



**National Environmental Health Science
& Protection Accreditation Council**

*Enhancing the education and training of students
in environmental health science and protection*

EHAC Annual Meeting of the Council*

June 26, 2022 - Hybrid Meeting

MINUTES

(Public)



***Abbreviations used in these minutes:** Association of Environmental Health Academic Programs (AEHAP), Board of Global Health Credentialing (BGC), National Environmental Health Science and Protection Accreditation Council (EHAC), Environmental Health (EH), Environmental Health Officer Professional Advisory Committee (EHOPAC), Graduate (G), Graduate Environmental Health Certificate (GEHC), Junior Commissioned Officer Student Training and Extern Program (JRCOSTEP), Program Director (PD), National Environmental Health Association (NEHA), National Environmental Health Internship Program (NEPHIP), Undergraduate (UG)

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1. Call to Order: Chair Tim Murphy called the meeting to order at 8:09 PST.

1.1 Welcome and Introductions: EHAC Chair Tim Murphy

- **Invited Board, current and elected Council Members to introduce themselves**
- **Recognized Program Directors**
- **Remembered Jim Dingman**
- **EHAC 2022-2023 Council Attendees:**
 - Onsite: Chair - Tim Murphy, Vice Chair for Undergraduate Programs - Dr. Dave Gilkey, Vice Chair for Graduate Programs - Dr. Tania Busch Isaksen, Member at Large - Christopher Sparks, Dr. Gary Brown, COL (Ret.) Wendell Moore, Dr. Priscilla Oliver, CAPT Mike Quinn, Cindy Weckwerth.
 - Virtual: Tom Deem, CDR Jason Lewis, Dr. Clint Pinion, Dr. Lee Newman, Mark Houser, Treasurer, Dr. Rania Sabty, LCDR Chyla Hunter (virtual on Monday).
 - **Council Members Absent:** Secretary, Chad Brown, Dr. Mike Fletcher, Dr. Swat Kethireddy, Dr. Lok Pokhrel, Dr. Oreta Samples
 - **Guest attendees:** 2022-2023 Council Members Elect: DeBrena Hilton, LCDR Kai Elgethun, Dr. Welford Roberts, Dr. Anne Marie Zimeri (virtual on Sunday), Dr. Mari Eggers (virtual Sunday and Monday).
 - **EHAC Staff:** Leslie Mitchell
- **Zoom Logistics**
- **Approval of Agenda:**
 - **Motion:** G. Brown motioned to approve the agenda
 - **Second:** Gilkey
 - **Discussion:** None
 - **Decision:** Unanimously approved

2.0 Officer Reports

2.1 Chair's Report: Tim Murphy

- **Goals for the meeting:**
 - Elect 2022-2023 Board Officers
 - Consider and vote upon 2021-2022 EHAC Budget
 - Review 2 Reaccrediting Degree Programs
 - Consider Board Policy Recommendations
 - Hear from our Partners at COSTEP, NEHA, and AEHAP
 - Consider New Business
 - Review Volunteers and Assignments for Standing and Ad-hoc Committees and Conduct Breakout Groups
 - Review and Discuss Graduate Guidelines Revisions Process and Committee Recommendations

2.2 Executive Director's Report: Leslie Mitchell

- **2021-2022 Annual Update Information:**
 - 37 Accredited Degree Programs (28 Undergrad/9 Graduate)
 - UG Enrollment, not surprisingly, continued a sharp downward trend from 1,365 in 2019-20, to 1,152 in 2020-21, and 1,055 this past year
 - Graduate Enrollment actually increased slightly from 247 to 251, down from a high of 454 in 2016-17

- UG graduation numbers saw a slight decrease to 295 in 2020-2021 and estimates for next year show a continued downward trend
- Graduates of Masters Degree Programs held steady at 98 for 2020-21
- **2020-2021 Activities:**
 - Focused on Committee work:
 - Major revision of EHAC Governing Policy - new Equity, Diversity and Inclusion Policy
 - Undergraduate Requirements revision
 - Graduate Guidelines revision
 - Partnered with AEHAP and NEHA to double the number NEPHIP applicants to 48 for the 2022 summer session
 - Facilitated mentoring of potential two new program applications
 - Maintained and enhanced EHAC Partnerships with NEHA, AEHAP, and Environmental Health and Equity Collaborative (EHEC -formerly the EH Coalition) and the Board of Global Health Credentialing (BGC)
- **Plans for 2022-2023:**
 - Complete revisions for implementation and publication on the EHAC website of:
 - EHAC Governing Policy
 - Undergraduate Requirements
 - Graduate Guidelines
 - Maintain and grow partnerships
 - Create expanded site visit and self-study volunteers list
 - Program recruitment
 - Strategic planning - where are we? where do we want to go? and how can we get there?

2.3 Secretary's Report: Chad Brown

- Review of the minutes of July 10-11, 2021, EHAC Annual Meeting (previously approved by Council). Brown was unable to attend, Mitchell reported on 2021 Annual meeting actions and events:
 - Full Accreditation granted to:
 - Fort Valley State University's Graduate Degree Program: MPH - Environmental Health Concentration
 - State University of New York, College of Environmental Science and Forestry's Bachelor of Science in Environmental Health Degree Program
 - Increased Treasurer's term to 2 years
 - Approved policy action for allowing virtual representation of degree programs with uncomplicated reaccrediting applications
 - Approved changes to UG Requirements related to Methodology courses and the 180-hour practice requirement
 - Approved initial changes to Graduate Guidelines and exploration of movement toward more competency based Graduate criteria
 - Approved exploration of agreement with the Board of Global Health Credentialing

2.4 Treasurer's Report: Rania Sabty presented the financial documents

- FY 2021-2022 Financial Report: October 1, 2021 - May 31, 2022
 - **Balance Sheet:**
 - Total Assets: \$85,998.95 as of May 31, 2021
 - Liabilities: \$1,342.81
 - Total Equity: \$84,656.14
 - Total Liability and Equity: \$85,998.95

- **Profit and Loss Report:**
 - Gross income: \$91,868.62
 - Income from Accreditation: \$87,600
 - Payroll expenses: \$47,042.50
 - Site Visit expenses (“cost” is reimbursed by programs): \$3,557.74
 - Net income: \$31,125.46
- **Projections:** no discussion
- **Proposed EHAC Budget for 2022-2023 (fiscal year from October 1 - September 30):**
 - **Motion:** Busch Isaksen motioned to approve 2022-2023 budget as recommended by the EHAC Board of Directors.
 - **Second:** Oliver and Sparks
 - **Discussion:**
 - Tom Deem - question about funding. Murphy explained past major funding was through AEHAP via CDC. Can we approach CDC for funding? Perhaps.
 - Murphy - could we work with business to raise funding for EHAC? Would this be possible from a Boeing (large company) perspective. Deem - Boeing’s philanthropy process is focused on STEM and sustainability - with different strategic priorities. There is an application cycle for grants. Similar at Coco-cola, Pepsi-Co (Jenna Gasner) etc. EHAC should investigate this potential opportunity. Welford Roberts suggested contacting business and industry affiliates at NEHA to pursue potential business opportunities. Sabty was interested that Boeing is focused on STEM as that may be an entry point for EHAC.
 - **Decision: Unanimous approval of 2022-2023 budget as submitted.**

2.5 Vice Chair for Undergraduate Programs Report: David Gilkey

- **Updates of Decisions of the Board:**
 - New Program Directors approved by Board in 2021-2022
 - Indiana University Purdue University Indianapolis - Mark Wood
 - University of Findlay (UG and Graduate) - Dr. Kim Lichtveld
 - Western Carolina University - Br. Brian Byrd
 - Old Dominion University - Dr. Anna Jeng
 - **2021-22 degree programs up for reaccreditation:**
 - Baylor University - reaccreditation
 - Colorado State University - reaccreditation
 - Ohio University - reaccreditation
 - Western Kentucky University - initial accreditation
- **2022-2023 Programs up for Reaccreditation:**
 - Benedict College - undergraduate
 - Mississippi Valley State University - graduate
 - North Carolina Central University - undergraduate
 - University of Washington - undergraduate
 - University of Wisconsin, Eau Claire - undergraduate
 - Western Carolina University - undergraduate
- **Distribute sign-up sheets for Volunteer Self-study Reviewers and Site Visitors**
- **Undergraduate Degree Programs Being Actively Mentored**
 - Brigham Young University
 - Arkansas State University
 - Salish Kootenai College, Pablo MT

2.6 Vice Chair for Graduate Programs: Tania Busch Isaksen

- **New Program Directors approved by Board in 2020-2021:**
 - Eastern Kentucky University: Dr. Gary Brown
 - Western Kentucky University (Graduate): Dr. Edrisa Sanyang
 - University of Findlay (UG and Graduate): Dr. Kim Lichtveld
- **2020-2021 Reaccrediting graduate degree programs:**
 - None
- **Programs interested in initial accreditation in the near future:**
 - University of Washington - 2024

3.0 Committee Reports

3.1 Nominations Committee Report - Christopher Sparks

- **2022-2023 newly elected Academicians:**
 - Dr. Mari Eggers - Montana State University (1st term)
 - Dr. Anne Marie Zimeri - University of Georgia (1st term)
- **2022-2023 newly elected Practitioners:**
 - LCDR Kai Elgethun (1st term)
 - DeBrena Hilton (1st term)
 - Dr. (Lt. COL Ret.) Welford Roberts (1st term)
- Board Officer Nominations:
 - **Slate of Board Nominees: announcement and call for additional nominees for 2020-2021 EHAC Board offices for closed vote. Nominees include:**
 - General Chair: Tim Murphy
 - Vice Chair for Undergraduate Programs: Dave Gilkey (nominated by Murphy)
 - Vice Chair for Graduate Programs: Kai Elgethun
 - Secretary: Jason Lewis
 - Treasurer: Rania Sabty serving 2nd of 2 year term
 - Director-at-Large: Cindy Weckwerth, Welford Roberts (Co-Directors)
 - Nominations Chair (appointed):
 - Roberts asked if EHAC has a diversity policy related to Council Members. Suggested that Council could insert more specific language about diversity in this policy. Busch Isaksen pointed out that diversity language has been added to general EHAC policy, as well as included in revisions of current accreditation criteria.
 - Murphy commented that EHAC enrollment is quite diverse in its own right.
 - Zimeri -suggested adding "first generation" students to diverse students as well and should be targeted for recruitment to EH.
 - Bush Isaksen also added that more specific diversity language could be added to EHAC policy.

4.0 Protocol Visits

4.1 NEHA - President Roy Kroeger, President Elect Dr. Gary Brown:

- **Roy Kroeger - NEHA President:** Kroeger expressed his enjoyment of serving as NEHA President for 2021-22 and reported on NEHA news and accomplishments:
 - Busch Isaksen asked how is NEHA supporting adoption of the Environmental Health legislation introduced to the House? She pointed out that WA State Representative Patty Murry is a sponsor of the EH Bill in the Senate and it would be helpful to focus support on her as she is running for re-election this fall.

- Busch Isaksen asked what NEHA is doing to protect the EH profession against fallout from CEPH related impacts (lack of emphasis on EH) to Environmental Health education and subsequently the EH workforce. G Brown is aware, concerned, and commenting on this issue.
- Sabty - would like relationship between EHAC and NEHA to be a two way street. However, she sees a lack of alignment related specifically to CEPH and the REHS certification. Sabty suggested the following
 - Funding from NEHA to -support our common mission to grow EH workforce
 - REHS exam - would like to see a shift in the exam to recognize recent graduates knowledge (vs. only recognizing practice). Changes to the exam took place with little participation from academics (EHAC) in the revision resulting in recent graduate being unable to pass the test. There needs to be better alignment between NEHA and EHAC that is assisted by a career pipeline. Murphy suggested a two-step exam -one for graduates and one for those with experience. G Brown agreed.
 - AAS -Welford Roberts is working to create a schematic of an EH workforce pipeline as Chair of the AAS workforce development committee (e.g. from high school to community college to college to NEHA to EH profession).
 - Oliver suggested that a good slogan for this effort would be - "ONE Environmental Health." Use marketing effort to help students, faculty, and support staff.
 - Sabty urged consideration of financial support and marketing efforts focused on NEHA.
 - G Brown pointed out that NEHA is not communicating well with APHA. Going to try to engage with APHA to get back on the public health radar. Suggested that faculty has to convince students that they can pass STEM classes in order to recruit more students.

- **Dr. Gary Brown - NEHA President Elect**

4.2 COSTEP - CPT Michael Quinn provided an update on COSTEP related activities:

- **Updates:**
- **USPHS in general:**
 - Substantial reduction in force strength at the USPHS - currently just over 5800 officers across 11 categories, including EHOs - 326. This is the lowest number of EHO's Quinn has seen in 20 years (350 low/high of 375). Lots of retirements due to recent changes.
 - Changes in ranking distributions - in the past - chances of promotion were better than in the other armed service -that is not the case any more due to auditing related changes.
 - Historically, EHO joined for a 30 year career but now are more likely for people to stay in for 20 years, retire and then go into private industry.
 - Potential change in appt. standards:
 - Currently - to apply to be an EHO requires a BS or MPH from EHAC, or a CEPH accredited BS or MPH, however CEPH graduates must have a REHS. Also graduates can apply with a BS or Master's from ABET.
 - But now there is pressure to go back to straight CEPH without requirement for REHS. Quinn is trying to maintain the REHS requirement, but the situation is uncertain.

- COSTEP - hope to be at 20 students next year - 2023. There are 15 interns this year (2022).
 - Application period - June 1 - July 31, 2022 (instead of September 30, 2022). Is that correct and who made the decision? Quinn will follow up with more information.
 - What can EHAC do to help return the application period to June 1 - September 30?
 - Sabty asked if USPHS can be helpful in showing that CEPH graduates are not qualified for entry level EOH positions. Can USPHS be more supportive of EHAC for funding purposes. **USPHS can support EHAC indirectly by showing a preference for students/graduates with the knowledge, skills and abilities that are necessary for new EHOs and coincide with EHAC criteria.**
 - There are USPHS people trying to kill the COSTEP program.
 - Oliver - is application assistance available for JRCOSTEP application?
 - Quinn - there is an applicant assistance team, but it is centralized and sometimes not so helpful. Quinn - alumni can assist.
 - **ACTION: Busch Isaksen suggested sending program directors the Adopt a School contacts and USPHS alumni that can help with JRCOSTEP applications as soon as possible.**

4.3 AEHAP - President Ben Ryan

- 2021-2022 Officers:
 - Dr. Benjamin Ryan, President, Baylor University
 - Dr. Kimberlee Hall, Past-President, Western Carolina University
 - Dr. Kim Lichtveld, President Elect, University of Findlay
 - Ms. Jamie Hisel, Secretary, Eastern Kentucky University
 - Ms. Geraldine Riouff, Treasurer (Interim), Western Carolina University
 - Dr. Stephanie Richards, Member at Large, East Carolina University
 - Mr. Chuck Treser, Executive Director, University of Washington Professor Emeritus
 - Vacant, Member at Large
 - Ms. Carla Brown, AEHAP Administrator
- 2021/22 Summary
 - AEHAP and EHAC together, continue to strengthen the EHAC education to workforce pipeline by building a sustainable model for student and program recruiting and retention.
 - Hosted the first Student Fall Seminar – about Internships & Awards – 50 Attended/25 Students
 - Second Spring 2022 Student Symposium – SRC & NSF Student Presentations (8) – 40 Attended
 - NSF Student Research Scholar – doubled applications, add specific NSF project focus questions.
 - SRC applications increased from 8 in 2021 to 18 applicants from 9 programs for 2022.
 - AEHAP received a NEPHIP Sub-Award from NEHA for summer 2022 internship recruiting.
 - 43 EHAC Students received Summer 2022 NEPHIP Internships – prior 7-year average was 20 students
 - Updated AEHAP website to Wild Apricot membership platform – converted in May 2022.
 - Strengthened working partnerships with EHAC, NEHA and AAS.
 - HRSA Public Health Scholarship Program 3-Year Grant Proposal Submitted June 1st, 2022, included projects:

- 10 Summer Internships per year with EHAC programs as the hub.
- Student Micro-Scholarships for extra-curricular EPH opportunities - 50 to 75 per year.
- Student Recruiting & Awareness – Funded Customizable Campaigns and Materials – 1-Time Per Program
- Add SEHA chapters and strengthen all with activities, networking and inter-connections.
- SEHA based Communication-Messaging Competition for SDOH & 10 Essential Public Health Services.
- Conceptual Framework for strengthening pipeline from education into EH practice
- Student seminars – two
- SRC, NSF and SEHA Chapters
- NEPHIP Growth – from 25 to 49 applicants
- Discussion:
 - CEPH: Murphy - CEPH students can't get science based internships (that they want).
 - Gilkey suggested that all EHAC Council members should encourage all public health departments to apply for internship co-hosting options via NEPHIP. EHAC graduates are very valuable and that has been shown by EPHILI and other studies.
 - NEPHIP - Bush Isaksen suggested allowing health departments to choose whether they want a local or out of state intern. This would increase local health dept. involvement because they want to hire interns after their internships are completed.
 - Murphy - AEHAP model workforce pipeline needs to include middle and high school students. Busch Isaksen suggested getting an AP EH course online created or at least revise AP ES to name EH when it is appropriate.

5.0 Accreditation Actions

5.1 Ohio University - Undergraduate

Strengths:

- EH has 31 students on their way to 50
- Solid EH curriculum (125 credits)
- Rich college environment with many allied health science majors
- Qualified faculty - Tenured or Tenure Track with several adjunct professors
- Environmental Health minor available to other majors
- Program Leadership - Dr. Michelle Morrone
- Fully engaged External Advisory Committee
- Institutional support - College Dean and Department Head

Recommendations:

- Develop a Strategic plan to grow, stabilize, and sustain the EHS major
- Conduct assessment of the region, state, and nation to justify program need
- Conduct SWOT analysis of Department and EHS Program
- Develop immediate utility / purpose for the OH&S lab space
- Restore the Faculty line to strengthen the program and OH&S KSAs of EHS graduates
- Highlight program achievements through central university marketing
- Promote/Enhance recruiting efforts and channels
- Increase EHS participation in university events
- Expand online education opportunities
- Provide opportunity for additional field certificates

- Implement succession planning practices
- Transition OH&SSA to EHSA
- Promote visits to high schools in the region for recruiting/career opportunity awareness

Questions for Dr. Michele Morrone:

- **Motion: the Ohio University site visit team motioned to reaccredit Ohio University's BS Environmental Health Science degree program for a full six years with no conditions.**
 - **Program Director Comments:**
 - Morrone reported that OU is seeing increase in enrollment for Fall 2022 - even in more than in 2019. What that means for EH program unknown.
 - Current Dept. Chair is leaving in August so will have an interim Chair. There is a lot of interim leadership right now. Much turnover and uncertainty. Lab space: there are no plans for the lab space, but they will be doing an inventory of lab and the lab may be used in the fall 2022/spring 2023.
 - Morrone appreciated recommendations for strategic planning and succession planning, which will now take place in the fall. Also, Morrone taking a course to prepare to take the REHS exam (credentials lapsed) -will sit for exam in December 2022.
- **Vote: Unanimous approval of motion to grant full reaccreditation to Ohio University with no conditions.**

**5.2 Colorado State University - Undergraduate Environmental Public Health Concentration/
Biomedical Sciences**

Strengths:

- Next year will be the 50th anniversary of EHAC accreditation
- Well supported by Administration
- Only accredited EHS Program or Concentration in the state
- Involvement of the alumni and practitioners
- 25 alumni and practitioners came to annual networking event for students
- Alumni guest lecture in classes
- EPH students attending the CEHA Annual Conference
- Laboratory Space
- Equipment
- Faculty and program advisor
- Reputation of concentration
- Education abroad opportunity in Mexico
- Creation of Academic Health Department with Larimer County Health Department
- Incorporation of virtual reality for online content

Recommendations:

- High GPA required to enter into concentration can be a barrier to first generation and diverse populations
- Remove the Biochemistry class and replace it with a GIS class
- Size of department, they would like additional students because there are plenty of internship and job opportunities
- Succession planning
- Loss of College marketing/social media person
- Challenges with the new USPHS CoSTEP Application date

- **Motion: The Colorado State University site visit team motioned to reaccredit CSU's Undergraduate Environmental Public Health Concentration in Biomedical Sciences for six years with no conditions.**
- **Vote: Unanimous approval of motion to reaccredit Colorado State University's program.**
- Letter:
 - Mention adding a biochemistry option.
 - Recommend lightening Schaeffer's load

5.3 Baylor University - Bachelor of Science in Environmental Health Science

Strengths:

- Rigorous study
- Known by graduates and professionals in the field
- Tremendous support from administration
- Access to professors and willingness to help
- Individual attention by faculty/informal mentorship during class
- Faculty/student ratio in program and in courses
- Very good lab facilities
- Lots of writing opportunities in curriculum

Recommendations:

- Inactive external advisory committee (EAC). The 2016 self-study review and reviewer comments indicated that an external advisory board was not in place at that time. Clearly, no effort has been put into creating one since then. The EAC does not need to meet in person, many universities have used conference calls or video platforms to meet with their EAC.
- Marketing of Program internal & external
- Low number of students. Current UG students expressed a need to have a larger UG body of students
- Alumni expressed need for more hands-on experiences and not just theory
- UG students expressed the need for better advisement
- **Motion: The Baylor University site visit team motioned to reaccredit BU's Undergraduate Environmental Health Science degree program for 2 years, with the following conditions at which time full accreditation for the remainder of their six year term will be granted:**
 1. **Proof that the External Advisory Committee is active and that requirements have been met;**
 2. **Environmental Chemistry Course 3187 is redesigned to include organic chemistry requirements, with proof including syllabi and implementation in University catalog.**
- **Comments from Program Director:**
 - Brooks provided context within Baylor's overall educational output: university is research, oriented with a core curriculum ranking in 2% of quality in US. Baylor is singularly unique in general requirements -writing heavy. Opportunity to train well balanced individuals. Enrollment is low due to changes at university level that is limiting opportunities to recruit new EH students. In 2016, the EH degree was marketed as an alternative to a biology degree. In the past 6 years there has been a centralization of advising so that it is difficult to touch students directly. It is an ineffective system that is decreasing probability of touching students. Enrollment management audit will be undertaken in the near future to identify problems with the new centralized recruiting system.

- Advocated for an admin. assistant to manage the program in 2016 (per site visit team recommendation). Successful in hiring someone that helped with recruiting, on campus events and management of external projects. Lost this person to another job, then the pandemic happened and there was a hiring freeze. Assistant has not been replaced.
- Have hired a highly qualified EH epidemiology faculty.
- Also working to expand advisory committee by meeting virtually.
- Sabty commented on their great facilities, low number of new students, and need to improve student recruitment efforts.
- Brooks commented that COVID disrupted many aspects of programs, but they are working on first generation student recruitment. Gilkey pointed out a drop from 28 majores in 2016 to only 8 in 2022. Brooks pointed to the new centralized recruitment system as the problem.
- Bush Isaksen asked if they are losing majors to UG public health degree? Brooks estimated that there are roughly 1400 biology majors compared to about 50 UG PH degree students. Traditionally, they would recruit from biology majors, however:
 - UG director of Biology moved out of position. They were a DR. of EOH and very helpful in directing students to the EH program. Their replacement is not EH oriented.
- **Vote: Unanimous approval of motion to reaccredit Baylor with conditions.**
- **Letter:**
 - Allude to challenges of CASA/centralized recruitment system to EH enrollment.
 - **Much more detailed discussion - among Board**
 - **ACTION: When proof of inclusion of organic chemistry techniques within the EH Chemistry course is provided, EHAC Board will ask veteran organic chemistry academics and practitioners on EHAC Council for feedback.**

5.4 Baylor University - Master of Public Health, Concentration in Environmental Health Science

Strengths:

- Strong focus on Hazard Risk Assessment
- Active and engaged External Advisory Committee

Recommendations:

- Instruction on how to communicate with diverse audiences
- Instruction on what Environmental Health at local level is all about

Motion: The Baylor University site visit team motioned to accredit BU's

Master of Public Health Concentration in Environmental Health Science degree program for six years with no conditions.

- **Program Director Comments/Questions**
 - SEHA chapter has been approved.
 - Baylor MPH EH is a 4+1 program. This seems to be a trend in program structure (similar to Western Kentucky's program. Brooks reported that courses that can be taken by UG and graduate students, but courses go through separate review based on degree level. UG and G learning outcomes are different and articulated in Self-study. University will not allow more than 15 hours of UG courses to be used for 4+1 programs.
 - Gilkey asked if Baylor MPH EH program is using SOPA's for applications? Yes. Gilkey suggested it would be interesting to track application status to see if it changes with this addition.

- Brooks - COVID impacted international recruitment. But, now the MPH EH degree will be classified as a science degree, which will help with visas for international students.
- **Vote: Unanimous approval of accreditation for Baylor's Master of Public Health Environmental Health degree program for six years with no conditions.**

5.5 Western Kentucky University - Bachelor of Science in Environmental and Occupational Health Science

Strengths:

- Hands-on learning
- Flexibility with electives
- Field work opportunities
- Occupation health training
- "Lots of interaction with faculty"

Recommendations

- Additional instruction on occupational and institutional health
- Early connection of increased environmental health to public health networks
- Soft skills training, writing, presentations, budget, etc.
- Include a course in Geographic Information System (GIS) instruction
- Marketing of Program (internal & external)
- Low number of students. Current UG students expressed a need to have a larger UG body of students

Motion: The Western Kentucky University site visit team motioned to accredit WKU's Bachelor of Science in Environmental and Occupational Health Science degree program for a full six year term with no conditions.

○ Program Director Comments/Questions

- 95% job placement rate or to graduate school,
- JUMP program = "joint undergraduate master's program. UG students can take graduate courses at the UG course price. G = 4+1 program. Bachelors and Masters in 5 years.
- \$40,000 worth of new laboratory equipment for water quality, etc.

○ Questions for PD:

- Gilkey -confirmed that external advisory committee active (separate from public health advisory board). Under Dept. of Public Health
- **Vote: Unanimous**

5.6 East Central University, Oklahoma - Bachelor of Science in Environmental Health - 2020 Conditional reaccreditation Review.

- **Motion: Gilkey moved to remove conditions from ECU and grant remaining four years of accreditation from 2022-2026.**
- **Vote: Unanimous**
- **Letter:**

6.0 Board Elections - Closed Vote for entire slate of Board Officers

- General Chair: Tim Murphy
- Vice Chair for Undergraduate Programs: Dave Gilkey
- Vice Chair for Graduate Programs: Kai Elgethun
- Secretary: Jason Lewis
- Treasurer: Dr. Rania Sabty

- Director-At-Large: Cindy Weckwerth
- **Motion:** Chris Sparks moved to accept the consent agenda
- **Second:** Busch Isaksen
- **Vote:** Unanimous

7.0 Certificates of Appreciation

- Board Members
- Council Members
- Site Visitors and Self-study Reviewers:
 - Chad Brown
 - Gary Brown - Site Visit Lead
 - Tom Deem
 - Dr. Dave Gilkey - Site Visit Lead
 - Mark Houser
 - CDR Chyla Hunter
 - Swatantra Kethireddy
 - Jason Lewis
 - Dr. Wendell Moore
 - Dr. Tim Murphy - Site Visit Lead
 - Priscilla Oliver
 - Clint Pinion
 - Lok Pokhrel
 - Dr. Rania Sabty
 - Oreta Samples
 - Chris Sparks
 - Cindy Weckwert
- Second Term Board Members
 - Academics:
 - Tania Busch Isaksen
 - Mike Fletcher
 - Practitioners:
 - Mark Houser
 - Chyla Hunter
 - Christopher Sparks

8.0 Board Election Results

- General Chair: Tim Murphy
- Vice Chair for Undergraduate Programs: Dave Gilkey
- Vice Chair for Graduate Programs: Kai Elgethun
- Secretary: Jason Lewis
- Treasurer: Rania Sabty
- Director-At-Large: Cindy Weckwerth
- Nominations Chair: Priscilla Oliver
- **Motion:** Sparks motioned to accept the consent agenda (full slate of officers unopposed)
- **Second:** Bush Isaksen
- **Vote:** Unanimous approval

9.0 Adjourned at 4:45pm Pacific

Respectfully Submitted,

Chad Brown, 2021-22 EHAC Secretary – unable to attend

Tim Murphy, 2021-22 General Chair

A handwritten signature in black ink, appearing to read "Donald J. Murphy". The signature is fluid and cursive, with the first name "Donald" and last name "Murphy" clearly distinguishable.

Leslie D. Mitchell, Executive Director

A handwritten signature in black ink, appearing to read "Leslie D. Mitchell". The signature is cursive and matches the printed name above it.

EHAC Annual Meeting of the Council*
June 27, 2022 - Hybrid Meeting MINUTES
(Public)



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B. Monday June 27, 2022 - EHAC Annual Meeting Day 2

10.0 Call to Order: Chair Tim Murphy called the meeting to order at 8:10am PST.

11.0 Discuss Annual Meeting Options

- Murphy led a discussion regarding holding onsite vs. virtual annual meetings and other meeting structure related ideas.
 - Gilkey reported being pleased with the way the current virtual meeting was going and was pleasantly surprised. But he also sees the value of in person annual meetings.
 - Roberts pointed out that the work load for the Council is a factor and remembered that Council meetings have been 3 days long in the past, if necessary.
 - Deem cited a lack of connectivity between the Board and Council and suggested having periodic Board and Council meetings, and/or a mid-year meeting - rather than only one Council meeting per year.
 - Provide virtual opportunities where applicable. Pinion, Houser, and Sabty were in support of this idea.
 - Newman suggested processing accreditation actions with no issues virtually, and those with problematic issues in person.
 - Sabty emphasized the importance of a hybrid option for those unable to attend in person for whatever reason. She added that she would not have been able to attend if this year's meeting was in person only. Murphy added that one of the main reasons for onsite attendance is networking opportunities.
 - Busch Isaksen, with Oliver's agreement, pointed out that cost of attendance has always been an issue, one that Council Members agree to when they commit to serving on the Council. Council Members have historically found a way to attend in person.
 - Jason Lewis recognized that having the EHAC annual meeting in conjunction with NEHA AEC is critical to maintaining healthy working relationships and suggested that it is an important for visibility, as well. Suggested a more open session periodically of the Board for Council attendance – maybe once a quarter. This is similar to what EHOPAC does, alternating between open and closed sessions.
 - Suggestion for Owl technology to support virtual meetings – very expensive.
 - Busch Isaksen asked if there is a limit to the number of times that Council Members can choose to attend virtually – what is the expectation – zoom every time or should there be a limit? Two consecutive instances of non-attendance of the annual meeting means members are removed from the Council. Does virtual attendance count as full attendance? **Council should add some policy wording as new meeting structure is developed.**
 - Elgethun submitted that he was glad to have come to this meeting and future ones, as well.
 - **ACTION: A new ad hoc committee will review current meeting policy in order to draft a new policy meeting structure that includes the number of meetings of Board and Council per year, annual meeting options including length, discussion topics (content for different meeting platforms (onsite/virtual), and virtual, hybrid, and/or onsite options moving forward.**
 - **Committee Members: Mike Quinn, Cindy Weckwerth, Lee Newman, Rania Sabty.**

12.0 Marketing and Values Committee - Current Chair, Tim Murphy

- Report on University of Findlay class research project focused on identifying potential schools for EHAC recruitment: Murphy described the project, which focused on identifying environmental health degree programs in the United States that meet or are close to meeting EHAC criteria, in order to begin a program recruitment campaign.
- Recruitment ideas/discussion:

- Murphy suggested finding a way to help universities put together a self-study (find funding to support Self-study completion for small schools that may need financial help).
- Murphy suggested asking NEHA to pay for initial accreditation fees for universities where this cost is challenging and prevents even interest in accreditation. Gilkey agreed that this would be helpful, especially to Tribal Colleges. Oliver suggested that the National Institutes of Health might support this type of funding. **She also suggested contacting NEHA affiliates to determine if they have local university, EH contacts.**
- Newman cited her concern that if there are too many accredited programs, there may not be enough students to fill the programs - setting a university up for failure. If we want to have two accredited programs in every state - will there be too many programs and not enough students? EHAC wants to be sure we are not siphoning students away from existing EHAC accredited programs. Murphy countered that the answer is to recruit more students - starting in elementary schools with EH information and opportunities, stories! Murphy submitted that there must be a parallel effort to recruit students AND programs.
- Eggers cited the challenge of teaching some classes at small institutions - they don't have the bandwidth or depth of faculty - especially epidemiology and toxicology. She suggested sharing courses among EHAC institutions. Society of Toxicology has courses as well, which could be a possible sharing option.
 - Murphy stated that the university being accredited has to guarantee that students are taking a particular shared class from an EHAC accredited program. Potential ways to share:
 - Hire an EHAC professor as adjunct to teach toxicology class,
 - Take a class at fellow EHAC accredited program.
 - EHAC can only accredit what is in their college catalog for a particular degree program. It is up to university to decide how they want to get the classes.
 - Eggers – it would be helpful to have a database of courses and faculty that are available. Mitchell reported that AEHAP is hoping to use their new data base to assist with this.
 - Eggers pointed to the National Sciences Standards explaining that school systems can choose what they want to include and what not to include. Montana has chosen to leave Environmental Health out of their curriculum. She suggested targeting states that include EH in their curriculum for getting into elementary and middle schools early.
 - Murphy cited an example of a training class in Iowa focused on corn related agricultural that is taught in high schools – it's a \$250,000 a year program but it works and is worth the investment. He would like to see funding for similar effort related to EH.
 - Newman explained that ESF is doing something similar. Goals - get students interested in pursuing career in EH and then will want to go to a college with EH major. Target sophomores and juniors. They teach the history of EH first to get kids interested - how EH impacted what was going on in the country over time - with the idea that it will get the students interested in the topic and they will apply for college with knowledge of EH and the kinds of careers that are available in the field. The curriculum has been developed and is launching in 2 schools this fall. They plan to do more science heavy courses for senior years - but wanted to hook students with history/coolness of EH first and then move to science. Students receive general college credit in world history for the course. Murphy asked Newman to share the EH curriculum. Super idea! **Send to Mitchell for publishing on the secure section of EHAC website.**
 - Sabty explained that at CSUN general education courses were big draw and a way to touch prospective EH students but there was a change in past few years. But global perspectives in EH has not fallen in enrollment. "Global EH" is very attractive right now and probably into

the future. Also, EH racism, Env. Justice topics as well – these subjects are big student draws right now.

- Next steps:
 - need to fundraise to support recruitment effort.
 - Need to ID potential universities for accreditation.
 - Make it easy for prospective programs to prepare for accreditation and gain accreditation = funding and mentoring support.
 - Gilkey submitted that NEHA should support this effort as it is in their interest to have more EH graduates becoming EH professionals and NEHA members. EH should be perceived as an equal opportunity career to make the world a better place – capitalize on that.
 - Increase student interest in EH – needs to happen in tandem with program recruitment efforts.
- **Murphy suggested creating a Board position for focusing on identifying grant sources supported by a committee of people to develop budget and find funding opportunities. Reminded the Council that EHAC can no longer depend on AEHAP for support.**
- **Motion: Busch Isaksen moved to create a Fundraising and Development Committee as a standing committee of the EHAC Council.**
- **Second: Weckwerth**
- **Discussion:**
 - Gilkey suggested that the first committee meeting should be with the new General Chair to discuss options
 - Elgethun volunteered to help with marketing visits. He suggested that Creighton University in Nebraska would be good to approach and that he has a family contact there.
 - Need to put together a list of talking points.
 - One focus - a grant opportunity that would help prospective programs with application and initial accreditation costs.
 - Suggestion to focus on states that have recently lost accredited programs.
 - Potentially focus on private schools, as well because public schools are more tied to state requirements for enrollment and graduation.
 - Suggestion to track EH profession from 5th grade to professional career and determine at what point students are introduced and attracted to EH. One time, different times? - then recruit accordingly.
 - Murphy – suggested that all Council Members need to support current EH legislation because EHAC KSAs align with those cited in the legislation or at least they should as the legislation is implemented, if it passes. Backdoor support for EHAC accreditation.
 - Quinn cited the proliferation of generalized public health graduates at the BS level that are NOT adequately qualified for the EH field. Approach these programs with that evidence in order to convince them of the importance of EH accreditation.
 - Elgethun submitted that WHO hires very few Americans due to their lack of STEM background. They mostly hire Americans with foreign attained EH oriented Masters degrees.
- **Vote: Unanimously passed.**
- **Fundraising and Development Committee Chair: Priscilla Oliver**
- **Members: Priscilla Oliver, Welford Roberts, Wendell Moore, Tim Murphy, Dave Gilkey, Tom Deem – will consult from a Boeing/corporate perspective.**

13.0 EHAC Policy Revision Process Explanation

- **Preamble:**
 - **Motion: Gilkey moved to approved revised Preamble to EHAC Policy document.**

- **Second: Moore**
- **Discussion: None**
- **Vote: Unanimously approved**

- **3.2 Diversity, Equity, and Inclusion Policy**
 - **Motion: Gilkey motioned to approve new Diversity, Equity, Inclusion and Accessibility policy.**
 - **Second: Quinn**
 - **Vote: Unanimous**

- **4.2 Fair Practices in Education Policy: Board recommendation to remove from UG requirements**
 - **Motion: Murphy moved to remove current 4.2 Fair Practice in Education Policy with the understanding that every university already has this policy in place, and it is redundant.**
 - **Discussion:**
 - **Newman asked - do all private universities that except federal money have to have this policy? Murphy - if they except federal aid, they need to have this clause.**
 - **Vote: Unanimous approval**
 - **Motion: Murphy motioned to accept removal of Policy 4.2 Fair Practices in Education of Policy.**
 - **Second: Gilkey**
 - **Vote: Unanimously passed**

- **4.6 Accreditation Fee Policy (how to deal with multiple degrees having one core curriculum)**
 - **Definition:**
 - **If there is a department with multiple transcribable degrees with one core curriculum, should they be charged per degree or for the one core curriculum only?**
 - **Pinion - pointed out that Classification of Instructional Programs (CIPs) = classification of structural program – is dictated by states. CIPs are codes used to assist in allowing for smooth transfer among programs at colleges. CIP Codes help differentiate between programs. May need to look into this before deciding on how to define “degree programs” for accreditation purposes. Murphy added that Findlay uses these codes with granting authorities in order to classify programs but doesn’t impact degree they create (but Findlay is private). Murphy didn’t see how that might impact EHAC’s definition but if degrees needed to be different due to CIP and have different core curriculum, then they would have to pay for two degrees.**
 - **Roberts - is fee related to level of effort for the accreditation process? Murphy - no - there is a flat fee for one program and a discount for multiple programs.**
 - **Gilkey - disadvantage is that EHAC collect less fees - but is good for growth of EHAC.**
 - **Murphy side benefit of approving multiple degrees with one core curriculum is that graduation numbers will increase.**
 - **Program degree defined = EHAC Accredited Degree Program: an undergraduate or graduate degree program that meets or exceeds EHAC’s accreditation criteria. In some cases, degree programs may include a core curriculum that meets EHAC’s requirements among a number of different concentrations or conveyed degrees. In this instance, the EHAC accredited degree program consists of the core curriculum that meets or exceeds EHAC accreditation criteria. In these instances, initial accreditation and reaccreditation fees, and annual dues are paid per undergraduate core degree program and/or graduate core degree program and all concentrations or degrees adhering to this core curriculum are included under EHAC accreditation.**

- Deem - fee table refers to program or programs, so needs clarification. Currently accreditation looks at what is embodied in self-study and that may represent multiple or one degrees. Deem thought we have been accrediting programs that may result in multiple transcribed degrees already. Murphy - degree program = program of study undertaken in order to acquire the degree vs. program degrees = department degrees
- **Motion: Gilkey motioned to approve revisions of Accreditation Fee Policy 4.6 including numbers 5, 6, 8, and addition of definition of degree program = an undergraduate or graduate degree program that meets or exceeds EHAC's accreditation criteria. In some cases, degree programs may include a core curriculum that meets EHAC's requirements among a number of different concentrations or conveyed degrees. In this instance, the EHAC accredited degree program consists of the core curriculum that meets or exceeds EHAC accreditation criteria. In these instances, initial accreditation and reaccreditation fees, and annual dues are paid per undergraduate core degree program and/or graduate core degree program and all concentrations or degrees adhering to this core curriculum are included under EHAC accreditation.**
- **Second: Moore**
- **Discussion:**
- **Vote: Unanimous Approval**
- **4.10 Undergraduate Degree Program Director Practical Experience Requirement**
 - 1.1.2.1 Eggers asked about academic experience and whether or not there should be wording related to that as well as practical experience. She was not sure that universities know what is relevant to leading an EH program. Busch Isaksen replied that academic experience is part of university qualifications, and she is more concerned that PDs have practical experience so they can speak of that experience with their students.
 - 1.1.2.2 Should program directors provide a DEIA statement, along with their CV and explanation of practical experience?
 - UW faculty have to articulate how they are thinking about DEIA during their self-reviews.
 - Murphy suggested putting DEIA policy for school in submittal for annual survey or self-study.
 - Gilkey felt that faculty should provide a statement and a university wide statement.
 - Sabty - organizations generally ask for a statement and pointed out that requirements are about criteria and how DEIA is actioned.
 - Busch Isaksen emphasized that the person advocating for curriculum's stance (PD) is different than program/university stance.
 - Deem submitted that critiquing an individual PD's DEIA statement that may or may not be aligned with curriculum, university's statement, makes him a little uncomfortable. He pointed out that PD can indeed influence curriculum, but Council is looking directly at curriculum rather than critiquing the PD.
 - Murphy suggested adding a DEIA statement request to Annual Update Survey and/or self-study.
 - Weckwerth suggested building request for DEIA statement into Policy 4.2 - Fair Practices in Education. But this Policy is being removed from EHAC Policy.
 - Busch Isaksen wanted to seek opportunities to emphasize EHAC's commitment to DEIA. One way to do that is to ensure that PDs are committed to DEIA, e.g., require a simple statement as to how they are ensuring students are exposed to and learning about that DEIA, for instance, here is how I ensure students understand that racism is a public health problem.
 - Actions vs. belief. Deem asked how that statement would be evaluated during the site visit and what would be the action if it programs effort was deemed inadequate?
 - Busch Isaksen - this is a simple first step is to get people to think about DEIA in their curriculum. What if the academic department does not have a DEIA statement at all?

- Deem - does Council want to drive Council's value of DEIA in education?
- Sabty pointed out that just because a PD has a personal statement doesn't mean that the curriculum reflects it.
- Murphy asked how many programs require PDs to have a personal DEIA statement and/or the department and/or university in response to Bush Isaksen's question?
- Lewis drew attention to Egger's question about how this policy would apply to a university like Baylor? Eggers and Lewis suggested this would be an opportunity for programs to show how they are emphasizing DEIA – what action is being taken to educate students in DEIA and impacts related to EH? Lewis felt like Baylor had an emphasis on Environmental Justice. This would be an instance to highlight how DEIA is folded into the way they teach. Murphy = opportunity to show how program is stressing DEIA – provide an example of emphasis (show action rather than only philosophy)
- Busch Isaksen - perhaps PD could articulate the program's commitment to DEIA – using evidence to show how DEIA informs instruction? Incorporate in to introduction to EH classes. Murphy agreed.
- Quinn suggested adding a request for a curriculum related DEIA statement to the self-study template as it is important to be evaluated during the site visit. Their effort in this area needs to be documented. Murphy agreed to the addition in the Self-study checklist.
- Bush Isaksen emphasized the need for an explanatory letter from Council regarding changes in Policy – especially DEIA related changes.
- Busch Isaksen withdrew her recommendation to ask for PD's DEIA statement as it is to better focus on DEIA in the classroom/curriculum. How does DEIA inform the instruction of student in EH degree program?
- Murphy - when policy changes, we give programs a year to make changes
- Murphy – EHAC can provide example of DEIA related education - for example - one university includes this in their intro to EH class.
- **Motion: Murphy moved to approved changes in 4.10 including 1.1.2.2 Program Directors shall describe their program's commitment to Diversity, Equity, Inclusion and Accessibility.**
- **Second: Gilkey**
- **Discussion:**
 - Newman - SUNY and SUNY ESF have school wide statements, but they don't (any actions) really trickle down, more a cover my butt statement. She suggested making it part of the criteria - e.g., Env. Justice has to be part of EHAC curriculum, or there will be no action. This would not need to be a standalone course – just needs to be included within existing courses. Busch Isaksen added that DEIA has been included in the UG Requirements revisions. Murphy – what we now have in policy is the broad stroke and UG criteria is the focused effort.
- **Vote: Unanimous approval**
- **ACTION: align Self-study template and Site Visitor checklist with new 4.10 requirement to include evidence of exposure to EH related DEIA issues. Letter of explanation regarding Policy updates will include this addition.**
- **Policies 4.5, 4.8, and 4.9**
 - **Motion: Weckworth moved to adopt changes to Policy numbers 4.5, 4.8, and 4.9**
 - **Second: Gilkey**
 - **Vote: Unanimous Approval**

- **4.11 Course Share Policy - discussion**
 - **Motion: Busch Isaksen moved to table this discussion and assign completion of new Course Share Policy to 2022-2023 Bylaws and Policy Committee.**
 - **Second: Deem**
 - **Vote: Unanimously Approved**
 - **Discussion:**
 - Deem – suggested accepting a shared course but make sure that it is the responsibility of the accepting program to represent the shared course as their “own”. They accept responsibility for whatever agreement that is enter into with another university and for providing background documentation such as syllabi and instructor CVs.
 - Quinn - there must be understanding of what is happening on a student level as well as the university level.
 - Deem – EHAC is asking for an insurance for the next six years as part of self-study submittal. Broadly, many things change, which could impact any agreement program. What is the mechanism for ensuring that what is accredited remains in force? Annual Update Report - programs are required to alert EHAC to any changes and Deem feels this will be more administrative burden.
 - Weckwerth – questioned the sharing among public colleges in MN. Would these institutions have to sign separate MOUs among each university?
 - Elgethun suggested basic core course must be taken from EHAC accredited class while others can be taken from any accredited university.

- **5.6 Site Visit Process: Site visit Team Presentation and Council Review Format - Program Director Virtual Representation**
 - Gilkey suggested removing 3.3.1.4 - Eligible programs will be notified of a virtual attendance option no later than following the May EHAC Board meeting.
 - **Motion: Roberts moved to approve revisions to Policy 5.6 with removal of 3.3.1.4.**
 - **Second: Sabty**
 - **Discussion:**
 - **Vote: Unanimous approval**

14.0 Undergraduate Requirements Review and Revisions

- **Individual Changes for Discussion:**
 - I. Introduction: Criteria Explanation and Summary of the Accreditation Process
Purpose of Accreditation
Add Number 6. Encourage the preparation of EH educated public health practitioners who reflect the diversity of the communities they serve.
 - **Motion: Busch Isaksen motioned to except revisions to pages 1-5 of UG Requirements (relevant updates will be made to policy document form)**
 - **Second: Murphy**
 - **Discussion:**
 - **Vote: Unanimous**

 - I. Introduction: Criteria Explanation and Summary of the Accreditation Process
Summary of Accreditation Process: (Remove Table 1 and replace with link to detailed site visit agenda)

The purpose of this visit is to verify information submitted to the Council and to supplement that material with information as required by members of the Council (See Table 1 for the suggested schedule for the site visit). The site visit survey is conducted to establish a clear understanding and comprehensive knowledge of the environmental health science and protection curriculum and the organization and administration of the program. The site visit survey team is to explore relationships established by the environmental health science and protection faculty with the faculty in related programs, students, and the community. Before leaving the institution, the survey team will meet with the dean or other appropriate administrators to report on its observations and on the general tenor of the information and details which will be emphasized in the survey team's report. Please use the detailed site visit schedule linked to UG Requirements and EHAC Policy found here. A brief site visit summary schedule is shown below in Table 1:

- **Motion: Busch Isaksen motioned to approve revisions to Summary of Accreditation Process**
- **Second: Moore**
- **Vote: Unanimous**

- **V. Accreditation and Reaccreditation Actions removed from UG Requirements and added to EHAC Policy document.**
 - **Motion: Sparks moved to approve removal of Section V. from UG Requirements**
 - **Second: Weckwerth**
 - **Vote: Unanimous**

- **VI. Reporting Obligation from Programs removed from UG Requirements and added to EHAC Policy**
 - **Motion: Moore moved to approve removal of Section VI. from UG Requirements and add to EHAC Policy.**
 - **Second: Quinn**
 - **Vote: Unanimous**

- **B. Faculty - revisions**
 - **Motion: Weckwerth moved to approve revision to B. Faculty section of UG Requirements – At least two Full-time..... Use of environmental health science and protection practitioners is acceptable to supplement the full-time environmental health science and protection faculty employed by the university.**
 - **Second: Busch Isaksen**
 - **Vote: Unanimously Approved**

- **E. and F.**
 - **Motion: Moore moved to approve revisions to Sections E. and F. of the UG Requirements**
 - **Second: Oliver**
 - **Vote: Unanimously Approved**

- **Article III.**
 - **Motion: Weckwerth motioned to approve revisions to Article III except for “and geology” (that will change with next Article change)**
 - **Second: Moore**

- **Vote: Unanimous**

- **IV. ~~TABLE 2~~ – Curriculum Table - Criteria for Accreditation of Environmental Health Science and Protection Baccalaureate Curriculum (please use Curriculum Table Spreadsheet linked here for reference and in order to complete Self-study).**

A. FOUNDATION COURSES

NATURAL SCIENCES:

All graduates of accredited undergraduate programs shall demonstrate sufficient knowledge and understanding of the natural science principles and practices necessary to competently assess, develop solutions and communicate environmental health and protection problems impacting the health of human populations. Natural sciences include the following sciences:

Biological Sciences (~~Includes microbiology~~);
Microbiology
Chemistry (General and Organic Chemistry);
~~Geology~~
Physics; and
Natural Science Courses as Defined by the University.

Accomplishing this requires successful completion of a minimum of 24 semester hours or an equivalent number of quarter hours (semester hours x 1.5 = 36 quarter hours) to be divided as follows:

- **Motion: Sabty moved to approve revisions to Article IV to UG Requirements**
 - **Second: Houser**
 - **Vote: Unanimous**
- **Article IV Section 2. Communications**
 - **Motion: moved to approve revisions to Article IV 2.** - All graduates ~~need good communication skills~~ are required to have good communication skills to effectively communicate problems and approaches to solving environmental health ~~these~~ problems
 - **Second: Moore**
 - **Vote: Unanimous**
 - **Article IV Section 3. Cross Cutting Knowledge Areas**
 - **Motion: Busch Isaksen moved to approve revision to Article IV. Section 3 Cross Cutting Knowledge Areas in UG Requirements**
 - **Second: Moore**
 - **Vote: Unanimous**

B. CORE ENVIRONMENTAL HEALTH KNOWLEDGE AREAS

1. METHODOLOGY COURSES

Every baccalaureate student must complete separate course work in the following foundation areas:

Epidemiology
Statistical Methods

Toxicology

[Link to Interpretation in Appendix 1](#)

CROSS CUTTING KNOWLEDGE AREAS:

All graduates shall have a basic understanding of the development demonstrated application of foundational knowledge in the development, operation, and management of Environmental Health programs. This understanding shall include:

- Analysis and Reduction of Environmental Risks (i.e., Risk Assessment, Risk Communication, and Risk Management);
- Environmental Health Management (which shall include policy analysis, emergency management systems and program administration);
- Administrative Law and Process; and
- **Add - Environmental Justice and Equity/Social Determinants of Health.**
- **Motion: Sabty moved to approve revisions to B. Core Environmental Health Knowledge Areas in UG Requirements**
- **Second: Pinion**
- **Vote: Unanimous**

C. ENVIRONMENTAL HEALTH TECHNICAL AREAS

All graduates from an undergraduate environmental health science program shall be able to demonstrate competency across the breadth of environmental health. Practically, this means that they have been exposed to the broad area of environmental health and have received in-depth instruction in several of the major programs and activities conducted by environmental health organizations.

~~Students shall have been exposed to the foundational principles of environmental health (six starred topic areas) and most of the following topic areas in their program of study. In-depth study shall have been received in at least four of the topic areas listed below:~~

List 1: Required **exposure** in the following technical areas (bold* denotes required technical areas)

- **Air Quality and Health* ~~Issues Control~~**
- **Food Protection***
- **Occupational Health and Safety***
- **Solid and Hazardous Material and Waste Management***
- **Water and Wastewater***
- **Zoonotic and Vectorborne Diseases and Their Control***

List 2. Required **exposure** for additional technical areas (at 25% of topics listed is required):

- All-hazard Preparedness
- Built Environment
- Disease Prevention
- Emerging Hazards
- Emerging Technology
- Environmental Health Planning
- Geographic Information Systems
- Geology

- Global Climate Change and Human Health
- Global Environmental Health
- Hydrogeology
- Injury and Violence Prevention
- Institutional Health
- Radiation Health
- Recreational Environmental Health
- Risk Analysis
- Soils

List 3. Required in **depth study** in any 4 of the following technical areas:

- All-hazard Preparedness
 - Built Environment
 - Global Climate Change and Human Health
 - Disease Prevention
 - Emerging Hazards
 - Emerging Technology
 - Environmental Health Planning
 - **Food Protection***
 - Geographic Information Systems
 - Geology
 - Global Environmental Health
 - Hydrogeology
 - Injury and Violence Prevention
 - Institutional Health
 - **Occupational Health and Safety***
 - Radiation Health
 - Recreational Environmental Health
 - Risk Analysis
 - Soils
 - **Water and Wastewater***
 - **Zoonotic and Vectorborne Diseases and Their Control***
- [Link to Interpretation in Appendix 1](#)

- **Motion:** Busch Isaksen moved to except revisions to List 1, 2, 3 in C. Environmental Health Technical Areas.
- **Second:** Newman
- **Discussion:**
- **Vote:** Unanimously Approved

C. ENVIRONMENTAL HEALTH TECHNICAL AREAS

Interpretation

1. Required exposure in List 1
2. Required exposure for additional technical areas in List 2 (25% of List 2 required).
3. Required in depth study in any 4 of List 3 – student may individually tailor the in depth study areas (includes all of technical areas).

- a. Any in-depth course can satisfy the requirements of List 1 or List 2
4. Additional topics in environmental health that are not in List 2 or list 3 may be proposed by a program.

- **Motion: Moore moved to approve revision to C. Environmental Health Technical Areas in UG Requirements**
- **Second: Busch Isaksen**
- **Vote: Unanimous**

D. ENVIRONMENTAL HEALTH PRACTICE

PROFESSIONAL/FIELD EXPERIENCE

Students shall be exposed to field equipment, data collection and data interpretation through a minimum of 180-clock hours total in professional/field practicum, internship, or transcriptable equivalent experiences. From this experience students should develop problem solving skills, learn to work as part of a team and gain an understanding of organizational dynamics. From this experience students shall demonstrate

- Problem solving skills,
- The ability to work as part of a team,
- Effective communication, and
- Knowledge of organizational dynamics.

The Council strongly encourages field experiences outside of the university, unless within the university environmental health and safety facilities (non-academia, e.g., EH&S). Research-specific projects may be included in the field experience but may not be the only component of the experience.

~~From this experience students should develop problem solving skills, learn to work as part of a team and gain an understanding of organizational dynamics.~~

Alternatives to a professional/field experience practicum may be considered by the Council. Programs shall petition exemptions to the Vice Chair for Undergraduate Programs prior to event.

Link to Interpretation in Appendix 1.

- **Motion: Sparks moved to approve revisions to Article D. Environmental Health Practice in UG Requirements.**
- **Second: Quinn**
- **Vote: Unanimous**

- VI. Program Evaluation Report - A Self-study – Leave preamble for Section VI but refer to Self-study Template for the rest of VI (A - I, Remove Sections A – I)

Administrators and faculty of an institution seeking accreditation of an environmental health science and protection program are expected to develop a Program Evaluation Report (also referred to as a “self-study”) following the requirements established by the Council. This report will present information and documentation needed by the Council in its evaluation of the program.

The outline below is to be followed in preparing the report self-study and the supplementary information to be submitted with the report. Programs must format their self-studies using the Undergraduate and/or Graduate Self-study Templates provided at these links: For programs

submitting a combined self-study see this checklist.

- Undergraduate Self-study Template
- Graduate Self-study Template
- Combined Undergraduate and Graduate Self-study Template

The self-study document shall be preceded by a searchable Table of Contents. The pages in the main body of the self-study shall be numbered sequentially. Each appendix shall be numbered, referenced, and linked with that number in the body of the self-study. Your footer shall contain the page number and a link to the Table of Contents.

A complete set of the material shall be submitted to ~~each Council member identified on the current Council roster, with an additional set sent to~~ the administrative office.

Do not change the formatting of the template. The Self-study Template is linked here.

Self-studies will be returned if they do not follow required formatting requirements

- **Motion: Bush Isaksen moved to approve revisions to Article VI in UG Requirements.**
- **Second: Moore**
- **Vote: Unanimously Approved**
- **Consideration of the entire revised EHAC UG Requirements Document as a whole, including**
 - Reduction for redundancy between policy and criteria documents
 - Minor wordsmithing and formatting
 - Addition of Interpretations Section in an Appendix
 - Definitions
 - **Motion: Houser moved to approve all revisions to Undergraduate Requirements**
 - **Second: Busch Isaksen**
 - **Vote: Unanimously Approved**

15.0 Graduate Guidelines Review and Revisions Committee

- **Motion: Murphy moved to direct Guidelines Revisions Committee to move to a hybrid model for the Guidelines Revision process.**
- **Second: Gilkey**
- **Vote: Unanimously Approved**
- **Discussion:**
 - Review of last year's efforts
 - Bush Isaksen described direct discussion about whether or not the Committee wanted to move to competencies based criteria – a move like this would require a lot more staff and a lot more work for site visitors and self-study reviewers.
 - Move forward with a combination of hybrid and course based requirements - similar to current criteria with cross cutting language for competency areas not currently articulated and develop reasonable methods for site visitor evaluation.
 - Murphy described - "Quality Matters" - aid for creating learning outcomes, knowledge bases, prove the program has met competencies, ties back to graduate programs outcomes for effective evaluation - all linked with artifact from students. Credential that can be obtained.
 - Need comment, thoughts from Council

- Pros/Cons - Competency – programs
 - Pros - lots of latitude for programs about how they meet comps.
 - Con – very difficult to demonstrate, measure, and prove they are meeting those as well as to evaluate this process
 - Pro for EHAC – competency based criteria may attract more programs but creates a great deal of work for both EHAC staff and Council volunteers

16.0 2022-2023 Committees

- **Nominations Committee: New Chair Priscilla Oliver, Cindy Weckwerth**
- **Bylaws and Policy Committee: Co-Chairs: Cindy Weckwerth and Welford Roberts, Lok Pokhrel**
- **Values and Marketing Committee: Chair - Tim Murphy, Jason Lewis, Mike Quinn, Tom Deem**
- **Graduate Guidelines Committee: New Chair Kai Elgethun, Rania Sabty, Oreta Samples, Priscilla Oliver, Lee Newman, Sharron LaFollette, Anne Marie Zimeri, Steve Johnson, Tania Busch Isaksen**
- **Undergraduate Requirements Revision Committee: Chair David Gilkey, Lee Newman, Tania Busch Isaksen, Rania Sabty, Cindy Weckwerth, Lok Pokhrel, Oreta Samples, Anne Marie Zimeri, Mari Eggers Steve Johnson**
- **Site Visit “Best Practices” Committee: Chair - Oreta Samples, Mike Quinn, Priscilla Oliver**
- **Program Mentorship Committee: Chair, Leslie Mitchell, Oreta Samples, Lee Newman, Rania Sabty**
- **Fundraising and Development: Chair: Priscilla Oliver, Dave Gilkey, Wendell Moore, Welford Roberts, Tim Murphy, Tom Deem**
- **EHAC Annual Meeting/Board Meeting Structure Committee: Mike Quinn, Cindy Weckwerth, Lee Newman, Rania Sabty.**

17.0 Adjourn: 4:48pm

Respectfully Submitted,

Chad Brown, 2021-22 EHAC Secretary – unable to attend

Tim Murphy, 2021-22 General Chair



Leslie D. Mitchell, Executive Director
(2021-2022)

