates the difference in individual accredited program enrollment from the academic year 2012-2013 to academic year 2013 -2014. *The table also shows that 15 programs have increased enrollment.*

5 of these programs have increased their enrollment by more than 25%: East Carolina University (30%), Lake Superior State University (33%), University of Findlay (56%), University of Findlay G (39%), and University of Massachusetts, Lowell (55%).

On contrast, nineteen programs have experienced a decrease in enrollment and two programs did not provide data for this question. These percentage decreases are shown in table 12:

Table 12: Enrollment By Comparison: AY 12-13 & 13-14

School	2012-2013	2013-2014	Difference	% Increase
Alabama A&M University	21	28	7	33%
Baylor University	20	23	3	15%
Benedict College	18	14	-4	-22%
Boise State University	36	40	4	11%
Bowling Green State University	17	3	-14	-82%
California State University Northridge	172	174	2	1%
California State University Northridge (G)	55	47	-8	-15%
California State University San Bernardino	38	40	2	5%
Central Michigan University	N/A	15	N/A	N/A
Colorado State University	113	109	-4	-4%
Dickinson State University	6	5	-1	-17%
East Carolina University	27	35	8	30%
East Carolina University (G)	32	24	-8	-25%
East Central University	45	45	0	0%
Eastern Kentucky University	93	71	-22	-24%
Eastern Kentucky University (G)	N/A	36	N/A	N/A
East Tennessee State University	48	45	-3	-6%
East Tennessee State University (G)	4	2	-2	-50%
Illinois State University	117	101	-16	-14%
Indiana University - Purdue University Indianapolis	19	16	-3	-16%
Lake Superior State University	3	4	1	33%
Mississippi Valley State University	18	19	1	6%
Mississippi Valley State University (G)	25	16	-9	-36%
Missouri Southern State University	37	40	3	8%
North Carolina Central University	4	1	-3	-75%
Ohio University	47	58	11	23%
Old Dominion University	62	67	5	8%
Old Dominion University (G)	21	17	-4	-19%

Texas Southern University	35	30	-5	-14%
University of Findlay	57	89	32	56%
University of Findlay (G)	57	79	22	39%
University of Georgia	114	104	-10	-9%
University of Illinois Springfield (G)	37	39	2	5%
University of Massachusetts, Lowell	11	17	6	55%
University of Washington	48	45	-3	-6%
University of Wisconsin Eau Claire	55	45	-10	-18%
University of Wisconsin Oshkosh	N/A	9	N/A	N/A
West Chester University	49	52	3	6%
Western Carolina University	66	58	-8	-12%
Wright State University	34	24	-10	-29%

5.4 Accredited Programs Enrollment Requirements

Five out of the thirty-two accredited undergraduate programs have a selective admission process outside their University admission requirements. Six of the eight accredited graduate programs have a selective admission process.

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

Undergraduate:

East Tennessee State University

“The faculty has considered adopting a selective admissions process. The development of the process has been approved. Implementation of this process will occur in the future based on available resources and enrollment goals.”

Indiana University-Purdue University Indiana

“12 hours at IUPUI; 2.5 cumulative and previous term GPA.”

Old Dominion University

“No formal admission process but all students must meet with the program director for advising prior to beginning the program. All students admitted must be in good standing with the University”

Texas Southern University

“Application.”

University of Massachusetts, Lowell

“2.7 overall GPA and 2.5 in sciences for any transfer students; freshman follow university requirements”

University of Washington

“Students who apply in their freshman or sophomore year apply through early admissions. They must have an overall GPA of 3.0 with a minimum of 2.0 in general chemistry, calculus, and English composition courses. Students who apply in their junior year must have an overall GPA of 2.5, with a 2.0 in the early admission courses as well as in the organic chemistry and biology prerequisite courses. All applicants must also submit a personal statement, describing their interest in Environmental Health, and explaining how the major will help them achieve their goals.”

Wright State University

“2.0 GPA; 2 science courses completed with a grade of "C" or better.”

Graduate:

California State University Northridge

“Students apply and are evaluated by the department.”

East Tennessee State University

“Minimum undergraduate GPA, appropriate academic background, GRE scores, LOR, and appropriate essay.”

Eastern Kentucky University

“We require the student to submit an MPH Application, a Personal Objective Statement, and three letters of Recommendation. The student must meet a min. 2.5 GPA or better from their baccalaureate degree, combined score of at least 291 on the verbal and quantitative components of the GRE or a score of 380 on the MAT. MAT & GRE are waived if undergrad GPA is 3.0 or last 60 hours is 3.2. They must also be accepted by the Graduate School on campus. If they are International applicants then TOEFL score of at least 580 for paper based and 237 for computer based version is required. Program Director (Dr. Harvey) reviews all applications and makes a decision based upon information above.”

Old Dominion University

“GRE or GPA. A personal statement, two letters of recommendation and related experience”

University of Findlay

“1.) Minimum GPA of 3.0 in last 60 hours of undergraduate program 2.) Fulfillment of prerequisite competencies of math, computers, chemistry, biology, knowledge of US environmental laws and regulations 3.) Demonstrated analytical skills - GRE quantitative score of >35th percentile OR take the ENVM 502 Technical Review bridge course 4.) International students must have TOEFL score of 550 or equivalent.”

University of Illinois Springfield

“30 hours natural sciences, GRE, undergraduate biostatistics, cumulative GPA greater than 3.0.”

5.5 Enrollment Trends

Accredited programs were asked about the number of students applying to their program. 4 undergraduate programs reported having more students apply to their environmental health program than are admitted, and 17 programs said that the number of students applying is approximately the same as number admitted. 9 programs felt this question was not applicable to their program. 2 programs did not provide an answer.

5 graduate programs reported having a higher number of students apply than the number admitted while 3 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.

Ohio University

“Not sure.”

University of Washington

“Less than 5% of applicants are denied admission to the major. Those who are unsuccessful either do not meet the minimum GPA requirements, or they fail to demonstrate an understanding of the discipline in their personal statement.”

West Chester University

“Of the 35 applicants for 2013-14, only 13 were admitted. WCU admissions have become increasingly competitive in the last few years.”

California State University, Northridge (G)

“We have become more selective in the admission process.”

East Carolina University (G)

“Some applicants do not meet minimum University standards for admission to the Graduate School.”

East Tennessee State University (G)

“Admission requirements.”

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 with GPA between 2.75 and 3.0 may be conditionally admitted based on available space. Below 2.75 students may show evidence of success in courses as non-degree seeking students and then reapply. Admission's competitive based on space.”

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

Explanations for Increases

Baylor University

“Word of mouth”

Benedict College

“Alumni seem to really assist and we are using them.”

California State University, Northridge

“Recruitment”

California State University, Northridge (G)

“Recruitment, word of mouth”

California State University, San Bernardino

“Job prospects”

Central Michigan University

“This is a new program and interest is primarily spreading by word of mouth/student recruitment.”

Colorado State University

“Increase - Increased awareness of the major, new sustainability major on campus”

Dickinson State University

“The program offers employment after 4 years of college and is not as difficult in the basic sciences as biology or chemistry.”

East Carolina University

“Outreach”

East Carolina University (G)

“Word of mouth”

East Central University

“Current events”

East Tennessee State University

“Maintaining, due to improving career opportunities”

Eastern Kentucky University (G)

“Word of mouth, positive student/faculty interactions, job availability”

Illinois State University

“Global climate change, BP and other newsworthy events”

Mississippi Valley State University

“More high school visitations”

Mississippi Valley State University (G)

“The program has been staying relatively constant.”

Missouri Southern State University

“The availability of courses by Internet.”

Ohio University

“Personal contact”

Old Dominion University (UG)

“Increase - Word of mouth. Aging workforce in Public and Environmental Health”

Old Dominion University (G)

“Word of mouth, the program director keeps closely contact with perspective students to encourage them to apply and complete application processes.”

Texas Southern University

“College is providing recruitment assistance”

University of Findlay (UG)

“Face-to-face presentations to educate the high school students”

University of Findlay (G)

“International interest because of accreditation; work on Professional Masters Degree”

University of Georgia

“Most of our students are pre-med, pre-graduate school so I reach out to the pre-med advisors.”

University of Massachusetts, Lowell

“Word of mouth of students excited about the field”

University of Washington

“Students recruiting other students”

University of Wisconsin Eau Claire

“Hard work, high school visits and middle-school workshops.”

University of Wisconsin Oshkosh

“Broad range of internship opportunities and on-campus advertising.”

West Chester University

“Word of mouth; we now have a "critical mass" of students and that generates excitement about the major.”

Western Carolina University

“Students being more aware of their environment.”

Wright State University

“Word of mouth by program alumni and good regional job prospects.”

Explanation for Decreases

Benedict College

“Economic constraints and costs are a big concern.”

Bowling Green State University

“Lack of visibility around the US”

California State University, San Bernardino

“Perceived difficulty in math and science classes”

Dickenson State University

“Loss of students to our environmental science program.”

East Carolina University (G)

“Lack of understanding of environmental health”

Eastern Kentucky University

“The department has been short a faculty position and much of the course workload has been placed on the entire remaining faculty and taken away their ability to recruit effectively. A lot of emphasis has been placed on the graduate program which has also taken time and attention away from recruiting efforts for the undergraduate program.”

Illinois State University

“Improving economy because fewer students go to college”

Missouri Southern State University

“Students are scared of organic chemistry and physics.”

North Carolina Central University

“For NCCU, the current transition in degree programs”

University of Findlay

“High schools students have no idea what environmental health is or what career they would have.”

University of Illinois Springfield (G)
“Cyclical”

University of Georgia, Athens
“Students are intimidated by all of the chemistry courses they must take in this major.”

University of Massachusetts, Lowell
“Difficulty of science courses like physics, calculus and organic chemistry”

6.0 Student Demographics

6.1 Diversity

The student body of Accredited Programs is showing an increase in diversity. Currently 43% of students enrolled in EHAC accredited programs are minorities. This represents an increase of 12% as compared to the previous academic year. Overall diversity has increased by 134% since the academic year 2004-2005: see chart 9. For student diversity demographics, see charts 9-12. For student gender, see charts 13 & 14. For student age see charts 15 & 16.

Chart 9: Accredited Programs Student Diversity Trends

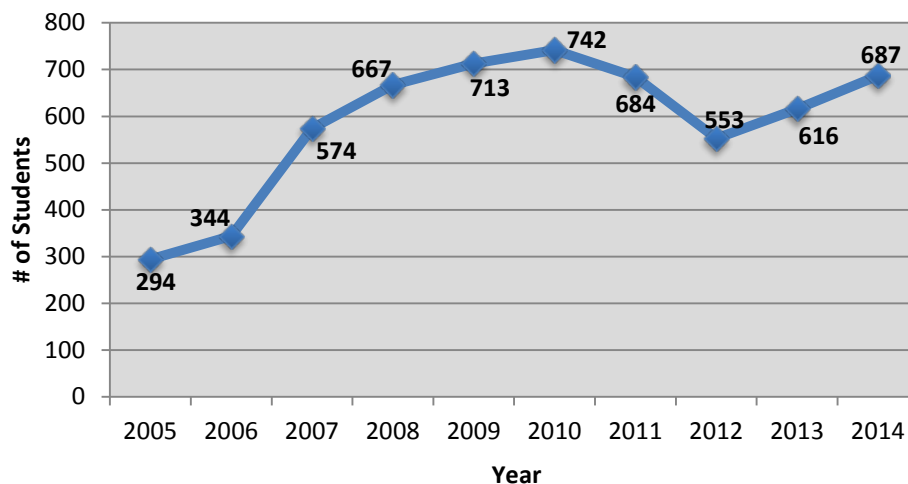


Chart 10: Undergraduate Student Demographics

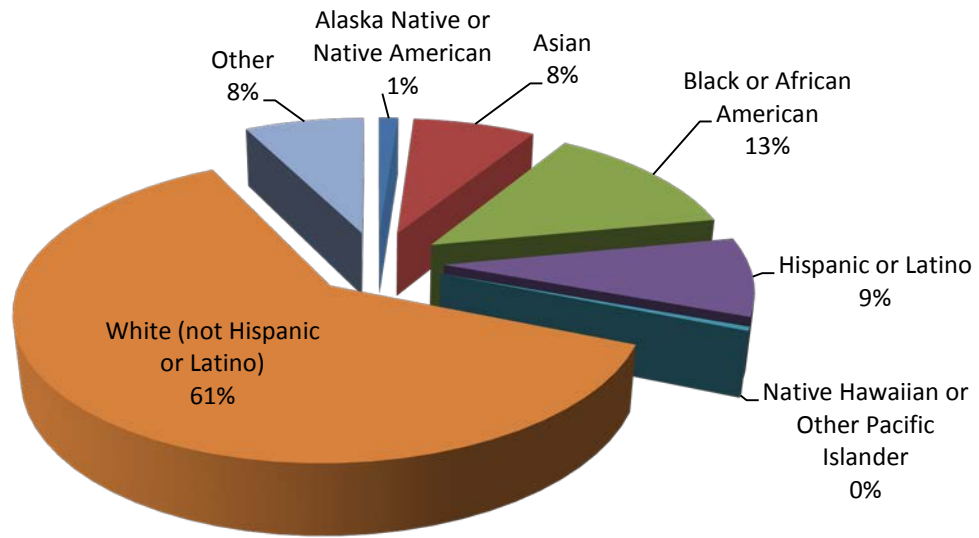
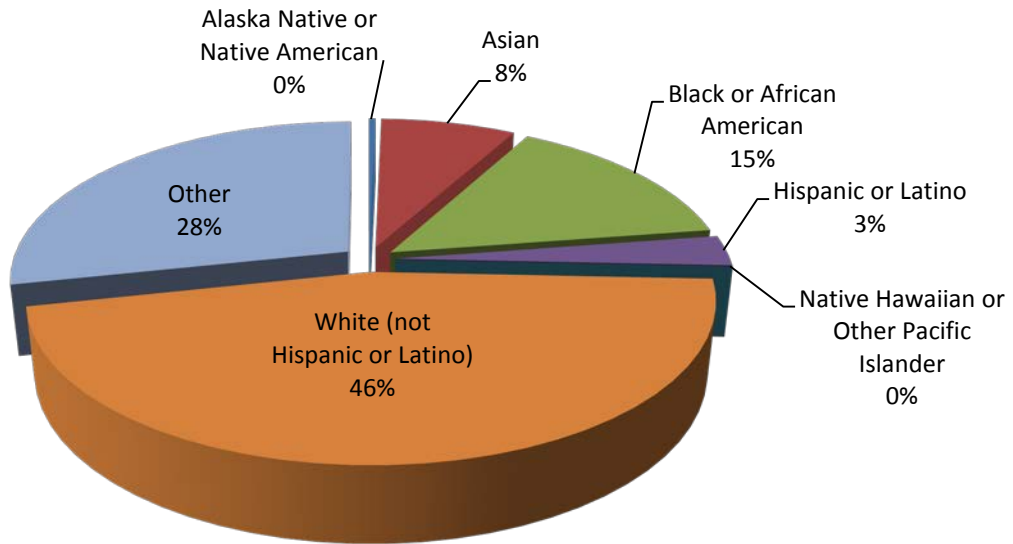
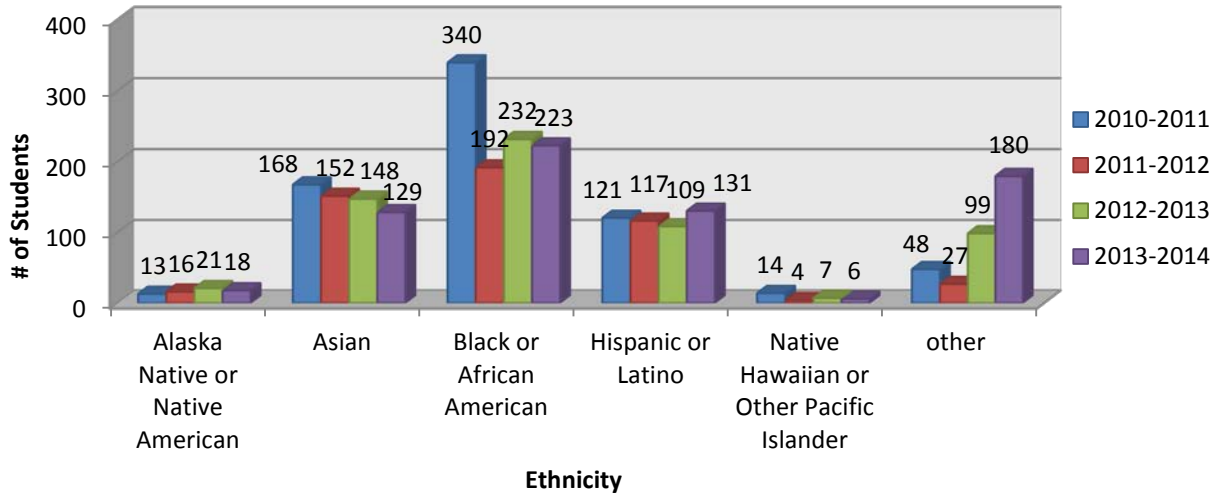


Chart 11: Graduate Student Demographics



**Chart 12: Student Demographic Comparison-AY
10-11, 11-12, 12-13, 13-14**



6.2 Enrolled Students by Gender

Chart 13: Undergraduate Students Gender Breakdown

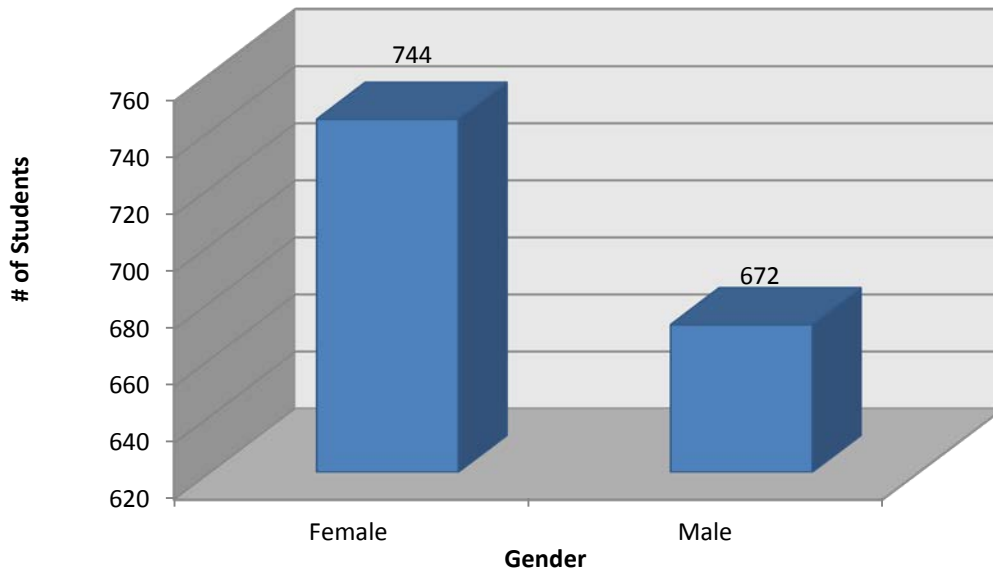


Chart 14: Graduate Students Gender Breakdown

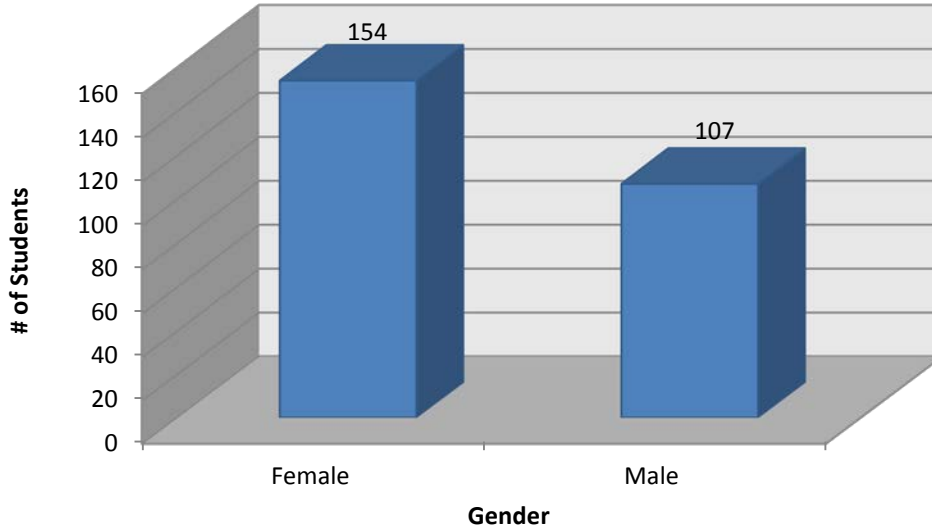


Table 13: Accredited Programs Gender Comparison AY: 09-10, 10-11, 11-12, 12-13, & 13-14

Gender Comparison –AY 09-10, 10-11, 11-12, 12-13, 13-14					
Student Gender	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Female	948	927	835	867	898
Male	849	844	799	794	779

6.3 Enrolled Students by Age

Chart 15: Undergraduate Students Age Breakdown

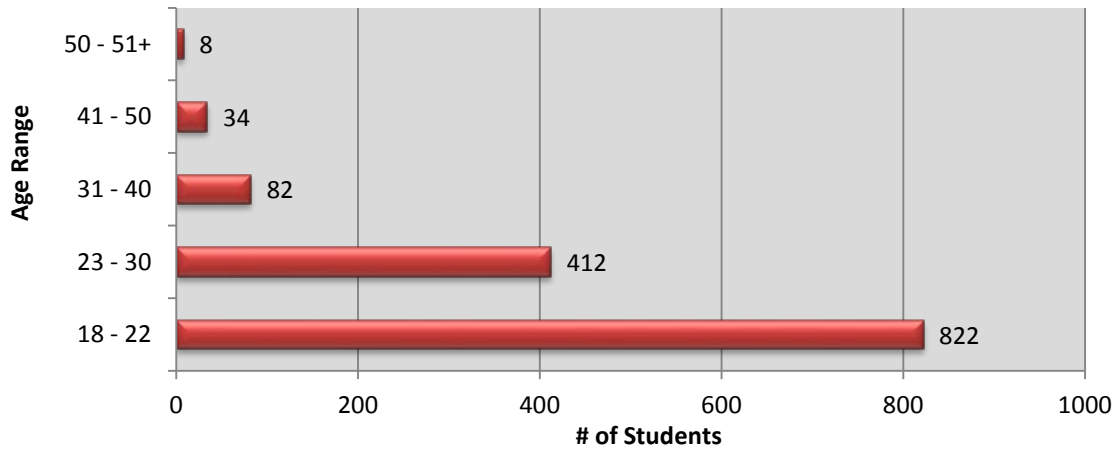
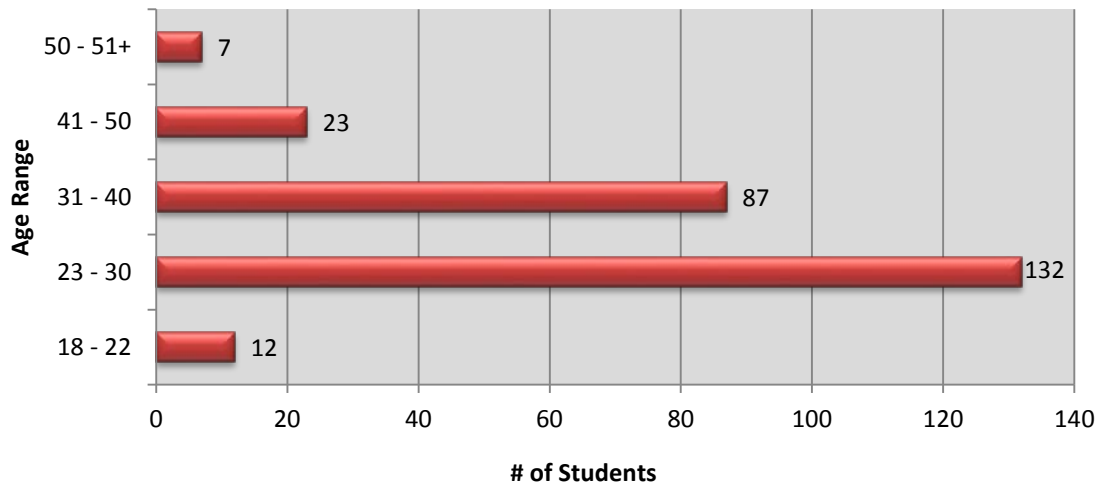


Chart 16: Graduate Students Age Breakdown



6.4 International Students

Accredited programs have a total of 100 international students enrolled for the 2013-2014 year. See tables 14 and 15 for Undergraduate and Graduate students country of origin:

Table 14: International Undergraduate Students Country of Origin

Country	# of Students
Africa	10
Brazil	3
British Virgin Islands	1
China	9
Cuba	1
Ecuador	1
Eastern Europe	1
Ethiopia	2
Germany	1
India	2
Indonesia	1
Kenya	1
Mexico	4
Nepal	4
Nigeria	2
Philippines	1
Saudi Arabia	14
S. Korea	1
Thai	1
Zimbabwe	1
Unknown	1
Total	62

Table 15: International Graduate Students Country of Origin

Country	# of Students
Canada	3
China	1
Colombia	1
Gambia	1
Ghana	2
India	7
Kenya	1
Malaysia	1
Nepal	1
Nigeria	8
Pakistan	2
Saudi Arabia	10
Total	38

7.0 Employment after Graduation

7.1 Employment Opportunities

Twenty four accredited programs feel that employment opportunities for environmental health graduates is increasing and one program feels they are decreasing. The remaining fifteen 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 for the past year 2013-2014, program directors reported 486 graduates working in the private sector where 421 graduates are working in the public sector. Refer to table 16 for details regarding where graduates are working in the public sector.

Table 16: Accredited Program Graduates Working in the Public Sector:

Program Graduates	Non-Profit	Educational Institution	Local Health Departments	Federal Agencies	Other
Undergraduate	3%	11%	65%	36%	24%
Graduate	2%	25%	90%	35%	4%

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

- Smith Management Group
- Liberty Mutual Insurance Company
- Michelin
- Union Camp
- Boeing
- GE
- Velero

- Georgia Pacific
- Marathon
- Leggett & Platt Inc.
- Baxter BioScience
- DCP Midstream Gas
- Chevron
- Wal-Mart

8.0 – Program Health

8.1 Program Health Status

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

Table 17: Accredited Program Administration Enrollment Concerns

EHAC Program	Yes	No	Unsure
Undergraduate	50%	44%	3%
Graduate	50%	50%	0%

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

Table 18: Accredited Program Possibility of Closing

EHAC Program	Yes	No	Unsure
Undergraduate	16%	78%	6%
Graduate	13%	88%	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 19. For those programs that are concerned, their commentary follows.

Table 19: Accredited Program-Program Director’s Enrollment Concerns

EHAC Program	Yes	No
Undergraduate	63%	38%
Graduate	50%	50%

Concerned Undergraduate Programs

Alabama A&M University

“I would just like to see more students in our program because of the wonderful opportunities.”

Benedict College

“The enrollment appears static or decreasing. We are in the process of hiring a more recent graduate of our program. This individual holds a graduate degree, and she was the environmental association student leader under the largest class to ever graduate. We are therefore also seeking ideas from her on increasing student enrollment.”

Central Michigan University

EH&S is a new major and student awareness of this career option is low - but slowly increasing.

Dickinson State

“I don't have enough students to keep my classes open. I'm only going because we closed another program in my department. The entire university has lost half of our students in the last three years. This due to very unethical behavior by our administration, a huge demand for employees without educations and that pay very high wages, and very expensive and almost impossible to find housing. The campus housing is the only available for new students and it has been neglected and is out dated.”

East Tennessee State University

“The program has additional capacity.”

Eastern Kentucky University

“Over the last several years, enrollment for the undergraduate program has dropped. The department has been actively working to increase recruitment activities and efforts to increase enrollment. One of the main activities the department is working on this year has been to collaborate with the Kentucky School Counselors Association annual meeting to give high school guidance counselors information regarding our program so that high school students can be more informed of our program.”

Indiana University - Purdue University Indianapolis

“We are currently a small program, but we have a clear opportunity with the recent hiring of new faculty and the establishment of a new School of Public Health.”

Lake Superior State University

“Our target is 10-15 students.”

Mississippi Valley State University

“Over the past several years the total number of students have not increased greatly. We are presently recruiting students from both high schools and community colleges.”

Missouri Southern State University

“The state of Missouri wants all degrees to have at least 10 graduates per year. In the past we have averaged about 7-8. However, the last academic year we had 10 graduates, thanks to the enrollment in our distance learning track. The program has been considered for closure, but we have restructured the program to be more marketable for the university and more marketable for the student. We are hoping to gain enrollment,

especially in the distance learning track. We are working to create partnerships with community colleges for transfer students. Our first partnership with St. Charles Community College near St. Louis starts this fall 2014 semester. SCCC will supply the general education, science and math and MSSU will supply the EH courses by distance track.”

North Carolina Central University

“The department proactively suggested merging two programs in the unit while retaining the accredited EHS concentration. The new degree should improve the total number of majors and graduates and meet the UNC system criteria for not being labeled as a "low productivity" program. During this transition period (elimination of current degree and approval of new degree), recruitment of freshmen students has been discouraged and enrolled freshmen and sophomores have not been allowed to change their major to ES. In addition, there will be a hiatus for 6 months to one year (until the new program is approved). The new program is now on NCCU's priority list that will be reviewed by UNC General Administration.”

Ohio University

“Because our new budget model relies on enrollment.”

Old Dominion University

“Smaller programs are always a target at our University although the commitment of resources to the program over the past year indicates less concern.”

University of Findlay

“The more students, the stronger the program. Number of students are tracked as part of the Academic Portfolio Review process. A process that will be used to sunset programs.”

University of Georgia, Athens

“In order to fill out upper level classes to a minimum of 10 students per course, I would like to increase our enrollment from ~100 to ~150 in our major.”

University of Massachusetts, Lowell

“We have been challenged in identifying successful recruitment strategies. ”

University of Wisconsin Eau Claire

“Although we are currently at 50 and increasing, there is always pressure to expand service to students at our public institution.”

University of Wisconsin Oshkosh

“We would like to recruit additional students to our program. We are trying various techniques to increase visibility of the program.”

West Chester University

“Since this is a yes-no question, for Q44 and Q42 we are concerned with enrollment, but not in a negative way. Including all active (52) and inactive students (17) we have just

about reached our target enrollment of 70 students and the University has rewarded our positive growth with a new tenure-track faculty slot in Environmental Health this year.”

Concerned Graduate Programs

East Carolina University

“Enrollment not sufficient to justify approval of unfilled faculty positions.”

East Tennessee State University

“Low enrollment.”

Mississippi Valley State University

“We are trying to increase the size of the program.”

University of Findlay

“The university has instituted an Academic Portfolio Review.”

Accredited programs were asked to indicate the health of their program: 23 programs are improving, 14 programs are maintaining a healthy program and 3 are diminishing. Below are snapshots of improving and diminishing programs:

Explanations for Health of Programs Improving

Undergrad Programs

Alabama A&M University

“Each year our numbers are increasing. Our students are receiving more internship and employment opportunities.”

Central Michigan University

“EH&S is a new major and student awareness of this career option is low - but slowly increasing.”

Colorado State University

“Infrastructure investments, College and Departmental support, quality of students, increased popularity of EH, scholarships, program reputation, curriculum changes”

Eastern Kentucky University

“The department is aware of the current issues and are actively working to resolve the poor enrollment. The program is planning to attend the Kentucky School Counselor Association annual conference this school year to give information to high school counselors so that high school students across the state can be more informed of our program. The department faculty are collaborating with students to develop better recruitment strategies to bring more students into the program.”

Mississippi Valley State University

“As indicated, we have nine freshmen students enrolled in the program.”

Missouri Southern State University

“The distance learning track is attracting more students than we have had in the past. If we can continue to increase enrollment in the distance track we can work toward maintaining the 10 graduates per year that is being required of degrees in the state of Missouri.”

Old Dominion University

“Our program is strong and solid and well recognized in Virginia as the only nationally accredited program in our State. The number of students coming into the program is maintaining each year. The ability to obtain more new faculty and resources has improved. We have also just completed a very successful re accreditation site visit.”

Texas Southern University

“Offer spring enrollment --helps to increase enrollment.”

University of Findlay

“Enrollment is increasing, thus the health of the program is improving.”

University of Georgia, Athens

We have added a few new upper level specialty courses, and have a new advisory committee that will help us better serve students who go into the field (most of our students go to medical school or graduate school).

University of Massachusetts, Lowell

“With the hiring of an adjunct from a local health department we are seeing greater engagement from students. Further, while the number of students in the program is still small, they are quite engaged in campus activities, in raising awareness about the program etc. They sit on the board of the campus environmental association and are taking on projects with the university to highlight environmental health.”

University of Washington

“Over the last year we have been slowly increasing the number of majors. We hope to grow to a total of 60 within the next few years.”

University of Wisconsin Oshkosh

“Our program is young and growing, although it could grow at a faster rate.”

West Chester University

“Enrollment is up and excitement about the major is up - as witnessed by the creation of a new Environmental Health club and the new tenure track hire that will be occurring this semester.”

Western Carolina University

“We believe the students are stronger than 4 years ago.”

Wright State University

“Good enrollment, excellent support from the college, excellent program instructors having good professional contacts, solid prospects for internships, active student group.”

Graduate Programs

Eastern Kentucky University

“It has increased each year since Dr. Harvey became Program Director.”

Old Dominion University

“Support from administrators and alumni.”

University of Findlay

“Improving over where we were in the last two years but still lower enrollment then 8 years ago.”

Explanation for Health of Programs Diminishing

Bowling Green State University

“It is closed.”

Dickinson State University

“I can't support outside adjuncts for some courses and I have no time to recruit. Plus all of the reasons listed in question 44. Also any new international students which were at least 50% of my program”

North Carolina Central University

“The health of the program is diminishing temporarily. There will be a hiatus in the program for approximately 6 months to one year.”

9.0 Recruitment

9.1 On Campus Recruitment

The following techniques in Table 20 are being used on campus by accredited programs to outreach to potential new environmental health students.

Table 20: On Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 40 Programs
1. YouTube	3	8%
2. Facebook	12	30%
3. Twitter	1	3%
4. Financial aid initiatives	6	15%

5. Outreach to students who are undeclared majors	29	73%
6. Participating in on-campus events	32	80%
7. Posting advertisement flyers	20	50%
8. Recruitment class (introductory course open to all university students)	20	50%
9. Student club activities	27	68%
10. Students recruiting other students	34	85%
11. Submitting articles for school newspaper on EH student led initiatives	8	20%
12. Working with the admissions office	19	48%
12. Other (Please specify)	11	28%

Other Recruitment Efforts

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

Undergraduate Programs

Baylor University

“Interacting with pre-health advising office and college advisors”

Central Michigan University

“Student Success Center”

Colorado State University

“Admission Google chat sessions - students talking to students via Google chat.”

Dickenson State University

“I have no time or budget to do much here.”

Eastern Kentucky University

“EKU EHS Website.”

Old Dominion University

“We have a full time college advising office that assists with the enrollment of undeclared students.”

University of Washington

“Referrals from general advising office”

University of Wisconsin Eau Claire

“Visits to high schools.”

Wright State University

“Promotion of EHS Program by college newsletters and on-campus video monitors in high-traffic areas”

Graduate Programs

Old Dominion University

“Word of mouth”

University of Findlay

“We do not recruit on campus, our masters degree program is geared towards the working adult, not the recent undergraduate student.”

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 21.

Table 21: Off Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 40 Programs
1. YouTube	4	10%
2. Facebook	13	33%
3. Twitter	1	3%
4. Alumni	26	65%
5. Community-university partnerships	20	50%
6. Electronic Media	15	38%
7. High School class presentations	16	40%
8. News Media	5	13%
9. Participation in career day events	27	68%
10. Participation in local events	15	38%
11. Science Fairs	13	33%
12. Other (Please specify)	8	20%

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

Undergrad Programs

Baylor University

“Recruiting weekends (e.g., Baylor Premiere), and high ability recruitment (e.g., Invitation to Excellence).”

Dickinson State

“I have visited area high schools and community colleges.”

Eastern Kentucky University

“Participating in conferences for the Kentucky School Counselor Association.”

University of Findlay

“Outreach directly to high schools by the department chair.”

University of Massachusetts, Lowell

“Community College classes and articulation agreements. Program website”

Wright State University

“Newly redesigned departmental web site.”

Graduate Programs

University of Findlay

“We recruit at regional and national meetings. Most domestic students contact us through internet inquiries. Most international students contact us through international recruiters.”

University of Illinois Springfield

“NEHA Journal EH.”

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

Table 22: Most Effective Recruitment Techniques

Recruiting Technique	# of Programs Implementing Technique	% Out of 40 Programs
Admissions Office	0	0%
Alumni	4	10%
Brochures/Flyers	1	3%
Classroom Recruiting	6	15%
Community University Partnerships	4	10%
EH Club Activities	1	3%
Electronic Media	4	10%
Faculty Referrals	1	3%
On Campus Recruitment of Undeclared Majors	5	13%
Participation in Local Events/Off Campus	7	18%
Student to Student Recruitment/Word of Mouth	16	40%
None/Not Applicable	5	13%

9.3 Diversity Recruitment

43% of accredited programs have programs or initiatives to recruit a diverse student body. The following details these programs or initiatives:

Undergrad Programs

Alabama A&M University

“I was awarded a grant last year to provide a small scholarship, laptop computer and printer to incoming freshmen majoring in environmental health, environmental science, etc.”

Baylor University

“University wide initiatives result in a diverse student body.”

California State University, San Bernardino

“We are a Hispanic Serving Institution and our campus dwells on diversity. Our program numbers are indicative of the university policy on diversity.”

Central Michigan University

“Recruitment classes for underrepresented students that introduce a variety of careers in the sciences. EH&S was one of many programs represented.”

Colorado State University

“Meet with Diversity centers each semester: Latinos, Black, Asian, and Native American groups on campus, SACNAS.”

East Carolina University

“Greek fraternity and sororities.”

Eastern Kentucky University

“The department attends minority events on campus to recruit minority students. The department teaches a joint EHS/African American Studies course. The course is designed for incoming freshman and has been a great recruiting tool for the department. Dr. Sheila Pressley teaches this course and our freshman orientation course.”

Indiana University - Purdue University Indianapolis

“We will begin working with a local high school that markets to low SES students.”

Mississippi Valley State University

“High school and community college visitation.”

University of Findlay

“Endowed Scholarships that target African Americans and Women. High school visits to schools with diverse student body.”

University of Georgia Athens

“We have a scholarship from GA Power that will support a minority student throughout their career in our BSEH Program.”

University of Massachusetts, Lowell

“This is a key pillar of the university strategy.”

University of Washington

“Summer research program for underrepresented students working with the UW's Office of Minority Affairs to recruit underrepresented students”

Western Carolina University

“We speak to student groups that represent.”

Wright State University

“Recruiting initiatives sponsored by the college.”

Graduate Programs

University of Findlay

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

10.0 Retention

10.1 Five Year Retention Rates

Table 23 depicts the five-year average retention rates of accredited programs. 13 of the programs have retention rates equal to or more than 25%. These programs include: Bowling Green State University (43%), California State University Northridge (G) (45%), Colorado State University (26%), Dickinson State University (37%), East Central University (26%), Eastern Kentucky University (G) (47%), Illinois State University (28%), Indiana University- Purdue University Indianapolis (31%), Old Dominion University (G) (44%), University of Findlay (G) (32%), University of Washington (51%), Western Carolina University (27%) and Wright State University (34%).

Table 23: Accredited Programs Five Year Average Retention Rates

Accredited Program	2009-2014 Mean Enrollment	2009-2014 Mean Graduation	Graduation /Enrollment
Alabama A&M University	14.5	3.2	22%
Baylor University	12.6	1.8	14%
Benedict College	17.8	3	17%
Boise State University	47.8	9.8	21%
Bowling Green State University	17.8	7.6	43%
California State University Northridge	173.4	42.2	24%
California State University Northridge (G)	59.6	26.8	45%
California State University San Bernardino	36.2	8	22%
Central Michigan University	15	1	7%
Colorado State University	112.8	29	26%
Dickinson State University	5.4	2	37%
East Carolina University	36.2	8.6	24%
East Carolina University (G)	28	6.8	24%
East Central University	42.8	11	26%
East Tennessee State University	55	9	16%
East Tennessee State University (G)	4.6	1	22%

Eastern Kentucky University	112.8	27	24%
Eastern Kentucky University (G)	36	17	47%
Illinois State University	103.4	28.8	28%
Indiana University - Purdue University Indianapolis	24.2	7.4	31%
Lake Superior State University	7.2	1.6	22%
Mississippi Valley State University	16	3	19%
Mississippi Valley State University (G)	21.8	5.2	24%
Missouri Southern State University	39.4	7.4	19%
North Carolina Central University	4.8	0.6	13%
Ohio University	51	12	24%
Old Dominion University	58.4	12.4	21%
Old Dominion University (G)	14.6	6.4	44%
Texas Southern University	32	6.4	20%
University of Findlay	73	10.5	14%
University of Findlay (G)	70.8	23	32%
University of Georgia	103.8	19.6	19%
University of Illinois Springfield (G)	43	8.25	19%
University of Massachusetts, Lowell	7.8	0.8	10%
University of Washington	39.6	20	51%
University of Wisconsin Eau Claire	50.8	11.8	23%
University of Wisconsin Oshkosh	9	2	22%
West Chester University	44.4	9.2	21%
Western Carolina University	61.4	16.4	27%
Wright State University	41.4	14	34%

11.0 Online Programs

11.1 Full Online Degree Programs

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

11.2 Online Courses

Twenty-six of the 40 accredited programs offer online courses. Of these that offer online courses, fourteen of them offer to anyone other than students registered at their school as seen in Table 24:

Table 24: Online Course Availability

Accredited Program	Online Courses Available for Anyone
Alabama A&M University	No
Benedict College	No
Boise State University	No
California State University Northridge (UG)	No

California State University Northridge (G)		No
Central Michigan University		No
Colorado State University	Yes	
East Carolina University (G)	Yes	
East Central University	Yes	
East Tennessee State University (UG)	Yes	
East Tennessee State University (G)	Yes	
Eastern Kentucky University (UG)		No
Eastern Kentucky University (G)		No
Illinois State University		No
Mississippi Valley State University (G)	Yes	
Missouri Southern State University	Yes	
North Carolina Central University	Yes	
Ohio University		No
Old Dominion University (UG)	Yes	
Old Dominion University (G)	Yes	
University of Findlay (UG)	Yes	
University of Findlay (G)	Yes	
University of Illinois Springfield (G)	Yes	
University of Wisconsin Eau Claire		No
University of Wisconsin Oshkosh	Yes	
Western Carolina University		No

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

Undergrad Programs

Colorado State University

“We offer two versions of one course in ergonomics. Option one is a 2-credit course and options two is a non-credit certificate course.”

East Central University

“Anyone”

East Tennessee State University

“Public Health and Health Sciences majors.”

Missouri Southern State University

“Anyone with the prerequisite.”

North Carolina Central University

“Any student with access to the UNC Online system can register for the courses.”

Old Dominion University

“Anyone who is admitted to the University and signs up for them. These are both undergraduate and graduate courses.”

University of Findlay

“Transient students can take any of our courses.”

University of Wisconsin Oshkosh

“On-line courses for EH majors are predominantly through Public Administration Department”

Graduate Programs

East Carolina University

“Open to any student, but primarily taken by ECU Public Health (MPH) students and Security Studies students.”

East Tennessee State University

“Public Health.”

Mississippi Valley State University

“The class size range from 8 - 10 students.”

Old Dominion University

“Public health”

University of Findlay

“Transient students can take the courses.”

University of Illinois, Springfield

“Students may take courses as non-degree seeking students based on availability of seats in the course.”

12.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. 16 programs administer an exit exam and have summarized their requirements below:

Undergrad Programs

Benedict College

“We administer an exit exam composed of questions obtained from agencies such as NEHA, EPA, and CDC in addition to questions developed by program faculty. The exam is very comprehensive, but there is no pass/fail score. Prospective EHS graduates are mandated to take the exam to assist the program directors in program planning and administration.”

Dickenson State University

“It is a very short version of the RS exam.”

East Central University

“Created by the department based on the content areas in the NEHA REHS exam.”

East Tennessee State University

“This is a new program that has been developed but not implemented. It will be a short, multiple-choice examination administered with the university senior exit examination.”

Mississippi Valley State University

“Students take a exit exam based on the courses taken. Courses include Environmental Chemistry, Epidemiology, Microbiology, Biostatistics, Health Education Methods, Air Pollution, Environmental Toxicology, Ecology, and Vector Control.”

Missouri Southern State University

“MSSU EH seniors are required to take the Missouri Certified Environmental Health Specialist exam as their senior assessment exam for their major. If the student graduates with an EH degree from MSSU and makes application for the credential to the certification board, they then can bear the title of "Certified Environmental Health Specialist" in Missouri.”

Ohio University

“Students take a comprehensive exam.”

Old Dominion University

“Students are administered an ENVH assessment exam in their senior year during their senior seminar course. The exam tests them on all of the core courses that they have had in the program as well as selected elective courses. This is a University requirement for all students in all of their respective programs. All students are also administered an exam writing exam.”

University of Wisconsin Oshkosh

“Department based exit exam is required for graduation.”

Wright State University

“Students are given a comprehensive exam covering material presented in upper-level EHS courses. The exam is administered in EES 4700, which is a "capstone" course for graduating seniors.”

Graduate Programs

California State University, Northridge

“Comprehensive exam.”

East Carolina University

“Comprehensive exam - successful completion required prior to graduation. Exam currently contains six questions covering a variety of environmental health competencies

(e.g., air, water, food quality; epidemiology, toxicology, waste management, etc.). Some questions may be modified to reflect a student's coursework and/or research focus.”

East Tennessee State University

“The MSEH requires a comprehensive written examination, covering the core courses, administered by the Graduate Faculty.”

Mississippi Valley State University

“Students must pass both oral and written comprehensive exams.”

Old Dominion University

“Comprehensive examination including a written and oral tests”

University of Illinois, Springfield

“Case-based problem designed to assess ability to understand and apply core functions of environmental public health: assessment, assurance, and policy development.”

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:

Undergrad Programs

Benedict College

“To additionally aid in recruitment and program management, the college is in final stages of providing a new state-of-the art lecture and lab facility for environmental health science and environmental engineering programs. This is supported by both external grant funds and college administration funds.”

Bowling Green State University

“The program has been canceled.”

Dickinson State

“We have cut a 2 credit course in All-hazard Preparedness due to low student enrollment, so I could support an adjunct to teach the course. We also removed a 1 credit course in Environmental Chemistry. These credit hours were used to increase the coverage another areas. We changed the 2 credit Water, Wastewater and Solid waste course into 3 credit courses, Water and Wastewater, and Solid and Hazardous wastes. We changed the Microbiology course to General Microbiology which will be for science majors and the allied health students and other majors will remain in the other microbiology course. We are requiring a new statistics course which will be biostatistics and taught by our department. This replaces the course taught by the Math department, which was not adequate or academically challenging enough for Natural Sciences students.”

Indiana University- Purdue University Indianapolis

“Dr. Lacey became program director after the retirement of Dr. Ingrid Ritchie in 2013.”

Missouri Southern State University

“We have restructured the program. The details of our restructure are in our Self Study for reaccreditation this year.”

North Carolina Central University

“A new degree program will replace the current degree; however no change will be made to the EHAC-accredited concentration within the major.”

University of Massachusetts, Lowell

“We are in the process of transitioning to a BS in public health program with some changes to the curriculum. We will be submitting a request for curriculum modification to the EHAC Council in the coming weeks.”

University of Wisconsin Eau Claire

“New full-time additional faculty member!”

Graduate Programs

East Carolina University

“Curriculum changes approved by our University Graduate Curriculum Committee in response to 2012 site visit team recommendations.”

University of Findlay

“We are in the process of instituting a non-thesis option for our students. If this is approved, all students will take a final comprehensive exam, and then they will either do the thesis or the non-thesis option. The non-thesis option requires an additional two courses.”

University of Illinois Springfield

“We received approval to start working on UG Environmental Public Health degree online.”

**14.0 Association of Environmental Health Academic Programs
Support to Programs**

Currently, all the accredited programs that participated in the 2013-2014 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 25 & 26. Programs were also asked how AEHAP could better support their program.

Table 25: AEHAP Services Benefiting Accredited Programs and their Students (UG)

AEHAP Program or Service	# of Programs	% Out of 32 Programs
AEHAP Newsletters	17	53%
Social Media (Facebook, YouTube, Twitter)	6	19%
Annual Update Report Data	11	34%
Letters of Support from AEHAP	5	16%
AEHAP Scholarship Programs (NSF and Student Research Competition)	18	56%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	23	72%
None of these	2	6%
Other (please specify)	2	6%
<i>We especially appreciate the opportunities for students to compete for scholarships and we appreciate the support for our new EH club.</i>		
<i>Recruiting grant to student org</i>		

Table 26: AEHAP Services Benefiting Accredited Programs and their Students (G)

AEHAP Program or Service	# of Programs	% Out of 8 Programs
AEHAP Newsletters	3	38%
Social Media	1	13%
Annual Update Report Data	0	0%
Letters of Support	1	13%
AEHAP Listserv Announcement	2	25%
AEHAP Scholarship Programs (NSF and Student Research Competition)	3	38%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	4	50%
None of these	2	25%
Other (please specify)	1	13%
<i>Recruiting money</i>		

14.2 How AEHAP can better support programs (open ended response):

Alabama A&M University

“By providing scholarship funds to increase enrollment.”

Baylor University

“Providing recruitment materials.”

Benedict College

“AEHAP can insure that students are increasingly exposed to environmental conferences that include local, regional and national. This seems to really inspire our students to achieve when they see professionals in their prospective environmental fields.”

Bowling Green State University

“It would have been nice to have transition program in place. The program depended on only two faculty and they did not particularly wanted other people involved on it. They left and the program disappeared.”

California State University San Bernardino

“Continue to help as needed.”

Colorado State University

“Keep educating the public on what EH does/is and how valuable graduates are to society.”

Dickinson State University

“Ship me some students with their own travel trailers.”

East Central University

“Continue to produce outreach materials including videos of potential careers in environmental health.”

East Tennessee State University

“Increase outreach efforts. This is difficult to do.”

Illinois State University

“Simply the annual reports and accreditation process.”

Mississippi Valley state University

“Outreach material.”

Missouri Southern State University

“I am going to work harder in getting my students involved in AEHAP i.e. social media, research, and newsletter. The MSSU distance learning track needs to be identified as a possible way to earn the EH degree by potential students and any means of getting information out to potential students that the MSSU distance learning track option exists would be helpful.”

North Carolina Central University

“Continue to provide recruitment materials.”

Texas Southern University

“Assist with exchange of information from other programs on certificate courses, texts, course content.”

University of Findlay

“Get CDC or NEHA to develop nationwide community service advertising on what an RS or REHS does for a career.”

University of Georgia, Athens

“Recruitment materials to EHS instructors in the high schools to teach them about the benefits of EHAC accredited programs.”

University of Massachusetts, Lowell

“Examples of successful recruitment stories from other schools. Assistance with job placement for graduates.”

University of Wisconsin Eau Claire

“Short video clips of students in degree programs promoting the field, and options (e.g., IH, EHP, and EPA).”

University of Wisconsin Oshkosh

“We would like help with recruitment of new majors.”

West Chester University

“Scholarships, newsletter (what if you gave us the opportunity to email it to all of our students), other support in the form of recognition (the UL program for graduating seniors was nice this year).”

Wright State University

“Keep providing tri-fold handouts -- these are excellent for recruiting at university open house events.”

Graduate Programs

East Tennessee State University

“Increase knowledge of what environmental health is.”

Mississippi Valley State University

“Advertisement material.”

Old Dominion University

“Provide support in maintaining accreditation.”

University of Findlay

“Recruiting or marketing for the profession itself, in other words create a national public service campaign that teaches high school students what an EH professional does and why the career is so important to the protection of the public health in the United States.”

University of Illinois Springfield

“Connect undergraduate EH alumni with graduate programs for advanced degrees.”

15.0 National Environmental Health Science & Protection Accreditation Council

Accredited programs were asked for their comments or questions for the EHAC Council.

Old Dominion University

“Yes. I don't think it is necessary for a program to submit an annual report after it has just submitted a self study and had a site visit for re accreditation. Everything you need is in the self study for that year.”

Missouri Southern State University

“I know that the Council has thought hard and long on the subject of what courses are necessary for the EH degree. I would advise them to make sure that they have consulted with all of the accredited programs prior to making any change that may affect the accredited programs in meeting the EHAC guidelines. It is important that any change in course work for the EHAC guidelines are based on sound, objective findings and have the agreement of all those needing to comply with the guidelines.”

East Carolina University (G)

“Continue to support academic Environmental Health Programs facing challenges due to low enrollment and/or budget constraints.”