National Environmental Health Science & Protection Accreditation Council

2015-2016 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 it can better support accredited programs. AEHAP exists to enhance and support EHAC accredited programs.

The data in this report represents 38 out of 38 accredited programs. There are 29 undergraduate programs and nine 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.

2015-2016 Annual Update of EHAC Accredited Programs Report Highlights

Enrollment

- Undergraduate enrollment increased from 1,468 in 2015 to 1,505 in 2016, a 2.5% increase.

- Graduate student enrollment increased by 61% from 289 graduates in the 2014-2015 academic year to 465 graduates in the current academic year.

- For the 2015-2016 academic year, 1,505 undergraduate students and 465 graduate students were enrolled for a total of 1,970 students, which is an increase of 12%, as compared to 1,757 students enrolled in the 2014-2015 academic year.

- The 2015-2016 undergraduate enrollment rate is 7.2 % above the ten year enrollment average and the 2015-2016 graduate enrollment rate is 60.5% above the ten year average.

Graduation Rates

- Three-hundred forty-five undergraduate students and 123 graduate students graduated for a total of 463 graduates. This is an increase of 1.1% as compared to the previous year graduation rate of 458.

- Undergraduate graduation rates decreased by .5% from 347 in the 2014-2015 academic year, to 345 in the current academic year.

- The graduate student graduation rate increased by 10.8% from 111 in the 2014-2015 academic year, to 123 in the current academic year.

- The 5-year average graduation rate for undergraduate students is 381.6 (2012-2016).

- The 5-year average graduation rate for graduate students is 94.8 (2012-2016).

Diversity Trends

- There was a less than 1% decrease in minority student enrollment since the academic year 2010-2011.

- Currently, 36% of students enrolled in EHAC accredited undergraduate and graduate programs are minorities. This represents a 7% increase as compared to the previous year's minority student enrollment rate. Further, overall diversity has increased by 103% since the academic year 2005-2006

2.0 – Program Faculty Updates

2.1 Accredited Program Succession Plan

**"Undergraduate" and "graduate" are abbreviated "UG" and "G" periodically throughout this report.

In this year's survey, graduate program directors were asked if they have a succession plan for when changes in leadership occur. Seven out of 9 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 Graduate Programs Utilizing Succession Plans

EHAC Program	Yes	No	No answer/NA
Graduate	78%	22%	0%

Programs utilizing succession plans submitted the following explanations of their plans:

Fort Valley State University:
"In the event that the Program Coordinator (Dr. Samples) is unable to fulfill duties, Dr. G. McCommon, Dept. Chair will step in. The Dept. Chair is a rotating position that has a term of 3 years, after that an election is held to nominate a new chair which must be a tenured faculty member."

University of Illinois – Springfield:
"Yes, the program has seven full time tenured or tenure track faculty of which four are experienced environmental health practitioner. The program director changes every three years by popular vote."

Programs not utilizing succession plans explained in the following ways:

Eastern Kentucky University
"Not at this time. This is an area that will be addressed in the future as budgets are determined."

Old Dominion University
"No. The current program has steady leadership."

2.2 Number of Faculty within Accredited Programs

This year, 2015-2016, 342 faculty members were reported by undergraduate and graduate programs, a 10.2% decrease from the previous year, which included 381 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
Baylor University	8	2	10
Benedict College	3	1	4
Boise State College	2	3	5
California State University Northridge	6	18	24
California State University San Bernardino	1	2	3
Central Michigan University	19	1	20
Colorado State University	17	2	19
Dickinson State University	1	0	1
East Carolina University	7	0	7
East Central University	3	0	3
East Tennessee State University	5	5	10
Eastern Kentucky University	8	3	11
Illinois State University	4	2	6
Indiana University - Purdue University Indianapolis	5	4	9
Lake Superior State University	5	0	5
Mississippi Valley State University	3	0	3
Missouri Southern State University	2	2	4
Ohio University	3	0	3
Old Dominion University	5	9	14
Texas Southern University	4	0	4
University of Findlay	6	4	10
University of Georgia, Athens	10	0	10
University of Massachusetts, Lowell	2	2	4
University of Washington	37	2	39
University of Wisconsin Eau Claire	2	0	2
University of Wisconsin Oshkosh	3	1	4
West Chester University	2	6	8
Western Carolina University	4	2	6
Wright State University	1	6	7
Total	**178**	**77**	**255**

Table 3: Graduate Program Faculty by School

University Name	Full Time	Part Time	Total
California State University, Northridge	6	19	25
East Carolina University	5	1	6
East Tennessee State University	5	5	10
Eastern Kentucky University	8	2	10
Fort Valley State University	2	2	4
Mississippi Valley State University	3	0	3
Old Dominion University	5	4	9
The University of Findlay	6	4	10
University of Illinois Springfield	7	3	10
Total	**47**	**40**	**87**

2.3 Unfilled and Anticipated Vacancies

Of the 38 programs that participated in the survey, there are 21 reported vacancies. The following programs detailed their unfilled and anticipated vacancies:

Undergraduate Programs

Baylor University
"New Assistant Professor will start in Fall 2016"

Benedict College
"Unfilled full-time for teaching freshman-sophomore courses"

California State University – Northridge
"Request submitted for three Full time faculty."

Colorado State University
"Health Physicist position"

East Tennessee State University
"Assistant Professor, Clinical Instructor and Clinical Instructor"

Eastern Kentucky University
"Assistant Professor"

University of Findlay
"Approval to hire one per year for next two years"

University of Massachusetts, Lowell
"We have a job search underway for a tenure track faculty member in environmental health to support the undergraduate curriculum"

Graduate Programs

Eastern Kentucky University
"Assistant Professor."

East Tennessee State University
"Assistant Professor, and Clinical Instructor"

Fort Valley State University
"We have applied to Ga. Board of Regents for a critical hire, have not heard back at this time."

University of Findlay
"Have 2 open positions - Industrial hygienists"

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	$63,187.83	24
Twelve Month	$77,251.20	10

Table 5: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$86,961.54	24
Twelve Month	$112,763.20	10

Table 6: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$62,978.88	8
Twelve Month	$88,277.5	2

Table 7: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$80,961.22	9
Twelve Month	$92,908.20	5

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	121	48%
At least 1 year	38	15%
6 months-1 year	4	1.6%
Less than 6 months	1	.4%
No experience	87	35%
Total:	**251 (reported faculty)**	**100%**

Table 9: Graduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	61	75%
At least 1 year	8	10%
6 months-1 year	2	3%
Less than 6 months	0	0%
No experience	10	12%
Total	**81 (reported faculty)**	**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

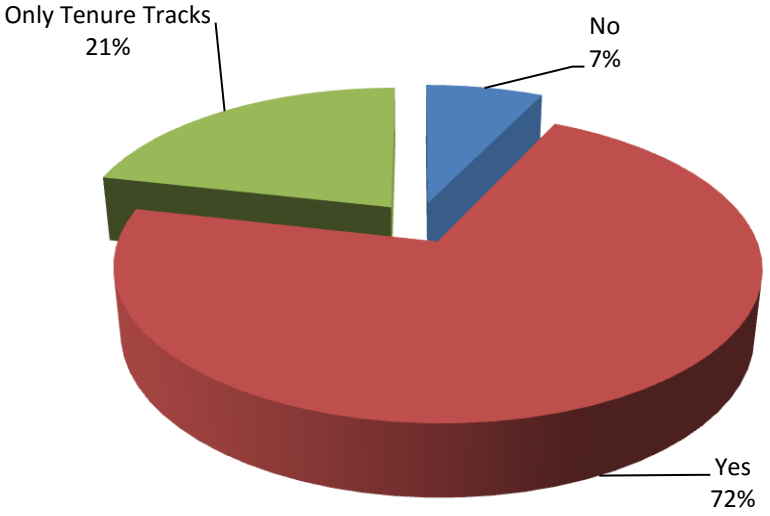


Chart 2: Graduate Faculty Degree Requirements

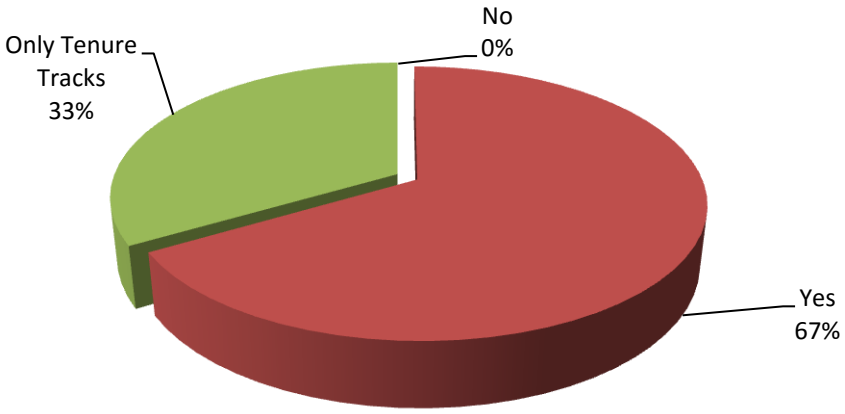


Table 10: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	17	59%
No	12	41%

Table 11: Graduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	9	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 (based on 266 reported UG faculty and 80 reported G faculty).

Chart 3: Undergraduate Faculty Demographics

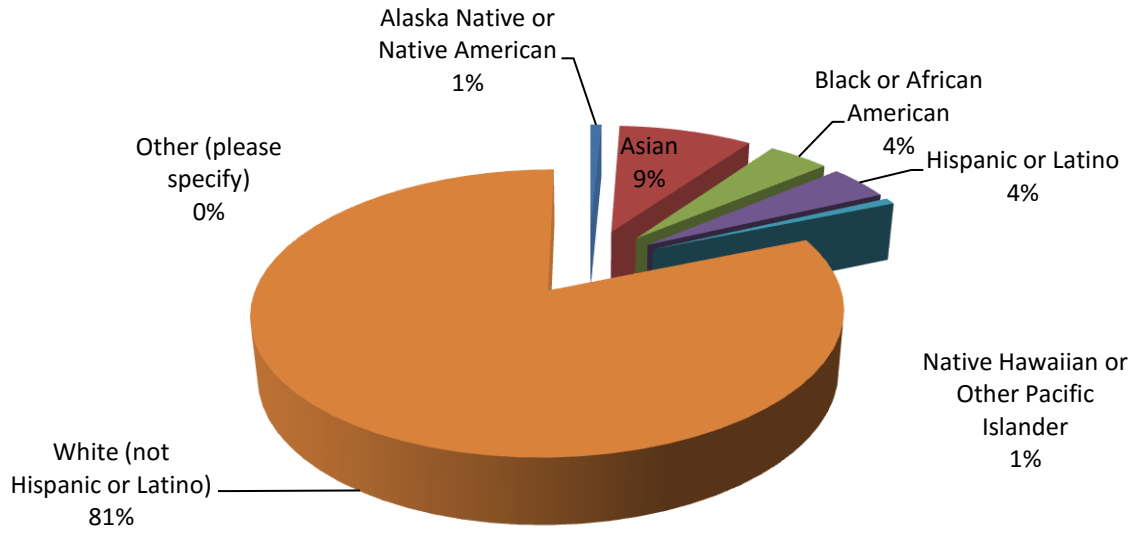
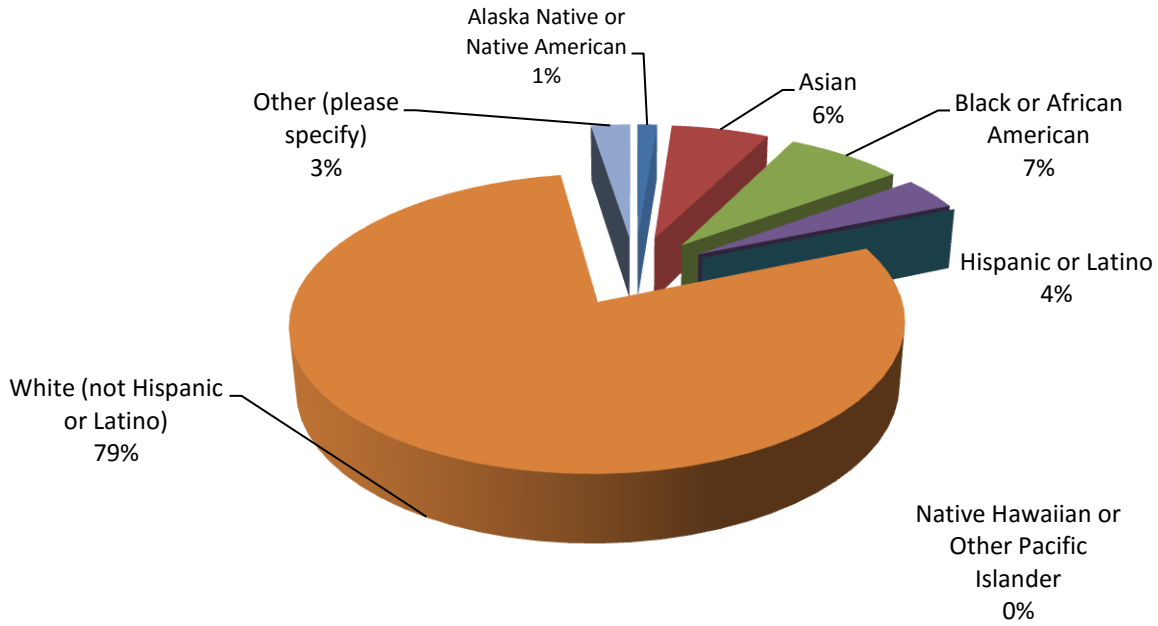
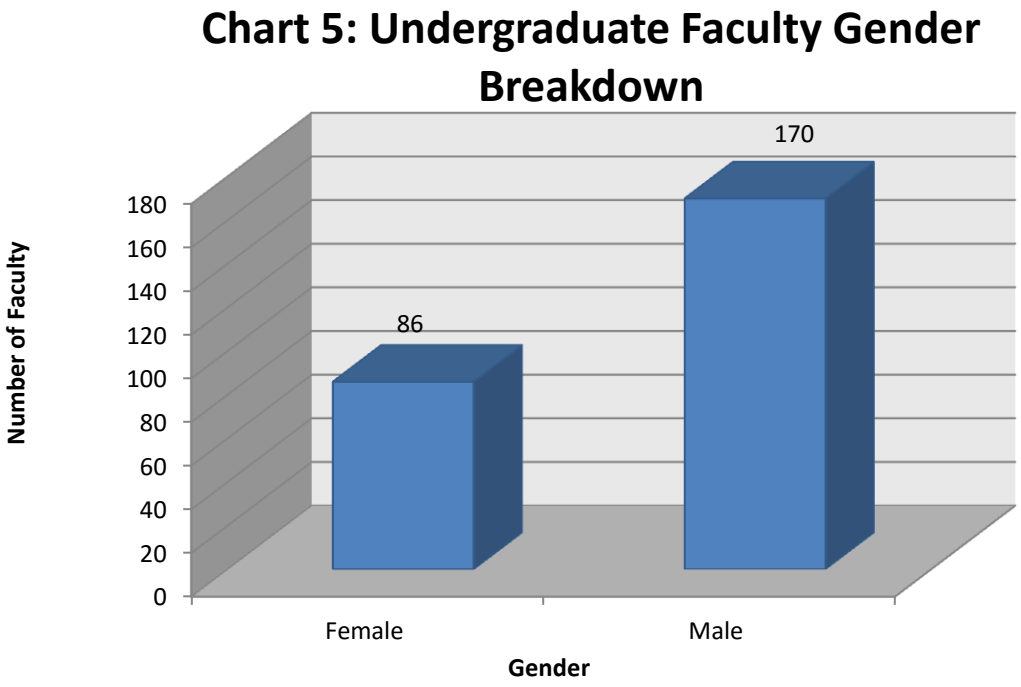


Chart 4: Graduate Faculty Demographics

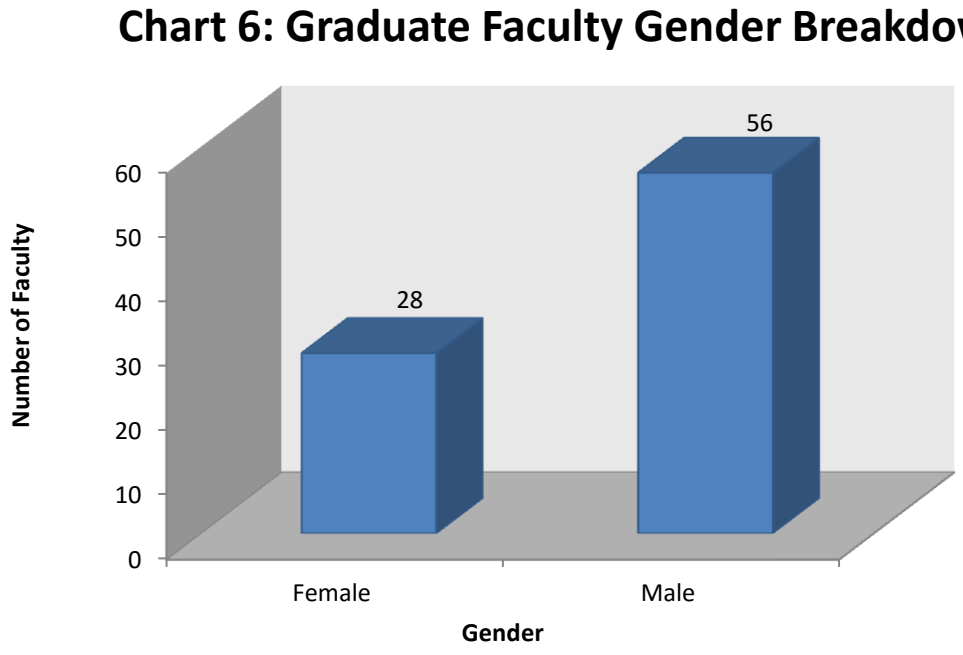


4.2 Faculty Gender

- Males make up 66% of environmental health faculty in accredited undergraduate programs while females make up 34%. See Chart 5 (based upon 256 reported UG faculty).



- Males make up 66% of environmental health accredited graduate programs while females make up 34%. See Chart 6 (based upon 84 G faculty).

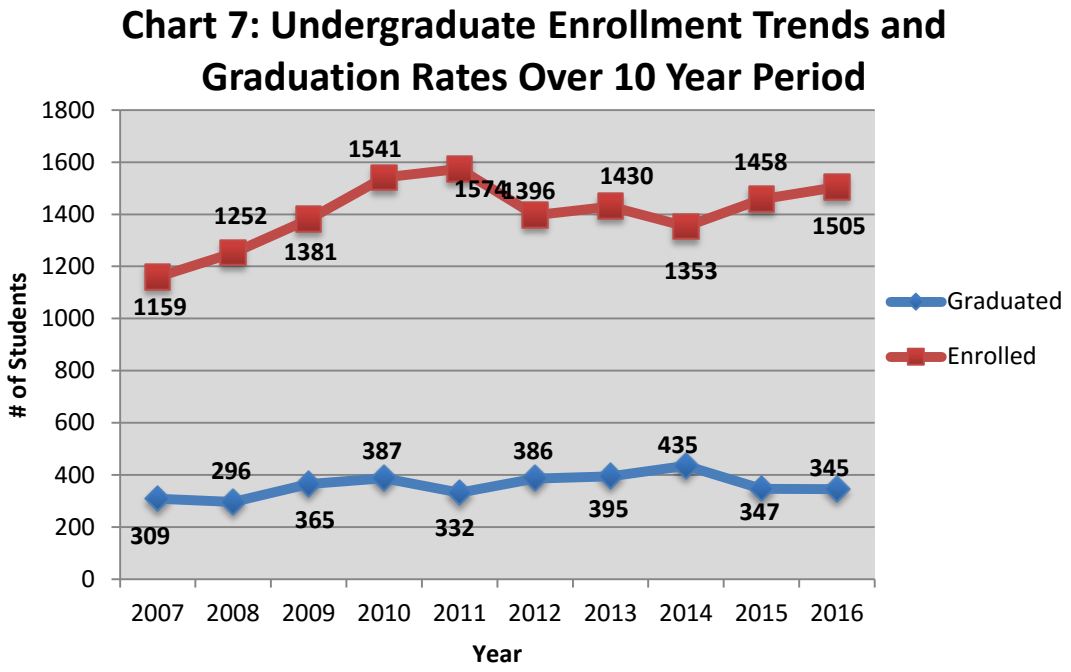


5.0 Enrollment & Graduation

5.1 Undergraduate Enrollment and Graduation

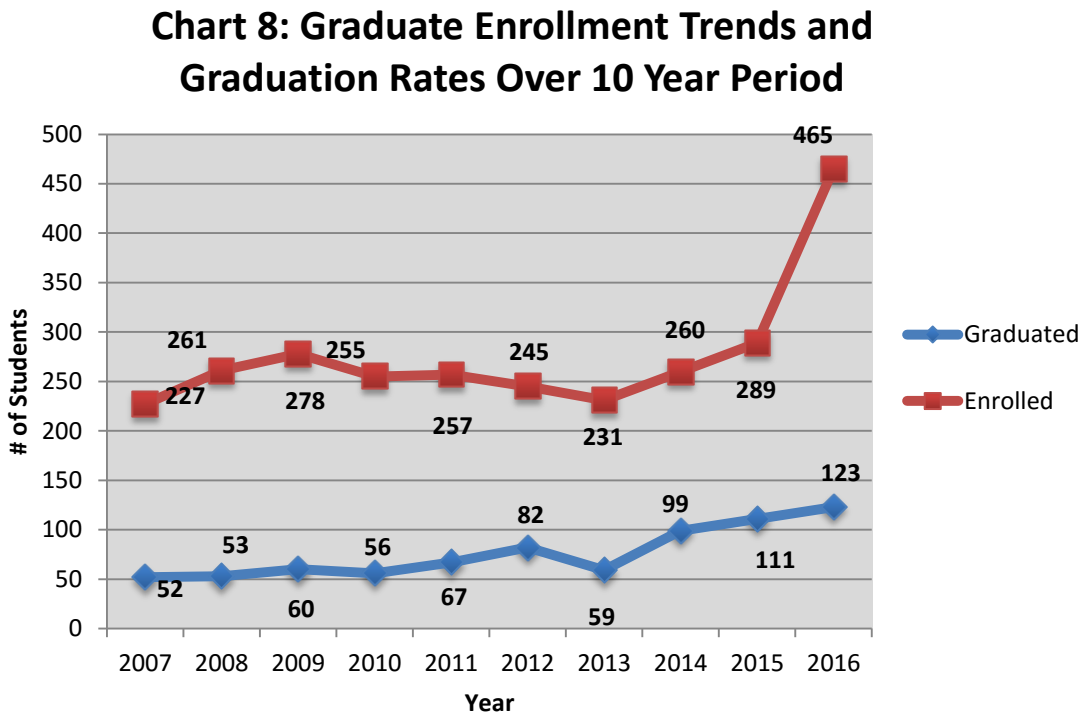
- Enrollment increased from 1,468 in 2015 to 1,505 in 2016, a 2.5% increase over last year's reported enrollment. This year's undergraduate enrollment is 7.2% above the 10 year enrollment average.

- This year's graduation rate decreased by .6% from 347 to 345. See Chart 7. (This figure is based on program directors estimating how many students will graduate 5 months before graduation).



5.2 Graduate Enrollment and Graduation Rates

For the 2015-2016 year, graduate enrollment increased by 61% from the 2014-2015 figure of 289. The graduate graduation rate increased by 10.8% from the 2014-2015 academic year. See Chart 8 (This figure is based on program directors estimating how many students will graduate 5 months before graduation. Additionally, estimates from past years have been updated with actual numbers).



5.3 Accredited Programs Enrollment By Comparison: AY 14-15 & 15-16

Table 12 illustrates the difference in individual accredited program enrollment from the academic year 2014-2015 to academic year 2015 -2016. *The table also shows that 19 undergraduate and six graduate programs have increased enrollment.*

By contrast, 10 undergraduate and three graduate programs have experienced a decrease in enrollment. These percentage decreases are shown in Table 12:

Table 12: Enrollment By Comparison: AY 14-15 & 15-16

Enrollment By Comparison AY 14-15 & 15-16				
Undergraduate School	**2014-2015**	**2015-2016**	**Difference**	**% Change**
Baylor University	23	25	2	8.70%
Benedict College	16	17	1	6.3%
Boise State College	27	20	-7	-25.9%
California State University Northridge	198	213	15	7.6%
California State University San Bernardino	40	53	13	32.5%
Central Michigan University	21	19	-2	-9.5%
Colorado State University	102	87	-15	-14.7%
Dickinson State University	4	6	2	50.0%
East Carolina University	35	44	9	25.7%
East Central University	46	39	-7	-15.2%
East Tennessee State University	50	43	-7	-14.0%
Eastern Kentucky University	85	118	33	38.8%
Illinois State University	92	79	-13	-14.1%
Indiana University - Purdue University Indianapolis	19	27	8	42.1%
Lake Superior State University	1	4	3	300.0%
Mississippi Valley State University	15	18	3	20.0%
Missouri Southern State University	52	63	11	21.2%
Ohio University	36	44	8	100.0%
Old Domion University	52	66	14	26.9%
Texas Southern University	40	43	3	7.5%
Univeristy of Findlay	86	92	6	7.0%
University of Georgia, Athens	98	102	4	4.1%
University of Massachusetts, Lowell	18	12	-6	-33.3%
University of Washington	50	46	-4	-8.0%
University of Wisconsin Eau Claire	66	72	6	9.1%
University of Wisconsin Oshkosh	6	19	13	216.7%
West Chester University	57	59	2	3.5%
Western Carolina University	77	63	-14	-18.2%
Wright State University	20	12	-8	-40.0%
Graduate School				
California State University at Northridge (G)	46	61	15	32.6%
East Carolina University (G)	28	27	-1	-3.6%
East Tennessee State University (G)	1	3	2	200.0%
Eastern Kentucky University (G)	39	26	-13	-33.3%
Fort Valley State University	0	87	87	100.0%
Mississippi Valley State University (G)	14	16	2	14.3%
Old Dominion University (G)	21	21	0	0.0%
University of Findlay (G)	104	130	26	25.0%
University of Illinois Springfield (G)	36	94	58	161.1%

5.4 Accredited Programs Enrollment Requirements

Six out of the 29 accredited undergraduate programs have a selective admission process outside their University admission requirements. Seven of the nine accredited graduate programs have a selective admission process.

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

Undergraduate Programs:

Benedict College
"Students must possesses a high school diploma or its equivalency."

East Carolina University
"Must have completed the "Introduction to EH course."

Texas Southern University
"Students must have a GPA of 2.5 or higher for acceptance. All prerequisite core courses must be completed prior to the commencement of EH courses. Application is required for EH faculty evaluation."

University of Massachusetts, Lowell
"2.5 transfer GPA with 2.5 in sciences. Freshmen follow university requirements though we will likely institute program minimum requirements to ensure we do not lose students who struggle with sciences (in the past year we lost 3 students this way)."

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 grade 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 minimum grade in all the early admissions prerequisite courses plus organic chemistry and general biology. 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 Programs

California State University Northridge
"Applicants are screened for GPA. Must have completed lower-division science courses."

East Tennessee State University
"Applicants are screened for GPA. Must have completed lower-division science courses."

Eastern Kentucky University
"Student submits an electronic application through the Graduate School website including a Personal Objective Statement and 3) Letters of Recommendation. MPH Director and faculty reviews each application to determine if student is accepted. Minimum GPA is 2.5 from their UG degree, satisfactory performance on the GRE with combined score of 291 or a MAT of 385. GRE/MAT are waived if UG degree is 3.0 or higher. A TOEFL score of a min 580 or an IELTS score of min 5 if International student."

Fort Valley State University
"2.50 GPA (undergraduate) Personal Goals Statement 3 letters of reference (LOR) indicating why would be a good fit in Environmental Health Studies"

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
"MHP-EH conc, must satisfy the following in addition to the university requirements: 1. GRE with a combined of greater or equal to 310 score in verbal and quantitative and analytical score of 4.0 2. 30 credit hour in undergraduate natural sciences 3. GPA of 3.0 and above (Lower GPA can be considered on case-by-case basis)."

5.5 Enrollment Trends

Accredited programs were asked about the number of students applying to their program. Three undergraduate programs reported having more students apply to their environmental health program than are admitted, and 16 programs said that the number of students applying is approximately the same as number admitted. Nine programs felt this question was not applicable to their program.

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

Undergraduate Programs

Colorado State University
"There may be several reasons for this including that we are part of a common application process where students can select multiple programs to apply to. It is also likely that students from out of state who do not receive any funding decide to not attend CSU because of out of state tuition expenses."

University of Findlay
"Some students do not meet minimum requirements for acceptance into the University"

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, of they fail to demonstrate an understanding of the discipline in their personal statement.
The following statements are the factors observed by faculty, which may contribute to either an increase or decrease in student enrollment."

West Chester University
"WCU has a selective application process and some applicants do not meet minimum admission standards. Well-qualified applicants will often apply to WCU as a "safety school;" these students apply to WCU not as their first choice and ultimately attend college or university elsewhere. We hold an "accepted students" day where the faculty meet with accepted students in an attempt to convince students that WCU is a good educational choice and to "close the deal.""

Graduate Programs

California State University, Northridge
"Not all applicants have qualifications that would suggest they would be successful in the MS EOH program. New University rules mandate that we will not accept MS candidates if they need lower-division science courses. These now must be completed before we can accept them to the program."

East Carolina University
"Approximately 10% of Masters of Science in Environmental Health (MSEH) Program applicants do not meet the minimum East Carolina University requirements for Regular Admission. About 10% of these are admitted as non-degree post-graduate students or as Conditional Admits."

East Tennessee State University
"Many applicants do not understand what environmental health is and lack the appropriate science background. The current graduate assistant-ships are not competitive."

University of Findlay
"Some do not meet admission requirements"

Explanations for Increases in Enrollment appear below:

Undergraduate Programs

Baylor University
"Recruitment through class presentations and working with advisors"

Benedict College
"Students have informed me that national accreditation is a main factor."

California State University, Northridge
"Awareness of profession."

California State University, San Bernardino
"Job Prospects."

East Carolina University
"The nature of EH and opportunity to protect the environment."

Eastern Kentucky University
"More faculty in the department has led to more recruitment efforts and increased offerings of recruiting courses."

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

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 Washington
"Classes which have good reputations, word of mouth"

University of Wisconsin, Eau Claire
"Better funding for health departments, so more jobs available."

University of Wisconsin, Osh Kosh
"Word of Mouth"

West Chester University
"Word-of mouth; active/engaged students and alumni."

Graduate Programs

University of Findlay
"Education of the public to what EH Professional do"

University of Illinois Springfield (G)
"Our accreditation status with EHAC, word of mouth"

Explanation for decreases in enrollment appear below:

Undergraduate Programs

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

California State University - San Bernardino
"Perceived difficulty in math and science classes"

Colorado State University
"We have recently had decreased contact with Admissions and the Center for Advising and Student Achievement (CASA) as recruiting has become more centralized. We believe the recruiting efforts are more effective if the Program can be more directly involved in recruiting efforts."

Dickinson State University
"The program is more difficult than most programs on campus."

East Carolina University
"Organic Chemistry requirement deters some students"

East Central University
"Lack of knowledge concerning job opportunities"

East Tennessee State University
"Science based curricula"

Illinois State University
"Lack of student loans"

Indiana University-Purdue University Indianapolis
"Low visibility of the profession"

Lake Superior State University
"Poor student awareness of EH field and career opportunities"

Mississippi Valley State University
"The decrease in funding to advertise and provide scholarship to recruit more students"

University of Georgia, Athens
"Perceived course difficulty (Chemistry)"

West Chester University
"Difficulty of the program, compared to non-science majors"

Graduate Programs

University of Findlay
"Lack of the above education"

Mississippi Valley State University
"The decrease in funds to advertise market and recruit more students"

East Tennessee State University
"EH is a science based curriculum"

6.0 Student Demographics

6.1 Diversity

Currently 36% of undergraduate and graduate students enrolled in EHAC accredited programs are minorities. This represents an increase of 7% as compared to the previous academic year. Overall diversity has increased by 103% since the academic year 2005-2006: see Chart 9 for UG and G student diversity trends, see Charts 10-12 for demographics, Charts 13-16 for gender breakdowns and Table 13 for a comparison of gender for the past five academic years (AY).

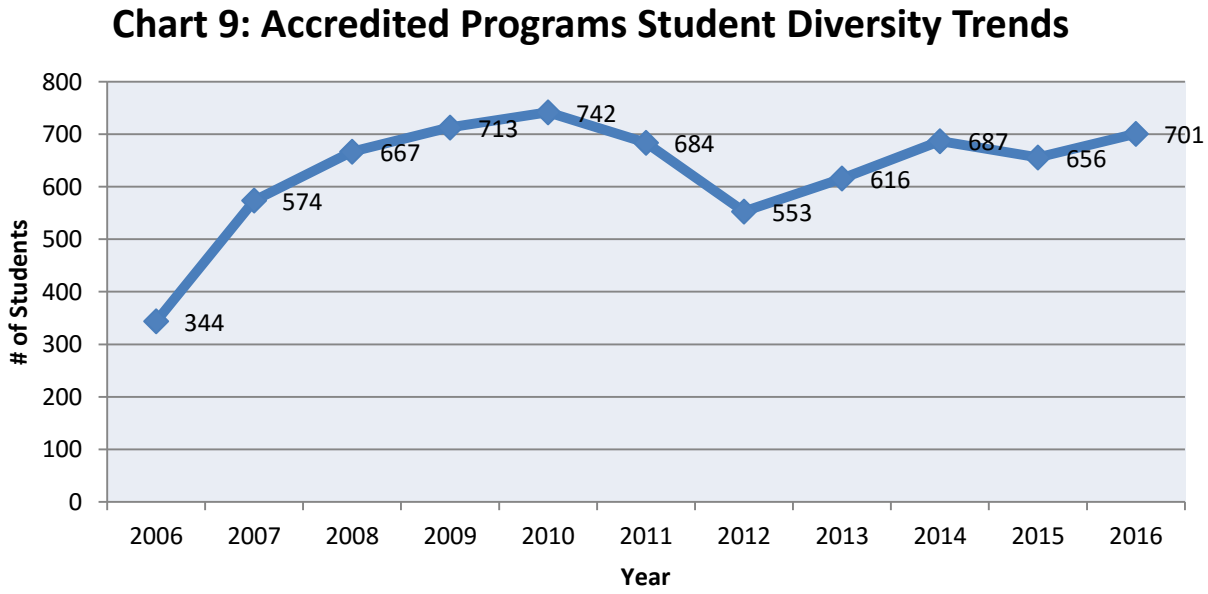


Chart 10: Undergraduate Student Demographics (based upon 1489 reported students)

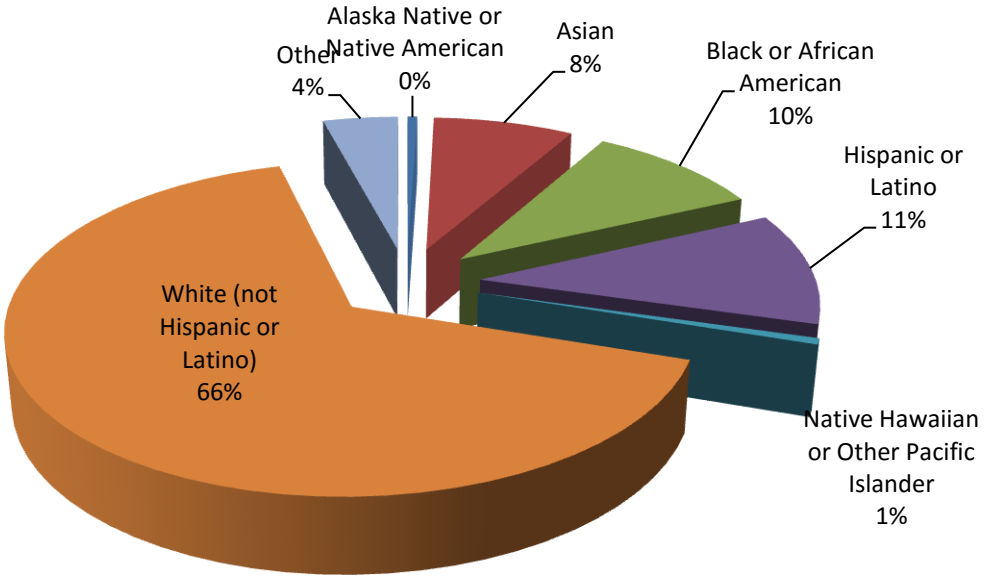


Chart 11: Graduate Student Demographics

(based upon 314 reported students)

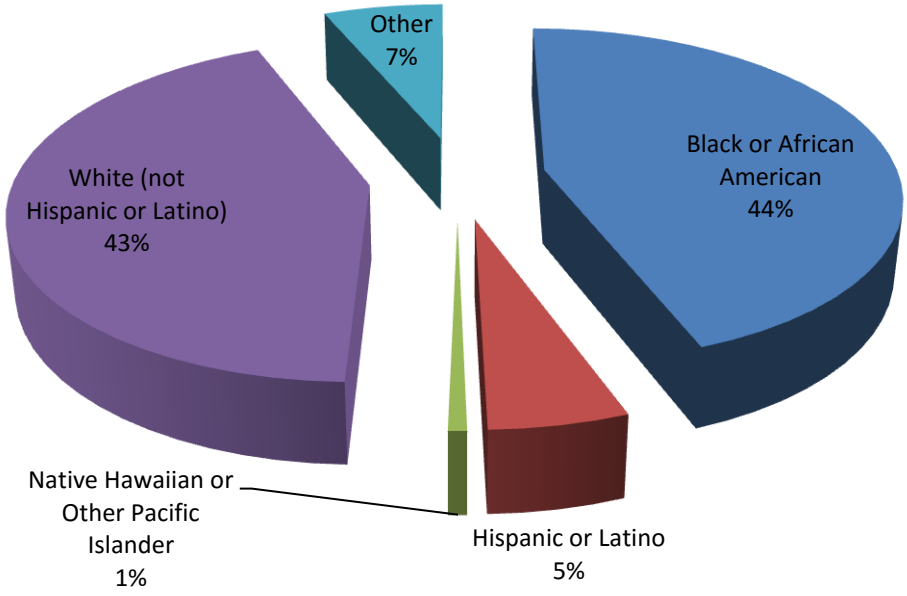
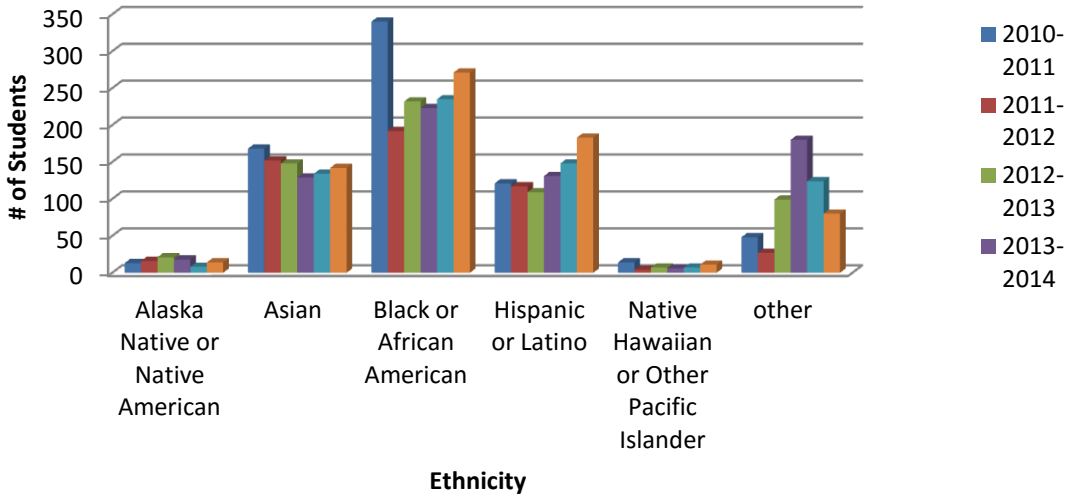


Chart 12: Student Demographic Comparison - AY 11-12,12-13, 13-14, 14-15, 15-16



6.2 Enrolled Students by Gender

CHART 13 presents the Undergraduate Student Gender Breakdown (based upon a reported total of 1505 UG students).

Chart 13: Undergraduate Student Gender Breakdown

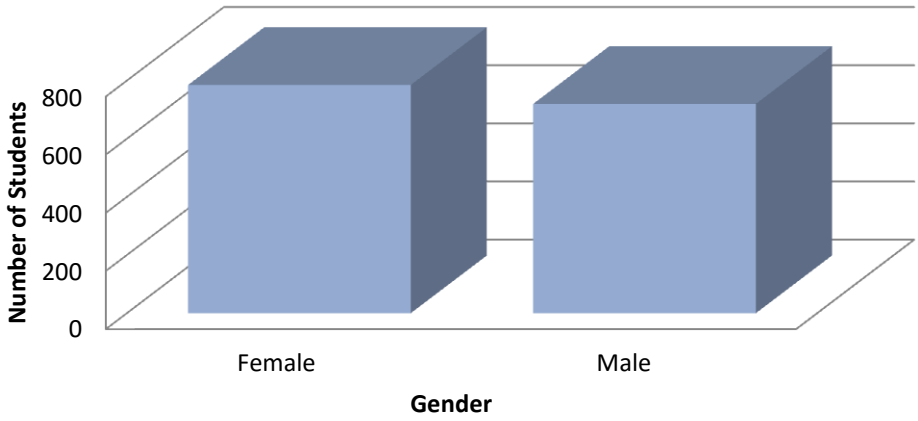


CHART 14 presents a Graduate Student Gender Breakdown (based upon a reported total of 465 G students).

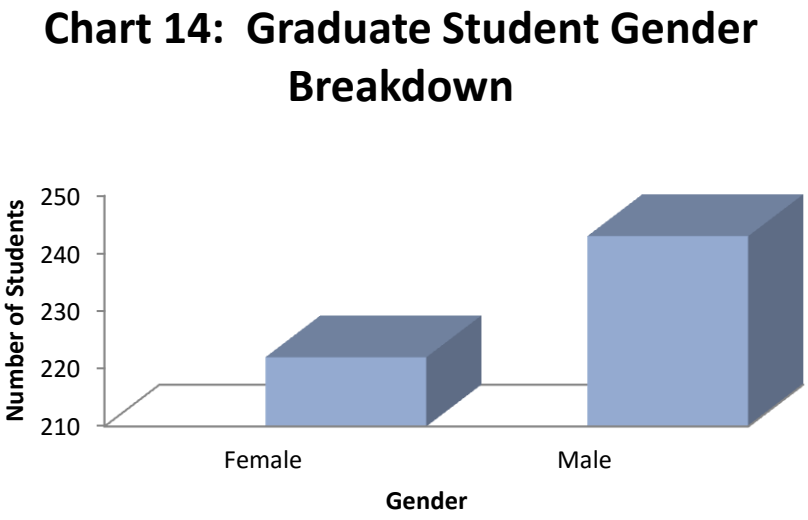
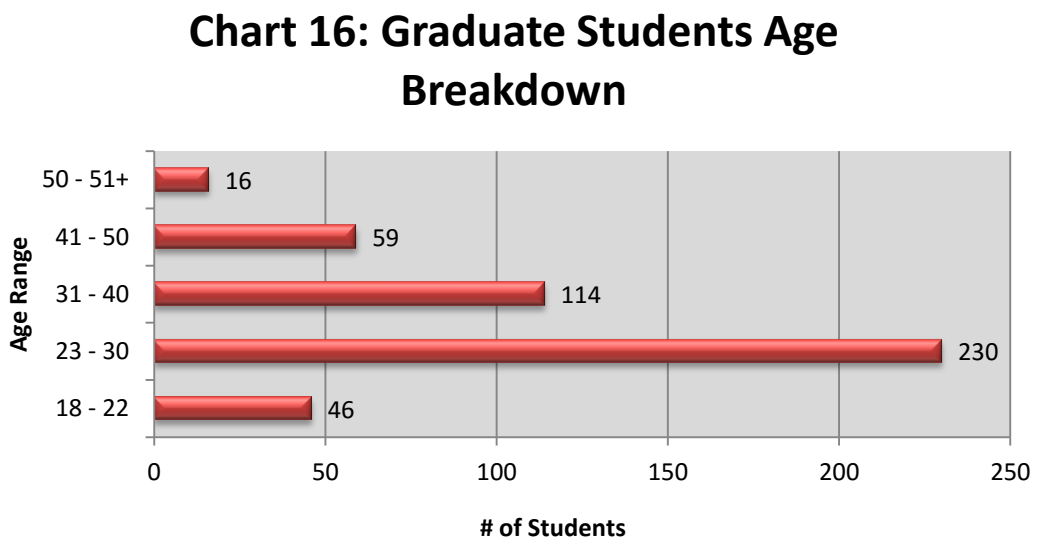


Table 13: Accredited Programs Gender Comparison
AY: 11-12, 12-13, 13-14, 14-15 & 15-16

Gender Comparison – AY 11-12, 12-13, 13-14, 14-15, 15-16					
Student Gender	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Female	835	867	898	897	1007
Male	799	794	779	850	963

6.3 Enrolled Students by Age (based upon a reported total of 1,461 UG and 465 G students)



6.4 International Students

Accredited programs have a total of 128 international students enrolled for the 2015-2016 year. See Tables 14 and 15 for Undergraduate and Graduate students country of origin:

Table 14: International Undergraduate Students Country of Origin

Undergraduate International Students	
Country	**# of Students**
Africa	3
East Africa	1
Brazil	1
British Virgin Islands	
Canada	1
Chile	
China	7
Cuba	
Eastern Europe	
Ecuador	
Ethiopia	1
Germany	
Ghana	
India	
Indonesia	
Ireland	
Jordan	1
Kenya	1
Lebanon	

Limbabwe	1
Mexico	
Nepal	4
Niger	1
Nigeria	1
Peru	
Philippines	1
Saudi Arabia	14
Sierra Leone	1
South Korea	
Taiwan	
Venezuela	1
Virgin Islands	1
Unidentified	13
Total	**54**

Table 15: International Graduate Students Country of Origin

Graduate International Students	
Country	**# of Students**
Asia	1
Africa	14
Bolivia	1
Brazil	1
Burma	1
China	2
India	22
Jamaica	1
South Korea	1
Nepal	6
Nigeria	1
Pakistan	1
Saudi Arabia	14
Unidentified	8
Total	**74**

7.0 Employment after Graduation

7.1 Employment Opportunities

Twenty-nine accredited programs feel that employment opportunities for environmental health graduates are increasing and no programs feel 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 2015-2016, program directors reported 369 graduates working in the private sector while 353 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%	5%	54%	14%	24%
Graduate	4%	5%	31%	16%	44%

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

Auto and related manufacturers
Caterpillar
GE
Jim Beam
Microbiology Tech
Siemens
Toyota
Shipyard and local sites of multinational organizations

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	38%	52%	10%	0%
Graduate	44%	56%	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	7%	79%	14%
Graduate	11%	89%	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	62%	38%
Graduate	67%	33%

Concerned Undergraduate Programs

Benedict College
"Enrollment is beginning to increase. However it is not at the level when enrollment was highest."

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

Central Michigan University
"Student awareness of this career option is low. Student recruitment is primarily by word of mouth. Since the major is new and relatively small, enrollment is a concern."

Dickinson State University
"Six is too low to get any input from the university to maintain the program."

East Carolina University
"Due to the great need for EH professionals"

Easter Central University
"Number of high school graduates in service area has been decreasing. Tuition and fees continue to increase."

East Tennessee State University
"We are considered a low producing program. "

Illinois State University
"The governor has cut student loans and our enrollment has dropped."

Indiana University – Purdue University Indianapolis
"We spend considerable time and energy on awareness and recruitment with only modest gains."

Lake Superior State University
"We would like to see enrollment increase to at least 10 students."

University of Findlay
"The University Administration has stated that our program is poised for significant growth and they want to see it happen."

University of Georgia, Athens
"We have been trying to increase enrollment for several years without much success. We have been able to get a large portion of pre-med students, but have difficulty attracting potential practitioners (they do not want to take all of the chemistry courses)."

University of Massachusetts, Lowell
"As discussed in previous years, we have had a hard time with outreach. We have tried numouer approaches and we have found that having the BS in Public Health with an EOH track is probably the best opportunity we have. We will get all students in as public health, then engage them in environmental health as a key focus of public health. We are seeing double enrollment in our public health program (class size for core classes is doubled) but the vast majority of students are choosing either the population health or health sciences (pre-health professions) tracks over EOH. One concern (and a reason we have lost some students) is the interest in environment and health may be there but they cannot keep up with the core sciences/math versus our the basic population health program which has no minimum science GPA. Those strong science students are likely to choose engineering (where salaries are higher) or schools with stronger reputations. Also, as with many programs - we have a chicken and egg situation. We are unlikely go get much support from our administration without increased enrollment but are unlikely to get increased enrollment with out support. We have sought out multiple strategies but having primarily a single faculty member (who has a full research program) in charge of recruitment, curriculum, teaching) does not allow sufficient time to do the outreach needed to build the program."

University of Washington
"We would like to increase our major from 50 to 80-100 students. We have been working the last year to examine our curriculum to determine how best to build capacity while maintaining quality."

University of Wisconsin Eau Claire
"With budget reductions in Wisconsin, all programs of our size and smaller need to continue to recruit new students."

University of Wisconsin Oshkosh
"We would like to increase enrollment. The video that you provided this fall, helped me showcase the field. Then I provided early career students with additional information about the major on campus."

Graduate Programs

California State University, Northridge
"Revision of the MS EOH program to comply with new University rules, and Federal Financial Aid rules may impact enrollment; we will not know the impact until the changes are implemented, most likely in fall 2017."

East Tennessee State University
"The MSEH Program is classified as a low producing program. We must develop a plan each year to increase enrollments."

University of Findlay
"It is growing very fast and administration wants even faster growth. We can not find faculty to hire!!"

Explanations for Health of Programs Improving:

Undergrad Programs

Benedict College
"The program is attracting better quality students academically and is attracting external funding."

Central Michigan University
"We are seeing a slight increase in interest in this major from incoming freshman. An increasing number of transfer students have contacted me about the major before transferring to the university. "

Colorado State University
"We are about to begin the process of evaluating the EH curriculum to ensure meeting competencies of our employing agencies and industries by using an external team to evaluate the current competencies being taught. We are developing new recruiting tools to try to get students into the program earlier than their junior year."

East Carolina University
"Receive inquiries on a daily basis from non EH majors. Input of non EH faculty."

Eastern Kentucky University
"We have grown in numbers over the last year and also have added 2 new faculty."

Indiana University – Purdue University Indianapolis
"We continue to invest time and energy on building the student body -- the gains are modest, but on the right trajectory."

Missouri Southern State University
"We have grown from the mid 30's to 60 plus students due to our distance learning option for the EH degree."

University of Washington
"We continue to slowly increase the number of students in our major and in our classes, we are hoping to continue this growth."

University of Wisconsin Eau Claire
"Newer faculty member making great contributions to the program, enrollment increasing steadily, faculty in other programs now teaching some of our courses."

University of Wisconsin Osh Kosh
"Within the last couple of months, we have had over 8 students change their major to EH."

Western Carolina University
"New faculty member"

Graduate Programs

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

Fort Valley State University
"This program continues to thrive and is doing well in terms of enrollment."

University of Findlay
"The University Administration has stated that our program is poised for significant growth and they want to see it happen."

Fort Valley State University
"This program has exploded in regards to enrollment since 2014 when there were only 20 students in the program. It now has approximately 87 and new inquiries are coming in every day."

University of Illinois Springfield
"Our former head of department retired last year May. We were able to fill her position immediately. We also hired two new faculty. In total, we have six tenured or tenure-track faculty and one clinical instructor faculty."

Explanation for Health of Programs Diminishing

University of Georgia, Athens
"Though our numbers aren't down too much, we are putting a lot of effort in to recruiting without success. We would like to increase the program by 30-40%."

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 38 Programs
1. YouTube	25	66%
2. Facebook	8	21%
3. Twitter	18	47%
4. Financial aid initiatives	11	29%
5. Outreach to students who are undeclared majors	30	79%
6. Participating in on-campus events	26	68%
7. Posting advertisement flyers	15	39%
8. Recruitment class (introductory course open to all university students)	16	42%
9. Student club activities	20	53%
10. Students recruiting other students	31	82%
11. Submitting articles for school newspaper on EH student led initiatives	1	3%
12. Working with the admissions office	21	55%
12. Other (Please specify)	0	0%

Other Recruitment Efforts

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

Undergraduate Programs

Baylor University
"Working with campus-wide pre-health advising office"

Benedict College
"High school senior visitation days"

Central Michigan University
"Student Success Center"

Dickenson State University
"I have added a general education introductory class but was not allowed to teach it his year. Maybe next year."

East Carolina University
"Majors fairs on campus"

University of Georgia, Athens
"Discussing our major with advisors in other colleges"

University of Washington
"Working with the advisers for undeclared majors, and with advisers for Educational Opportunity Students (under represented students)"
University of Wisconsin – Osh Kosh
"We also work directly with Undergraduate Advising Resource Center to identify students who might be interested in our major."

West Chester University
"The six checked areas indicate our biggest areas for enrollment and program growth. I suspect that students also recruit other students but have only anecdotal evidence for this."

Western Carolina University
"Providing lab experiences for local high school students."

Graduate Programs

Eastern Kentucky University
"Working with the Graduate School"

Fort Valley State University
"Participation in the following conventions with a recruitment booth: Georgia Public Health Association yearly meet Georgia Environmental Health Association yearly meet."

University of Findlay
"We do not recruit on campus for our graduate 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 38 Programs
1. YouTube	11	29%
2. Facebook	16	42%
3. Twitter	4	11%
4. Alumni	15	39%
5. Community-university partnerships	16	42%
6. Electronic Media	12	32%
7. High School class presentations	16	3842%
8. News Media	2	5%
9. Participation in career day events	26	68%
10. Participation in local events	13	34%
11. Science Fairs	10	26%
12. Other (Please specify)	9	24%

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

Undergrad Programs

Colorado State University
"Partnering with CVMBS college Student Success Center and communications team to produce a new video and a new brochure; participating in a new Life Science Visit Day; program web site has interesting internship stories; CVMBS college ambassador program to provide tours to interested new students"

East Central State University
"University recruiters visit area schools"

Missouri Southern State University
"AEHAP web site lists our degree as being obtainable by distance learning"

University of Massachusetts-Lowell
"Through local health departments who know of our program and program website"
University of Washington
"Visits to local community colleges"

University of Wisconsin Eau Claire
"Fifth- and eighth-grader visits to our "hands-on" lab activities"

University of Wisconsin Oshkosh
"We are starting to offer EH camp/academies to introduce middle school and high school students to the field of EH."

West Chester University
"The Environmental Health club does have a Facebook account, but the club is largely inactive right now."

Wright State University
"EES Departmental web pages"

Graduate Programs

East Carolina University
"Current MSEH students recruiting other students."

Eastern Kentucky University
"Professional Conferences"

Fort Valley State University
"We currently maintain a strong relationship with the Georgia State Department of Public Health which are interested in utilizing our program for the Environmental Health Specialists securing a MPH with Conc. of Enviro. Health."

University of Findlay
"Linked In"

Accredited programs were asked which recruitment techniques are the most effective on or off campus. Table 22 presents their responses:

Table 22: Most Effective Recruitment Techniques

Recruiting Technique	# of Programs Implementing Technique	% Out of 38 Programs
Advising office	2	5%
Alumni	4	11%
Career Days	1	3%
Classroom Recruiting - college and high school	3	8%
Community University Partnerships	1	3%
EH Club Activities	1	3%
Electronic Media/AEHAP website	3	8%
Participation in Hands On Activities	1	3%
Student to Student Recruitment/Word of Mouth	12	32%
Talking to Students and Parents	1	3%
None/Not Applicable/Unsure	1	3%

9.3 Diversity Recruitment

24% of accredited programs have programs or initiatives to recruit a diverse student body. The following details these programs or initiatives:

Undergrad Programs

California State University, San Bernardino
"We are an Hispanic Serving Institution and our campus dwells on diversity. Our program numbers are indicative of the university policy on diversity.."

Colorado State University
There are no specific efforts within the Program. However, Admissions does targeted recruitment to obtain a more diverse student body and provides specialty visit days to CSU. An example of this was the Tri-Ute Conference.

East Carolina University Guest lecturer at fraternity and sorority sites.

Indiana University - Purdue University Indianapolis
"We have formed relationships with some high schools that serve low-SES communities.

University of Findlay
"Women and minority scholarships."

University of Washington
"We work with Advisers from the Educational Opportunity Program, which serves under represented students."

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

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

Graduate Programs

University of Findlay
"Targeted recruiting of domestic minorities"

10.0 Retention

10.1 Five Year Retention Rates

Table 23 depicts the five-year average retention rates of accredited programs. Seventeen of the 38 programs have retention rates equal to or more than 25%. These programs include:

Undergraduate Programs

25-30% Retention Rate:
Old Dominion University
East Central University
Eastern Kentucky University
Boise State University
Western Carolina University
Colorado State University

30-35% Retention Rate:
Illinois State University
Dickinson State University

35-40% Retention Rate:
Wright State University
Indiana University – Purdue University Indianapolis –

45-50% Retention Rate:
University of Washington

Graduate Programs

25-30% Retention Rate:
East Tennessee State University

30-35% Retention Rate:
Mississippi Valley State University

35-40% Retention Rate:
University of Illinois Springfield

45-50+% Retention Rate:
Old Dominion University –
California State University Northridge
Eastern Kentucky University

Table 23: Accredited Programs Five Year Average Retention Rates

Accredited Program	2011-2016 Mean Enrollment	2011-2016 Mean Graduation	Graduation/ Enrollment
Undergrad Programs			
Alabama	15	3	20%
Baylor University	20	3	15%
Benedict College	17	3	20%
Boise State University	36	9	26%
California State University at Northridge	186	38	20%
California State University at San Bernardino	41	8	20%
Central Michigan University	18	3	18%
Colorado State University	108	31	29%

Dickinson State University	6	2	32%
East Carolina University	35	6	17%
East Central University	44	11	26%
East Tennessee State University	48	10	21%
Eastern Kentucky University	98	26	26%
Illinois State University	99	31	31%
Indiana University - Purdue University Indianapolis	21	8	38%
Lake Superior State University	4	0	11%
Mississippi Valley State University	17	3	16%
Missouri Southern State University	46	9	19%
Ohio University	48	11	23%
Old Dominion University	60	15	26%
Texas Southern University	35	8	21%
University of Findlay	81	13	15%
University of Georgia Athens	103	20	20%
University of Massachusetts-Lowell	14	2	13%
University of Washington	44	21	48%
University of Wisconsin Eau Claire	59	14	24%
University of Wisconsin Oshkosh	11	2	13%
West Chester University	51	11	22%
Western Carolina University	65	18	27%
Wright State University	28	10	37%
Graduate Programs			
California State University Northridge	55	25	46%
East Carolina University	28	6	22%
East Tennessee State University	3	1	29%
Eastern Kentucky University	34	19	57%
Fort Valley State University	87	19	22%
Mississippi Valley State University	18	6	33%
Old Dominion University	19	8	43%
University of Findlay	88	18	21%
University of Illinois Springfield	49	19	37%

11.0 Online Programs

11.1 Full Online Degree Programs

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

11.2 Online Courses

Sixteen of the 38 accredited programs offer online courses. Of these that offer online courses, seven programs 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	
Boise State University	Yes	No
Central Michigan University	Yes	No
East Carolina University (UG)	Yes	No
East Carolina University (G)	Yes	No
East Central University	Yes	No
East Tennessee State University (UG)	Yes	No
Eastern Kentucky University (UG)	Yes	No
Illinois State University	Yes	No
Missouri Southern State University	Yes	Yes
Ohio University	Yes	Yes
Old Dominion University (UG)	Yes	Yes
Old Dominion University (G)	Yes	Yes
University of Findlay (UG)	Yes	No
University of Illinois Springfield (G)	Yes	Yes
University of Wisconsin Eau Claire	Yes	Yes
Western Carolina University	Yes	Yes

If the program answered "Yes" regarding the availability of online courses to others than students, they were asked who is allowed to take these courses. Their responses are below:

Undergrad Programs

Missouri Southern State University
"Anyone with the prerequisite course(s)."
Old Dominion University
"Anyone who is admitted to the University and registers for courses are allowed to take them as long as they meet pre-or co-requisites. Additionally, many courses are taken by both undergraduate and graduate students in environmental health."

Ohio University
"Not sure, but probably anyone who registers and pays."

Western Carolina University
"Some classes may be taken by students in the UNC system."

Graduate Programs

East Carolina University
"Security Studies Certificate students, ECU Masters of Public Health students and others by permission of instructor."

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

University of Findlay
"Students from other universities can take them as transient students."

University of Illinois, Springfield
"Professionals and graduate students from other universities who might want to transfer the credits to their respective program."

12.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. Seventeen programs administer an exit exam and reported explanations are summarized their requirements below:

Undergraduate Programs

Benedict College
"The exit exam is given near the end of a student's final year. It is a comprehensive exam containing more than 100 questions. Question format includes multiple choice, true/false, and problem solving. Many questions are based on subject matter that may be found in national examinations."

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."

Mississippi Valley State University
Students take an exit exam based on the courses taken and their concentration. Courses material covered includes: Introduction to Environmental Health, Occupational Safety and Health, Solid and Hazardous Waste Management, Epidemiology, Environmental Toxicology, Vector Control and Environmental Chemistry."

Missouri Southern State University
"MSSU seniors are required to take the Missouri Certified Environmental Health Specialist (CEHS) exam as their senior assessment exam for their major. If they pass with 70% and then graduate with the EHAC accredited EH degree, then they can be designated "CEHS" in Missouri."

Ohio University
"Students take a comprehensive exam."

Old Dominion University
"Yes, students are administered an assessment exam in their senior year during their senior seminar course. The exam tests them on all of the core courses that they have taken in the program as well as selected elective courses. This is a university requirement for all students. All students are also administered an exit writing exam."

University of Wisconsin Oshkosh
"Our Biology Department has a general assessment exam that all majors (e.g. Biology, Microbiology, Environmental Health, and Rad Science) have to 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
"Masters of Science in Environmental Health (MSEH) Comprehensive Exam comprised of six questions in traditional areas of environmental health (e.g., air, water, food quality; epidemiology; toxicology; occupational health; vector control; waste management; etc.)."

East Tennessee State University
"The MSEH Comprehensive Examination is a written examination developed by the ENVH Faculty and Student's Advisory Committee. The examination cover material from the MSEH Core Courses and the students' thesis proposal."

Mississippi Valley State University
"Students are required to take both a written and oral exam to meet requirements for graduation. Student are tested in the five core areas: Principles of Environmental Health, Epidemiology, Biostatistics, Public Health Administration & Planning and Research in Environmental Health. ."

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
"A comprehensive cumulative exam that covers the 6 core course topics. It is administered in two parts and is a "take home" exam."

University of Illinois, Springfield
"UIS requires all graduate degree programs evaluate students through a closure exercise for the purpose of assessing the ability of the students to comprehensively integrate and apply competencies of the curriculum. UIS has approved three closure options: thesis, project or creative/artistic work; comprehensive exam; and capstone course. In addition, accreditation criteria requires academic programs have a culminating experience that includes a significant written product for the purpose of assessing students' abilities to integrate the public health curriculum for practicing the core functions of public health: assessment, policy development, and assurance. The MPH Department has selected the case-based comprehensive exam as the best match for assessing students in our degree programs. The department uses a case-based comprehensive exam. A case scenario relevant to current public health issues/problems is developed as the foundation for all questions of the exam. All students taking the exam in a given semester will have the same case scenario and questions. Students analyze the data and science important to the issue; evaluate psychosocial and other demographic interactions and infrastructure important for intervention, and propose policy, programs and outcome assessment for improving the public health of a community.."

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 experienced changes are listed below:

Undergraduate Programs

Boise State College
"Beginning Fall 2016 the BS Environmental and Occupational Health degree will become a emphasis area in the new BS Public Health. The BS Public Health program is currently working toward accreditation by the Council on Education for Public Health."

California State University San Bernardino
"Last fall we lost one faculty member and efforts are underway to fill that position as soon as possible. In the meantime we have our adjunct faculty helping out to keep the program running. Recently we saw a spike in our student enrollment jumping from 40 to 53 this year and we expect this trend to continue Our entire campus has seen a rise in student enrollment of some 3,000 new students."

Colorado State University
"Beginning January 1, 2016 Judy Heiderscheidt replaced David Gilkey as director of the undergraduate program. EHAC has already been notified of this."

East Central University
"The Biology Department has made BIOL 1114 General Biology the entry course for Biology majors and a lab science course for science majors. Consequently the Environmental Health Science Program degree requirements for either BIOL 1214 General Botany or BIOL 1314 General Zoology have been eliminated and replaced by the requirement for BIOL 1114 General Biology."

Missouri Southern State University
"We are considering the creation of an EHAC accredited Master's Degree program. I hope to speak to Sharron about it at the EHAC meeting in June 2016."

University of Georgia, Athens
"We are considering the creation of an EHAC accredited Master's Degree program. I hope to speak to Sharron about it at the EHAC meeting in June 2016."

University of Georgia, Athens
"We are now also CEPH accredited. Due to their course requirements, we have substituted a Health Policy class for the Environmental Law class. We have added environmental laws to our other courses so that they get this information."

University of Massachusetts, Lowell
"As noted in last year, all entering freshmen are now admitted into the BS in Public Health Program. We are working on finalizing a curriculum that will both meet public health and environmental health accreditation requirements and that respects our budgetary limitations. We are developing some new courses. We have our first two graduates of the BS in Public Health for next year and will have to seek variances from our accreditation curriculum to get them through in time, given the slow development of new curriculum for a new program. We will work with EHAC on this. The transition time is very positive but will pose some challenges for the next two years."

West Chester University
"As part of EHAC accreditation requirements we are completing the process of updating our curriculum to include a new required course CHE230 Introduction to Biological and Organic Chemistry Laboratory. This should be completed by the end of this semester (May 2016) in time to meet the EHAC requirements for moving our program accreditation status from provisional to full."

Graduate Programs

California State University Northridge
"Proposed revision to the MS EOH program have been developed. These have already been submitted to and approved by the EHAC Board."

14.0 Association of Environmental Health Academic Programs Support to Programs

Currently, all the accredited programs that participated in the 2015-2016 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 Tables 25 & 26. Programs were also asked how AEHAP could better support their program.

Table 25: AEHAP Services Benefiting Accredited Undergraduate Programs and their Students

AEHAP Program or Service	# of Programs	% Out of 31 Programs
AEHAP Newsletters	17	59%
Social Media (Facebook, YouTube, Twitter)	9	31%
Annual Update Report Data	12	41%
Letters of Support from AEHAP	7	24%
AEHAP Scholarship Programs (NSF and Student Research Competition	20	69%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	20	69%
None of these	3	10%
Other (please specify)	0	0%
The recent webinar on student recruitment was very helpful. More opportunities like this, to hear about successes and challenges at other schools would be great. Perhaps a resources page on the AEHAP website where people could		

share materials, videos, tools they are using for recruitment?		
"Welcome to the Profession" packets.		
AEHAP outreach materials and student scholarship programs have been helpful to WCU students.		
"Welcome to the Profession" graduation packages!		

Table 26: AEHAP Services Benefiting Accredited Graduate Programs and their Students

AEHAP Program or Service	# of Programs	% Out of 8 Programs
AEHAP Newsletters	4	44%
Social Media	0	0%
Annual Update Report Data	0	0%
Letters of Support	0	0%
AEHAP Listserv Announcement	0	0%
AEHAP Scholarship Programs (NSF and Student Research Competition)	0	0%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	0	0%
None of these	0	0%
Other (please specify)	0	0%

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

Undergraduate Programs

University of Washington
"The recent webinar on student recruitment was very helpful. More opportunities like this, to hear about successes and challenges at other schools would be great. Perhaps a resources page on the AEHAP website where people could share materials, videos, tools they are using for recruitment?"

University of Wisconsin Eau Claire
"Welcome to the Profession" packets."

West Chester University
"AEHAP outreach materials and student scholarship programs have been helpful to WCU students."

15.0 National Environmental Health Science & Protection Accreditation Council

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

Undergraduate Programs

Missouri Southern State University
"We are very concerned about one part of the proposed new guidelines for undergraduate science requirements, specifically the science courses needing to be the same as what science majors take. This sounds like a good idea, but since we are taking in distance students from a variety of colleges and universities which all have different standards on what their science majors take it does not work for us. In addition, our on campus students as well as our distance students would, depending on how it is interpreted, needlessly at the very least have to take at least one additional course or courses, which is/are not necessary, due to this rule. It has the potential to cause us to lose all of the gains in student numbers that we have made in the last few years and if interpreted strictly could cause us to lose our EH degree program entirely.

Old Dominion University
"We would like to work with the Council as we finalize our new curriculum and request approval through the Council for it."

Western Carolina University
"Please consider updating accreditation requirements to more student learning outcomes."

Graduate Program

University of Illinois Springfield
I want to serve on the council, how can I be involved?