National Environmental Health Science & Protection Accreditation Council

2014-2015 Update of Accredited Programs

By

Yalonda Sindé
Executive Director

Kathryn Mataya
Project Coordinator

Kaitlin Underwood
Accreditation Coordinator

Table of Contents Page

Section 1 **Introduction……4-5**
Annual Report Summary

Section 2 **Program Faculty Updates……..... 6-9**
2.1 … Accredited Programs Succession Plan
- Table 1: Accredited Programs Utilizing Succession Plans

2.2 … Number of Faculty within Accredited Programs
- Table 2: Undergraduate Program Faculty by School
- Table 3: Graduate Program Faculty by School

2.3 … Unfilled and Anticipated Vacancies

Section 3 **Faculty Information…….... 10-12**
3.1 … Salary Information
- Table 4: Undergrad. Junior Level Salary Averages
- Table 5: Undergrad. Senior Level Salary Averages
- Table 6: Graduate Junior Level Salary Averages
- Table 7: Graduate Senior Level Salary Averages

3.2 … Faculty Experience
- Table 8: Undergraduate Faculty Experience
- Table 9: Graduate Faculty Experience

3.3 … Faculty Requirements
- Chart 1: Undergraduate Faculty Degree Requirements
- Chart 2: Graduate Faculty Degree Requirements
- Table 10: Undergraduate Adjunct Faculty Prevalence
- Table 11: Graduate Adjunct Faculty Prevalence

Section 4 **Faculty Demographics…….. 12-14**
4.1 … Faculty Diversity
- Chart 3: Undergraduate Faculty Demographics
- Chart 4: Graduate Faculty Demographics

4.2 … Faculty Gender
- Chart 5: Undergraduate Faculty Gender Breakdown
- Chart 6: Graduate Faculty Gender Breakdown

Section 5 **Enrollment & Graduation……. 15-23**
5.1 … Undergraduate Enrollment and Graduation
- Chart 7: Undergraduate Student Enrollment and Graduation Trends

5.2 … Graduate Enrollment and Graduation
- Chart 8: Graduate Student Enrollment and Graduation Trends

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

5.4 … Accredited Programs Enrollment Requirements
5. 5… Enrollment Trends
- Observations in increased and decreased enrollment

Section 6 **Student Demographics…….. 23-28**
6.1 … Diversity
- Chart 9: Accredited Programs Student Diversity Trends
- Chart 10: Undergraduate Student Demographics
- Chart 11: Graduate Student Demographics
- Chart 12: Student Diversity Comparison - AY 09-10, 10-11, 11-12, 12-13 & 13-14

6.2 … Enrolled Students by Gender
- Chart 13: Undergraduate Gender Break Down
- Chart 14: Graduate Gender Break Down
- Table 13: Gender Comparison – AY 09-10, 10-11, 11-12, 12-13 & 13-14

6.3 … Enrolled Students by Age
- Chart 15: Undergraduate Student Age Break Down
- Chart 16: Graduate Student Age Break Down

6.4… International Students
- Table 14: International Undergraduate Students Country of Origin
- Table 15: International Graduate Students Country of Origin

Section 7 **Employment after Graduation……. 28**
7.1 … Employment Opportunities
7.2 … Employment Areas: Public vs. Private Sector
- Table 16: Accredited Program Graduates Working in the Public Sector

Section 8 **Program Health……. 29-34**
8.1 … Program Health Status
- Table 17: Accredited Program Administration Enrollment Concerns
- Table 18: Accredited Program Possibility of Closing

8.2 … Program Health Status Commentary
- Table 19: Accredited Program-Program Director's Enrollment Concerns

Section 9 **Recruitment…… 34-39**
9.1 … On Campus Recruitment
- Table 20: On Campus Recruitment Techniques

9.2 … Off Campus Recruitment
- Table 21: Off Campus Recruitment Techniques
- Table 22: Most Effective Recruitment Techniques

9.3 … Diversity Recruitment

Section 10 **Retention …… 39-40**
10.1 … Five Year Retention Rates
- Table 23: Accredited Programs Five Year Average Retention Rates

Section 11 **Online Programs…… 41-43**
11.1 … Full Online Degree Programs
11.2 … Online Courses
- Table 24: Online Course Availability

Section 12 **Exit Exams…….. 43-45**

Section 13 **Significant Changes to Accredited Programs…….. 45-47**

Section 14 **Association of Environmental Health Academic Programs…….. 47-49**
14.1 … AEHAP Services Benefiting Programs
- Table 25 & 26: AEHAP Services Benefiting Accredited Programs and their Students

14.2…How AEHAP can better support programs

Section 15 **National Environmental Health Science & Protection ……. 49-50 Accreditation Council**

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 thirty-nine out of thirty-nine accredited programs. There are thirty-one undergraduate programs and eight graduate programs represented in this survey.

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.

2014-2015 Annual Update of EHAC Accredited Programs Report Highlights

Enrollment

- Undergraduate enrollment increased from 1,353 in 2014 to 1458 in 2014, an 8% increase.

- For the 2014-2015 academic year, 1,353 undergraduate students and 289 graduate students were enrolled for a total of 1,757 students which is an increase of 4% as compared to 1683 students enrolled in the 2013-2014 academic year.

- The 2014-2015 undergraduate enrollment rate is 7% above the 10 year enrollment average.

- Graduate student enrollment increased by 11% from 260 graduates in the 2013-2014 academic year to 289 graduates in the current academic year.

Graduation Rates

- 359 undergraduate students and 77 graduate students graduated for a total of 436 graduates. This is a decrease of 18% as compared to the previous year graduation rate of 534.

- Undergraduate graduation rates decreased by 17% from 435 in the 2013-2014 academic year to 359 in the current academic year.

- The graduate student graduation rate decreased by 22% from 99 in the 2013-2014 academic year to 77 in the current academic year.

- The 5-year average graduation rate for undergraduate students is 381.4 (2011-2015).

- The 5-year average graduation rate for graduate students is 76.8 (2011-2015).

Diversity Trends

- There was a 91% increase in minority student enrollment since the academic year 2005-2006.

- Currently, 38% of students enrolled in EHAC accredited programs are minorities. This represents a 5% decrease 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-one undergraduate programs and two 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	No answer/NA
Undergraduate	32%	58%	10%
Graduate	25%	75%	0%

Programs utilizing succession plans:

Baylor University
"Dr. Brooks serves as Program Director. The Program Director is appointed by the Dean of the College of Arts and Sciences. Junior faculty are integrated in program advising, more substantively engaged in program governance following tenure and promotion."

Benedict College
"Our succession plan involves having our EHS program faculty train under and constantly collaborate with the program director in all areas of program management in order to assume management duties."

California State University San Bernardino
"Dr. Phalen will succeed Dr. Mian upon retirement of the latter at an appropriate time in the future."

East Carolina University UG
"Graduate Program Director."

East Tennessee State University UG/G
"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. The department does not currently have the resources to implement the plan. The specifics are inconsequential at this time."

Indiana University – Purdue University Indianapolis
"Should Dr. Lacey suddenly become unable to work or hold this position, full-time faculty member Dr. Emily Ahonen will serve as Interim Program Director until a permanent PD is named. Dr. Ahonen would have access to the support and guidance of

Ms. Lisa Dinsmore, Director of Finance & Administration, and Ms. Leah Jansen, Undergraduate Student Services Coordinator."

Old Dominion University UG
"The current Environmental Health Program Director plans to retire in one year or less after over 41 years of service in the Environmental Health Profession and over 27 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 6th year of a six year tenure process. He will be evaluated for promotion and tenure next year. Following his successful promotion and tenure in 2016 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 2016 (or perhaps sooner), Dr. Blando will become the new Program Director and assume all responsibilities of that office."

University of Massachusetts-Lowell
"The hope is that as the program grows we will be able to hire a full time faculty member with an RS background who can serve as program coordinator. At this point, given size, Joel Tickner will remain as coordinator."

University of Washington
"Program Directors are appointed by the Chair, and generally serve a 3 year term."

University of Wisconsin Oshkosh
"If the program director would leave, one of the other faculty members would pick up the position."

University of Illinois Springfield G
"Bylaws call for election every three years."

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, Boise State University, California State University at Northridge (UG&G), Central Michigan University, Colorado State University, Dickinson State University, East Carolina University (G), East Central University, Eastern Kentucky University (UG&G), Illinois State University, Lake Superior State University, Mississippi Valley State University (UG&G), Missouri Southern State University, North Carolina Central University, Ohio University, Old Dominion University (G), Texas Southern University, University of Findlay (UG&G), University of Georgia Athens, University of Wisconsin Eau Claire, West Chester University, Western Carolina University, Wright State University

North Carolina Central University
"Dr. John Bang is the new program director appointed since the end of the year 2013 and plans to be in charge of the EH undergraduate program for the next 3 years."

Old Dominion University (G)
"The current program has a steady leadership."

University of Findlay (UG)
"The program Director has been in the position only 4 years."

2.2 Number of Faculty within Accredited Programs

This year 2014-2015, 381 faculty members were reported, a 4% increase from the previous year, which reported 366 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	10	3	13
Benedict College	3	2	5
Boise State University	2	5	7
California State University at Northridge	9	16	25
California State University at San Bernardino	2	0	2
Central Michigan University	19	1	20
Colorado State University	29	11	40
Dickinson State University	2	0	2
East Carolina University	5	2	7
East Central University	3	0	3
East Tennessee State University	5	5	10
Eastern Kentucky University	6	4	10
Illinois State University	4	2	6
Indiana University - Purdue University Indianapolis	6	4	10
Lake Superior State University	12	0	12
Mississippi Valley State University	10	0	10
Missouri Southern State University	2	1	3
North Carolina Central University	3	0	3
Ohio University	3	0	3
Old Dominion University	5	5	10
Texas Southern University	3	1	4
University of Findlay	5	3	8
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	3	0	3
West Chester University	3	4	7
Western Carolina University	4	0	4
Wright State University	1	6	7
Total	219	79	298

Table 3: Graduate Program Faculty by School

University Name	Full Time	Part Time	Total
California State University Northridge	9	16	25
East Carolina University	5	2	7
East Tennessee State University	5	5	10
Eastern Kentucky University	6	1	7
Mississippi Valley State University	1	4	5
Old Dominion University	5	4	9
University of Findlay	5	3	8
University of Illinois Springfield	5	7	12
Total	41	42	83

2.3 Unfilled and Anticipated Vacancies

Of the 39 programs that participated in the survey, there are 25 reported vacancies. The following programs detail their unfilled and anticipated vacancies:

Benedict College
"Assistant/Associate Professor."

California State Northridge UG/G
"There is a current search for one full time faculty member. We have ongoing recruitment for part time faculty members. There is currently a search for tenure-track faculty member. Ongoing search to increase size of part-time faculty pool."

East Tennessee State University UG/G
"Clinical Instructor."

Eastern Kentucky University UG/G
"Assistant Professor."

University of Findlay UG/G
"Approval to hire 1 per year for next three years" "1-IH, 2 Environmental."

University of Massachusetts, Lowell
"As the BS in public health program grows we will."

University of Washington
"Currently hiring 3 full time instructors."

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	$61,885.04	28
Twelve Month	$83,101.45	11

Table 5: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$85,076.89	5
Twelve Month	$117,558	11

Table 6: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$62,121.75	8
Twelve Month	$70,843	4

Table 7: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$79,324.63	8
Twelve Month	$110,453	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

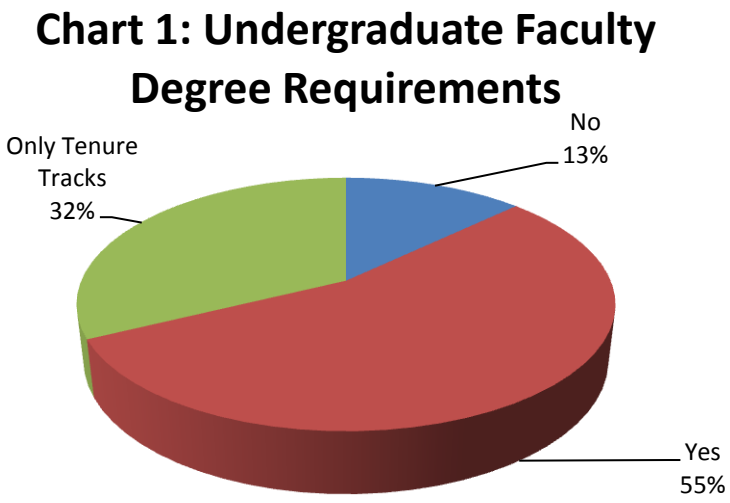
Experience	# of Faculty	% With Practitioner Experience
More than 5 years	138	46%
At least 1 year	28	9%
6 months-1 year	2	1%
Less than 6 months	4	1%
No experience	126	42%
Total:	298	100%

Table 9: Graduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	60	72%
At least 1 year	6	7%
6 months-1 year	3	4%
Less than 6 months	3	4%
No experience	11	13%
Total:	83	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.



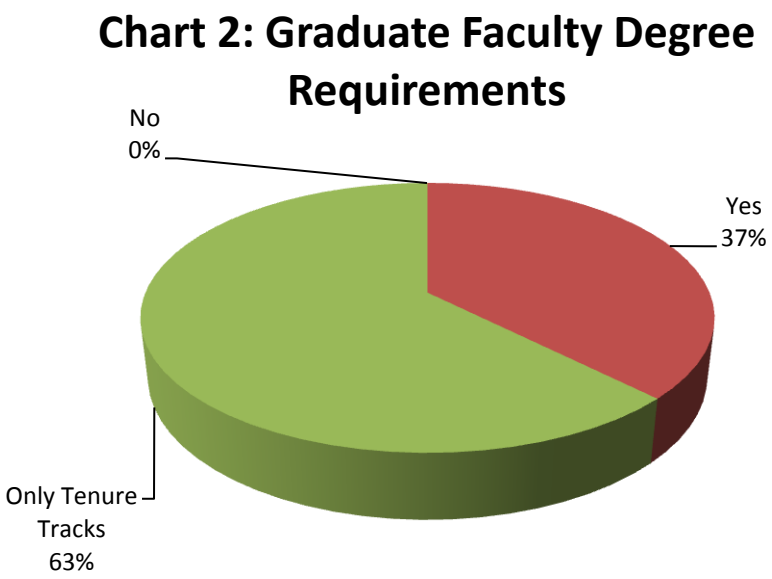


Table 10: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	26	84%
No	5	16%

Table 11: Graduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	8	100%
No	0	0%

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

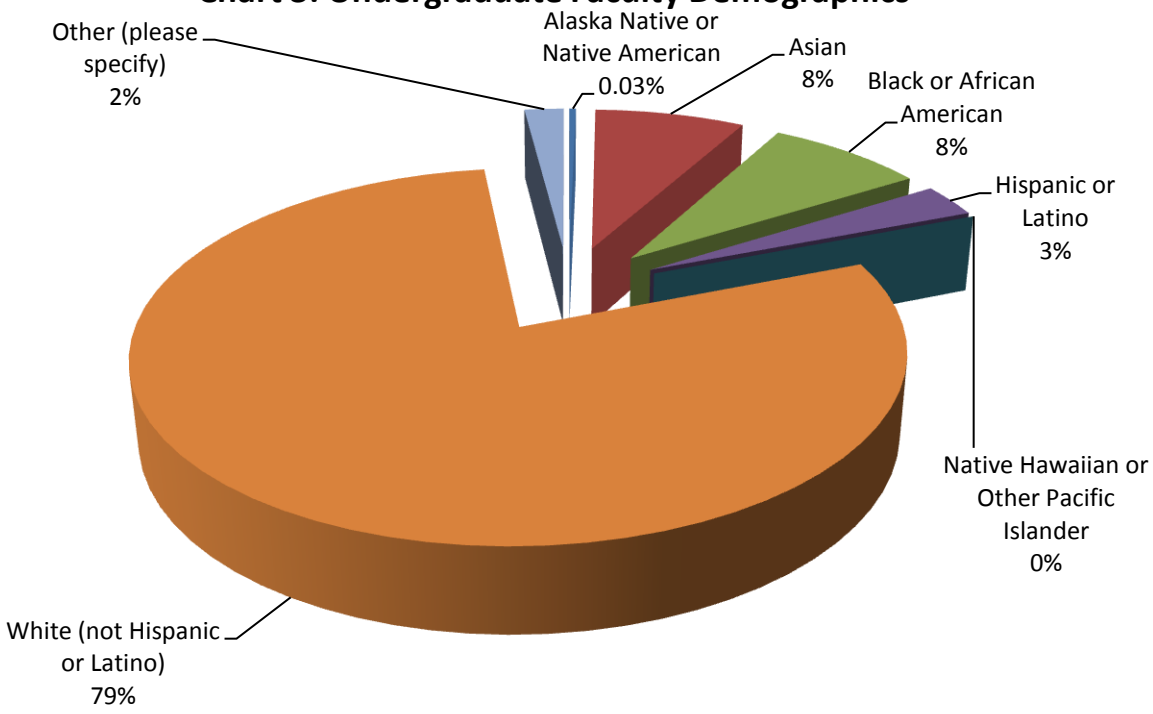
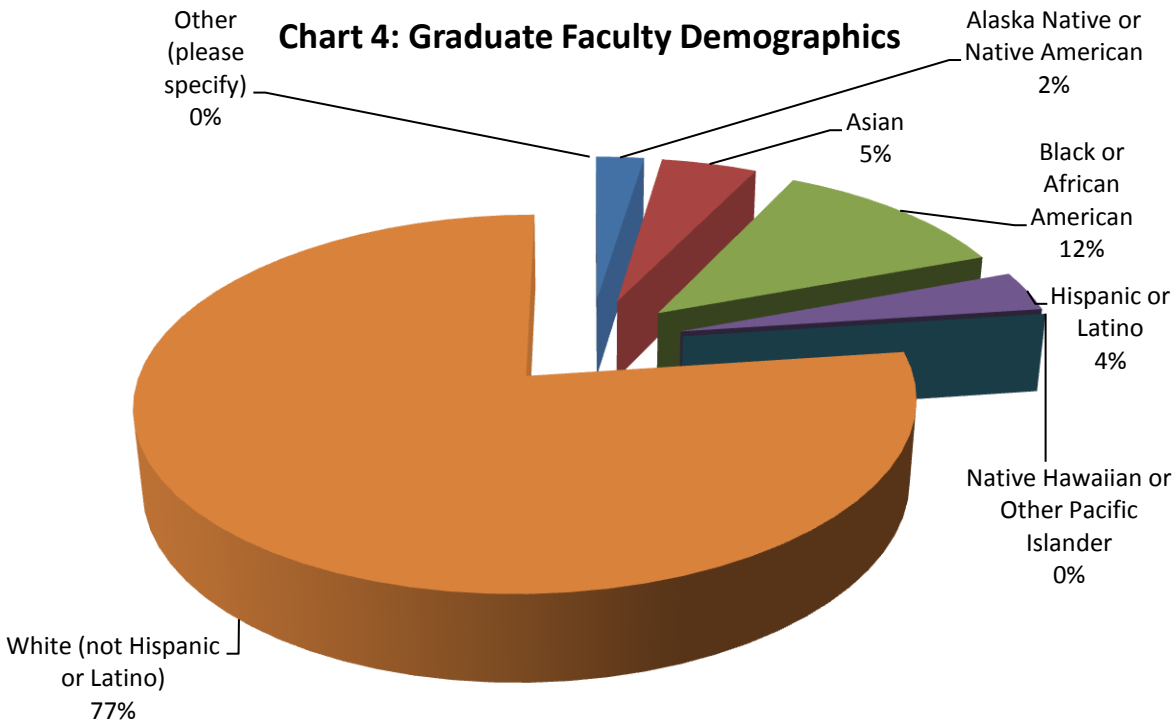


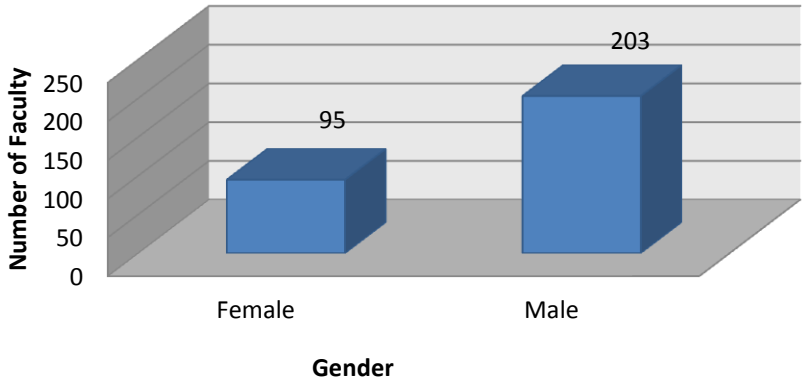
Chart 4: Graduate Faculty Demographics



4.2 Faculty Gender

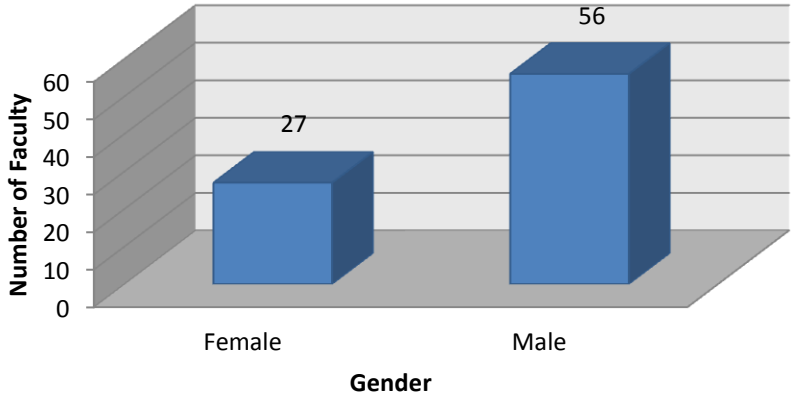
- Males make up 68% of environmental health faculty in accredited undergraduate programs while females make up 32%. See Chart 5.

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



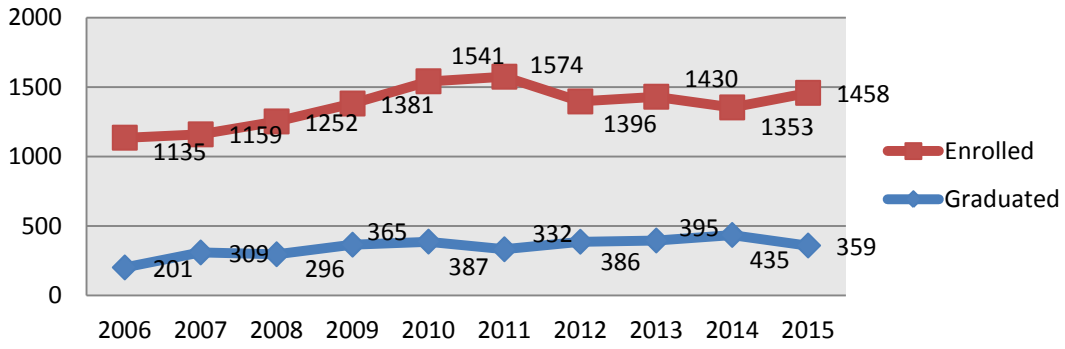
5.0 Enrollment & Graduation

5.1 Undergraduate Enrollment and Graduation

- Enrollment increased from 1,353 in 2014 to 1,458 in 2015, an 8% increase over last year's reported enrollment. This year's undergraduate enrollment is 8% above the 10 year enrollment average.

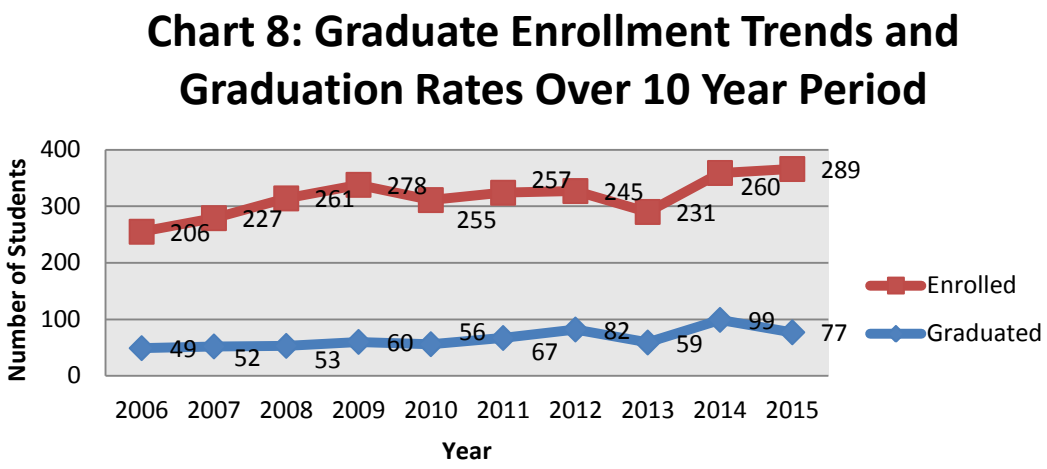
- This year's graduation rate decreased by 17% from 435 to 359. See chart 7. (This figure is based on program directors estimating how many students will graduate 5 months before graduation).
-

Chart 7: Undergraduate Enrollment Trends and Graduation over 10 Year Period



5.2 Graduate Enrollment and Graduation

For the 2014-2015 year, graduate enrollment increased by 11% from the 2013-2014 figure of 289. The graduate graduation rate decreased by 22% from the 2013-2014 academic year. See chart 8 (this figure is based on program directors estimating how many students will graduate 5 months before graduation).



5.3 Accredited Programs Enrollment By Comparison: AY 13-14 & 14-15

Table 12 illustrates the difference in individual accredited program enrollment from the academic year 2013-2014 to academic year 2014 -2015. *The table also shows that eighteen programs have increased enrollment.*

6 of these programs have increased their enrollment by more than 25%: Central Michigan University (40%), Missouri Southern State University (30%), Texas Southern University (47%), University of Findlay Graduate Program (32%), University of Wisconsin Eau Claire (47%), and Western Carolina University (33%).

On contrast, seventeen programs have experienced a decrease in enrollment. These percentage decreases are shown in table 12:

Table 12: Enrollment By Comparison: AY 13-14 & 14-15

School	2013-2014	2014-2015	Difference	% Increase
Alabama A&M University	28	26	-2	-7%
Baylor University	23	23	0	0%
Benedict College	14	15	1	7%
Boise State University	40	27	-13	-33%
California State University at Northridge	174	198	24	14%
California State University at Northridge (G)	47	46	-1	-2%
California State University at San Bernardino	40	40	0	0%
Central Michigan University	15	21	6	40%
Colorado State University	109	109	0	0%
Dickinson State University	5	4	-1	-20%
East Carolina University	35	35	0	0%
East Carolina University (G)	24	28	4	17%
East Central University	45	46	1	2%
East Tennessee State University	45	50	5	11%
East Tennessee State University (G)	2	1	-1	-50%
Eastern Kentucky University	71	85	14	20%
Eastern Kentucky University (G)	36	39	3	8%
Illinois State University	101	92	-9	-9%
Indiana University - Purdue University Indianapolis	16	19	3	19%
Lake Superior State University	4	1	-3	-75%
Mississippi Valley State University	19	15	-4	-21%
Mississippi Valley State University (G)	16	14	-2	-13%
Missouri Southern State University	40	52	12	30%
North Carolina Central University	1	0	-1	-100%
Ohio University	58	36	-22	-38%
Old Dominion University	67	52	-15	-22%
Old Dominion University (G)	17	21	4	24%
Texas Southern University	30	44	14	47%
University of Findlay	89	86	-3	-3%
University of Findlay (G)	79	104	25	32%
University of Georgia Athens	104	98	-6	-6%
University of Illinois Springfield (G)	39	36	-3	-8%
University of Massachusetts-Lowell	17	18	1	6%
University of Washington	45	50	5	11%
University of Wisconsin Eau Claire	45	66	21	47%
University of Wisconsin Oshkosh	9	6	-3	-33%
West Chester University	52	57	5	10%
Western Carolina University	58	77	19	33%
Wright State University	24	20	-4	-17%
Total	1683	1757		4%

5.4 Accredited Programs Enrollment Requirements

Five out of the thirty-one accredited undergraduate programs have a selective admission process outside their University admission requirements. Seven 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:

Texas Southern University
"Application."

University of Massachusetts, Lowell
"2.5 overall GPA and 2.5 in sciences for any transfer students; freshman follow university requirements though we are likely to institute program minimum requirements to ensure we do not lose students who struggle with science 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
"Applicants are screened for GPA and foundation coursework (biology, chemistry, physics, math, and eoh-related topics.)"

East Tennessee State University
"UG GPA and transcript, GRE scores, LOR, and appropriate essay."

Eastern Kentucky University
"Student submits a MPH application, 3 letters of recommendation and a Personal Objective Statement. MPH Director and faculty review each application to determine if student is accepted. Min GPA of 2.5 is required from UG degree, satisfactory performance on the GRE w/combine score of 291 or a MAT of 385. GRE and MAT is waived if UG GPA is 3.0 or higher. A TOEFL score of a min 580 or an IELTS score of min 5 if applicable."

Mississippi Valley State University
"Applications are examined by a departmental selection committee after they are admitted into the university."

Old Dominion University
"Students are admitted based on a sliding scale of points accumulated on: 1. GPA 2. Required per-requisite courses 3. GRE 4. Essay 5. References 6. Work experience in field. Based on a scale of 100 points students are admitted: 70-100 point, admitted regularly, 50-60 points: faculty committee decision; 49-below: no admit."

University of Findlay
"Higher requirement on the TOFEL exam or 750."

University of Illinois Springfield
"UG statistics GRE 30 hours of natural sciences 3 letters of reference essay answering 3 public health questions."

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 15 programs said that the number of students applying is approximately the same as number admitted. 12 programs felt this question was not applicable to their program.

5 graduate programs reported having a higher number of students apply than the number admitted while 2 programs reported the number of students applying is approximately the same as number admitted. 1 program felt this question was not applicable to their program.

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

California State University, Northridge (G)
"Not all applicants have qualifications that would suggest they would be successful in the MS EOH program."

East Carolina University (G)
"A small number of applicants do not meet the East Carolina Graduate School minimum requirements for regular admission (although students can be admitted as non-degree students and transfer up to 9 semester hours of MSEH coursework when/if they are admitted)."

East Tennessee State University (G)
"Applicants do not meet the admissions requirements."

Ohio University
"Students do not accept the offer of admission."

University of Findlay (UG)
"Some students do not meet minimum requirements for acceptance into the University."

University of Findlay (G)
"Not all meet the entrance requirements."

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
"West Chester University has selective admissions."

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, student internship opportunities."

Benedict College
"Alumni are more actively engaged in assisting."

California State University, Northridge
"Awareness of profession."

California State University, San Bernardino
"Job Prospects."

Central Michigan University
"Word of mouth."

East Carolina University
"Introduction to Environmental Health courses."

East Central University
"Current environmental events and job availability."

Eastern Kentucky University (G)
"Word of mouth."

Indiana University-Purdue University Indianapolis
"Individual connections with potential students."

Mississippi Valley State University (G)
"Word of mouth and contacting undergraduates appear most helpful."

Missouri Southern State University
"By providing EH courses through distance education."

Old Dominion University (UG)
"Word of mouth. Aging workforce in Public and Environmental Health."

Old Dominion University (G)
"Word of mouth, aging workforce in Public Health."

Texas Southern University
"Current events."

University of Findlay
"Educating high school students about the careers."

University of Findlay (G)
"Recruiting."

University of Georgia, Athens
"Getting word out that this is a great major for pre-meds that will separate them from the 800 pre-med biology majors."

University of Illinois Springfield (G)
"Job Advancements."

University of Massachusetts, Lowell
"Certainly the transition to a BS in Public Health is enhancing our ability to recruit students. Also, increased awareness about the environment and links to health, connections to two minors on campus and student word of mouth is increasing numbers."

University of Washington
"Students recruiting other students, word of mouth."

University of Wisconsin, Eau Claire
"New young vibrant faculty member, offering CPO certification to existing students, engaging research opportunities, really caring about our students."

West Chester University
"EH Club; students recruiting other students; outreach to Admissions and Pre-Majors; Introductory (Campus-Wide) environmental health course."

Western Carolina University
"Dynamic Faculty."

Explanation for Decreases

Boise State College
"Improved economy - retooling not needed at this time; course difficulty - some student unable to pass chemistry and math courses."

Colorado State University
"We are a few students down from last year due to the number of graduates this past academic year."

Dickinson State University
"Competition for high paying jobs."

East Carolina University (G)
"Interest in Research."

East Tennessee State University
"Difficult courses, STEM field."

Eastern Kentucky University
"The program has been short faculty and it really impacts the department's ability to recruit effectively. The current EHS faculty have to teach a full course load, advise students, and serve on numerous university and college committees leaving little time to dedicate to recruiting students."

Illinois State University
"Unknown."

Indiana University-Purdue University Indianapolis
"Confusion with earth science & environmental science programs; lack of scholarships available for undergraduate students."

Lake Superior State University
"Program difficulty."

North Carolina Central University
"Course difficulty."

Ohio University
"We have a new student information system and the numbers are more accurate than they have been in the past."

University of Georgia, Athens
"Students are frightened by and often fail their first chemistry courses."

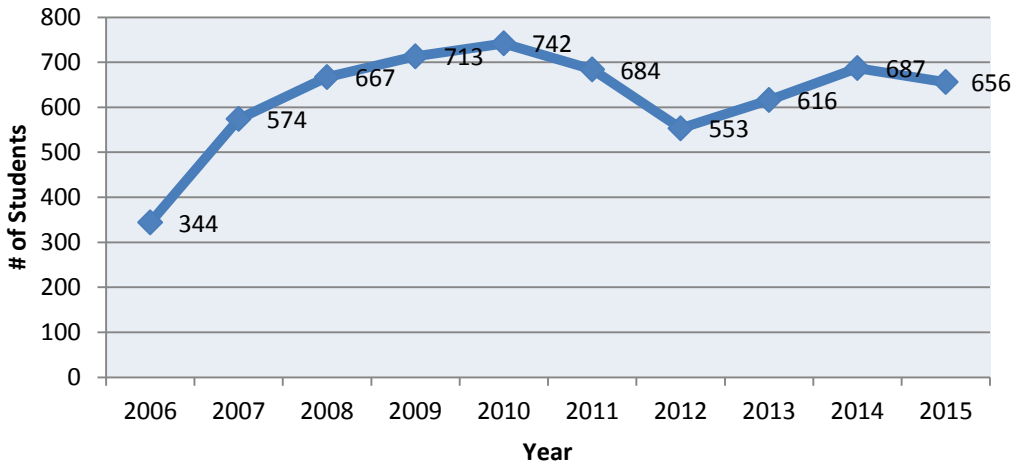
University of Massachusetts, Lowell
"When we lose students, it tends to be because of the strong science requirements - calculus, physics, and organic chemistry in our program. As we build our program, we are likely to have stronger students who can manage these challenging science courses."

6.0 Student Demographics

6.1 Diversity

Currently 38% of students enrolled in EHAC accredited programs are minorities. This represents a decrease of 5% as compared to the previous academic year. Overall diversity has increased by 91% since the academic year 2005-2006: 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



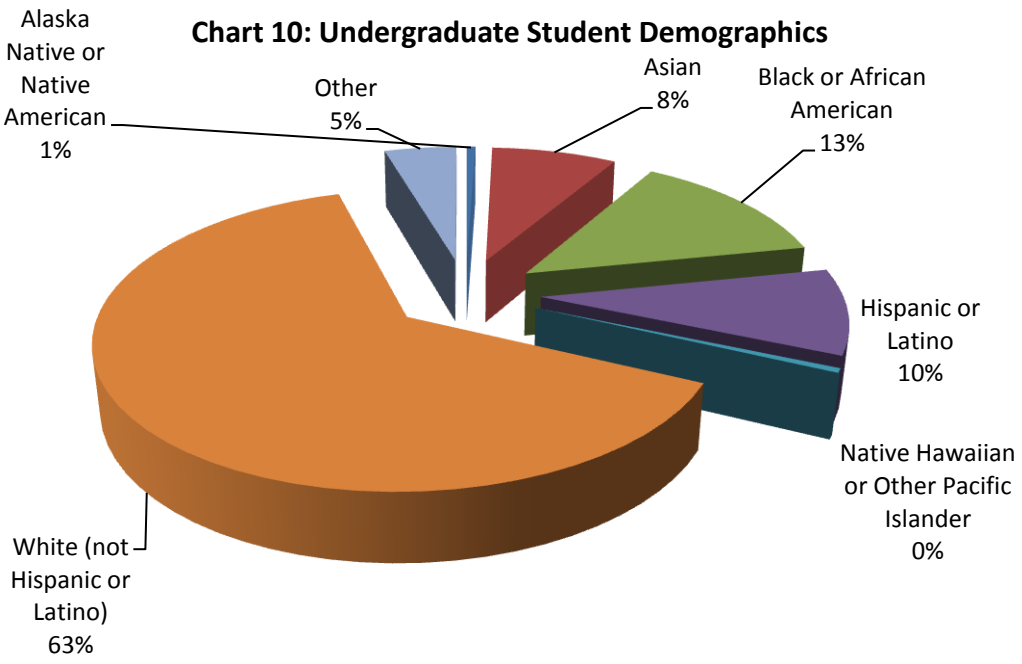


Chart 10: Undergraduate Student Demographics
Alaska Native or Native American 1%
Other 5%
Asian 8%
Black or African American 13%
Hispanic or Latino 10%
Native Hawaiian or Other Pacific Islander 0%
White (not Hispanic or Latino) 63%

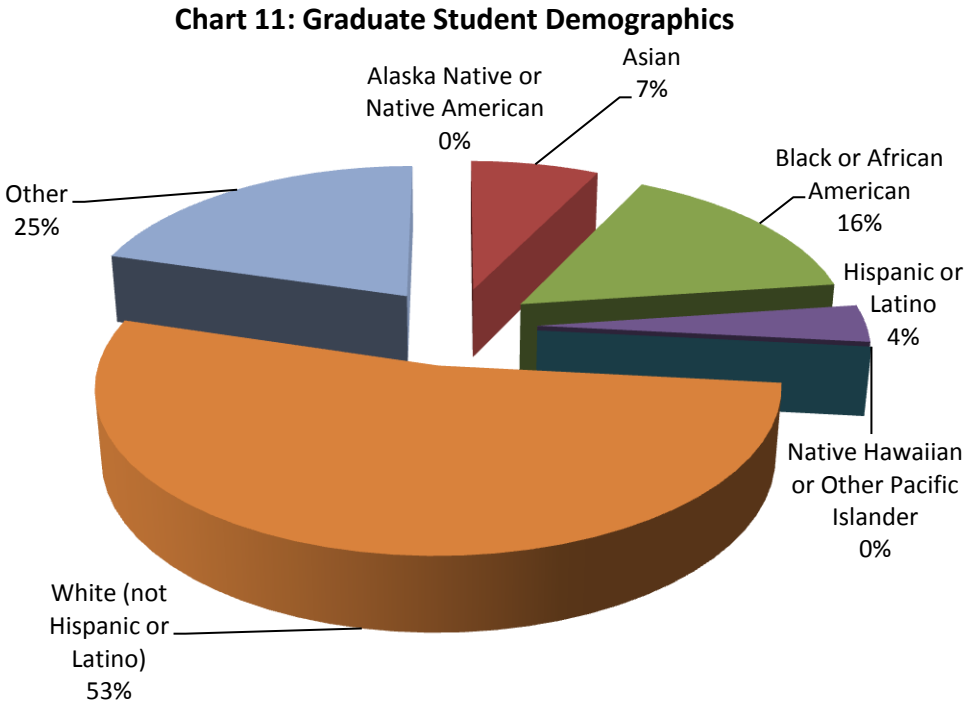
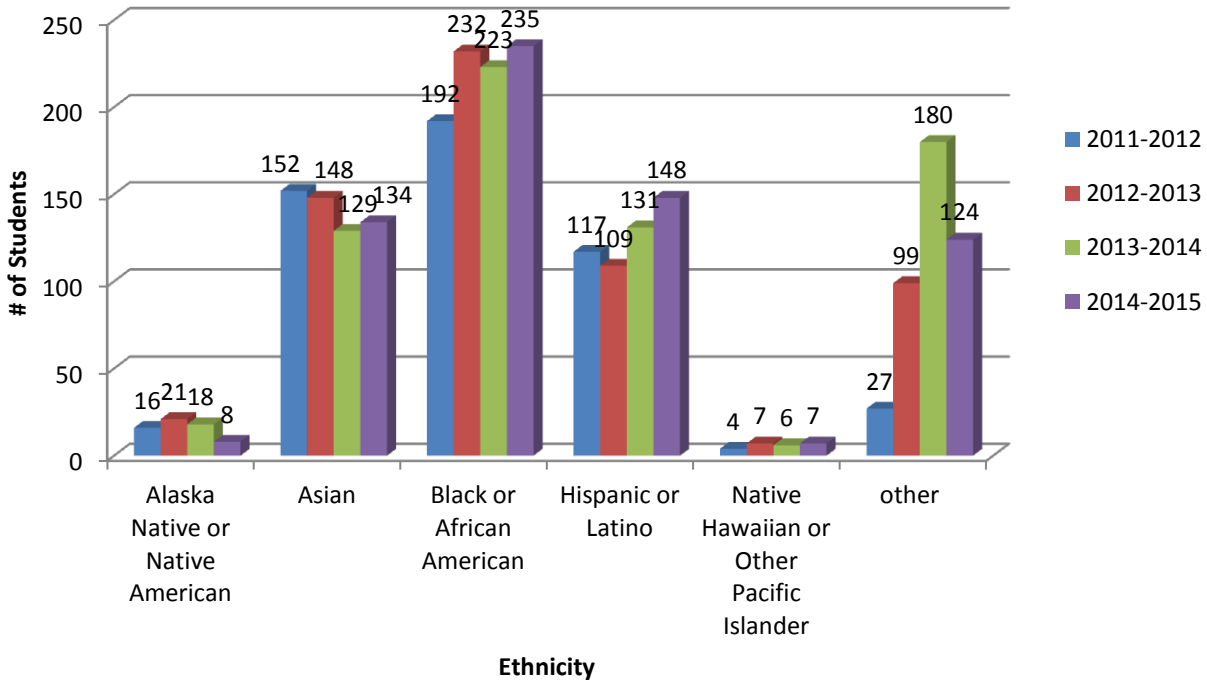


Chart 11: Graduate Student Demographics
Alaska Native or Native American 0%
Asian 7%
Black or African American 16%
Other 25%
Hispanic or Latino 4%
Native Hawaiian or Other Pacific Islander 0%
White (not Hispanic or Latino) 53%

Chart 12: Student Demographic Comparison-AY 11-12, 12-13, 13-14, 14-15



6.2 Enrolled Students by Gender

Chart 13: Undergraduate Student Gender Breakdown

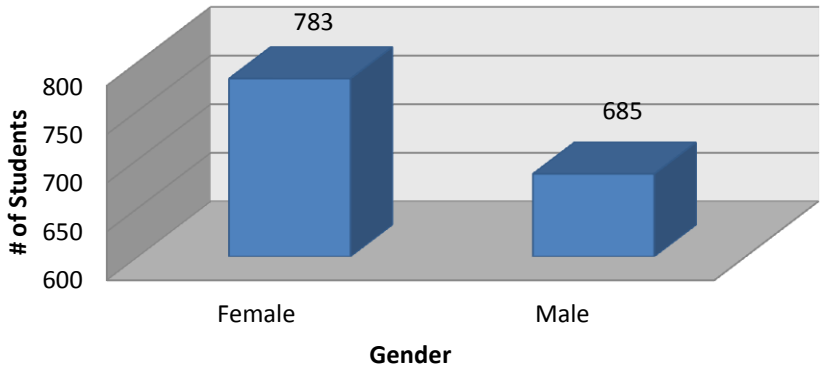


Chart 14: Graduate Students Gender Breakdown

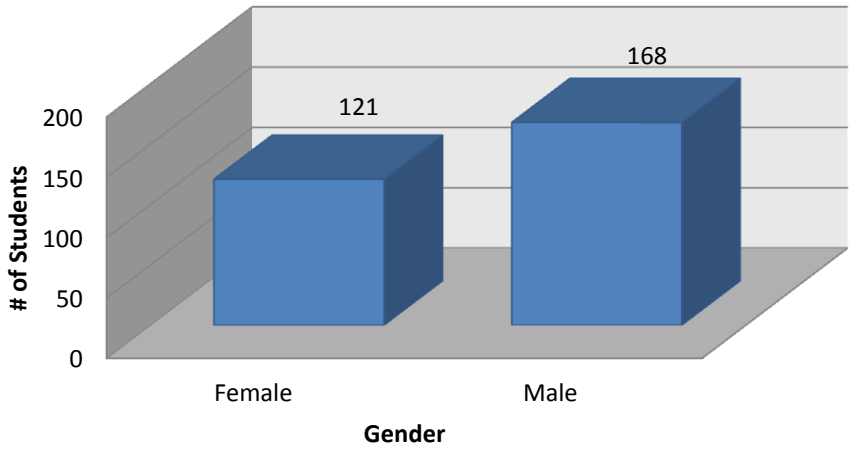


Table 13: Accredited Programs Gender Comparison AY: 10-11, 11-12, 12-13, 13-14, 14-15

Gender Comparison –AY 10-11, 11-12, 12-13, 13-14,14-15					
Student Gender	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Female	927	835	867	898	904
Male	844	799	794	779	853

6.3 Enrolled Students by Age

Chart 15: Undergraduate Student Age Breakdown

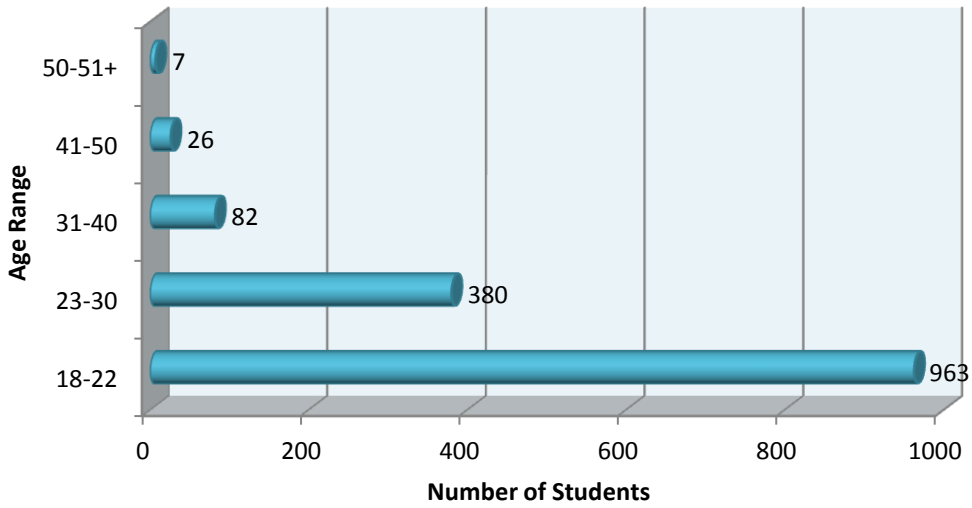
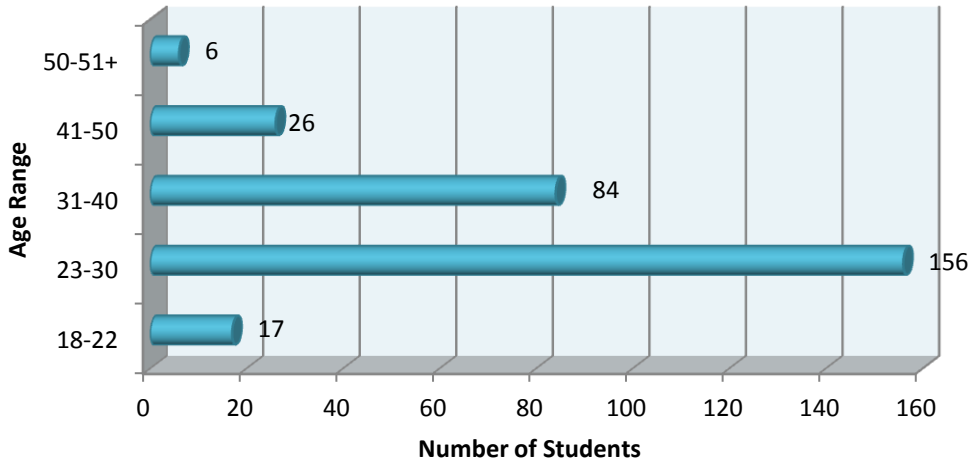


Chart 16: Graduate Students Age Breakdown



6.4 International Students

Accredited programs have a total of 132 international students enrolled for the 2014-2015 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	21
Brazil	1
British Virgin Islands	1
Chile	1
China	8
Cuba	1
Eastern Europe	1
Ecuador	1
Ethiopia	1
Germany	1
Ghana	1
India	1
Indonesia	1
Ireland	1
Jordan	1
Kenya	1
Kenya	1
Lebanon	1
Mexico	5
Nepal	4
Niger	1
Nigeria	2
Peru	1
Philippines	1
Saudi Arabia	11
South Korea	1

Taiwan	1
Total	72

Table 15: International Graduate Students Country of Origin

Country	# of Students
Asia	1
Africa	6
Canada	1
India	3
Nigeria	5
Sweden	1
Unknown	43
Total	60

7.0 Employment after Graduation

7.1 Employment Opportunities

Twenty eight accredited programs feel that employment opportunities for environmental health graduates is increasing and one program feels they are decreasing. The remaining nine 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 2014-2015, program directors reported 333 graduates working in the private sector where 335 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	4%	7%	54%	13%	22%
Graduate	6%	17%	19%	17%	41%

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

- Michelin
- Union Camp
- Boeing
- Georgia Pacific
- Bechtel
- Parsons
- Steritech
- Veolia
- SCANA
- SC Electric and Gas

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	No Answer
Undergraduate	45%	42%	10%	3%
Graduate	50%	50%	0%	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	13%	71%	16%
Graduate	12.5%	87.5%	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	71%	29%
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 is static or only slightly increasing. Also needed faculty could more easily be hired with increased program enrollment."

Boise State University
"Need to enhance recruitment to ensure program enrollments do not continue to drop."

California State University at San Bernardino

"Because we are not growing at the same pace as other programs in our department due our requirements of basic science and math courses. Nonetheless, we are looking for ways to remain in the run and be competitive."

Central Michigan University
"As a new major, student awareness of this career option is low."

Dickinson State
"The university wants to cut program and EH students are not very good athletics."

East Carolina University
"Increasing need for EH professionals."

East Tennessee State University
"The program has been identified as a low producing program."

Indiana University - Purdue University Indianapolis
"As a newly formed School of Public Health, my main priority is to raise awareness of our undergraduate environmental health program."

Lake Superior State University
"Our enrollment is small."

Mississippi Valley State University
"The state governing body (Institution of Higher Learning) has discussed eliminating the program."

Missouri Southern State University
"We have been threatened with closure of the program in the past by the state, due to not consistently having 10 graduates per year."

North Carolina Central University
"EH is one of the three concentration in our undergraduate program. We started focusing on recruitment for our undergraduate program, but EH seems to be a more challenging sector than the other two. One of the reasons, we experienced, was course requirement that seemed a little bit more inflexible than other areas."

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. Also with the significant increase of undergraduate public health programs this is drawing more students."

University of Findlay
"Still want to increase it."

University of Georgia, Athens
"In the past 4 to 5 years enrollment has been going down. I would like to see an increase of 20%."

University of Massachusetts, Lowell
"We have tried numerous approaches to increasing enrollments, including outreach to high schools, enhancing outreach materials and articulation agreements with community colleges. We are finding that the transition to a BS in Public Health with a concentration in EH/OH in and of itself has increased interest in the program and we are seeing a significant number of applications into the program. While most will chose a Community Health/Health Promotion track, a percentage are choosing EH/OH. Curriculum changes to make the mandatory Principles of Environmental Health survey course as a freshman course (also in the curriculum of two minors in sustainability) will hopefully increase enrollment in the next 1-2 years."

University of Washington
"Our department is now interested in increasing the number of undergraduate from 50 to 80-100. We are now looking at how we can build capacity in our courses without diluting the quality of the curriculum."

University of Wisconsin Eau Claire
"Continuing budget cuts in Wisconsin have forced evaluation of all programs on campus."

University of Wisconsin Oshkosh
"We are making efforts to grow this new program by working with admissions and advising personnel and statewide high school guidance counselor."

Concerned Graduate Programs

East Carolina University
"Masters Program approaching limit of students that can be efficiently and effectively guided by four MSEH faculty (given that student completion of a Thesis or Professional Paper is required)."

East Tennessee State University
"The MSEH program has been identified as a low producing program."

Mississippi Valley State University
"We are trying to build our program up more than it is presently."

University of Findlay
"Want and need more students."

Accredited programs were asked to indicate the health of their program: 21 programs are improving, 15 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."

Baylor University
"We have just added a new permanent lecturer position in Dr. Trey Brown, and are adding a new Associate Professor in Dr. Christie Sayes. Both have excellent environmental health practice based experience. With this increase in faculty, we plan on increasing the number of majors in the EHS program."

Central Michigan University
"Most new majors learn about the program through word of mouth rather than recruitment events."

Colorado State University
"We are constantly looking for ways to improved. We have recently initiated curriculum changes to increase flexibility for personalization. Students will soon be able to take additional courses that support interests, career opportunities and/or graduate or professional school plans."

East Carolina University
"Outreach programs."

Illinois State University
"We are fully staffed and have a good mix of backgrounds."

Indiana University-Purdue University Indianapolis
"The EHS faculty is actively building relationships with regional high school and university admissions counselors to improve recruitment, and we have made recent improvements to our curriculum by raising basic science requirements."

Missouri Southern State University
"We have gone from 40 enrolled as EH majors last year to 52 enrolled as EH majors this year."

North Carolina Central University
"With aggressive recruitment approach, we are getting more inquiries about our program lately."

University of Findlay
"Enrollment has grown from 51 to 86 in the last 4 years."

University of Massachusetts, Lowell
"The move towards a BS in Public Health has definitely been a positive for the program, in addition to growth at the university as a whole. We are seeing students apply into the program who are stronger; more interested in engagement on campus, and are interested in building a student EH community. 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, such as a major composting initiative."

University of Washington
"We have slowly been increasing the number of our students in the major over the last 5 years."

University of Wisconsin Eau Claire
"Program enrollment 2.5 times increase over last 10 years, new faculty member."

West Chester University
"It takes a critical mass of students to "get the word out" about the major and we now have that. Several students have brought in new majors. This and AEHAP support/accreditation has greatly improved the health of our program."

Wright State University
"Good enrollment, excellent support from college, excellent program instructors having good professional contacts, solid prospects for internships, active student group."

Graduate Programs

Eastern Kentucky University
"The numbers have increased over the last five years."

Old Dominion University
"Increase enrollment."

University of Illinois Springfield
"Down two faculty and another will retire at end of spring semester. Need to have successful replacements to handle steady enrollment increases."

Explanation for Health of Programs Diminishing
Dickinson State University
"Third highest rental rates in the USA with very little places to live available, along with older style campus dorms. We lost almost all of your international students and most students can earn more money than the professors here without any education. No

recruitment money available from the university. Generally, most people in this state don't understand the need for sanitation."

East Tennessee State University
"Enrollment has declined."

Lake Superior State University
"Despite low enrollments, all the courses used by this program are also used in other science programs (environmental science, biology, etc) that have stronger enrollments, so the courses can continue to be offered."

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 39 Programs
1. YouTube	2	5%
2. Facebook	17	44%
3. Twitter	5	13%
4. Financial aid initiatives	11	28%
5. Outreach to students who are undeclared majors	28	72%
6. Participating in on-campus events	29	74%
7. Posting advertisement flyers	12	31%
8. Recruitment class (introductory course open to all university students)	25	64%
9. Student club activities	25	64%
10. Students recruiting other students	34	87%
11. Submitting articles for school newspaper on EH student led initiatives	7	18%
12. Working with the admissions office	21	54%
12. Other (Please specify)	9	23%

Other Recruitment Efforts

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

Undergraduate Programs

Benedict College
"Take students to external environmental meetings or conferences to expose them to careers and information related to the environmental field."

Boise State University
"Word of mouth and the program's recruiter course: ENVHLTH 102."

Central Michigan University
"Student Success Center."

Dickenson State University
"We are starting a general education introductory environmental health class spring of next year."

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."

Wright State University
"Promotion of EHS Program by college newsletters and on-campus video monitors in high-traffic areas."

Graduate Programs

East Tennessee State University
"College recruitment and retention committee has been formed."

University of Illinois Springfield
"Advertising JEH (not a good use of $) IEHA conferences Internet homepage is what most applicants check as having found program."

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 39 Programs
1. YouTube	3	8%
2. Facebook	13	33%
3. Twitter	2	5%
4. Alumni	24	62%
5. Community-university partnerships	21	54%
6. Electronic Media	11	28%
7. High School class presentations	15	38%
8. News Media	5	13%
9. Participation in career day events	24	62%
10. Participation in local events	16	41%
11. Science Fairs	13	33%
12. Other (Please specify)	12	31%

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

Undergrad Programs

Boise State University
"Word of mouth."

Central Michigan University
"We present to admissions office and career counselors who intern reach students off campus."

Texas Southern University
"Marketing initiatives High school outreach visits."

University of Georgia Athens
"High School College Fairs."

University of Massachusetts-Lowell
"Admissions outreach events."

University of Wisconsin Eau Claire
"Outreach to high school counselors."

University of Wisconsin Oshkosh
"University "Preview Days" where prospective student applicants come meet with faculty and students at the University in the major(s) they are considering. Accepted students'

day - meetings with faculty in programs to encourage accepted students to attend. EH Program website also brings off-campus inquiries."

Western Carolina University
"EES Departmental web pages."

Graduate Programs

East Tennessee State University
"College recruitment and retention committee has been formed."

University of Findlay
"Direct recruiting to other academic programs and to over see programs. Also MOUs with international programs."

University of Illinois Springfield
"JEH IEHA conferences."

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 39 Programs
Admissions Office	1	3%
Advising office	3	8%
Alumni	3	8%
Classroom Recruiting	13	33%
EH Club Activities	1	3%
Electronic Media	1	3%
On Campus Recruitment of Undeclared Majors	4	10%
Participation in Local Events/Off Campus	8	21%
Student to Student Recruitment/Word of Mouth	19	49%
None/Not Applicable	2	5%

9.3 Diversity Recruitment

54% 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 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 career options in the sciences. EH&S is one of many programs represented."

Colorado State University
"We visit with all of the advocacy centers on campus each semester and volunteer for their events, are present and eager to speak with students of color."

East Carolina University
"Presentations to campus fraternities and sororities."

East Tennessee State University
"The college has a recruitment and retention committee that is charged with this effort."

Indiana University - Purdue University Indianapolis
"We specifically recruit from some high schools that serve low-SES communities."

North Carolina Central University
"NCCU is one of the HBCU that is committed to recruit and train minority students."

University of Findlay
"Women and minority scholarships."

University of Georgia Athens
"This is a maybe. I just wrote an R25 grant in which the aim was to recruit students to the major to increase diversity in the workforce. Grant was scored, but I don't know yet if it was funded. We also have a scholarship devoted to historically underrepresented minorities sponsored by GA Power."

University of Massachusetts, Lowell
"The university as a whole is committed to increasing diversity through scholarship, outreach, and other activities."

University of Washington
"We work with the UW's Office of Minority Affairs to recruit underrepresented students to the major. We also have an NIEHS funded summer research program targeted at underrepresented students."

University of Wisconsin Oshkosh
"We are working with the first generation and low income student support adviser."

West Chester University
"We are working this year with a new program "Equity Score Card" to target minority students who are underachieving. This is more of a retention than a recruitment effort."

Wright State University
"Recruiting initiatives sponsored by the college."

Graduate Programs

East Tennessee State University
"College recruitment and retention committee has been formed. The committee is charged with increasing diversity."

Eastern Kentucky University
"Our recent HRSA grant recruits a diverse student body by recruiting students from native of service regions areas and Appalachian areas that are in higher need of healthcare professionals."

Old Dominion University
"Increase scholarships and financial aids."

10.0 Retention

10.1 Five Year Retention Rates

Table 23 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: California State University Northridge (G) (45%), Colorado State University (28%), Dickinson State University (35%), East Central University (25%), East Tennessee State University (G) (26%), Eastern Kentucky University (UG) (26%), Eastern Kentucky University (G) (44%), Illinois State University (30%), Indiana University – Purdue University Indianapolis (40%), Mississippi Valley State University (G) (30%), Old Dominion University (G) (45%), University of Findlay (G) (28%), University of Illinois Springfield (28%), University of Washington (46%), and Wright State University (35%).

Table 23: Accredited Programs Five Year Average Retention Rates

Accredited Program	2010-2015 Mean Enrollment	2010-2015 Mean Graduation	Graduation /Enrollment
Alabama A&M University	18.5	3.6	19%
Baylor University	17.2	2.2	13%
Benedict College	17.6	3.4	19%
Boise State University	43.2	10.4	24%
California State University at Northridge (UG)	178.2	33.2	19%
California State University at Northridge (G)	56.4	25.6	45%
California State University at San Bernardino	37.2	8.2	22%
Central Michigan University	18	2.7	15%
Colorado State University	113.2	31.8	28%
Dickinson State University	6.2	2.2	35%
East Carolina University (UG)	35.2	8	23%
East Carolina University (G)	28.6	6.8	24%
East Central University	43.8	11	25%
East Tennessee State University (UG)	52.8	10.4	20%
East Tennessee State University (G)	3.8	1	26%
Eastern Kentucky University (UG)	104.4	27	26%
Eastern Kentucky University (G)	37.5	16.3	44%
Illinois State University	103.4	31	30%
Indiana University - Purdue University Indianapolis	20.8	8.4	40%
Lake Superior State University	4.6	1	22%
Mississippi Valley State University (UG)	15.8	2.8	18%
Mississippi Valley State University (G)	20	6	30%
Missouri Southern State University	42.8	7.8	18%
North Carolina Central University	3.4	0.4	12%
Ohio University	49	12	24%
Old Dominion University (UG)	58.4	14	24%
Old Dominion University (G)	16.8	7.6	45%
Texas Southern University	33.8	7.2	21%
University of Findlay (UG)	77.3	11.3	15%
University of Findlay (G)	74.6	20.8	28%
University of Georgia Athens	105.2	20.4	19%
University of Illinois Springfield	41.2	11.5	28%
University of Massachusetts-Lowell	11.4	1.8	16%
University of Washington	42.2	19.6	46%
University of Wisconsin Eau Claire	54	13	24%
University of Wisconsin Oshkosh	7.5	1.7	22%
West Chester University	47.6	10.6	22%
Western Carolina University	64.8	15.4	24%
Wright State University	37.2	13.2	35%

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-eight of the 40 accredited programs offer online courses. Of these that offer online courses, sixteen 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
Central Michigan University		No
Colorado State University	Yes	
East Carolina University (UG)		No
East Carolina University (G)	Yes	
East Central University	Yes	
East Tennessee State University (UG)	Yes	No
East Tennessee State University (G)		No
Eastern Kentucky University (UG)		No
Eastern Kentucky University (G)		No
Illinois State University	Yes	
Mississippi Valley State University (UG)	Yes	
Mississippi Valley State University (G)	Yes	
Missouri Southern State University	Yes	
North Carolina Central University	Yes	
Ohio University	Yes	
Old Dominion University (UG)	Yes	
Old Dominion University (G)	Yes	
Texas Southern University		No
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
"ERHS 405 is an online course in ergonomics that can be taken by anyone connected to the internet."

East Central University
"Anyone meeting prerequisites."

Mississippi Valley State University
"Any student which qualifies for admission to the university can register and enroll in any of our online courses."

Missouri Southern State University
"Anyone with the prerequisite course of general biology."

North Carolina Central University
"We don't have a data on this, but some students registered in the classes like Health Education are not NCCU students."

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
"Any college student, they apply as a transient student."

University of Wisconsin Oshkosh
"The public administration courses are offered to public administration majors."

West Chester University
"When offered (there are currently none offered) any college student may take courses as long as they meet pre-requisite requirements."

Graduate Programs

East Carolina University
"Permission of instructor."

Mississippi Valley State University
"Any student that has been admitted into the university is eligible to enroll into the selected class."

Old Dominion University
"ODU students in biology and chemistry."

University of Findlay
"As transient students."

University of Illinois, Springfield
"Non-degree seeking students may take the courses with permission of department based on available seats."

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:

Undergraduate Programs

Benedict College
"We administer an exit exam composed of questions obtained from such organizations 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."

Boise State University
"Our exit exam is a comprehensive capstone seminar course, which requires participation in the Air & Waste Management Association's Environmental Challenge Competition. This competition requires a technical report and presentation aimed at providing sound scientific and socioeconomic resolutions to a real world environmental issue. You must compete in the environmental challenge and pass the seminar course to successfully graduate from the program."

Dickinson State University
"It is a 50 question exam based on the RS exam."

East Tennessee State University
"This program has not been implemented. The examination will be a short, multiple-choice evaluation administered by the university testing center during the student's final year."

Mississippi Valley State University
"Students take an exit exam based on the courses taken and their concentration. Courses include Environmental Chemistry, Epidemiology, Microbiology, Biostatistics, Health Education Methods, Air Pollution, Environmental Toxicology, and Vector Control."

Missouri Southern State University
"MSSU seniors are required to take the Missouri Certified Environmental Health Specialist exam as their senior assessment exam for their major. If EH graduates apply for the credential from the certification board, they can bear the title of "Certified Environmental Health Specialist, CEHS" 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
"It is a capstone covering biological sciences that all students graduating from the biology department take."

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
"The exam is a combination of multiple choice, short answer and essay style questions. Topics cover the fundamentals of environmental and occupational health. Essays are designed to demonstrate critical thinking and written communication skills."

East Carolina University
"Required MSEH Comprehensive Exam covering six topic areas within the discipline of environmental health. MSEH students must pass to graduate."

East Tennessee State University
"MSEH students take a required, comprehensive written examination developed by the Graduate Faculty."

Mississippi Valley State University
"Students must pass both oral and written comprehensives exams before they complete the program."

Old Dominion University
"Students need to take a comprehensive exam with written and oral parts during the last semester of their study."

University of Findlay
"We instituted a comprehensive final exam starting with the 2015 academic year. The exam covers the 6 core courses in the program."

University of Illinois, Springfield
"Case based study - real world example - requires data analyses through develop and implementing intervention."

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

Baylor University
"New faculty hires: Dr. Trey Brown, a new Lecturer who started in Fall 2014. Dr. Christie Sayes, a new Associate Professor who starts in Fall 2015."

Benedict College
"We now have a new facility for teaching and research in environmental health science and environmental engineering. It is an attractive new facility fully supported and partially funded by the college administration. It currently only offers courses at junior and senior academic levels. We want to also expose this new facility to underclassmen and non-majors as a possible aid to recruitment and retention. An open-house for the facility is planned for mid April 2015."

Colorado State University
"We are making curriculum changes to increase electives to 20 credits allowing student great flexibility in their degree program. The changes will be communicated in our self-study due 12/1/2015."

Dickinson State University
"We are in the process of adding on-line course for Turtle Mountain Community College, which is a tribal college, so their students can complete our EH degree and stay on their campus. The students will complete as many of the TMCC courses available there. We are also adding the GE course next year."

East Tennessee State University
"The BSEH degree has terminated the occupational health and safety concentration. Additional curricular revisions are being considered."

Indiana University-Purdue University Indianapolis
"We have bolstered our basic science requirements (biology, chemistry, physics, mathematics, etc.) across the board, so that the first two years of our undergraduate student's career now has the same requirements as any other science major. We have also raised our GPA requirement for entry into the program from 2.0 to 2.5, the same requirement as our other undergraduate programs within the Fairbanks School of Public Health."

Old Dominion University
"We did add a University GIS course as an ENVH elective to the curriculum."

Texas Southern University
"The program was moved from Health Sciences Department to Pharmaceutical Sciences."

University of Georgia, Athens
"We have been asked to substitute our Environmental Law course for a Health Policy and Management Course by our other accrediting body (CEPH). I'm going to officially list the HPAM course, but allow students to take the law class if they would like to do that instead. We do cover environmental law extensively among our other courses, so our students do get the information."

University of Massachusetts, Lowell
"As noted, all entering freshmen this year have been admitted in to the BS in Public Health program with a concentration in environmental and occupational health. All students enrolled in the program before this year will graduate with a BS in environmental health with the accredited curriculum. We have spent the last year ironing out challenges in a transition to a new curriculum that has a public health core (required for public health accreditation) and environmental health core (required for EHAC accreditation). Students admitted into this year's freshman class will not be taking any of the 5 new specialized EH courses until 2016 given limited numbers in the program at this point. They will take core sciences and public health courses and existing courses for the EH curriculum. By June we will apply to modify our accredited curriculum. We believe the new curriculum will not only meet EHAC accreditation guidelines more effectively than our current curriculum but will provide our students an enhanced experience."

University of Wisconsin Eau Claire
"We are now housed in the UW-Eau Claire Watershed Institute for Collaborative Environmental Studies, a good interdisciplinary fit where we work with like-minded colleagues while maintaining our focus on environmental health."

West Chester University
"As noted earlier in this survey we have added a full time EH faculty member, Dr. Neha Sunger, to our complement. To clear our "conditional accreditation" we are still working with our Chemistry Department to establish a new chemistry lab course to accompany

CHE230 Intro to Organic & Biological Chemistry. Once established this will require some other curriculum changes but for now our curriculum is unchanged from last year. We expect to be able to enact these changes and to implement them effective Fall 2015."

Graduate Programs

Eastern Kentucky University
"Dr. Sheila Pressley has been appointed as MPH Interim Director."

East Tennessee State University
"The administrative concentration in the MSEH program has been terminated."

14.0 Association of Environmental Health Academic Programs Support to Programs

Currently, all the accredited programs that participated in the 2014-2015 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 31 Programs
AEHAP Newsletters	**16**	**52%**
Social Media (Facebook, YouTube, Twitter)	**8**	**26%**
Annual Update Report Data	**9**	**29%**
Letters of Support from AEHAP	**5**	**16**
AEHAP Scholarship Programs (NSF and Student Research Competition	**20**	**65%**
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	**20**	**65%**
None of these	**4**	**13%**
Other (please specify)	**4**	**13%**
Students participated in the AEHAP-sponsored research competition and found it to be enlightening and a good way to interact with fellow students and environmental professionals.		
We would like to obtain material from AEHAP to assist in our recruiting.		
Internship announcements		
"Welcome to the Profession" graduation packages!		

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

AEHAP Program or Service	# of Programs	% Out of 8 Programs
AEHAP Newsletters	**4**	**50%**
Social Media	**1**	**13%**
Annual Update Report Data	**2**	**25%**
Letters of Support	**1**	**13%**
AEHAP Listserv Announcement	**2**	**25%**
AEHAP Scholarship Programs (NSF and Student Research Competition)	**5**	**63%**
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	**3**	**38%**
None of these	**2**	**25%**
Other (please specify)	**1**	**13%**
Recruiting grant		

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

Benedict College
"AEHAP does a good job in providing information and materials. Just continue to do so, especially for freshmen students and members of the student environmental health association."

North Carolina Central University
"Internship opportunities that can lead students to job markets. One student from NCCU who went to University of Washington for her master's once notified me about lack of job opportunities. Job prospectus is one key issue students pay attention to before they commit to any program."

University of Findlay
"Create national awareness campaign for the profession"

University of Wisconsin Eau Claire
"Share educational resources from other campuses -- it's very difficult to be "Jacks and Jills of all trades," particularly with just a few faculty members. In other words, it would be great to have online resources (lectures, PowerPoints, exercises, demonstrations, etc.) share across accredited programs. For example, I'd appreciate share online resources for EH administration, pest management, and EH tracking."

Graduate Programs

East Tennessee State University
"Increase outreach programming. Provide recruitment materials."

Eastern Kentucky University
"By Providing Student Scholarships"

Mississippi Valley State University
"Assist with recruitment materials."

University of Illinois Springfield
"Recruiting grant travel $ to NEHA for non-presenting students."

15.0 National Environmental Health Science & Protection Accreditation Council

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

Colorado State University
"Thanks for the great help through the years; it is an honor to serve on the board."

East Carolina University
"Thanks for your continued support!"

Mississippi Valley State University
"Please not that the number of faculty appears high. This is because all of our faculty teaches basic courses for all of our majors."

Missouri Southern State University
"We are hopeful that the council will not change the interpretation of the EHAC Guidelines for the basic sciences that has lead to our accreditation in the past. We are in support of there being a minimum of 24 credit hours of basic sciences required with the minimum credit hours per class and lab requirements as they now stand in the guidelines. The 6 additional hours of basic sciences (per the guidelines) would be included in the 24 hours with the other 18 hours of basic science courses as now stated in the guidelines."

Ohio University
"I would like to see a modification to some of the science requirements. Specifically, we have an issue with the way our chemistry department schedules the organic chemistry lab that makes it almost impossible for students to take the lab (as required by EHAC) unless they stay an extra semester or find a comparable class at another institution. We need more flexibility with classes that are out of our control to schedule--this has gotten much worse for our students when we switched from quarters to semesters 2 years ago."

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. I also think the form in the self study that requires us to guesstimate what percentage of each course is devoted to a certain subject is very difficult to complete."

University of Illinois Springfield (G)
"We need to figure out how to get more terminal degree applicants for tenure track positions that have environmental health practice experience. Not just research in EH."

West Chester University
"Thank you for your help."

Western Carolina University
"We hope that EHAC Undergraduate requirements will be updated appropriately. As written, there are inconsistencies and unlike other accrediting bodies, they focus on program outcomes rather than student outcomes."