



*National Environmental Health Science &
Protection Accreditation Council (EHAC)*

MEETING MINUTES & ACTION ITEMS

EHAC Annual Meeting of the Council*
July 7-8, 2019
Gaylord Opryland Hotel • Nashville, Tennessee

* **Abbreviations used in these minutes:** Environmental Health (EH), Undergraduate (UG), Graduate (G), Environmental Health Officer Professional Advisory Committee (EHOPAC), Junior Commissioned Officer Student Training and Extern Program (JRCOSTEP), Environmental Public Health Leadership Institute (EPHLI)

Accreditation Actions Resulting from Council Decisions

No.	Accreditation Actions July 7-8, 2019 Annual Meeting	Responsible Person	Due date
1.	CSU San Bernardino: Council grants a 2-year conditional accreditation with submission of documentation proving how CSU SB will meet EHAC UG requirements within 2 years related to the program's transition from a quarter to semester system and that the remaining 4 years be granted by Council upon approval of this submission.	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	August 20, 2019
2.	Central Michigan University (CMU): Council grants a 2-year conditional accreditation for Central Michigan University's Undergraduate Environmental Health and Safety Program allowing time to assure with documentation that each student completes 4 in depth areas of technical electives and reverting to full accreditation with approval of Council for the remaining accreditation term.	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	August 20, 2019
3.	Illinois State University (ISU): Council grants Illinois State University's Bachelor of Science in Environmental Health Program full 6-year accreditation with no conditions.	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	August 20, 2019
4.	Indiana University – Purdue University Indianapolis Richard M. Fairbanks School of Public Health's Bachelor of Science in Public Health (BSPH), Environmental Health Science Major Program: Council grants full six-year accreditation with no conditions.	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	August 20, 2019
5.	Texas State University (TSU): Council grants full six-year accreditation with no conditions.	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	August 20, 2019
6.	University of Wisconsin, Osh Kosh: Council grants full six-year accreditation with no conditions.	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	August 20, 2019
7.	Montana State University (MSU): Council grants full 6-year accreditation with no conditions	Tania Busch Isaksen, Jason Finley, Leslie Mitchell - letter	July 19, 2019 - Letter emailed – need to send certificate and hard copy of letter – August 20, 2019
8.	Western Kentucky University (WKU): Council grants full 6-year accreditation with no conditions	Tania Busch Isaksen, Sharron LaFollette, Leslie Mitchell - letter	July 19, 2019 - Letter emailed – need to send certificate and hard copy of letter – August 20, 2019
9.	State University of New York ESF program: Conditions have been removed – 2 years remaining in accreditation (new Self Study due Fall 2020 for 2021 review)	Tania Busch Isaksen, Sharron LaFollette, Leslie Mitchell - letter	Tania Busch Isaksen, Sharron LaFollette, Leslie Mitchell - letter
10.	U. Findlay (UG Program): Conditions have been removed and next Self-study is due 2023 (for 2024 EHAC Annual Meeting)	Tania Busch Isaksen, Sharron LaFollette, Leslie Mitchell - letter	Tania Busch Isaksen, Sharron LaFollette, Leslie Mitchell - letter

Action Items Resulting from Council Decisions:

No.	ACTION ITEMS from July 7-8, 2019 Annual Meeting	Responsible Person	Due date
1.	Mitchell will make the change in the policy documents and financial documents from “profit” to “reserves” as appropriate.	Mitchell	Sept. 1, 2019
2.	Mitchell will invoice newly accrediting programs at \$1,500 as of October 1, 2019	Mitchell	October 1, 2019
3.	Mitchell will invoice reaccrediting programs at \$1,000 as of October 1, 2020	Mitchell	October 1, 2020
4.	Mitchell will maintain EH success stories webpage and ask for additional stories in the Annual Update Survey	Mitchell	January 1, 2020
5.	Annual Update Survey Committee will revise the survey for 2020 distribution (ideally) – ask for PDs to provide graduate success stories, how PDs communicate with their graduates and how their students found out about and decided to major EH	Committee	OA Survey Oct. 1, 2019 AU Survey Jan. 2020
6.	Tim Murphy will solicit EH related leadership stories from the EH political arena	Murphy	December 1, 2019
7.	Tim Murphy will complete an EHAC Values white paper and turn it into a presentation that programs can use for high school students, employers and at relevant conferences	Murphy	November 1, 2019 (ask committee for timeline)
8.	Williams and Murphy will draft a letter to the Surgeon General via Adm. Taylor expressing EHAC’s concerns regarding the early application deadline for JRCOSTEP	Don Williams and Tim Murphy	Pending update from Don Williams
9.	Mitchell will ask Dr. Yousefipour to share her experience with gaining practical experience to meet EHAC UG Requirements	Leslie Mitchell	October 1, 2019
10.	Graduate Guidelines Prep Committee will consider the following: <ol style="list-style-type: none"> 1. Grad. Guidelines – compare and recommend ways to improve on how programs report meeting competencies and learning goals. 2. Grad Guidelines – committee will consider whether or not to require practical experience of Graduate Program Directors and make a recommendation to the Board. 3. Grad. Guidelines – committee charged with considering the creation of a hybrid guidelines document that uses competencies and credits for curriculum evaluation. 4. UG Requirements – Review Article B. Core Env. Health Knowledge Areas, 1. Methodology 	Committee	January 1, 2020

	Courses (pg. 11) and make recommendations as to how to deal with credit hour issues related to quarters vs. semester hours – possibly consider a hybrid of competency and credit-based requirements.		
11.	Mitchell will update all policy documents with Council approved changes to Policy Manual.	Mitchell	November 1, 2019
12.	Consider moving scheduled UG Requirement Revision from 2022 to 2021 to deal with a number of current issues.	Board	September 2020
13.	Policy and Nominations Committee will work together to formulate a Board succession policy to recommend to the Board. Committees will also consider a Board Member removal policy.	Policy and Nominations Committee – LaFollette and ??	November 1, 2019
14.	Mitchell will ask Program Directors to begin asking students how they found out about EH at their schools and what helped them decide to major in EH	Leslie Mitchell	November 1, 2019
15.	Bucsh Isaksen will provide appropriate “clip art” icons for Murphy’s EHAC Value PPT (CANVA)	Tania Busch Isaksen (reminder from Mitchell)	September 1, 2019
16.	Council will review Murphy’s Values document and provide feedback regarding explanation the value of an EHAC accredited degree	Tim Murphy	September 1, 2019
17.	Mitchell will change UG Requirements language in Article VII. Accred. Criteria Sec. B 2 by striking parentheses and adding “2 FTEs” and “degree” in front of “program”	Leslie Mitchell	September 1, 2019

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A. Sunday July 7, 2019 - EHAC Annual Meeting Day 1

1.0 Call to Order: Chair Busch Isaksen called the meeting to order at 8am.

1.1 Welcome and Introductions: Chair – Tania Busch Isaksen

- **All EHAC Council Members, Primary Reviewers, 2018-2019 Site Visitors**
- **Introduce newly elected 2019-2020 Council Members and any visitors**
- **Logistics/Housekeeping**
- **EHAC Council Attendees:** Chair – Tania Busch Isaksen, Jason Finley, Mike Fletcher, Mark Houser, Chyla Hunter, Steve Johnson, Swatantra Kethireddy, Sharron LaFollette, Jason Lewis, Ying Li, Wendell Moore, Tim Murphy, Priscilla Oliver, Welford Roberts, Rania Sabty-Daily, Chris Sparks, Laura Suppes, Chuck Treser, Don Williams
- **EHAC Council Members – absent:** Tom Deem, Gary Brown
- **EHAC Staff: Leslie Mitchell**
- **Guest attendees:** Vonia Grabeel, Dave Gilkey, Lee Newman, Steve Konkel

1.2 Approval of Agenda:

- **Motion:** Treser motioned to approve the agenda.
- **Second:** Fletcher
- **Discussion:** None
- **Decision:** Unanimously approved

2.0 Officer Reports

2.1 Chair's Report – Tania Busch Isaksen

- **Goals for the meeting:**
 - Elect 2019-2020 Board Officers
 - Review 6 Reaccrediting Programs
 - Consider 2 Initial Applications for Accreditation
 - Approve 2019-2020 EHAC Budget
 - Consider Updated and Revised EHAC Policy Document
 - Volunteers and Assignments for Standing and Ad-hoc Committees
- **Major Accomplishments & Activities:**
 - Successfully reviewed and visited 6 reaccrediting programs for 2019
 - Mentored 2 new EH programs to initial accreditation in 2019
 - Reviewed and Revised EHAC Governing Policy Document
 - Revised and established accreditation related forms and protocol for Self-study Reviewers and Site Visitors
 - Conducted Self-study and Site Visit Reviewer training
 - Utilized Committees – Values, Policy, Elections, Outcome Assess. Article
 - Revised and updated EHAC's website

- First Full year as an employer and smoothly navigated the waters of moving to a virtual office
 - o **Suggestions for near future:**
 - Busch Isaksen suggested that EHAC continue to improve professional quality of accreditation documentation.

2.2 Secretary's Report – Chyla Hunter

- **Review of the minutes of June 23-24, 2018 EHAC Annual Meeting (previously approved by Council).**
- **Hunter reported 2018 Annual meeting actions and presentations:**
 - Reaccredited 6 programs.
 - Extensions granted to 3 programs
 - Approved Updates of EHAC Policy, Constitution, Bylaws, UG Requirements and Graduate Guidelines
 - Approved Creation of New Ad-hoc Committees
 - Updates provided by NEHA, COSTEP and AEHAP

2.3 Treasurer's Report – Mike Fletcher

- **FY 2018-2019 Financial Report – October 1, 2018 – May 30, 2019**
 - **Balance Sheet:**
 - o Total Assets– \$68,581.92
 - o Liabilities – \$1,210.25
 - **Profit and Loss Report**
 - o Gross revenue- \$91,818.53
 - o Income from Accreditation - \$81,550
 - o Payroll expenses: \$41,710.73
 - o Site Visit expenses: \$7,436.51 (“cost” is reimbursed by programs)
 - o Net income: \$30,865.44
 - o Murphy asked if site visit invoices are being paid. Mitchell replied that all programs have paid their invoices except IUPUI.
 - **Current Actuals and Projections**
 - o No discussion
 - **Fiscal Yrs. 2015-2018 history:**
 - o Fletcher reported that revenue has been going up over the years. However, since EHAC has become an employer, it is imperative to continue to increase revenue to cover future costs related to (and to allow) organizational growth.
 - **2018-2019 Approved and Corrected Budgets:**
 - o Fletcher explained a discrepancy discovered in the 2018-2019 approved budget was due to a math error on the estimated revenue from annual program dues. Fletcher explained that the Board reworked the budget to reconcile the situation and revised the 2018-19 budget accordingly. Fletcher submitted that the Board was able to budget to end the 2018-19 fiscal year in the black, but just barely. Fletcher emphasized the importance of increasing income to encourage EHAC's sustainability and growth.

- Treser pointed out that EHAC is a 501c3 – a not for “profit”. Therefore the term “reserves” should replace the term “profit” in all financial documents.
- **Action: Mitchell will make the change in policy and financial documents from “profit” to “reserves” as appropriate.**
- Busch Isaksen submitted that current projections differ a bit from the Board revised 2018-2019 budget = higher revenue. In other words, EHAC is doing even better than budgeted at this time.
- Council complemented and was appreciative of the detailed budget and financial documents provided by the Board.
- **Proposed EHAC Budget for 2019-2020** (fiscal year from October 1 - September 30)
 - Board proposed to increase initial accreditation fee for 2019-2020 from \$750 to \$1500 to support cost of initial and reaccreditation at annual meeting.
 - Sabty-Daily – what does CEPH accreditation cost? Murphy answered much more – for ABET - \$3,850 for one program (undergraduate).
 - Treser – pointed out that fiscal advisors suggested that we should have a year and a half of reserves – important to build reserves.
 - Murphy – what are thoughts on increasing reaccreditation instead of initial fee?
 - Busch Isaksen – not increasing reaccreditation fees for this year but recommending move to \$1,000 for reaccreditation in 2020.
 - Sabty-Daily – if reaccreditation fees go up to \$1,000 what does the reaccreditation fee cover. These fee increases are intended to cover the cost of the annual meeting.
 - LaFollette – if an additional site visit is required – it would cost more.
 - Fletcher pointed out how Mitchell is documenting cost of home office, cell phone, etc. – much better than \$900 + a month for rent/utilities.
 - Insurance costs are shown in the 2019-20 budget as well – additional Errors and Omissions insurance and General liability to existing Directors and Officers insurance.
 - **Motion: the Board moved that the Council approve the proposed 2019-2020 budget to include an increase in the initial accreditation fee from \$750 to \$1500 effective immediately.**
 - **Second:** none needed
 - **Discussion:** None
 - **Vote:** Unanimously approved
 - **Motion: the Board moved to increase the reaccreditation fee for reaccrediting programs from \$500 to \$1,000 as of October 1, 2020 – to be reflected in the 2020-2021 budget.**
 - **Vote:** Unanimously approved

2.4 Vice Chair for Undergraduate Programs Report – Jason Finley

- **2019 Accreditation Cycle – initial accreditation, reaccreditation and conditional programs**
 - Program closure – Dickinson – July 1, 2019.
 - Program closure is due to the retirement of Lynn Burgess and subsequent budget cuts. Additionally, there was no program sustainability/succession plan.
- **Updates of Decisions of the Board:**

- University of Findlay – 2018 UG condition removed
- Eastern Kentucky University – 2018 UG condition pending removal
- EHAC Council will not be involved in a minimum grade requirement – related to an enquiry from one of EHAC's accredited programs.
- **New Program Directors – approved by Board in 2018-2019**
 - Sean Benaee – ODU Undergraduate Program
- **2020 programs interested in initial accreditation** – none at this time
- **2020 programs up for reaccreditation:**
 - East Central University – Oklahoma
 - Missouri Southern State University
 - Old Dominion University – Virginia (Undergrad)
 - West Chester University – Pennsylvania
 - California State University – Northridge (Undergraduate)
- **Distribute sign-up sheets for Volunteer Self-study Reviewers and Site Visitors**

2.5 Vice Chair for Graduate Programs – Sharron LaFollette

- **2019 Accreditation Cycle** – review of activity
- **New Program Directors – approved by Board in 2018-2019**
 - ECU – new UG PD, Dr. Stephanie Richards - pending Board approval
- **2020 programs interested in initial accreditation** – none at this time
- **2020 programs up for reaccreditation:**
 - California State University – Northridge (Graduate)

2.6 Executive Director's Report – Leslie Mitchell

- **Annual Update of Organization:**
 - Committee Volunteer Opportunities realized
 - Updated and Aligned All Policy Documents
 - Streamlined/Systematized Accreditation Process
 - Instituted Mentoring Programs for Potential and Newly Accredited Programs
 - Enhanced Mentoring and Training for New and Current Council Members
 - Instituted welcome program for new Council Members
 - Conducted Self-study review training
 - Conducted Site Visit training
 - 37 accredited UG and Graduate Programs
 - UG Enrollment – down from 1383 in 2017-2018 to 1344 in 2018-2019
 - UG Graduates – down from 347 in 2016-2017 to 333 in 2017-2019
 - Graduate Enrollment – up from 347 in 2017-2018 to 400 from 2018-2019
 - Graduate Graduation – up from 146 in 2016-2017 to 169 in 2017-2019
- **Challenges for 2019-2020:**
 - Budget cuts are greatly affecting many currently accredited programs
 - Program Directors and Administrators are concerned about low enrollment numbers
 - Developing new program interest in EHAC accreditation
 - Developing student interest in Environmental Health education and career
- **Opportunities:**

- Partnerships with AEHAP, NEHA and the Environmental Health Coalition (APHA sponsored via CDC grant)
 - o NEHA Student and Young Professional Committee
 - o EH Coalition Education and Professional Development Committee
 - o Potential AEHAP recruitment strategies
- **ACTION: Maintain web page with EHAC program graduate EH career success stories. Add request for student nominations to EHAC Annual Report Survey.**
- **50th anniversary celebration of the first accredited EH program in 1969 = East Tennessee**
 - Preamble to ETSU 1969 Self-study - “The Department of Environmental Health appreciates the following statement and accepts it as a challenge. Environmental health practice is as old as Moses, as young as tomorrow's smog, as simple as water, as complicated as a nuclear reactor; if its past might seem inglorious and its future unclear, it is clear that in the future there must be environmental health if there is to be a future of mankind.”
 - EHAC Highlights – the past 50 years!
 - o 44 Accredited Programs
 - o More than 15,000 graduates
 - Graduate Success stories featured on EHAC’s website include:
 - o Rear Admiral and Assistant Surgeon General and Deputy Director for Field Operations in the Indian Health Services
 - o NSF Senior Vice President
 - o Directors of County Public Health Depts
 - o Professors
 - o Entrepreneurs
 - o EH Inspectors, Specialists, Managers

3.0 Standing Committee Reports

3.1 Nominations Committee Report – Gary Brown – postponed due to late arrival of Chair.

- Report of Elections Process & Results
- Call was made for volunteers or suggestions for 2019-2020 Officers and Nominations Committee Chair
- The officer slate will be presented later in the meeting for Council vote

3.2 Bylaws Committee – Don Williams Chair

- Williams reported no changes in the bylaws were made in 2018-2019

3.3 Policy Committee – Busch Isaksen

- EHAC Governing Policy Revision – individual and complete document policy changes – homework. Busch Isaksen requested that the Council review the Policy changes before the Monday meeting to enable thoughtful and constructive discussion on any topics of concern.

3.4 Outcome Assessment Article Committee – Dave Gilkey

- Dave Gilkey presented his report on EHAC's Annual Update Survey citing numerous inaccuracies in submitted data. He recommend an overhaul of the Undergraduate and Graduate Annual Update Survey tools.
 - Roberts asked – does the category “Federal” in the job placement categories of the survey tools include military services? This distinction is not made in the current survey tools.
 - There were a great deal of job-related responses in the “Other” category – what kind of (EH) jobs are these people doing?
 - Gilkey pointed out that tracking down specific information on graduates is a difficult task for program directors. In many cases – alumni department will not share graduate information with faculty.
 - Gilkey pointed out that faculty numbers are growing in diversity and that there has been a significant increase in female graduates of EHAC accredited programs.
 - Question – is the increase in diversity a result of institutional initiative or EHAC efforts. Most likely, Gilkey suggested, the faculty increase is likely due to school efforts and the increase in female students is likely due to a combination of program and AEHAP/EHAC efforts.
 - Gilkey reported that student body diversity has decreased since 2007. Treser suggested that institutions may not be putting in effort or funding into this area due to budget and faculty cuts.
 - Discussion focused on the availability of new tools – social media especially – that are available to help recruit students. Sabty-Daily pointed out that while social media is popular, traditional methods of outreach have not died and face to face, peer to peer recruitment are still quite effective. Murphy agreed. They added that student EH associations can be extremely important to making contact with potential EH students. Gilkey agreed.
 - Busch Isaksen offered that at UW, the EH department is asking their students how they first learned of EH – what made them “pull the trigger” on deciding to major in EH? Students are reporting that they hear about EH through their friends – face to face contact, as well as using the UW EH website if they are already at the school and looking for a major. Busch Isaksen would like to encourage Program Directors to ask their students how they found out about EH and the EH program at their University.
 - Vonja Grabeel submitted that at Eastern Kentucky, they teach an EH introductory course mid-semester to catch students when they are trying to decide on a major.
 - Suppes commented that at UW Eau Claire they reserve freshman seats in intro to EH classes so that freshmen can get in early if there is interest.
 - Limitations of surveys:
 - PD's are not always as diligent in filling out the surveys as we would like them to be.
 - Data in many cases is inaccurate and this inaccuracy is perpetuated through the years.
 - Opportunities to Improve the Annual Report Survey Tools:
 - Murphy asked if the next step is to make some changes? Gilkey hopes to make some recommendations to the Board and Council for survey tool improvements.
 - Gilkey reiterated that it is important that Program Directors provide accurate information. Gilkey asked for suggestions on how accurate information might be obtained:

- Maybe a Google form can be used instead of Survey Monkey.
- Treser suggested that we may not have asked the most appropriate questions or there was not enough specificity in asking the questions.
- LaFollette submitted that sometimes there are issues with school requirements or restrictions for data use related to student graduates. Sabty-Daily agreed and suggested the major challenge in collecting alumni information is that faculty cannot work through the university's alumni department – student information is off limits many times.
- Houser suggested that in the employer question category, there may be confusion as to how to differentiate state vs. local employees. Fletcher agreed.
- Gilkey suggested that the survey is already long and is getting longer with potential suggested changes.
- Murphy asked what is the best way for programs to track immediate alumni?
 - Social media?
 - Suppes explained that in her Preparation for practicum class, she requires students to connect on Linked In so that she can track them after graduation. No administration problem with that so far. (Students can always close their Linked In account after the class is over.) Busch Isaksen also requires this in her seminar class.
 - Sabty-Daily just started asking graduating students to provide their personal email upon graduation.
 - Finley pointed out that Linked In is not only a way to connect with former students but part of a reciprocal package of maintaining connection with alumni, employers, etc. post-graduation.
 - Oliver suggested creating an EHAC information gathering card for programs to provide student contact after graduation. Gilkey asked how permanent is an address?
- Treser pointed out that 2016-2017 data looks more complete, possibly better data.
- Sabty-Daily suggested strengthening programs by having local alumni come to students to mentor and participate in symposiums for younger students. Gilkey pointed out that pulling alumni together is challenging.
- Houser would like to know the specific jobs that fall within the “contracting” category – could be anything. Murphy agreed – suggested getting more granular with data as all of this type of data goes hand in hand with discussing the value of accreditation.
 - Treser suggested that the Council has to weigh need for detail with the burden of completing the survey. It would be nice to have employment broken down more, but this could be burdensome.
- **ACTION:** Busch Isaksen suggested that the discussion led to a good place to start on revising the annual update survey. Some questions to ask Program Directors include:
 1. What are the best ways to reach out to program graduates?
 2. What questions and data are going to be most beneficial to EHAC and to Program Directors?
 3. What information is essential to EHAC operation and what is needed to improve our oversight of programs?

3.5 Values Committee – Murphy presented his efforts to develop a white paper illustrating the value of an EHAC accredited education and degree.

- Murphy thanked Gilkey for his presentation and submitted that the Annual Update Report and Outcomes Assessment Survey data is extremely important in citing the value of EHAC accreditation – to students, administrators and employers.
- Murphy presented a Values related PowerPoint and asked the Council for assistance in finding icons to represent the many values categories. Busch Isaksen volunteered to help with this using CANVA as resource for “clip art”.
- Request of Council by Murphy:
 - Have a close look at this document and make suggestions as to what else to include to better explain the value of an EHAC accredited degree.
- Murphy explained that EHAC needs to be “ahead of the curve”, “out in front” showing the value of EHAC – especially if the EH workforce bill that specifically includes Environmental Health, gets through Congress.
- Murphy continued that EHAC must express its value to hiring officers of companies – explaining what traits employers get in an EHAC graduate and why those are significant and **unique** to EHAC.
- Murphy commented on the emergence of the catch phrase “One Health” to describe environmental health and explained that this is a just a reframe of what EH and PH practitioners have been doing for decades. EH/”One Health” is the intersection of vector control, air and water quality, etc. One health is not a new idea, but it is attracting a lot of funding and EHAC needs to get on board with these developments.
 - Treser agreed and explained that the descriptor “Environmental Public Health” provides nothing for people to “grab on” to, it requires explanation beyond sound bites. Treser submitted that EH practitioners are risk inspectors and addressors and risk communicators and this needs to be an overall unifying and identifying theme – it is something the public can grasp.
 - Sabty-Daily added that students need to be prepared to address current as well as impending EH concerns that don’t even exist yet. Sabty-Daily suggested that the issue of Climate Change presents a prime opportunity to build knowledge about EH practice and rhetorically asked “What is an industrial hygienist” suggesting that nobody really knows outside the EH field, especially students who might be interested in such a career.
 - Murphy added that the University of Findlay just changed the name of their undergraduate EH degree to address exactly those issues – climate change and sustainability in order to make the degree more current and attractive to students.
 - Sabty-Daily suggested consideration of EHAC curriculum requirements to address unfolding climate related issues. Busch Isaksen submitted that it isn’t necessary to teach an entirely separate course in climate change. Rather, one can use examples of climate change related impacts on EH in existing courses already required by EHAC.
 - Lewis added that risk mitigation and environmental law courses are key to continue to include in accreditation requirements. Treser emphasized that in the big scheme of things, the only reason we protect the environment is to protect environmental health and Houser agreed.
 - Finley suggested that comparing and contrasting Environmental vs. Public Health might be helpful. The breath covered by EH is enormous.

- Sabty-Daily added that another value of an EHAC degree should be the creation of EH leaders as well as local practitioners – those involved in policy change, etc. Treser suggested that EHAC and EH education in particular does not do a good job of educating students about the potential for an EH career in the political arena. Treser suggested researching and illuminating these types of careers for addition to the Values paper.
 - **Action:** Murphy agreed to solicit EH related leadership stories from the political arena. Busch Isaksen agreed.
 - Roberts explained that he has been asked to be the closing speaker for a summer church camp for junior high and high school students that is focused on science. Roberts will be citing points from this values discussion related to EH and asked who students could talk with if they are interested in an EHAC accredited program.
 - Fletcher pointed out the very low number of EHAC graduates (roughly 3.8%) of the EH practitioners completing the Undercover EH survey from the CDC and Baylor University. Johnson commented that while EHAC may be a small entity with a small number of accredited programs, there is a high EHAC graduate employment rate – EHAC graduates get jobs in the EH sector.
 - Fletcher asked if EHAC's value is getting to the people that hire? Murphy affirmed that at least in his region – the word is getting out thanks to his presentations throughout the state of Ohio on Findlay's EHAC accredited EHOS program. **Murphy emphasizes the cost differential between initial training needed for an EHAC graduate and a non-EHAC graduate – it is significant.** Houser agreed and added that he prefers to hire EHAC graduates but there are not enough graduates available to hire. Houser cited a huge training related cost savings related to EHAC graduates and that these people usually receive a signing bonus and enter the job at a higher pay scale than non EHAC graduates. Gilkey agreed that EHAC programs are not producing enough graduates to fill the current need for adequately trained EH employees. Sparks added that he has added "EH degree preferred" to his job announcements.
 - Treser added that many places are willing to hire anyone with a science degree for EH positions – which is better than hiring someone with no degree. However, health departments need to consider the liability risk to their agencies if they are unable to maintain adequate standards due to unprepared employees.
 - Johnson submitted that Boeing really values accreditation and Murphy confirmed that once University of Findlay achieved ABET accreditation, new companies sought out EHOS graduates. Johnson also commented that compared to ABET, EHAC is weak on helping employers understand the value of EHAC accredited graduates.
 - LaFollette suggested the crux of the issue is enrollment – there won't ever be enough employees if there aren't enough students enrolled in the programs.
 - Ling explained that some of her students tend to use the EH degree as a fall back plan if pharmacy or pre-med does not work out. But once they take some courses in EH, they are moving to the EH program because they prefer it over the other degrees. Students seem to be finding that EH is a more viable degree than chemistry or biology, or other lone sciences.
- Murphy explained that he would like to complete the Values white paper and turn it into a presentation that programs can use for high school students, employers and at relevant conferences.
 - Sabty-Daily suggested highlighting the applied, professional, STEM based aspects of an EHAC accredited degree as these are the aspects that get graduates hired.

- Finley suggested use of “selective placement factor” such as having an REHS certification (e.g. EHAC grads can sit for the REHS exam early and achieve certification early) as part of this effort.

3.6 Committee assignments: Busch Isaksen explained the slate of standing and ad hoc committees and their charges for 2019-2020 and requested that Council members volunteer for service on ONE committee.

- **Bylaws and Policy Committee** – Busch Isaksen explained that these committees will be combined to be more comprehensive and reduce redundancy in workflow.
 - LaFollette suggested that it is essential to remove redundancy across policy, requirements and guideline documents.
 - **Members:** Wendell Moore, Tania Busch Isaksen, Leslie Mitchell
- **Nominations Committee – Chair ??**
 - **Members:** Don Williams, Chris Sparks, Chyla Hunter
- **Annual Update and Outcomes Assessment Revision**
 - **Members:** Laura Suppes, Rania Sabty-Daily, Dave Gilkey, Ying Li
- **Values/Futures Committee**
 - **Members:** Tim Murphy, Jason Finley, Tom Deem, Jason Lewis, Chuck Treser
- **New Committees:**
 - **2020 Graduate Guidelines Revision Preparation Committee**
 - **Members:** Swatantra Kethireddy, Steve Johnson, Priscilla Oliver, Sharron LaFollette
 - **Site Visit “Best Practices” Committee**
 - **Members:** Mark Houser, Mike Fletcher
 - Especially focus on questions to ask provosts and creating a checklist for standardization of site visits
- Busch Isaksen requested that Committees meet during lunch and come up with initial goals and a timeline for goal completion.

3.7 Announcement of Slate of Officers and Ballot Vote – postponed due to absence of Nominations Committee Chair – Gary Brown

4.0 Protocol Visits

4.1 NEHA – President Vince Radke and President Elect Priscilla Oliver

- Radke and Oliver shared new developments at NEHA and a desire to grow the partnership between NEHA and EHAC in support of growing the EH workforce.
 - 6200 members (the most NEHA has ever had) = 28% growth
 - Budget – Grown from \$3-4 million to 10.7 million budget = mostly Federal grants related
 - Reserve fund (in case revenue collapses) – only had 3 months and now have moved to 5 months reserve
 - Restructured NEHA annual dues to include discounted rate for students or young professionals (first 5 years after graduation dues = \$25) and eliminated institutional level of membership. LaFollette suggested that NEHA needs to have a membership category for academic programs as a whole – that allows faculty and students to attend

- NEHA AECs at member prices. Oliver pointed out that retirees can register for NEHA AEC for \$250.
- Student participation: all committees standing or ad hoc had student representatives in 2019, and this will continue under Oliver's leadership.
 - Scholarship to attend NEHA AEC program (Jim Balsamo) – reorganized application process and increased scholarship amount by \$1000 (\$2250 UG and \$2500 for Graduate students. Currently the application process is totally online. Changes are having a positive impact as NEHA had 21 applications for 2019 – the most ever for this scholarship.
 - Oliver, as President Elect, wants to see an increase in NEHA membership of academicians and researches and encouraged the Council to bring friends and colleagues to NEHA. These individuals can then expose their students to opportunities with NEHA. She is also focused on maintaining existing funding available for student programs as NEHA.
 - Steve Konkel commented that NEHA AEC is a big time commitment and also very expensive and suggested that NEHA offer travel grants similar to what the Society of Toxicologists offers to their members.
 - Radke reported that NEHA is rebuilding relationships with ASTHO, NACCHO and other partner organizations.
 - New York state and Louisiana are becoming NEHA affiliate members again
 - NEHA Staff number 40+ with 7 staff in Washington D.C. Sabty-Daily asked if NEHA is working to put EH professionals in political leadership positions:
 - o Radke explained that CDC ceased funding the EPHILI program several years ago but NEHA knows that that program paid huge dividends. NEHA is trying to figure out how to revive this program or something similar, with funding and other support.
 - o Radke described affiliate leadership training at the NEHA AEC in which NEHA brings incoming affiliate Presidents for discussion and workshops on current topics as an example of leadership growing efforts.
 - Gilkey asked if NEHA is pressing for a high standard of science-based education?
 - Legislation – Environmental Health is cited in the new PAPA legislation for the first time ever. NEHA is currently advocating for passage of this legislation. Additionally, NEHA is working on determining which states require the REHS certification and which don't.
 - Sabty-Daily expressed concern with non-traditional EH issues arising now and in the near future. She asked if NEHA is prepared for these changes and is NEHA REHS certification relevant to these changes? Radke submitted that NEHA is not prepared for oncoming changes associated with climate change, cannabis, etc. These changes are impacting locations and these localities do not have the band width to deal with these majors EH changes that are taking place. NEHA is working to meet these challenges, but it is a big lift. NEHA is working to grow the involvement of women in EH, as well.
 - Konkel asked if NEHA is looking at EH climate change related challenges facing Alaska – not currently.
 - Radke reminded Council that the 2020 AEC is July 10-16 in New York, NY.

4.2 COSTEP – CAPT (Ret.) Don Williams

- Williams provided an update on the JR COSTEP program. Most importantly he reported on the early and short application period for the 2019-2020 program - June 3 - July 3, 2019 with

final applications due on August 3, 2019. There are current attempts to have this application period extended.

- Murphy recommended that Busch Isaksen write a letter of concern regarding the early application date – students are not in school – to the Surgeon General and copy Bales and CMDR Otto.
- Roberts suggested that protocol calls for Adm. Taylor to be informed first before the Surgeon General. She should be made aware of the letter first to determine if she has any comments prior to sending the letter to the Surgeon General. Address the letter directly to Surgeon General through Adm. Taylor.
- **ACTION: Busch Isaksen requested Williams and Murphy draft a letter to the Surgeon General through Adm. Taylor expressing EHAC's concerns regarding the early application as students are not in school at that time and cannot be advised of the application opportunity**

4.3 AEHAP – Chuck Treser provided an update on AEHAP activities.

- AEHAP continues to experience challenges around faculty and Board member involvement and program membership but also continues to support the Student Research Competition and NSF International internship programs.
- AEHAP got a surprise boost as accountant Carla Brown was able to locate \$70,000 of CDC funding that had not been properly allocated. This has provided a bit of a cushion while AEHAP develops a plan to move forward.
- Treser reported that EHAC graduates are having a difficult time passing the REHS exam directly after graduation due to a new exam focus on practical rather than knowledge-based questions. Additionally, discussion at the last AAS meeting illuminated incorrect information in the REHS study guide – so this a challenge concerning AEHAP and the AAS.
- AEHAP is establishing a new credential to recognize EHAC graduates. AEHAP hopes to have this credential recognized by NEHA and state and local health departments.
 - Title will be Graduate Environmental Health Specialist
 - Murphy asked if AEHAP will request a copy of student transcripts to verify graduation and grade point average? Treser answered “probably”. There may be no grade requirement beyond that required by the college program.
 - Legitimacy of credential will be determined by employer
 - AEHAP will look to EHAC for assistance
 - Treser is not sure how long the credential will last as NEHA is considering the REHS exam right now.
 - LaFollette enquired if AEHAP is working with NEHA to make sure that EHAC graduates can continue to sit for the REHS exam upon graduation – Treser answered yes.
 - Murphy added that he and Mike Fletcher have been serving on a NEHA Credential Committee and have been encouraging them to create an EHAC graduate credential, but the proposal was voted down in a 50/50 vote. Murphy is still working on this effort. Murphy has also suggested that there be two exams – one for recent graduates and one for experience practitioners.
 - LaFollette asked if AEHAP has direct knowledge of schools teaching to the exam and whether there is success for these students?

- Houser suggested he could hire somebody at 15% more if they had the REHS credential or AEHAP credential. State jobs have become a training ground for other companies/agencies and this is extremely costly.
- Jason Finley asked if process questions on the exam are new? Yes. Treser explained that NEHA had a company revise the exam and it now very process oriented. Sabty-Daily proctored a recent REHS exam and agreed.
- Treser – AEHAP is reestablishing an Environmental Health Student association to fill the gap from lack of a Student NEHA effort (SNEHA).
- Treser is also exploring renewing the Epsilon Nu Eta Honorary EH Society for EHAC program students.

5.0 Accreditation Actions

5.1 California State University, San Bernardino

- **Site Visitors:** Chuck Treser (Lead) and Jason Lewis
- **Background:**
- **Strengths:**
 - Program leadership
 - Dedicated faculty
 - Enthusiastic Students
 - Adequate facilities
 - Links to practice community – great connective tissue between faculty and community members – very evident in advisory committee. Great support for internships
 - Administrative support
- **Challenges:**
 - Need of an additional EH Faculty member – working to find FTE
 - Succession Planning for Program leadership
 - Transition to Semester System – may impact two four credit required courses.
- **PD Lal Mian - comments:**
 - Dr. Mian began with CSU SB in 1993
 - Current faculty situation: Dr. Mian explained that Dr. Phalin left in 2015 and they have not been able to find a replacement for this position. Dean wanted to put program on hiatus, but the program survived with support from EHAC and AEHAP. Salary for beginning professors at CSU SB is very low (lower than high school teachers in county). As of 2019, they are in the process of finding an associate professor. Once a replacement for Dr. Phalin's position is found, a search will begin to fill Dr. Mian's position.
 - Methodology classes – toxicology, epidemiology, etc. Dr. Mian explained that these are 4 credit courses, but college is moving to a semester system, so these courses are changing to 3 credits each.
- **Questions of PD: No questions**
- **Motion 1:** Site Visitors recommended full accreditation for six years.
 - **Second** by Suppes
 - Vote for calling the question – Unanimously approved
- **Vote on Motion 1**
- Opposed – all. Motion 1 failed

- **Motion 2:** Site visit committee recommends granting California State University San Bernardino's Undergraduate Environmental Health Science Program a two-year conditional accreditation with submission of documentation proving how CSU SB will meet EHAC UG requirements within two years related to the program's transition from a quarter to semester system and that the remaining four years be granted by Council upon approval of this submission.
- **Vote on Motion 2: Unanimously approved**
- **Letter:**
 - Revised Table 2
 - All syllabi for entire program
 - Copy of revised/current catalog = legal contract between student and university

[Side bar discussion of: Action – new business – look at B. 1. Methodology Courses – interpretation under New Business]

5.2 Central Michigan University (Undergraduate)

- **Site Visitors:** Laura Suppes (Lead) and Mark Houser
- **Background:** April 18-19, 2019. The EH&S Program co-exists in The Herbert H. and Grace A. Dow College of Health Professions (home college) and The College of Science and Engineering
- **Strengths:**
 - Program support of the Deans
 - Only EH program in Michigan
 - The support and advising provided by Dr. Uzarski
 - Internships
 - Guest speakers
 - The Hazardous Materials Technology course
 - Hands-on experience responding to chemical spills
 - HAZWOPER training
 - Instructors and cooperation between departments
 - New marketing strategies
- **Challenges:**
 - EH&S students could possibly miss one or more of the 4 in-depth technical areas because of the elective pool
 - EHAC requirements state "a minimum of two full-time faculty - one full-time and one full-time equivalent" are needed in EH programs. Dr. Uzarski's appointment is 0.5 as EH&S Director plus 0.3125 as a teacher of EH&S classes. Dr. Uzarski's FTE plus the entire EH&S faculty FTE is equal to 2.792. EHAC members must decide if Dr. Uzarski's 0.5 administrator appointment plus her 0.3125 FTE as a teacher of EH&S classes meet EHAC requirements. The EHAC council must also decide if adding FTE for faculty who teach courses in the EH&S program together is an acceptable method of calculating total FTE for an EH program.
 - BIO 101 and BIO 208 are taken by pre-PA and Engineering majors but not Biology majors
 - External advisory committee needs more practitioners
 - Lacking student organization
 - Need more field trips and field experiences

- **PD Rebecca Uzarski - comments:**
 - Prof. Uzarski asked what constitutes an in-depth technical course? She explained that some classes are 100% specific to a topic, but a different percentage of topics are taught in other courses. What percentage of coverage makes a course in depth? She has not received a solid answer – and would like some input. Regarding the FTE issue, Uzarski offered no more explanation on that. Uzarski explained that Bio 101 and Bio 208 (4 credits) are more EH practitioner oriented than other courses. Bio 101 (3 credit) is broad based and a prerequisite.
 - Program will be able to add practitioners to advisory committee.
 - Regarding a Student EH club, there are currently 13 students in the program, and it has been hard to find a student to take the lead on leading an Env. Student organization. These students are very busy with multiple jobs and school. Uzarski has continued to try to find a leader and will continue to do so.
 - She would like to incorporate more field experiences as well.
- **Questions of PD:**
 - Treser asked where the leftover time in Uzarski's faculty position employed? Uzarski teaches an introductory to EH course to freshmen for this portion of her FTE.
- **Motion 1:** Committee recommends granting Central Michigan University's Undergraduate Environmental Health and Safety Program a two-year conditional accreditation, allowing time to assure, with documentation, that each student completes four in depth areas of technical electives and reverting to full accreditation with approval of Council for the remaining accreditation term.
- **Potential New business:** "Adequately covered" not defined well in the UG Requirements and Council would like that term to be more well defined. Busch Isaksen explained that the Council purposely did not qualify this as a Council to allow flexibility.
- **Vote:** Approved with 1 abstention (Johnson)
- **Letter:**
 - Demonstrate how each student is required to complete in depth study of 4 electives (in addition to starred areas).

[Side bar – we should add another slide to the Site Visit PPT that mentions concerns in addition to putting NON show stopping issues on the PPTs.]

5.3 Illinois State University (Undergraduate)

- **Site Visitors:** Tim Murphy (Lead), Jason Finley
- **Background:** first accredited in 1976
- **Strengths:**
 - Size of program
 - Dedicated faculty members
 - Value
 - Longevity
 - Broad based study
 - Adjunct faculty with relevant experience
 - Coursework that includes relevant labs, such as food safety inspections
 - Rigorous and robust internship program
 - Program is supported by the higher administration of the college

- Employability of students and graduates
- **Challenges: None**
- **Suggestions for Improvement:**
 - Lower hours of internship in order to allow more time for other class work
 - Institute succession plan
- **PD Guang Jin Comments:** None
- **Questions of PD:** None
- **Motion:** Site visit committee recommends granting Illinois State University's Bachelor of Science in Environmental Health Program full accreditation for six years with no conditions.
- **Vote:** Unanimously approved with one abstention (LaFollette – Conflict of Interest).

6.0 Nominations Committee

- **Announcement of 2019-2020 Board Members**
 - Unanimously approved 2019-2020 Board
 - Chair – Tania Busch Isaksen
 - Secretary – Chyla Hunter
 - Treasure – Mike Fletcher
 - Vice Chair for Undergraduate Programs – Jason Finely
 - Vice Chair for Graduate – Sharron LaFollette
 - Director at Large – Don Williams
- Busch Isaksen requested that the Council consider running or nominating a Council member for a Board position. A slate of Officers will be submitted for Council vote on Sunday.

7.0 Standing/Ad-hoc Committees (Busch Isaksen)

- Review charges, committee assignments and develop goals and timelines for 2019-2020
- Adjourn early to meet with committee members and come up with some goals and a timeline.

7.1 Recess – 5:07pm

B. Monday July 8, 2019

8.0 Call to Order – Busch Isaksen at 8am

- **Council Members:** Tania Busch Isaksen, Jason Finley, Chyla Hunter, Steve Johnson, Sharron LaFollette, Jason Lewis, Ying Li, Wendell Moore, Tim Murphy, Priscilla Oliver, Welford Roberts, Rania Sabty-Daily, Chris Sparks, Laura Suppes, Chuck Treser, Don Williams
- **Council Members joining late** – Mark Houser, Mike Fletcher, Gary Brown, Swatantra Kethireddy
- **Staff:** Leslie Mitchell
- **Guests:** Vonja Grabeel and Steve Konkel

9.0 Accreditation Actions Continued – delayed due to Mike Fletcher’s late arrival. Busch Isaksen suggested addressing Board recommended Policy changes in the meantime.

9.1 Indiana University – Richard M. Fairbanks School of Public Health (Undergraduate)

- **Site Visitors:** Mike Fletcher (Lead) and Chyla Hunter
- **Background:**
- **Strengths:**
 - Students liked the small size of classes as they were getting a lot of individual attention and know everyone
 - The EHS program “feels like family”
 - The EHS faculty have real world experiences to pass on to the students
 - The EHS faculty support, pay attention to and reach out to know the students
 - The location of the university is great to gain connections and network for obtaining internships and jobs.
 - The EHS program offers a wide array of EHS courses for students to explore the different areas of environmental health.
 - The two new 100-level EH based Gen Ed courses should draw in more EHS students.
- **Challenges: No findings inconsistent with EHAC requirements. Recommendations:**
 - The School needs to hire another student recruiter to support the EHS Department.
 - Concern about the low enrollment. Two new 100-level Gen Ed courses may make the EHS degree program much more visible and increase enrollment
 - No designated space for EHS classroom lectures and laboratories. A “home” for EHS, may make the program more visible, allow better lab experience planning, allow space for increase in department owned lab equipment, and decrease the down time in getting to and from lecture and/or lab space. The program is assigned a lab location and class space based on number of students each term and assigned by Registrar – site visit committee would like for program to have a home.
 - Recommend an Environmental Health Club be initiated.
 - Advisory Committee members have largely been utilized individually. Virtual meetings could allow the committee to meet more often.
 - Low enrollment numbers – IU program is using low level intro courses that are bringing students into program.
- **PD Steven Lacey - comments:**
 - Self-study was “almost fun” as the process provided a time to reflect on what has been going on with IU’s EH program in the past and to also think about the future.

- Program is planning to hire another student recruiter.
- Enrollment is a major concern – Dr. Lacey is trying to get EH courses into general education list with four different topic areas that would introduce students to EH very early in their educational career.
- All junior faculty have been promoted to positions with tenure – now Dr. Lacey has more time to focus on developing the EH program.
- Lab space – Dr. Lacey just had a conversation today to build out lab infrastructure on site in the EH space. Hopefully within the next few years there will be a new permanent space.
- EH club issue – small number of students – hard to make a club, but connections to professional associations/employers are still happening via faculty assistance and involvement in professional associations.
- Advisory committee – reformulated to focus on recruitment. There is now a balance between practitioner member and government associated members.
- **Questions of PD:**
 - Regarding the EH Minor offered by IU – Suppes asked about this minor. Dr. Lacey explained that it is a recruitment tool and a way to get more EH touch points with more students. The point is to get more, and different students exposed to EH. These students are not competing with EH majors for internships. And there is no shortage for internship that are available in Indiana. Is there job competition between minors and majors? No.
 - Busch Isaksen – School of Public Health is CEPH accredited – how is it affecting your EH program? In process of resubmitting for reaccreditation. Another set of criteria to deal with. Lots of pull on the program that is helping to make program stronger.
- **Motion:** Site Visit committee recommended granting Indiana University – Purdue University Indianapolis Richard M. Fairbanks School of Public Health’s Bachelor of Science in Public Health (BSPH), Environmental Health Science Major Program full accreditation for six years with no conditions.
- **Vote:** Unanimously approved

9.2 Texas Southern University (Undergraduate)

- **Site Visitors:** Don Williams and Sharron LaFollette (Lead)
- **Background:**
- **Strengths:**
 - Curriculum meets the EHAC UG criteria.
 - Amendments to the syllabus regarding the combined Epidemiology/Biostatistics course demonstrates that the course sufficiently meets EHAC criteria for both topics.
 - Curriculum includes all lab coursework required.
 - Program is making a significant contribution to the EH workforce by graduating individuals prepared academically for entry level positions in general environmental health.
 - Program is providing alumni which are aiding in increasing the diversity of the EH workforce.
 - Program has an active Advisory Committee that has been expanded to include the local community (not just alumni).
- **Recommendations:**

- Better use of Bloom's Taxonomy to map courses to competencies
- Improve evaluation and mentorship of internship experience
- Assess and collect data across students
- Diversify student recruitment strategies: increase on-campus visibility
- Pay coordinator of program during summer
- Provide affordable and timely access to certifications/registrations
- Increase student networking and professional development
- Develop faculty succession strategies, with particular attention to practitioner experience in all faculty
- Further diversify Advisory Committee beyond program alumni – completed
- Judith Mazique – original PD – was a practitioner. Zivar Yousefipour is not, so is working to gain on the ground experience. Yousefipour is working with EHAC Council Member Chris Sparks among other things.
- **PD Zivar Yousefipour - Comments:**
 - Dr. Yousefipour explained the creation of TSU's EH program. In the 1970s, the Texas legislature wanted to address minority education in the EH area. TSU was assigned this task. Since then, TSU has been a leader in adding to local EH workforce in the region.
 - TSU has addressed the following EHAC Site Visitor recommendations:
 - Reviewed and are remapping courses to make sure they are meeting EHAC requirements completely.
 - Mentorship review and revision as well, as needed.
 - Recruitment improvements – TSU is working to raise visibility of program on campus by visiting biology and chemistry departments and outside the university as well. Also working on creating an EH minor to raise visibility and offering an introductory course in EH.
 - PD practical experience agreement is providing Dr. Yousefipour unexpected opportunities to make connections with future employers and introduce herself and TSU's EH program to industry in the region. Dr. Yousefipour has also worked with the TSU campus health dept. and then with the county health dept. via EHAC Council Member Chris Sparks. She also plans to work with the director of VA hospital to observe the health department at that location.
 - Program is also extending connections with industry for advisory committee participation.
- **Questions of PD:** no questions
- **Motion:** Site visit committee recommends granting Texas State University's Bachelor of Science Environmental Health Program full accreditation for six years with no conditions.
- **ACTION:** Suppes suggested that given how successful the practitioner experience has been for Dr. Yousefipour – professionally as well as becoming a recruitment tool and providing access to community EH contacts – Dr. Yousefipour should be asked to provide a testimonial of the value of her experience and its impacts on the EH program at TSU.
- **Vote:** Unanimously approved (1 abstention – Chris Sparks due to conflict of interest)
- **Letter:** Continue to require practitioner experience for faculty.

9.3 University of Wisconsin, Osh Kosh (Undergraduate)

- **Site Visitors:** Gary Brown (Lead) and Thomas Deem
- **Background:**

- **Strengths:**
 - ERIC Laboratory
 - Run EHS Program for a local county
 - Provide laboratory services for local Health Departments
 - Strong Internship Program
 - Access to professors and willingness to help
 - Critical thinkers
 - Prepared for the real world
 - Reputation of program
 - Access to undergraduate research opportunities
- **Challenges and Recommendations:**
 - No dedicated lab class and students wanted more lab access.
 - An exception can be granted for internships in biology
 - Have some more classes with an OSH focus
 - Size of department want additional students because there are plenty of internship and jobs
 - Rejuvenate the EHS Student Club
 - More field Equipment/facilities need updating
 - More field trips and field equipment opportunities
 - Reduce the number of biology classes
 - Add additional EHS classes including an EHS lab class
- **PD Sabrina Mueller-Spitz- comments:**
 - PD Mueller-Spitz cited the need for more students and more graduates. Similar situation to TSU and MSU – in that the state came to UW Osh Kosh asking them to create an EH program.
 - UW Osh Kosh currently provides lab and lab work for local health department.
 - PD is trying to gain access to undergraduate research and to establish a permanent location for the EH program, courses and labs.
 - Dr. Mueller-Spitz explained that the program will be working to revise their curriculum including changing microbiology requirements and other changes as well, to help students get additional exposure to industrial hygiene. Program is also discussing internship and field trip options – special topics in EH options, as well.
 - Dr. Mueller-Spitz explained that she is more than willing to be mentor for an EH Club for students but is lacking student interest and leadership due to heavy work/school loads. Dr. Mueller-Spitz would like to use an EH club/students as a recruitment tool and to build department community.
 - Dr. Mueller-Spitz explained that she is interacting more with industry to get more lab equipment/field research/in class demos.
- **Questions of PD:**
 - Fletcher asked about the onsite EH laboratory for the local Silas County Health Department. Dr. Mueller-Spitz explained that UW Osh Kosh performs seasonal well water testing and vacation room inspections in the summer. This cooperative arrangement provides lots of field and lab experience opportunities for students.
 - Busch Isaksen enquired about changes in their internship program. PD explained that she is currently personally overseeing the internship program approval and review

process. The option for the old internship program is being removed from the fall 2019 catalog and replaced with new one that meets EHAC UG Requirements.

- **Motion: Site Visit team recommends granting the University of Wisconsin, Osh Kosh's Bachelor of Science Environmental Health Program full accreditation for six years with no conditions.**

Vote: Unanimously approved

9.4 Montana State University – Initial Accreditation Application (Undergraduate)

- **Site Visitors:** Tania Busch Isaksen (Lead) and Christopher Sparks
- **Background:** This is a brand-new accreditation. However, this is not the first time they've been accredited. Busch Isaksen explained that their accreditation lapsed because it was a smaller program with only one faculty involved and that faculty left with no succession plan in place – similar to Dickinson's situation.
 - MSU's program exemplifies the positive impact of an interdisciplinary structured program.
 - There are Co-directors of the EH program – Dr. Seth Walk and Dr. Mari Eggers. Busch Isaksen pointed out the benefits of having two directors intimately involved with the EH program.
 - MSU is seeking accreditation because the local environmental health community asked them to create a program that would graduate students prepared to sit for the REHS exam – e.g. this program was created due to local and state level encouragement.
- **Strengths:**
 - Rigorous study/science foundation
 - Interdisciplinary nature of the department and program
 - Undergraduate research required of all UG in University
 - Well prepped for the RS/REHS - automatically able to receive Sanitarian in Training license
 - Access to undergrad research & the possibility of "relay" projects
 - Faculty collaborations with community partners - Dr. Walk and Dr. Eggers serve on Dept. of Health Board and Dr. Eggers works with Crow Tribe
 - Internship opportunities with community impact
 - Internal practice-based internship and educational opportunities with EH&S
 - Lots of public speaking practice
 - Care about real world outside of school
 - Access to professors and their willingness to help
 - Passionate faculty
 - Faculty through administration really care about EH and students in general
 - No EHAC program within the near vicinity so opportunity to grow is great
 - Have graduated students for the EH curriculum submitted for review.
 - Clean labs - extraordinary
- **Challenges/Recommendations:**
 - **Additional Requirements that have been addressed by PDs:**
 - Provide an updated course catalog to reflect program's requirement;
 - Articulate the breakdown of dept.'s faculty dedicated to MBI-EH; (Appendix I)
 - Provide course schedules for all classes; (Appendix III)
 - Submit a digital student advising sheet.
 - **Recommendations:**

- Site Visit team supports a budget model that allows for reinvestment into this re-emerging program;
- Site Visit team supports 2 new proposed courses for the curriculum: Water & Wastewater / and Occupational Health & Safety (OH&S) – and strongly recommends they be delivered by MBI-EH faculty;
- Site Visit team encourages the development of a student environmental health association;
- Site Visit team encourages the dept. to develop a marketing plan and funding outreach; &
- Lastly, Site Visit team strongly encourages diversification of the advisory committee membership by adding industry representation.
- **PDs Dr. Seth Walk and Dr. Mari Eggers Comments:**
 - Dr. Walk thanked the Council for the opportunity to speak. He described MSU as a Land Grant University with a mission to educate state residents so they can provide services to Montanans.
 - Curriculum/course catalog has been updated as well as the advising sheet to meet Site Visitor recommendations and EHAC requirements.
 - Department Chair has committed funds for creating an environmental club
 - Dr. Walk enjoyed guidance from Dr. Gilkey and others and expressed gratitude for everyone's help with the accreditation process.
 - Dr. Eggers appreciated support on budget modeling for the program.
 - Medical lab sciences program trains students to help with diagnostic testing. Program goal is to show administration that EH students taking these lab classes are developing marketable skills that will help them find lucrative jobs. Once Program can show success (employed graduates), they will use this to support funding asks and program growth. Dr. Eggers cited great support from Montana EHA as well.
 - Dr. Eggers explained that MSU used to have a water and wastewater course and they will likely be able to reinstate this course quickly. They want to add an Occupational Health and Safety course but need to generate student interest on campus for the opportunity.
 - Dr. Eggers explained that Indian Health Services (IHS) has a need for EH employees/students there are not enough Native Americans qualified to do EH work. So, they end up hiring non-native students from the East Coast to fill these positions. Excitingly, MSU's EH program already has two Native Americans in the program.
 - MSU also has strong relationships with tribal colleges and they are coordinating instruction efforts with these schools. Currently they have a 2 + 4-year degree agreement with a tribal college that will allow these students to graduate with an EHAC accredited degree. Excellent development for local tribal communities.
 - MSU is working on relationship with local Environmental consulting firm - Casey Harvey – a top agenda item is to acquire representation from industry on the advisory committee.
- **Questions of PD:** No questions.
- **Motion:** Site Visit committee recommends granting Montana State University's Environmental Health Undergraduate Degree Program (MSUEHP) full accreditation for six years with no conditions.
- **Vote:** Unanimous with 1 abstention

9.5 Western Kentucky University – Initial Accreditation Application (Graduate)

- **Site Visitors:** Pat Bohan (Lead) and Steve Johnson
- **Background:**
- **Strengths:**
 - Program experiences great support from Dean, faculty, students and alumni
 - Program PDs express awareness of their strengths and where they need to improve – improvements needed in workman’s compensation arrangement.
 - Big strength – many internship opportunities in community and state
 - Many real-world opportunities for students throughout course curriculum
 - Broad range of environmental health courses
 - Committed faculty who are passionate about their work and students
 - Research opportunities
- **Challenges:**
 - Program was in compliance with EHAC guidelines for graduate programs
 - CVs missing for two faculty at the time of the visit – submitted upon request of site visitors
 - Seven syllabi were missing from the self-study at the time of the visit – submitted upon request of site visitors
 - Johnson explained that one area that it was a little bit marginal was in the area research methods. This could be improved, and Dr. Taylor explained that this is being addressed.
- **PD Ritchie Taylor comments:**
 - Dr. Taylor thanked Council for the opportunity to speak and for the excellent accreditation process that has already aided in improving WKU’s program.
 - Dr. Taylor expressed appreciation for site visitor comments, especially around the research methods concerns, and will be making changes to increase the robustness of a methods course by fall of 2020. He explained that with the addition of a research methods course, the program will have 7 core EH courses.
 - Dr. Taylor described recent developments in WKU’s Internship program, which includes digital portfolios. This tracking process was found acceptable by site visitors and is working well for WKU’s program.
- **Questions of PD:**
 - Council enquired that if a specific research methods was not required in the past year, how did the program ensure that these methods were adequately taught to students who graduated in the past year. Council wanted to be sure that graduates of the program this past year under the current curriculum submitted in the Self-Study had received adequate preparation in this area. Council asked site visitors if they made sure that the research methods were taught to the students who have graduated. Dr. Taylor responded that research methods are explicitly taught in three of the required courses and that graduates must have completed a culminating final project that also involves a great deal of research methods study and work. Johnson confirmed that the Site Visitors were satisfied with this explanation and their observations of the program. Murphy and Busch Isaksen observed that Occupational Health and Epidemiology became electives two years ago and again asked for confirmation that students were receiving adequate education in research methods. Dr. Taylor replied “Yes”.

- Dr. Taylor reported that there are about 20 students in graduate program. Currently, there are more domestic students due to recent NIOSH grant supporting domestic students.
- **Motion:** Committee recommends granting Western Kentucky University's Master's in Environmental and Occupational Health Science Degree Program full accreditation for six years with no conditions.
- **Action:** When EHAC revises UG Requirements and Graduate Guidelines, Council need to look at improving competencies and explanations of how programs are meeting learning goals.
- **Vote: Unanimously approved**
- **Letter:**
 - Be more transparent and demonstrate how learning competencies are met in more thorough/detailed syllabi

[Side Bar: Brief visit by Dave Dyjack -

- Dyjack suggested sending EH graduates to him if they need jobs!
- Dyjack asked what can we do to support women in the workforce? – EH workforce is no longer male, pale and stale anymore. Let him know if you have ideas for how NEHA can support young women in the workforce? How can NEHA support EHAC?]

10.0 Army Environmental Science Program (ESP) Presentation – Jason Finley stood in for scheduled presenter.

- Finley explained that Mr. Teyhen – former consultant to Army surgeon general – is familiar with EHAC and value of EHAC education and apologized for his absence.
- Finley wanted to open dialogue - EHAC understanding of Army ESP and ESP understanding of EHAC.
- Finley emphasized the “all hazards” nature of EH challenges and how he feels that the EHAC curriculum is the closest thing that he has found to address the education needs for preparing people to deal with all hazards response. For example:
 - Army EH Scientists on Army bases – conduct EH inspections
 - Army EH Scientist for troops in the field as well
 - Practical application of EH education is similar between DOD and USPHS
- Jason Finley would like ARMY to be aware of the value of EHAC accreditation.
- Roberts submitted that the Uniform Services Environmental Health Association is celebrating its 50th anniversary:
 - AAS and USPHS usually have a joint awards ceremony on Tuesday night
 - Wednesday USEHA – mini conference and sessions'
- Finley shared resources available for post graduate studies:
 - Emergency Management – incident command hierarchy understanding (nexus between public health and public safety). Classed can be taken at FEMA – online courses available for this kind of thing.
 - FEMA – professional development series, etc. = certificate from FEMA
 - Classroom: center for domestic preparedness (CDP) – free classes and free travel?
 - Universities that offer EH classes - Univ. of Minnesota and Univ. of Hawaii
- College Students – resources available:
 - 10 institutions with online courses

- Civil Support Team (CSTs) are all Army National Guard – 43 series or 72 series – 1 CST in every state, 2 in New York and 3 in CA
- Superfund program, nuclear weapons complex issues, chemical stockpile program, etc. Finely was asked if he knew of any schools that are teaching cleanup of nuclear waste that are doing a good job. Not at this time.
 - o Murphy submitted that Univ. of Findlay offers some of these types of classes.

11.0 Business Meeting continued

11.1 EHAC Governing Policy Proposals

- Council consideration of entire revised policy document.
 1. **Treser suggested adding an Introduction to the Policy Document**
 - **Action:** Treser will write an Introduction to be added to the front of the Policy Document describing the purpose and content of the Policy document. [Note: this introduction is currently present in the Preface section of the Policy document]
 2. **Articles of Incorporation**
 - a. Add Title pg. 6
 - **Decision: Approved**
 - b. First paragraph – change 19 to 18, pg. 6
 - **Decision: Approved**
 3. **Constitution**
 - a. Add Title pg. 11
 - **Decision: Approved**
 - b. **Article IV:** Change number of Council Members from 20 to 21 – pg. 12
 - **Description:** - Busch Isaksen explained that Board discussed the need for an odd number of Council Members and is making the recommendation to return to a 21-member Council with more Academic members than Practitioners.
 - **Discussion:** Sparks asked why there was practitioner concern. It was stated that there was the concern of unfairness from one practitioner. Murphy explained that it is helpful to have more academics to help with explanation of academic needs and practices when there are points of academic related concern.
 - LaFollette suggested the language “number of academicians shall not exceed number of practitioners by more than one.”
 - **Decision: Policy will return to a 21-member Council with more Academic members than Practitioners, with reinstated language used in 2012 Constitution (with regard to number and distribution of Council Members).**
 - c. Article IV Sec. I – “practicing” pg. 12
 - **Decision: Approved**
 - d. Article IV Sec. II – “up to” pg. 12
 - **Decision: Approved**
 4. **Bylaws**
 - a. Article I Sec. 7 – remove “employment” pg. 14
 - **Decision: Approved**

- b. Article II Sec. 2.6.1 – eliminate EHAC ED as AEHAP ED pg. 18
- **Decision: Approved**

- 5. **Policy 3.3 – Nominations and Elections** – policy rewrite – no loss of content pg. 31
- **Decision: Approved**

- 6. **Policy 3.3 Sec. 4.2** – remove “practice” pg. 32
- **Decision: Approved**

- 7. **Policy 3.3 Sec. 4.3.1** – eliminate Sec. 4.3 - Potential Council Members shall identify whether they are applying as a practitioner or an academician. Determination of such shall be based on their current employment. (Redundant) pg. 33
- **Decision: Approved**

- 8. **Policy 3.3 Sec. 4.3.1** – eliminate “review all names submitted and” pg. 33
- **Decision: Approved**

- 9. **Policy 3.3 Sec. 4.3.1.2** – remove 50:50 pg. 33
- **Decision: Approved**

- 10. **Policy 3.5 Communications** – make change to Council number if decision is made to return to 21 members pg. 38
- **Decision: Approved**

- 11. **Policy 4.1** – Add “Accreditation” to Title pg. 51
- **Decision: Approved**

- 12. **Policy 4.3** – New Policy UG and Grad Program Director Practical Experience pg. 55
- **Description:** Busch Isaksen explained that current Graduate Guidelines do not have a practical experience requirement – letting Council know.
- **Discussion:** Sharron suggested only having this reflected in the Policy and NOT in the Graduate Guidelines.
- **Decision** - Consensus to remove “**Graduate**” from Program Director Practical Exp. policy from Policy 4.3 now.
- **Action:** 2019-202 Graduate Guidelines Committee will be tasked with developing a Graduate Program Director Practitioner Experience Policy if deemed appropriate.

- 13. **Policy 4.3** – New Policy UG and Grad Program Director Practical Experience pg. 55 – new wording **defining “practical experience”**
- **Description:** Busch Isaksen opened discussion of proposed wording for defining “practical experience” for Undergraduate Program Directors.
- **Discussion:**
 - Finley suggested clarification by adding “see field experience and interpretation” in UG Requirements.
 - Treser wondered if this definition would cause any problems with the qualifications of current program directors. LaFollette replied no because she was careful to

- review all of the current PD's CVs for practical experienced and determined they meet this proposed definition.
- Busch Isaksen would like to see all PDs have REHS certification. Sabty-Daily commented that if the REHS is required, then the CIHS should be required as well. She asked – if the “right” faculty teach the EHAC required courses and the meet the practice requirement – why would that not be enough? LaFollette submitted that it is appropriate for all staff to have EH background in order to effectively mentor students. Busch Isaksen added that there have been many discussions concerning the REHS move from science to process – there are challenges. Murphy agreed that things about the REHS certificate need to be fixed. He also suggested that NEHA is trying to lift the entire profession up by its bootstraps and that EHAC needs to model respect for the profession. The REHS is the leading credential for the EH field and it would model well to require EHAC PDs to achieve REHS certification. Sabty-Daily submitted that CSU Northridge already goes above and beyond giving students the opportunity to do practical EH work. But programs are suffering from lack of funding and ability to locate qualified faculty to take the PD position. She continued that adding an REHS requirement would make things even more challenging for EH programs. Busch Isaksen likes the “strongly recommended” language re: certification, because it recognizes that EHAC values having an REHS, but acknowledges that it is a big lift for programs. Many well qualified PDs may not have the certification and won't get it to stay EHAC accredited – would be a potential hinderance to programs to maintain or achieve accreditation. Treser added that while he strongly supports the REHS, the EH profession is broader than just the REHS. So, PDs should not be forced to gain a particular certification. He likes the wording “strongly encourage” as he does not want to create an high hurdle for PDs to jump.
 - Finley reiterated that the charge of the Policy Committee was to interpret UG Requirements regarding program director experience. There were numerous occasions where there were interpretation questions this past year and the desire was to develop justifiable, concise language. Regarding practical experience Finley felt that PDs should be expected to have the same or more hours practical experience to that required of Undergraduates.
 - Sabty-Daily commented that she proctored the REHS exam so she could personally review the exam. It indeed is about 75% practice based. EHAC programs do not teach to the test so why would EHAC require PDs to have and REHS certification?
 - Finley suggested that specificity in wording (e.g. – “hands on = non laboratory”) could improve a lot of aspects of communication with PDs. Perhaps the Council could consider adding a credential requirement in the future. LaFollette added that recommendation of a certification does not imply only or specifically REHS – PDs could get a practical based certification in a number of different EH related areas. She also reiterated that requiring practical EH experience for PDs is imperative but also pointed out that there is a very small pool of candidates for PDs in general at EHAC programs. Many times, applicants have no practical experience and would not qualify to sit for the exams. LaFollette emphasized that EHAC has to be flexible in working with candidates to gain practical experience!
 - Houser suggested using strongly “recommend” rather than strongly “encourage”.

- Fletcher explained that what EHAC really desires is for PDs to be promoters of careers in EH. Having and REHS, or other credential provides opportunity for questions from students interested in knowing what those letters stand for and an explanation of why they are important. Fletcher agreed with Treser that EH is bigger/broader than just and REHS but also thinks having a credential is important. Fletcher, however, is not in favor of EHAC requiring a credential.
- Johnson suggested creating a point structure for assessing PD EH practical experience.
- Finley reiterated that the new wording was intended to be a clarification of the current policy requirement. It was not intended to add additional requirement. He suggested this wording is the simplest and clearest way to convey the meaning of “practical experience”.
- **Motion:** The Policy Committee moves to accept wording submitted by the Committee as follows (with the change from “encourage” to “recommend”):
 - 1.1. “Practical experience relevant to Environmental Health science” for a Program Director is defined as:
 - The faculty member responsible for administering the environmental health science and protection program, or Program Director, must be a full-time faculty member qualified for this position by an advanced degree in a relevant academic discipline; and pertinent practical experience relevant to environmental health science.
 - The National Environmental Health Association (NEHA) definition of an “environmental health professional or specialist” is based on appropriate academic education and training to be able to, among other abilities, “manage and lead environmental health units within organizations” (source:).
 - 1.1.3. Taking this information into context, the Council requires PD’s to have ‘pertinent practical experience’ or ‘training’ that has occurred in a work based or hands on field environment. This practical, field-based training or experience must be equal to or exceeds what is required of undergraduate students (Section D FIELD EXPERIENCE and Interpretation). Continued involvement through research and/or consulting while PD and program faculty is strongly encouraged.
 - 1.1.4. Note: although, the Council does not require a PD to be NEHA or other professional group “registered” or “certified,” it does strongly **recommend** it.

- **Decision:** Unanimously Approved

[Side Bar Action: Busch Isaksen asked Graduate Guidelines Preparation Committee to weigh the merits of including a practical experience requirement for Graduate Program Directors or not and decide whether to recommend adding that requirement to the Graduate Guidelines.]

14. Policy 4.6 – Change title to Undergraduate Program Self-study Reviewer and Site Visitor Policy pg. 62

- **Discussion:** recommended changes approved and also the Council approved adding the Executive Director as a participant in collecting and reviewing PD site visit evaluations and Site Visitor peer evaluations.

- **Decision** - Approved

15. **Policy 4.7** - Change title to Graduate Program Self-study Reviewer and Site Visitor Policy
pg. 63
- **Decision: Approved**
 16. **Policy 5.4** – Change Title to Appealing Accreditation Decisions pg. 75
- **Decision: Approved**
 17. **Policy 5.4** – Reorganized Policy and Procedures text pg. 76
- **Decision: Approved**
 18. **Policy 5.5** – Combined Evaluation Policies pg. 80
- **Decision: Approved**
- Busch Isaksen moved to accept all July 2019 changes in Policy Document as rewritten and approved individually and as whole.
- **Vote: Unanimously Approved**

11.2 New Business

- Undergraduate Requirements – define Full Time Equivalent (FTE) requirement (discussion raised due to confusion with Central Michigan University and growing interdisciplinary nature of EH programs). The overall desire was to create more flexibility for programs. CMU found it difficult to describe their FTE/faculty situation because her position is spread across a number of different areas by percentage.
 - LaFollette explained that the EHAC’s move to require an FTE was due to Program Directors (PDs) assigned to some programs being located off campus.
 - Finley posed the question of what EHAC actually accredits – the degree or the program? Council proposed that referring to “degree program” would clear up confusion around this issue. Finley added that clarification around this issue might help with who can qualify as an FTE for the accredited program.
 - Treser commented that requiring a full FTE dedicated full time (100%) to the program is not realistic.
 - Houser, Murphy and Fletcher agreed that the requirement could be changed to 2 FTEs, period
 - [Johnson suggested a list of definitions for the EHAC UG Requirements and Graduate Guidelines – these exist already]
 - Suppes asked why a “number” of FTEs is even necessary because some courses are delivered by adjuncts that might not be integral to the accredited program.
- **Motion:** In Article VII. Accreditation Criteria Sec. B Faculty No. 2. Treser moved to strike parentheses and add “2 FTEs” and “degree” to program (make this “degree program” change through all policy documents).
- **Vote:** 17 Yes, 1 No (Johnson)
- **Methodology course credit calculation** – related to change from quarter to semester structure. (This discussion was a result of complications with reaccreditation of California

State University, San Bernardino as they are completing a change from a quarter to a semester system. This change is impacting the number of credits offered by the EH degree program.)

- Busch Isaksen summarized that EHAC has always had difficulty in relating UG requirements to a semester based academic year – the implications for accreditation associated with this structure are challenging.
- LaFollette submitted that this situation has always been a challenge because Universities count course credits differently. EHAC's credit assessment was an arbitrary choice. She added that the idea that they can show competency is probably more important than the number of credits but requiring a certain amount of credits was a way that the Council could put some structure around course requirements. Competency assessment is a very challenging option – especially for a volunteer Council. Treser agreed that Council needed some kind of guideline for tabulating credit hours. This was not originally intended to be prescriptive but the change from “guidelines” to “requirements has put the Council in an inflexible bind. Treser suggested that Council could remove the interpretation and “shalls” from UG Requirements. Finley asked why there was a move from guidelines to requirements. He requested resolving this issue and taking a vote to put issue to rest.
- Fletcher suggested that this might be a good time to start a move to competency based UG Requirements.
- Johnson did not recall making interpretations a part of the UG Requirements. Treser explained that the interpretations were intended to serve as guidance for the Council. The hard and fast nature of “requirements” puts the Council in a bind.
- Busch Isaksen explained that the prescribed credit hours in the initial guidelines were few. Murphy added that Council had to be more prescriptive because programs were trying to submit 1 credit courses for core courses like Epidemiology and Toxicology.
- Murphy asked the practitioners present if they though a 1 hour per week for 15 weeks methodology course was sufficient training/education. No. Busch Isaksen asked how much is enough? If programs have operated effectively on 3 credit hours, is there a problem?
- LaFollette reiterated that it is easier to prescribe course credit hours than course content. EHAC Council has to figure out how to prescribe depth adequately to avoid misinterpretation without being overly prescriptive. This ultimately forces a move to competency based requirements. She asked which way the Council wants to go – credit or competency based?
- Johnson ask for confirmation that CSU SB is short 1.5 credit hours for some core courses? Fletcher asked for confirmation as well and explained that the mathematical conversion from quarter to semester hours results in a 1.5 credit deficit in core courses.
- Finley suggested removing interpretation on page 11 of UG Requirements to give more latitude and flexibility. Vonia Grabeel emphasized that one cannot have interpretations within a requirements document - doesn't work and is not appropriate. Murphy explained that the interpretations were put in the document so that PDs could see the reasoning behind the policies but agreed that interpretation in general should be a sperate document.
- Finley suggested calling the vote to begin to correct this situation.
- LaFollette likes the idea of removing the interpretations from the Requirements document.

- **MOTION:** Finley moved to remove the following interpretation from the UG Requirements in Article B. Core Environmental Health Knowledge Areas 1. Methodology Courses (pg. 11) and remove “separate” from separate course work in the following foundation... in 1. Methodology courses.
Interpretation:
This criterion shall be met by students completing separate courses in each of the above areas. Each course shall be a minimum of 3 semester hours, except that a single course incorporating statistical methods into a 4 credit or greater semester hour epidemiology course shall be acceptable.
- **Motion:** Murphy proposed an amendment to Finley’s motion. Murphy moved to remove “interpretation” but leave “separate” and consider a combined Epidemiology and Statistics course (this combined language would follow after the “toxicology” bullet point).
- **Second:** LaFollette (to Murphy’s motion)
- Discussion: Sabty-Daily clarified that this is an historic issue – programs with blended courses related to these foundation courses did not meet EHAC credit requirements.
- **Vote:** Murphy amendment to Finley motion not approved.
- **Withdrawal of Motion:** Finley withdrew his motion.
- **ACTION:** To move forward, Brown suggested leaving the current language in Article B. Core Environmental Health Knowledge Areas 1. Methodology Courses (pg. 11) as is and form a committee to review this section of the UG requirements and provide recommendations to Board and Council for dealing with semester vs. quarter credit hours issue.
- **ACTION:** Guidelines committee charged with considering the creation of a hybrid Graduate Guidelines document that uses competencies and credits for curriculum evaluation.
- **ACTION:** Consider moving UG Requirement revision to 2021 instead of 2022 in order to address some of the concerns illuminated during the annual meeting – credit vs. competency requirements, etc.
- **Potential Practical Experience Requirement for Graduate Program Directors – yes or no?**
 - LaFollette summarized the issue: EHAC currently accredits 8 programs – some also have an UG EH program, some are CEPH accredited. All are basically trying to provide a public health education with an EH concentration. That means their faculty needs to be more diverse – so it is harder to have a practical experience requirement in these cases. This type of requirement would restrict the program in their succession planning and makes finding new faculty for the PD position difficult. LaFollette does not think it is a realistic requirement. Most practitioners of PH are administration base. An alternative idea would be to require practical experience in public health.
 - Brown does not want to require practical EH experience for Graduate programs. Treser sees the need for experienced PD at the graduate level but finds making it a requirement problematic.
 - Murphy likes the idea of requiring practical EH experience. He submitted that there is tremendous flexibility for what “practical experience” encompasses. Murphy raised the issue of certification again, asking if a certification requirement could be employed to identify EH practical experience.

- Finley pointed out 2 practical points. 1) from a professional standpoint – he sees the need for an EH practical experience requirement. 2) EHAC Guidelines do not require an internship – so there is not much validity for asking PDs to have EH practical experience (as opposed to the UG Requirements in which an internship is necessary). Finley suggested that a student internship requirement should be added to the Graduate Guidelines and that then the PD should be required to have a similar amount of EH practical experience as well. Busch Isaksen agreed with Finley’s suggestion.
- Johnson is more concerned with whether PDs are true leaders and whether they have inspirational techniques to push an EH agenda forward with their administrations. Sabty-Daily added that EHAC’s goal is to graduate students that meet the needs of the EH profession – current and future. Best way to do this is to focus on students and learning outcomes rather than on qualifications of PDs.
- Fletcher suggested that maybe it is not EHAC’s place to make this decision. Sabty-Daily commented that the conversation is implying that researchers who end up with a doctorate may not have practical experience, which may not be the case. They may have done field work related to their research.
- LaFollette attempted to clarify EHACs mission related to Graduate Degree Program accreditation:
 - o Faculty should emulate their program
 - o Competency based guidelines establish goals of a program
 - o Because of the way current Graduate Guidelines are currently written, one could have practical experience outside of the EH field that could transfer to the study of EH.
- Roberts commented that he has served in all kinds of positions – both practical and academic – and all of that experience is applicable.
- Finley expressed that his original intent was an attempt to clarify something, not add something. Simply stated: EH practical experience is required for Undergraduate PDs. Do Graduate Guidelines need to be infused with a PD EH practical experience requirement? Houser suggested a straw poll to answer this question.
- Sabty-Daily suggested stepping back and remembering that we are trying to promote the existence and growth of programs and the more we proscribe the details, the harder it will be for programs to find new PDs – survival will become an issue.
- Vonja Grabeel commented that all MPH programs are different – ECU spans 2 different Depts. Program Directors exist for each of the different depts. For EH dept. – PDs are always going to have EH practical experience. But other schools are different. She agreed that practical experience is necessary for Graduate program PD, BUT, having said that, different programs present different situations and challenges.
- **Straw poll:** Do Graduate Guidelines need to include a PD with EH practical experience requirement?
 1. Require that Graduate PDs have practical experience - 0
 2. EHAC recommends Graduate PDS have practical experience - 10
 3. No requirement that Graduate PDS have practical experience – 8
 4. Abstention – 1
- LaFollette explained that the evolution of EHAC Guidelines had been to increase rigor by starting with a lower tier of requirement verbiage and moving to more stringent requirements.

- Johnson submitted that normally one would write separate documents for recommendations vs requirements.
- Sabty-Daily reiterated that EHAC goal is to produce well trained graduates – so focus should be on outcome. Just because someone has title or experience does not mean they are good teachers. Oliver added that program directing is administration heavy – faculty with EH experience could be a great practitioner but a poor administrator.
- Treser submitted that we have a direction now as most are not interested in requiring **PD practical experience. This is another topic that can be weighed by the Graduate Guidelines Preparation Committee.**
- **Succession Planning for EHAC Board Members**
 - Busch Isaksen explained that EHAC needs to think deeply about sustainability of the organization, especially since EHAC is now functioning as employer. Financial and programmatic sustainability are essential and continuity in administration is essential to maintaining a healthy and growing organization.
 - Busch Isaksen asked what models of Board succession Council Members are familiar with.
 - Murphy suggested a Chair Elect and Chairperson. Treser added that AAS allows Board members to serve their Board term even if their Council term has expired. Houser suggested that EHAC could require that the current Vice Chair of UG/G Programs moves into Chair position.
 - LaFollette suggested that any Chair position should be filled by someone that has served on the Board at some time. It was suggested that this service should be current rather than years past but Treser disagreed with constant progression model. Treser agreed with need for experience though.
 - Finely suggested a dual appointment.
 - Houser confirmed that there is no limit on Board terms (beyond 3-year Council member term limit). He suggested there should be - 2 years maximum.
 - LaFollette disagreed with designating a particular position – especially for the Vice Chair positions – as it would be difficult to make sure these people had experience with UG/G programs.
 - Busch Isaksen suggested that the Board slate should not go forward with uncontested seats – ever.
 - Discussion continued around the best succession structure for EHAC’s situation. There was consensus around at the least having a Past Chair, Chair and a Chair Elect position in order to provide support for incoming Chair as well as current/historic continuity for working with the ED and incoming Board members. Houser suggested that a Chair-elect would not necessarily need to be on the Board but would be in the line for the Chair position – so there would be Chair Elect, Chair and Past Chair of which only the Chair Elect position would be up for vote. This person would serve at least 3 years in a row if elected Chair-elect. LaFollette suggested writing the policy so that the Chair-elect is voted for and that this person must have served on the Board within a certain period of time prior to election to the Chair-elect position.
 - **Action:** Policy and Nominations Committee will collaborate to write a policy concerning Board succession proposal to send out to Council in the next couple of months for review and vote. The desire is to have a succession plan in place before the next annual meeting. Specifics:

- Implement new policy by the end of Summer 2019.
- Stipulate that Chair-elect cannot be on the last year of Council Term.
- Stipulate that Chair-elect must have served on the Board prior to their election as Chair-elect.
- **Action:** Busch Isaksen also suggested writing a policy for removal of Board members due to issues like lack of participation, preparation or collegial demeanor.

11.3 Closing Thoughts

- Reminder of 50th Anniversary activities
- Certificates
- Schedule 2020 Meeting – July 11-12, 2020 in NY, NY

12. Adjournment: Busch Isaksen adjourned the meeting at 5:00pm

Respectfully submitted by:



EHAC Secretary LCDR Chyla Hunter

and



EHAC General Chair Dr. Tania Busch Isaksen