



**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*

July 10-11, 2021 - Virtual Meeting

MINUTES

(Public)



***Abbreviations used in these minutes:** Association of Environmental Health Academic Programs (AEHAP), 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 (NEHIP), Undergraduate (UG)

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1. Call to Order: Chair Jason Finley called the meeting to order at 8:05am PST.

- Remembrance of Dr. Carolyn Harvey:
 - Dr. Carolyn Harvey passed on October 3, 2020. Dr. Harvey began serving on EHAC's Council in 2001 and served as General Vice Chair for Undergraduate Programs in 2004, Vice Chair for Graduate Programs from 2005 to 2007, and as General Chair from 2007 to 2008 on the EHAC Council. She had been elected to the Council once again in July of 2020. Dr. Harvey was a dear friend, mentor and giant in her field.

1.1 Welcome and Introductions: EHAC Chair Jason Finley

- **All EHAC Council Members, Primary Reviewers, 2020-2021 Site Visitors**
- **Introduce newly elected 2021-2022 Council Members and any visitors**
- **Zoom Logistics**
- **EHAC 2020-2021 Council Attendees:** Chair - Jason Finley, Vice Chair for Undergraduate Programs - Dr. Dave Gilkey, Vice Chair for Graduate Programs - Dr. Tania Busch Isaksen, Secretary - Dr. Laura Suppes, Treasurer - Dr. Tim Murphy, Member at Large - CAPT (Ret.) Don Williams. Members: Dr. Mike Fletcher, Dr. Gary Brown, Tom Deem, Dr. Steve Johnson, Chad Brown, Dr. Swatantra Kethireddy, Dr. Ying Li, COL (Ret.) Wendell Moore, Christopher Sparks, Dr. Oreta Samples, Dr. Lee Newman, Dr. Rania Sabty and CAPT Mike Quinn.
- **Absent:** Mark Houser, LCDR Chyla Hunter
- **EHAC Staff:** Leslie Mitchell
- **Guest attendees:** 2021-2022 Council Members - Cindy Weckwerth, Dr. Clint Pinion, Dr. Lok Pokhrel and Dr. Priscilla Oliver; NEHA - Sandra Long and Roy Kroeger; COSTEP - CDR David Bales
- **Approval of Agenda:**
 - **Motion:** G. Brown motioned to approve the agenda.
 - **Second:** Samples
 - **Discussion:** None
 - **Decision:** Unanimously approved

2.0 Officer Reports

2.1 Chair's Report: Jason Finley

- **Goals for the meeting:**
 - Elect 2021-2022 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
- **Major Accomplishments & Activities during 2020-2021:**
 - Successfully reviewed 2 reaccrediting programs for 2021 - both site visits were conducted virtually due to the pandemic.
 - Deepened partnerships with AEHAP and NEHA.

- Initiated relationships with the Chartered Institute of Environmental Health in England (CIEH) and the International Federation of Environmental Health (IFEH).
- Continued to mentor several potential new programs.
- Presented on EHAC's history and value to the EH profession at NEHA's October brown bag lunch session.
- Presented on EHAC accreditation's past and future at NEHA's April 2021 AEC session.
- Hosted a well-attended (more than 300 participants) lunch time session during NEHA's June 2021 AEC session.
- Utilized Committees to move EHAC's mission forward: Values and Marketing, Bylaws and Policy, Nominations, Annual Update Survey Revision, Site Visit Process and Best Practices, Graduate Guidelines Preparation, and Program Mentorship Committees.
- Noted that USPHS realigned JRCOSTEP application period from fall to summer. EHAC submitted a letter of concern to the Surgeon General following the 2020 EHAC Annual Meeting, asking for an earlier and longer application period.
- EHAC signed on to NEHA's support letter for The Environmental Health Workforce Act and offered expert EH support if needed.
- EHAC joined AAS and AEHAP in signing a joint statement regarding EH and racial inequity entitled "[Racism Undermines Environmental Health Gains](#)".

2.2 Executive Director's Report: Leslie Mitchell

- **2020-2021 Annual Update Information:**
 - 37 Accredited Degree Programs (28 Undergrad/9 Graduate)
 - UG Enrollment, not surprisingly, down last year from 1365 to 1201
 - Graduate Enrollment continued a downward trend, again, not surprisingly, from 299 to 246
 - UG graduation numbers rose slightly from 315 to 320
 - Graduates of Masters Degree Programs fell from 98 to 89
- **2020-2021 Activities:**
 - Worked with partners to successfully maintain and increase NEPHIP funding - NEPHIP stories collected for website and for program support/funding
 - Facilitated mentoring of potential new programs
 - Supported EHAC Committees
 - Maintained and enhanced EHAC partnerships with NEHA, AEHAP, and the Environmental Health and Equity Collaborative (EHEC - formerly EH Coalition)
 - Mitchell assumed Chair of EHEC Education and Workforce subcommittee in June 2021
- **Plans for 2021-2022:**
 - Work with Policy Committee to create a position statement acknowledging EH's intimate connection with environmental injustice and how EHAC addresses this connection in accreditation criteria and other policy updates.
 - Maintain quarterly meetings with Committee Chairs with reports to Board.
 - Continue work on Graduate Guidelines revisions with estimated implementation date of Fall 2022.
 - Review Undergraduate Requirements with estimated implementation date of January 2023.
 - Continue to refine program mentorship process and train volunteer mentors.

- Continue realignment EHAC policy document with UG Requirements and Graduate Guidelines.
- Strengthen effectiveness of partnerships with AEHAP, NEHA and the EH & Equity Collaborative and broaden partnerships to develop EH awareness, degree program and student recruitment strategies, and funding options.

2.3 Secretary's Report: Laura Suppes:

- Review of the minutes of July 11-12, 2020, EHAC Annual Meeting (previously approved by Council). Suppes reported on 2020 Annual meeting actions and events:
 - Council approved a \$100 annual accreditation dues increase for the next six years.
 - Council added clarifying language to EHAC Policy regarding service of specially elected Council Members.
 - Committees met during the Council meeting to develop goals and timelines and presented their plans for 2020-2021 to the Council.

2.4 Treasurer's Report: Tim Murphy presented the financial documents:

- FY 2020-2021 Financial Report: October 1, 2020 - May 30, 2021
 - **Balance Sheet:**
 - Total Assets: \$82,116.54 as of June 1, 2021
 - Liabilities: \$1,311.17
 - Total Equity: \$80,805.47
 - Total Liability and Equity: \$82,805.47
 - **Profit and Loss Report:**
 - Gross income: \$80,253.22
 - Income from Accreditation: \$77,900
 - Payroll expenses: \$44,329.81
 - Site Visit expenses ("cost" is reimbursed by programs): \$0.00
 - Net income: \$29,244.42
 - Current Actuals and Projections: no questions
 - **Proposed EHAC Budget for 2021-2022 (fiscal year from October 1 - September 30):**
 - Motion: Murphy motioned to approve 2021-2022 budget as recommend by the EHAC Board of Directors.
 - Second: Busch Isaksen
 - Discussion: None
 - Decision: Unanimously approved.

2.5 Vice Chair for Undergraduate Programs Report: David Gilkey

- **Updates of Decisions of the Board:**
 - New Program Directors: approved by Board in 2020-2021
 - Boise State University: Dr. Kimberly Rauscher
- **2020-21 degree programs up for reaccreditation:**
 - State University of New York Environmental Science and Forestry: Bachelor of Environmental Health Program (SUNY ESF BEH)
- **2020-2021 degree programs interested in initial accreditation:**
 - Arkansas State University, Jonesboro, AR: Dave Gilkey, mentor
 - Brigham Young University, Salt Lake City, Utah: Dave Gilkey, mentor
 - Salish Kootenai College, Pablo, Montana: Dave Gilkey, mentor
 - American University in Beirut: Rania Sabty, mentor (interest is on hold until the political situation there stabilizes)

- Bowdoin College in Brunswick, Maine: Dave Gilkey, mentor
- **2021-2022 Programs up for Reaccreditation:**
 - Baylor University: UG (Baylor will hopefully be applying for initial accreditation of a new graduate program, as well)
 - Benedict College
 - Colorado State University
 - Ohio University
- **Distribute sign-up sheets for Volunteer Self-study Reviewers and Site Visitors**
 - Colorado State: Tim Murphy, (Gilkey recused)
 - Benedict College: Dave Gilkey
 - Baylor University: Chad Brown (recused from Ohio University)
- **Discussion:** Murphy suggested developing a policy for course sharing among EHAC accredited degree programs (e.g., Salish Kootenai may need a toxicology class - example of a smaller university). Gilkey agreed that this is a good idea. Busch Isaksen agreed as well and described robust discussion with state of Massachusetts colleges around this issue/possibility. Murphy suggested adding this item to the agenda for Sunday. Chad Brown agreed. Deem asked for assurance that there would be time for this discussion.
- **Action: the need for online course sharing options will be added to the tasks for the Bylaws and Policy Committee.**

2.6 Vice Chair for Graduate Programs: Tania Busch Isaksen

- **New Program Directors - approved by Board in 2020-2021:**
 - Eastern Kentucky University: Dr. Clint Pinion
- **2020-2021 Reaccrediting graduate degree programs:**
 - Fort Valley State University: MPH with Environmental Health Concentration
- **Programs interested in initial accreditation in the near future:**
 - Baylor University: will hopefully be applying for initial accreditation in October 2021, in tandem with UG reaccreditation. Busch Isaksen added that Baylor's Master Degree is a 4+1 program meaning that UG students move directly into the graduate program, which is only one year long. EHAC may need to address this type of program in Policy in the future to assure accreditation criteria is being met.
 - California State University, Dominguez Hills: Sharron LaFollette mentoring.

3.0 Committee Reports

3.1 Nominations Committee Report - Christopher Sparks presented report.

- **2021-2022 newly elected Academicians:**
 - Dr. Swatantra Kethireddy, Mississippi Valley State University (2nd term)
 - Dr. Tim Murphy, University of Findlay (2nd term)
 - Dr. Clint Pinion, Eastern Kentucky University (1st term)
 - Dr. Lok R. Pokhrel, East Carolina University (1st term)
 - Dr. Rania Sabty, California State University, Northridge (2nd term)
- **2020-2021 newly elected Practitioners:**
 - CDR Jason Lewis, Field Ops Deputy HSWL SC Safety & EH Division US Coast Guard (1st term)
 - Priscilla Oliver, PhD, Retired EPA Life Scientist (1st term)
 - COL (Ret.) Dr. Wendell Moore (2nd term)
 - Cindy Weckwerth, Director of Environmental Health (1st term)
- **Board Recommended Proposed EHAC Governing Policy - Nominations Policy Changes:**

- **Special Election Policy Revision for Council Consideration - 2.3 Bylaws, Article I. Membership, Section 6. Add Section 6.2 as shown below:**
 - If there is less than half of the original term (18 months) left to serve when filling a Council position via a Special Election, the period served by the former Council Member will not count against the specially elected Council member and the new Council Member will still be eligible to run for and serve two full terms (6 years). If longer than one half of the former Council Member's term has been served, their term shall count as a full first term and the specially elected Council Member will serve the remainder of that term and will then be eligible to run for a second term only."
 - **Motion: Gary Brown motioned to approve addition (above) of Section 6.2 to 2.3 Bylaws, Article I. Membership, Section 6.**
 - **Second: Murphy**
 - **Discussion:**
 - Clarification was requested around need for the policy, as well as an explanation of the new policy language. Chair Finley explained that the Board observed a reoccurring need to clarify and acknowledge a person elected during the Special Elections regarding time served.
 - Deem suggested a Council vote for each individual event rather than creating a policy. Gilkey suggested that a firmly stated policy is best so that the Board has immediate and consistent guidance.
 - Samples raised her own Special Election to the Council in order to clarify her time remaining on the Council = 1.5 years left in first term.
 - **Friendly Amendment proposed by:** if you serve less than 18 months, it does not go against your two terms. If you serve more than 18 months, then that counts as your first term.
 - **Gary Brown accepted Murphy's Friendly Amendment**
 - **Busch Isaksen called the question including original motion with friendly amendment**
 - **Vote: Original motion to add Section 6.2 to 2.3 Bylaws, Article I. Membership, Section 6. with the friendly amendment approved as shown below:**
If the specially elected Council Members serves less than 18 months, it does not count against their eligibility to serve two full terms. If the specially elected Council Member serves more than 18 months, that time counts as the first term of service, and they are only eligible to run for one additional term.
- **Increase in Treasurer term limit from 1 to 2 years: 2.3 Bylaws, Article II, Section 2.1**
 - **Motion: Murphy moved to add language increasing Treasurer term to two years via EHAC Policy - 2.3 Bylaws, Article II, Section 2.1.**
 - **Second: Gary Brown**
 - **Discussion:**
 - Murphy explained that the Board felt that the Treasurer position needed some structured continuity, as that position requires fiscal oversight and it takes a good bit of time to get a handle on fiscal management, at which point, the term is generally complete. Main points of concern included ensuring that a variety of scenarios for succession had been considered, including overlapping of current and treasurer elect positions, concern that a one year term for all of the Board positions is a very short period of time and in most cases is generally longer - at

least 2 years, and whether there exists a transfer/handoff policy for Treasurer/Board positions.

- **Vote:** Approved with one nay vote.

- **Slate of Board Nominees: announcement and call for additional nominees for 2020-2021 EHAC Board offices for closed vote. Nominees include:**

- General Chair: Dr. Timothy J. Murphy
- Vice Chair for Undergraduate Programs: Dr. Dave Gilkey
- Vice Chair for Graduate Programs: Dr. Tania Busch Isaksen
- Secretary: Chad Brown
- Treasurer: Dr. Rania Sabty
- Director-At-Large: Chris Sparks

3.2 Bylaws and Policy Committee Report: Tania Busch Isaksen/Site Visit Best Practice Committee Report: Mike Fletcher

- **Policy Revision Process explanation:** Busch Isaksen presented the active process for updating and aligning the EHAC Policy and accreditation criteria documents. She explained that there is currently not a policy specific to the conducting of site visits or self-studies, in addition, to there being a great deal of redundancy between the policy and criteria documents. She further explained that to address these situations, Mitchell and the Bylaws and Policy Committee are reworking these documents. They plan to complete revisions for Council review, discussion, and vote by the Fall of 2021. Busch Isaksen presented the current working Policy Table of Contents to show how changes are being made to the flow of the document, where new policies are being added and redundancy reduced. Busch Isaksen discussed the following in more detail.
 - **The Board is recommending creating a policy allowing qualifying Program Directors to virtually attend their reaccreditation presentation sessions during the EHAC Annual Meeting.** This option would provide programs at least some cost savings since reaccrediting programs would continue to have to pay for onsite site visits.
 - **Motion: Busch Isaksen moved to update EHAC Policy 5.6 to reflect that for uncomplicated reaccrediting programs, Program Directors be allowed to video or audio conference call into the EHAC Annual Council Meeting for their reaccreditation consideration (rather than having to attend the meeting in person).**
 - **Second: Jason Finley**
 - **Discussion:**
 - Concerns included determining what constitutes “uncomplicated” and who makes the final determination of this classification. Busch Isaksen explained that all Council members will be involved in reviewing and voting on the new policy, which will address who and how these decisions will be made.
 - **Vote: Motion passed**
 - **Site Visits - Recommendation from Board to keep all site visits on campus except in states of emergency:** Busch Isaksen explained that the Bylaws and Policy and site visit Best Management Committees had been working on creating a policy allowing and describing virtual site visits (after the successes of virtual visits in 2020, and Council’s suggestion to move in this direction at the 2020 Council meeting). However, upon further reflection and discussion of 2021 virtual visits, Busch Isaksen felt strongly about the need to be present in person for site visits moving forward and out of the pandemic years. She cited, primarily, the great importance of the personal/face to face connection that is absent from virtual site visits. She also cited the importance of the informal conversation

in between scheduled meetings, especially with students, as a reason to rely only on in person site visits

- **Motion: Busch Isaksen moved that EHAC continue to do onsite site visits only once we are fully beyond the COVID 19 Pandemic.**
- **Second: Murphy**
- **Discussion:**
 - Concerns with not having a virtual site visit option included: dismissing the efficiencies experienced by both site visitors and degree programs during the virtual site visits in 2020 and 2021; potentially excluding international accreditation opportunities because of the high cost and time commitment required of an onsite site visit (Busch Isaksen suggested splitting the discussion between domestic and international situations). Support for virtual visits included greatly reduced costs to programs and the ability for more participation from advisory committee members (virtual visits would provide more flexibility for Advisory Committee members who could live out of state and not have to attend an in person meeting - of course, they could always call in to an onsite meeting as well) and students who might not live near the campus.
 - Support for having onsite visits only, included the loss of spontaneity and face to face interaction during a virtual site visit, the ability to show visitors campus facilities and attributes, the fact the Department of Education requires their accredited organizations to conduct onsite visits (Dept. of Ed accredited accreditors had to do follow up site visits for those that were conducted virtually in the past two years), and the importance of maintaining the rigor and perceived value of EHAC accreditation and how allowing for virtual visits might negatively impact that perception (e.g. why is an onsite site visit potentially not seen as valuable by Council or programs?).
 - Suggestions for moving forward focused on creating a hybrid site visit that builds on what we have learned from two years of virtual site visits, incorporating how the visits can be shortened, what can be done virtually/ahead time, and what needs to happen on site.
 - NOTE - all Council Members felt initial accreditation site visits should always be in person if possible.
- **Friendly Amendment: Busch Isaksen amended her original motion to read that post COVID, EHAC will return to in person site visits but augment with virtual components to reduce time and expense. [Virtual components are to be determined and will likely be program specific. Policy committee will need to take that into consideration in writing a new policy to allow for hybrid visits.]**
- **Second: Murphy seconded and approved Busch Isaksen's friendly amendment.**
- **Discussion: see above concerns and support.**
- **Vote: Motion passed**
- **Action: Mitchell will work with Policy Committee to update EHAC Policy document with language reflecting the Councils decision to develop hybrid site visit opportunities.**
- **Board recommendation to remove Preaccreditation option from EHAC Policy:**

Bush Isaksen explained that there is a Preaccreditation option for programs interested in future accreditation but are not quite ready to apply for initial accreditation. However,

the option ends up being confusing as well as costly because the option requires programs to submit two self-studies and host two site visits - one visit to determine they are eligible for preaccreditation and a second visit to determine final accreditation recommendations. She explained that the option has rarely been employed and has almost never resulted in a final, complete accreditation. Further, rather than employing the “preaccreditation” category, Council mostly relies on “conditional” accreditation. The conditional accreditation option allows programs to address any major deficiencies within two years of a decision and generally does not require a 2nd site visit.

- **Motion: Busch Isaksen moved to remove the Preaccreditation decision category available to Council from EHAC Policy.**
- **Second: Newman**
- **Discussion:** There was largely support for this motion due to the confusing nature of and the expense related to the Preaccreditation category.
- **Vote: Motion passed**
- **Site Visit Best Practices Committee: Mike Fletcher**
 - Fletcher presented site visit best practice templates for both site visitors and Program Directors. These were developed primarily to standardize the process and create consistency during site visits, provide preparatory information for Program Directors, and assist visitors and Directors with the virtual site visits. However, Members pointed out that the documents will be helpful for onsite visits as well. The templates suggest timing, interview participants, questions (cross referenced with EHAC Policy and Requirements/Guidelines), and additional points for consideration during the site visit. Note: Fletcher noted that the most important question to ask early in the site visit is whether programs have met all of the course requirements.
 - **ACTION: the site visit templates will be updated with the development of a hybrid site visit policy by the Bylaws and Policy and Site Visit Best Practices committees.**

4.0 Protocol Visits

4.1 NEHA - President Sandra Long, President Elect Roy Kroeger:

- **Sandra Long - NEHA President:** Long expressed her gratitude for serving as NEHA President for 2020-21 and reported on NEHA news and accomplishments:
 - New mission and vision - Healthy Environments, Protected Communities, Empowered Professionals
 - 35 webinars with over 2,500 attendees
 - 11,000 courses completed through e-learning
 - 500 people participated in NEHA FDA courses
 - 3 year, \$40 million US FDA award for retail flexible funding
 - New REHS/RS Exam released with new study guide
 - Support for students: NEPHIP, NEHA/AAS Scholarship, student webinar
 - Advocacy: Virtual Hill Day
 - AEC Conference: well attended event on a virtual platform and attendance was comparable to past in person conferences (There was a question around whether the demographics of attendees of the virtual and in person conferences were different than usual attendance. Busch Isaksen thought the online nature of the event might have attracted a younger audience. Long said she would check to see if this information is available.) NEHA is looking into a hybrid type conference in the future.
 - 6,500 NEHA members
- **Roy Kroeger - NEHA President Elect:**

- Highlighted CDC's significant two year support of NEPHIP and how important it will be to have a large number of internship applicants and host public health departments for 2021-2022 and into the future.
*** **NEHIP Application period:** Murphy suggested having a longer and earlier application period would be very helpful for growing the number of applicants (at least for the University of Findlay, because most of his students have internships by the time the application period opens).

4.2 COSTEP - CDR Dave Bales provided an update on COSTEP related activities:

- Thorough summary of Environmental Health Officer and JR COSTEP duties and applications processes.
- EHO Specific Active Duty Requirements
 - Bachelor or Masters degree in Environmental Health from a program accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).
 - A Bachelor or Masters degree from a program accredited by the Accreditation Board for Engineering and Technology (ABET) in environmental health, occupational health and safety, industrial hygiene, or health physics or
 - A Master degree or doctoral degree with a specialization or concentration in environmental health, occupational health and safety, or industrial hygiene from a school of public health or public health program accredited by the Council on Education for Public Health (CEPH).
 - Candidates must also possess a current certification as a Registered Environmental Health Specialist/Registered Sanitarian (REHS/RS) or REHS/RS-In Training by the National Environmental Health Association (NEHA).

4.3 AEHAP - President Kim Hall provided an update on AEHAP activities

- **Updates:**
 - Student Environmental Health Association (SEHA)
 - Updated submission process
 - National Sanitation Foundation (NSF) Scholar
 - Reggie Eggen (University of Wisconsin, Eau Claire)
 - Student Research Competition
 - 8 submissions, 4 winners
 - Angela Spurnardi (Eastern Kentucky University)
 - Lexi Kyro (Montana State University)
 - Gabriela Ornelas (Illinois State University)
 - Sydney Bohall (West Chester University)
 - AEHAP's first Virtual Student Symposium was held in May 2021
 - Program Outreach and Mentoring - ramping up with two new committees which will focus on these issues
 - Annual Meeting: July 13th, 2021 @ 11:00 am EST via Zoom
- **Future Plans:**
 - Continue to promote SEHA chapters to provide networking opportunities that connect students to NEHA and the profession
 - Host webinars or zoom sessions each semester for program faculty and students
 - JRCOSTEP representatives, other internship opportunities, SEHA, SRC & NSF
 - Continue to develop AEHAP Student Symposium with a robust agenda
 - Continue program outreach and mentoring efforts

- Provide more support and resources to our programs to recruit & retain students and help grow the profession
- Formation of two AEHAP committees to explore opportunities

5.0 Accreditation Actions

5.1 Fort Valley State University - Graduate Degree Program

Strengths:

- Program is supported by the higher administration of the college
- Well qualified (through research) full-time faculty
- Employability of students in field experiences
- Employability of graduates
- Strong history of obtaining grants and conducting research
- Highly respected by alumni and current students
- **Recommendations:**
 - The self-study does not adequately demonstrate how the requirements of Section V.B., Curriculum have been met by the graduates of the program.
 - The site visitors have worked with Dr. Samples on how best to demonstrate the students meet these requirements by successful completion of the required course work.
 - There is a discrepancy in the naming of the ENVH 5193 (names in the University catalog and the department balance sheet do not match) and the ENVH 5173 vs 5174 courses.
 - There is a discrepancy on the application of the required prerequisites as stated in Section V.F. Students of the NEHSPAC Guidelines for accreditation of Graduate programs - provide evidence of how these prerequisites are applied to all incoming students and how they are met by individual students
- **Questions for Dr. Oreta Samples:**
 - Murphy asked who ensures that students have taken the prerequisites required for the accredited MPH. Samples replied that the Graduate Admissions Office receives application materials and Dr. Sample's Dept. is cc'd. Currently applications are reviewed by Department faculty, as well as, the Admission's office to ensure that prerequisites are present. If they are not, Dr. Samples talks with students to let them know these prerequisites must be taken. The site visit team reviewed transcripts to verify that prerequisites have been taken prior to enrollment in the MPH EH or are being taken at FVSU. [Provided by Dr. Samples for clarification: re: Prerequisite Courses: It is required that students seeking admission into the Master of Public Health degree program have completed the following courses or their equivalents prior to admission. Students who have not taken these courses as undergraduates may take them as co-requisites with graduate-level courses with permission of the faculty advisor or other measures may be advised to increase the student's success in graduate science and statistics classes. This requirement is part of the accreditation for our program by the Environmental Health Accreditation Council (EHAC).]
 - Samples reported a recent change in the Provost position at FVSU which included adding the title of Dean of Graduate Studies to the title of Provost. The new Dean has EH background. FVSU has never had a Dean of Graduate Studies and Samples is excited about this development.
- **Motion: the FVSU site visit team motioned to reaccredited FVSU's MPH, Environmental Health Concentration for a full six years with no conditions.**

- **Vote: Motion passed**

5.2 State University of New York Environmental Science and Forestry - Bachelor of Science in Environmental Health

- **Strengths:**
 - EH has 47 students on their way to 100
 - Solid EH curriculum
 - Rich environment with unparalleled scope of Environmental Science
 - Upstate Medical School and Syracuse University agreement
 - Opportunity for 9 concentration areas (63 classes - Soils to PH)
 - Program Leadership - Dr. Lee Newman
 - Fully engaged External Advisory Committee
 - Faculty - 5 EH centric and 17 total teaching EH courses
 - Institutional support - Division - College - University Leadership
- **Recommendations:**
 - Move forward with a well-designed marketing and promotion program to increase applications from prospective candidates within the region and across the nation.
 - Develop resources to support an administrative assistant to serve the needs of the Program Director.
 - Provide a discretionary budget for the Program Director to appropriately manage costs related to students and advisory board needs such as pizza and pop for the environmental health association meetings, travel to conferences, intern site visits, Advisory Committee travel, etc.
 - Equitable advising loads for all faculty including Dr. Newman. Consider a professional advising model to increasing efficiency and allow faculty time to meet other workload expectations.
 - Consider an internship coordinator other than Dr. Newman. This could be part of the duties of the new administrative assistant.
 - The EH program should have an estimate of actual costs and revenues. If the current structure were to change and EH becomes a department fiscal accountability will be necessary to make the case for such a request and reorganization.
 - Consider the positive impact on faculty and program climate by integrating visiting faculty into more activities and processes within the program.
 - Develop a strategic plan for the program to map future growth and sustainability.
 - Complete a SWOT analysis in preparation for the strategic plan.
 - Provide Teaching Assistants (TAs) for all lab classes to assist professor/instructor with lab setup, teaching, and take-down.
 - Re-establish the Environmental Health Student Association (EHSA). Students and Advisory Board members felt that the Pandemic has negatively impacts the EHSA and the rejuvenating the club would yield positive outcomes.
- Questions for Dr. Lee Newman - none
- **Motion: the SUNY ESF site visit team motioned to reaccredit SUNY ESF's Bachelor of Environmental Health degree program for a full six years with no conditions.**
- **Vote: Motion passed.**
- **Note:** Council discussed what to include in the accreditation announcement letters. There were mixed feelings concerning whether to include recommendations in the letter. Overall, most preferred a streamlined, specific letter but there was also some desire to include

important recommendations and a request for all to refer to the final site visit report. Conclusion was to create letters in collaboration among site visitors, ED, and appropriate Vice Chair that are specific to each and every program.

6.0 Board Elections - Result of closed Vote for entire non-contested slate of Board Officers

- General Chair: Dr. Timothy J. Murphy
- Vice Chair for Undergraduate Programs: Dr. Dave Gilkey
- Vice Chair for Graduate Programs: Dr. Tania Busch Isaksen
- Secretary: Dr. Chad Brown
- Treasurer: Dr. Rania Sabty
- Director-At-Large: Dr. Chris Sparks

7.0 New Business

- **Undergraduate Requirements - Motion to approve changes to the following sections of the Undergraduate Requirements:**
 - **Second: Murphy**
 - **Vote: Unanimous Approval**
 - **Article B. Core Environmental Health Knowledge Areas, 1. Methodology Courses - change to Interpretation - Busch Isaksen's recommended changes:**
 - **Current 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.
 - **Interpretation suggestion:** Separate course work is defined as a stand-alone course of equal credit load as the program's other core course offerings. EHAC may allow the combination of epidemiology and statistical methods into a single course offering so long as the credit load equals 1.3x or greater credits of the program's stand alone, single core course offerings.
 - **Discussion:** There was a great deal of discussion around how to best and most fairly address the core requirement for Epidemiology, Statistical Methods and Toxicology.
 - **Final text of change to Article B.: Separate course work is defined as a stand-alone course of equal credit load as the program's other core course offerings. EHAC may allow the combination of epidemiology and statistical methods into a single course offering so long as the credit load equals 1.3x or greater credits of the program's stand alone, single core course offerings.**
[NOTE: During UG Requirements review/revision - Busch Isaksen suggested that the UG Requirements Revision Committee consider removing interpretations from requirements document.]
 - **Suggested text of change to Undergraduate Requirements Article D. Environmental Health Practice as follows:**
 - In addition to classroom instruction, it is important that each student be afforded the opportunity to experience Environmental Health as it is practiced in his or her community or other appropriate setting. Environmental Health faculty should maintain liaison with governmental environmental control and public health agencies, institutions and industries which can provide students with exposure to the applied aspects of environmental health.
 - FIELD EXPERIENCE Students shall be exposed to field equipment, data collection and data interpretation. From this experience students should develop problem solving

skills, learn to work as part of a team and gain an understanding of organizational dynamics.

- Interpretation: a. Field practicum, internship or equivalent experiences shall encompass a minimum of 180-clock hours total. b. The Council strongly encourages field experiences outside of the university, unless within the university environmental health control facilities (non-academia). c. Research-specific projects may be included in the field experience but may not be the only component of the experience. Alternatives to field practicum may be considered by the Council. Programs shall petition exemptions prior to event.
- **Discussion:** Discussion focused on a desire to maintain rigor of the internship experience that includes 180 hours and off campus field work. Newman and Samples pointed out pandemic related practice internships that their students completed on campus during the pandemic that worked out very well.
- **Final text of change to Undergraduate Requirements Section D. of the Undergraduate Requirements to the following:**
 - **D. ENVIRONMENTAL HEALTH PRACTICE**
 - **In addition to classroom instruction, it is important that each student be afforded the opportunity to experience Environmental Health as it is practiced in his or her community or other appropriate setting. Environmental Health faculty should maintain liaison with governmental environmental control and public health agencies, institutions and industries which can provide students with exposure to the applied aspects of environmental health.**
 - **FIELD EXPERIENCE: Students shall be exposed to field equipment, data collection, and data interpretation, through a minimum of 180-clock hours total in field practicum, internship, or equivalent experiences.**
 - **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 field practicum may be considered by the Council. Programs shall petition exemptions to the Vice Chair for Undergraduate Programs prior to event.**

[NOTE: UG Requirements Committee will work to clarify the encouragement of an off campus, practice based field experience (can have a research component but not research based; (e.g., difference between a research and practical experience and what components would be involved).

- **Branding discussion:**
 - Finley described the need for a branding statement that would promote EHAC accreditation and the field of Environmental Health with a concise and powerful tag line. The Council agreed that this would be an important effort to pursue. Council came up with a number of potential tag lines for the Values and Marketing Committee to further develop:

- Environmental Health - the Diverse Discipline
- Excellence in Environmental Health Education
- Environmental Health - the Essential Health Profession
- Environmental Health - the Essential Wellness Profession
- Environmental Health - the Essential Workforce
- Focusing (Focus, Trust) on the Science/Science is the superpower
- Ensuring Excellence in Environmental Health Education
- Preparing students to face the health issues of the future
- Applied STEM degree that gets jobs
- Environmental Health: STEM Major that Gets You a Career
- Ensuring a multidisciplinary education in environmental health
- A Career Supporting the Future
- Premier EH Education
- Environmental Health: STEM Major that Gets You A Career!
- EHAC: Accredited, Employed EH graduates
- Take Credit - Get Accredited!
- Preparing students to face the health issues of the future.
- Accredited EH Graduates WORK
- STEM Ready Workforce
- Just get accredited
- 100% job placement in science
- Multidisciplinary
- Gather up universities – bring them on board!
- **Discussion included:**
 - Determining who our audience is. Administrations and faculty require different messages for students and potential EH academic recruits.
 - Developing ways to build on the Workforce and Development Act with this effort.
 - Keeping what is developed short and powerful to adapt to the “Tik Tok” generation - for that particular audience of young people.
 - How do we convey how accreditation will increase enrollment and highlight a nearly 100% job placement rate for some EHAC accredited programs?

8.0 Board Election Results

- General Chair: Dr. Timothy J. Murphy
- Vice Chair for Undergraduate Programs: Dr. Dave Gilkey
- Vice Chair for Graduate Programs: Dr. Tania Busch Isaksen
- Secretary: Chad Brown
- Treasurer: Dr. Rania Sabty
- Director-At-Large: Chris Sparks

9.0 Certificates - Acknowledgement of Self-study Reviewers and Site Visitors, 2 term Council Members and 2021 Board Members

- Self-study Reviewers and Site Visitors:
 - Chad Brown
 - Dr. Tania Busch Isaksen: Self-study Lead
 - Tom Deem
 - Dr. Dave Gilkey - Site Visit Lead
 - Mark Houser

- CDR Chyla Hunter
- Dr. Swatantra Kethireddy
- Dr. Ying Li
- Dr. Wendell Moore
- Dr. Tim Murphy: Site Visit Lead
- Dr. Lee Newman
- CPT Mike Quinn
- Dr. Rania Sabty
- Dr. Laura Suppes: Self-study Lead
- 2nd Term Council Members:
 - Academics:
 - Dr. Laura Suppes
 - Practitioners:
 - Jason Finley
 - Dr. Stephen Johnson
 - CAPT (Ret.) Don Williams

10.0 Schedule 2022 Annual Meeting - Sunday and Monday June 25-27, 2022, in Spokane, WA

11.0 Adjourned at 5:07pm Pacific

B. Sunday July 11, 2021 - EHAC Annual Meeting Day 2

12.0 Call to Order: Finley

- Welcome and roll call - New Council members introduced themselves to the current Council.
- **Attending:** Chair - Jason Finley, Vice Chair for Undergraduate Programs - Dr. Dave Gilkey, Vice Chair for Graduate Programs - Dr. Tania Busch Isaksen, Secretary - Dr. Laura Suppes, Treasurer - Dr. Tim Murphy, Member at Large - CAPT (Ret.) Don Williams. Members - Dr. Mike Fletcher, Dr. Dr. Gary Brown, Tom Deem, Dr. Steve Johnson, Chad Brown, Dr. Swatantra Kethireddy, Dr. Ying Li, COL (Ret.) Wendell Moore, Christopher Sparks, Dr. Oreta Samples, Dr. Lee Newman, Dr. Rania Sabty and CAPT Mike Quinn.
- **2021-2022 New Council Members:** Dr. Lok Pokhrel, Cindy Weckwerth, Dr. Priscilla Oliver
- **Absent:** Mark Houser, LCDR Chyla Hunter

13.0 Committees - Summaries of 2020-21 activities and 2022 plans

- **Nominations Committee** - Current Co-chairs: Sparks and Williams (Hunter)
 - **Plans include:**
 - Continue to systematically approach Council Member recruitment focused Policy oriented goals for Council makeup - especially geographic diversity, as well as gender and ethnic diversity - to create a well-balanced Council of EH practitioners and academicians.
 - Focus effort on encouraging members leaving the Council to nominate replacements for their seats that would enhance Council make up.
 - Focus efforts on encouraging and nominating Board Members who can help advance EHAC's mission.
- **Annual Update Survey Revision Committee** - Current Chair: Gilkey (Suppes/Sabty/Li)
 - Gilkey summarized the 2020-21 review and revision of the Annual Update Survey, highlighting the changes the committee made during the revision process. The revised survey was administered in January of 2021. Gilkey highlighted the review process and implementation with a helpful infographic.
 - **Plans include:**
 - There is a manuscript underway describing the revision process for submission to the Journal of Environmental Health with a draft due to co-authors by December 2021.
 - Committee work will be complete with submission of the article to the JEH.
- **Marketing and Value Committee** - Current Chair: Tim Murphy (Jason Finley, Tom Deem, Tania Busch Isaksen, Jason Lewis)
 - Murphy summarized 2020-21 committee activities and development of actions and assignments focused on identifying why EH is important and how EHAC can use these reasons to recruit programs.
 - **Plans for 2021-22:**
 - Obtain additional quotes on value of EH from companies: PepsiCo, Honda of North America, MPC, and others, along with agency, USPHS, Navy, coast Guard.
 - Identify other language to use in marketing materials.
 - Identify the specific target audience(s) for marketing .
 - Identify how to market to the above target audience(s).
 - Tell the story with examples.

- Identify marketing/recruitment tools.
- Examine Social Media usage options.
- Develop career paths from middle school to career.
- Determine what is important to Administrations and capitalize on that information in order to market to university administration to start EHAC program.
- Deep dive into the UNCOVER EH leadership competencies for use in conveying the value of an EH career/graduate.
- Survey academic programs for job related information related to graduates.
- **New Subcommittees:**
 - **Podcast subcommittee: Potential podcast about EHAC and EH - Jason Lewis and Tania Busch Isaksen have been discussing this idea. Idea was well received by Council and Lewis and Isaksen were encouraged to pursue this effort.**
 - Begin to collect potential interviewees to highlight EH careers. There are potential candidates on EHAC website under the 50th anniversary celebration page - <https://www.nehspac.org/successstories/>.
 - Begin to define questions for interviews: choice of career path, challenges, etc.
 - Keep interviews to short periods of time with specific questions to drive the conversation
 - **AP Environmental Science Exploration subcommittee - Sabty pointed out the need for an EH oriented Environmental Health AP course or to penetrate the current EH Science AP course, which actually already contains a lot of Environmental Health topics. Busch Isaksen affirmed her long time interest in affecting this change and the importance of finding a way to elevate the visibility of EH via the current EH Science AP class. Busch Isaksen emphasized that ½ of the current Environmental Science course is related to EH.**
 - Suggestion was to work within the current course to change some of the terminology to acknowledge EH specifically.
 - SUNY - Environmental Science and Forestry (ESF) in the high school - Newman described an effort present at ESF for developing EH courses for nationwide use in high schools.
 - Newman has close colleague who developed the Env. Science AP course for high school and will contact him. Newman suggested creating a new Environmental Health course rather than trying to co-opt the existing Environmental Science course.
 - Her contact from the EHS AP course agreed that this would be a more useful and perhaps successful route.

ACTION: form and ad hoc exploration committee for to learn more about options to affect change in the AP course - either identifying EH in the Env. Science course or creating a new standalone EH course, etc.
- **NEW!! UG Requirements Review Committee (Dave Gilkey)**
 - **Update Objectives:**
 - Revisit and update the EHAC Undergraduate Requirements.
 - Propose possible areas to consider in the revision and update process.
 - Gather volunteers for a digital retreat to review and evaluate the existing guidelines/requirements.
 - **Topics to Consider during review process:**
 - Align Table 2 in conjunction with Undergraduate Requirements.

- Require all topics cited in Table 2 to be represented in syllabi.
- Interpretations within the requirements
- Internships experiences (Types)
- Diversity and Inclusion
- Semester vs. Quarters: how to address the questions that keep coming up
- An ethics course requirement to EHAC criteria (most professions now have ethics requirements)
- Integrating environmental and social justice, social action, coalition building, social change
- Establish an **Advisory Board** to guide the EHAC UG Requirements
- Development of a practitioner advisory board to advise the UG Requirements Revisions Committee and Vice Chair on emerging and new areas.
 - ***Virtually all accreditation boards have an advisory board!***
 - *The Industry Advisory Board (IAB) supports the mission of EHAC by fostering close connection between EHAC and the community of employers that is served by higher education for EH fields (Public and Private).*
 - *Help articulate the meaning and value of EHAC accreditation to major employers of EH graduates.*
 - *Influence qualified industry executives and professionals to volunteer for service as EHAC program evaluators.*
 - *Provide viewpoints on industry needs and expectations for the knowledge and skills of new graduates in technical fields.*
- Big Data
- Metrics and data management
- Data based decision making
- Artificial Intelligence
- Wearable technology for monitoring
- Organization dynamics/behavior
- Soft Skills - (Communication, NPM Community partnership building, etc.)
- Drones
- Remote sensing
 - Emerging technology for EH
- Food safety
- Water quality
- Solid and Hazardous waste
- Infectious disease
- **Student Expectations:**
 - Student responses demonstrate a high degree of confidence in colleges' ability to provide them with high-quality remote-learning opportunities: 82 percent of high-school students and 74 percent of college students say institutions are somewhat prepared or well prepared to do so.
 - Three in four high schoolers and 64 percent of college students say that college instructors are somewhat prepared or well prepared to teach high-quality online courses.
- **Discussion:**
 - Busch Isaksen emphasized Council on Public Health Education Linkages' effort to revise their competency document. Suggested not duplicating their work by doing

- an in house workforce survey, rather, using their work to help with both UG and Graduate criteria. There is a Competency document produced by the EH Collaborative that is helpful, as well.
- Large amount of support for adding and ethics course.
 - **Action: Mitchell will send both Linkages draft and EH Collaborative competencies document to Council.**
 - **External Advisory Board discussion:** Murphy was in favor of having an advisory board for the UG Requirements review as well as adding an ethics course to EHAC criteria. Busch Isaksen objected to use of an advisory committee preferring a more comprehensive and broad survey of many more practitioners and academics than an “advisory board” would allow. Would like to avoid having people that are representing a small slice of the EH field/industry. Would like to survey a large swath of the EH practice and suggested that UG Committee explore broad survey options. Sabty agreed that their advisory committee gives a very local and isolated perspective, which is good for their program but not for a broader effort.
 - **Action: Create committee or have UG Review committee look at usefulness/need of an Advisory Committee to aid with the process.**
 - **Gilkey suggested that we solicit nominees for an advisory board from our council members. Sparks and Nominations Committee can look at the distribution of genders, ethnicities, and industry sectors.**
 - **Competencies or Course based criteria:** Should EHAC move to competencies or maintain course requirements based UG criteria? Murphy sees competencies as more work for the EHAC Council, but competencies would add a great deal of flexibility to degree programs and may be an incentive for new programs to become accredited. Busch Isaksen expressed support for moving to competencies but emphasized that each competency needs an assessment tool and programs have to develop an evaluation tool to measure whether competencies have been met.
 - Bush Isaksen pointed out that competency based accredited was discussed 12 years ago (with the realization that competency criteria evaluation would require a great deal more work) and the conclusion was to wait to see how programs delt with CEPH/competency based accreditation. The Council also changed the Communications requirement to a competency as an interim step at this time.
 - **Climate Change and Social Justice (currently Global Environmental Change):** the Council was supportive of including climate change and social justice in the new UG criteria.
- **Bylaws and Policy Committee** - Current Chair: Busch Isaksen (Moore)
 - Brief summary as all committee work was discussed during the Saturday session and Co-chair named for 2021-22 - Wendell Moore.
 - **Site Visit Best Practice/Virtual Site Visit Committee** - Current Chair: Mike Fletcher (Houser)
 - Fletcher presented and summarized the site visit templates created for Program Directors and Site Visitors.
 - **Actions:**
 - **Council approved moving forward to develop hybrid site visit options.**
 - **Explore what parts of site visit can be effectively conducted virtually and what parts must be conducted on site.**

- **Develop a hybrid site visit option that maintains the integrity and rigor of a total onsite visit (will likely have to be individually program based, somehow).**
- **Program Mentorship** - Current Chair: Leslie Mitchell (Brown)
 - Presented Accreditation Flow Chart developed during 2021.

[Note: Busch Isaksen suggested that Co-chairs might be helpful for those current Chairs going off the Council in 2022.]
- **Chair & Committee Reassignments**
 - **Nominations Committee:** Chair - Chris Sparks, Priscilla Oliver, Cindy Weckwerth
 - **Bylaws and Policy Committee:** Co-Chairs Tania Busch Isaksen, Wendell Moore, Lok Pokhrel
 - **Annual Update Survey Revision Committee:** Chair - Dave Gilkey, Rania Sabty, Laura Suppes and Ying Li will help if needed.
 - **Values and Marketing Committee:** Chair - Tim Murphy, Jason Lewis, Tom Deem, Tania Busch Isaksen
 - **Graduate Guidelines Committee:** Chair - Tania Busch Isaksen, Rania Sabty, Oreta Samples, Priscilla Oliver, Lee Newman, Sharron LaFollette, Steve Johnson will help out if needed.
 - **Undergraduate Requirements Revision Committee:** Chair - David Gilkey, Lee Newman, Tania Busch Isaksen, Rania Sabty, Mike Fletcher, Steve Johnson, Cindy Weckwerth, Lok Pokhrel, Oreta Samples
 - **Site Visit “Best Practices” Committee:** Co-chairs - Mike Fletcher and Oreta Samples, Mike Quinn, Priscilla Oliver
 - **Program Mentorship Committee:** Chair - Leslie Mitchell, Oreta Samples, Lee Newman, Rania Sabty
 - **BGC relationship Committee:** Co-chairs - Mike Quinn and Gary Brown, Leslie Mitchell, Wendell Moore
 - **External Advisory Board Ad-hoc. Exploration Committee:** Dave Gilkey, Tom Deem – focus is to determine whether an advisory committee outside of Council is necessary or not to help review and revise the UG Requirements.
 - **AP Environmental Health Exploratory Committee:** Lee Newman (Chair?)

14.0 Graduate Guidelines Review and Revisions Committee Presentation – Tania Busch Isaksen, Committee Chair

- **Revision Process Update - Need a vote from Council:**
 - Additional Requirements/Strong Recommendations
 - Goal statement & Competency Categories
 - We would like to change title from *Graduate Degree Program Accreditation Guidelines* to *Graduate Degree Program Accreditation Requirements*
 - We would like policy-type material removed from curriculum requirements
- **Process Moving Forward - need general concurrence from Council:**
 - Employer expectations are currently being assessed by the Council for Public Health Linkages and will be completed this Fall
 - We will also engage Program Directors and employers in the revision process (both audiences will be approached separately and in parallel)
- **Program/Process Requirements - Need a vote from Council:**
 1. Program Directors are strongly encouraged to demonstrate teaching and/or research experiences that connect to environmental health practice.

2. Programs must demonstrate opportunities available to connect students with environmental health practitioners (e.g. practitioner instructors/guest speakers in core classes, internship opportunities, speed mentoring with practitioners, practice-based research opportunities, etc.)
 3. Programs shall require a culminating experience for their students. This experience should include the production of a written piece of work (e.g. thesis, report, essay case study). An oral presentation of the culminating experience is strongly recommended.
 4. Programs shall assess student achievement across all competencies. Programs are required to a) provide a crosswalk document demonstrating how assessments map to individual competencies; b) develop a competency assessment evaluation and quality improvement plan; and c) review competency achievement annually.
- **New Goal Statement - Need a vote from Council:**
 - In broad terms, students are expected to experience the complete feedback loop (through one or multiple opportunities) that identifies an environmental/occupational health problem, evaluates the problem (data collection/analysis) proposes/creates a solution, develops an evaluation strategy for the solution, and communicates the findings to stakeholders (various audiences).
 - **Suggest more formal goal statement**
 - **Ensure that the statement doesn't point to/or imply research only.**
 - **Comparison to existing goal statement:**
 - The goal of accreditation of master's environmental health science and protection programs is to enhance the education and training of students seeking advanced environmental health research, technical and/or administrative knowledge and skills. The criteria used in the evaluation of master's programs have been developed through the joint efforts of environmental health science and protection academicians and practitioners.
 - **Competency level:**
 - Exposed – we want students to be exposed to all of the following competencies:
 - In depth coverage – culminating experience (thesis, internship, exam etc. must address at least 2 of the following competency areas Upon graduation, students shall demonstrate they met the following competencies:
 - **Suggested rewording of Competency level: Students are expected to demonstrate the following competencies (this is more descriptive, less prescriptive, more flexible and meant to be non-punitive.)**
 - **Action: define exposed vs. in depth coverage in criteria.**
 - **Discussion:** Much discussion as to how to assign competencies and how to evaluate competencies. Evaluation of a competency is based on if and how student attains competency. ABET uses something like **AREC - Anticipate, Recognize, Evaluate, Control**. Competency based assessment drives evaluation away from curriculum assessment and more toward evaluation of what students are actually able to do at graduation.
 - How will programs determine if competencies have been met? ABET and CEPH use an actual question in an exam to assess whether they understand or not.
 - Suppes suggested providing the competencies but allowing programs to develop their own evaluation tools. Busch Isaksen explained that the desire is for programs to improve with self-evaluation rather than punishing programs for having one or two students that do not meet competencies. **Programs will decide how to**

evaluate and improve their delivery of competency material. Programs will not be punished for students not passing/meeting competencies/encourage to QA/CA (the idea is to improve teaching/learning based upon effective evaluation.).

- **Competency Categories – Need a vote from Council:**

- Risk assessment using appropriate research methods (Data collection/Analysis/management):
 - Hazard ID in community and occupational settings (chemical, physical, biological, psychosocial, etc.)
 - Dose Response
 - Exposure Assessment (Air, Water, Food, Soil, etc.)
 - Risk Characterization
- **Add “Environmental Health” Risk Management:**
 - Program/Intervention design
 - Evaluation methods: Process/Outcome/Impact
 - Management Skills/Budgeting
- Risk Communication:
 - Various modes of communication (oral/written)
 - Diverse audiences
 - Recognizing and addressing misinformation/disinformation
- Cross-cutting skills:
 - Interpersonal/Interprofessional | Information literacy | Equity and Justice | Leadership | Systems thinking | Skills and Knowledge of natural sciences, including biological sciences, chemistry, and other sciences.

***** Competencies will specify EH - related competencies** in addition to the umbrella categories above.

- **Discussion:**
 - Council was impressed with Committee’s work on revised competency categories, with Finley expressing his desire for emphasis on the “all hazards” response theme of EH related practice.
 - Busch Isaksen pointed out that the competencies revisions presented here are not too much different from the current competencies. They are just framed differently, within a risk paradigm, which is really what environmental health is all about. The committee worked to consolidate the current competencies under the umbrella of risk, along with adding items like Cross Cutting Skills that are important to the success of our programs and the EH profession.
 - **Diverse Audiences concerns:** Suppes asked for clarity around the term “diverse audiences” within the competencies. She was concerned that professional presentations would count as a potential diverse audience. This was affirmed. Newman added that the Committee desired to ensure that students are able to communicate with a broad variety of audiences including peers, professionals and especially the general public. Newman emphasized the critical importance of being able to effectively translate and deliver science to laypeople.
 - **Interpersonal/Interprofessional | Information literacy | Equity and Justice | Leadership | Systems thinking concerns:** Suppes asked for clarification around these “skills,” emphasizing their importance but wondering what actual “skill” could be taken away or evaluated. Busch Isaksen explained that the committee discussed this issue of “skills” vs. “knowledge” and had switched from knowledge to skills.

- Johnson added that in the committee discussion, it was acknowledged that evaluating leadership with respect to skills is difficult as it is difficult for students to get an opportunity to demonstrate these types of abilities.
- **Action: Committee will put some more thought into these competencies and how they can effectively manifest in the criteria.**
 - **Research related concerns:** Murphy pointed out that what he has found helpful about EHAC Graduate criteria, is that that they're extremely broad and inclusive (both research oriented and management/leadership oriented programs could adapt to the EHAC criteria). Murphy feels that the suggested revisions will be a challenging adjustment for management/leadership oriented programs. Murphy also emphasized the following:
 - Providing adequate time for adapting to any changes - e.g. delay implementation of revisions.
 - **Action: Prior to a final vote to approve the Graduate criteria revisions, Murphy suggested applying them to an existing program for a trial period. Busch Isaksen agreed and submitted that the Committee plans to engage all nine currently accredited graduate programs in the revisioning effort and final drafting of the competencies to determine how programs fair with the suggested changes.**
 - **Sabty also suggested providing examples of how new competencies can be met that are oriented to either/both research and leaders/management focused programs.**
 - **Concerns about addressing current Competency #6:** Sabty enquired about whether current Competency #6 - "Skills and knowledge of natural science including biological sciences, chemistry and other sciences" had been addressed. Busch Isaksen made a note to do so in the committee's future work.
 - **Action: Committee will include a revision of current competency #6 in the draft graduate criteria.**
 - **Concerns about inclusion of EH within the Risk paradigm presented:** G. Brown and Fletcher expressed concern that potential students will not have the necessary science for an EH career, based on the current suggested criteria changes. Murphy felt that current Risk competencies need to be broadened (drilled down underneath each competency using terms that are specific to EH). Finley agreed that there needs to be assurance that Masters students have adequate EH/science background.
 - Ensuring that students have prerequisite science is the responsibility of administrations. If they aren't prepared, then they have to complete the credits prior to enrolling in the program or during their enrollment.
 - Support for moving in the competencies direction - Michael Quinn supported the competency directions for the following reasons:
 - An observed gap in the science qualifications of new EHOs and how that translates into being able to either go further in advancing your education or performing when you hit the workplace.
 - Quinn pointed out the effort he led two years ago to update EHO appointment standards to try to address that gap, in particular, related to CEPH degrees. Two changes in application requirements were just adopted: EHO applicants either have to have the REHS already or have to have REHS in training status if they are a CEPH rather than EHAC graduate and 2) statement on letterhead letter head must be

- provided attesting that they have a degree in one of the primary EHO career categories.
- Quinn noted that these issues have not been a problem with EHAC graduates and Quinn suggested that moving in the competencies direction will make it even less likely that it would ever be a problem.
 - o **Motion: Murphy moved to continue with this effort to move toward a competency based set of requirements, as shown on slide six in the July 11, 2021 PowerPoint Presentation (above).**
 - o **Second: Sabty**
 - o **No more discussion**
 - o **Vote: Motion passe**
- [Note – Murphy suggested referring to the ABET competencies document for an example of some of the wording they use for describing competencies. Bush Isaksen expressed appreciation for discussion and especially around evaluation/improvement and defining exposed vs. in depth coverage.]

15.0 Adjourn – Jason Finley

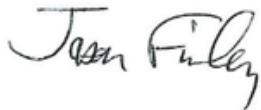
- Finley yielded the floor to Chair Elect Murphy and adjourned the meeting at 5:29pm Pacific

Respectfully Submitted,

Laura Suppes, 2020-21 EHAC Secretary



Jason Finley, 2020-21 General Chair



Leslie D. Mitchell, Executive Director

