Whitehall, PA — The Society for Public Health Education, Inc. (SOPHE) and the National Commission for Health Education Credentialing, Inc. (NCHEC) are pleased to announce the findings of the Health Education Specialist Practice Analysis (HESPA-2015). The results of the 18-month study have implications for professional preparation, credentialing, and professional development of all health education specialists regardless of the setting in which they are employed.

Based on extensive data gathered and analyzed through qualitative and quantitative methods from February 2013 to August 2014, a model of health education practice was updated, refined and validated. The updated model consists of 258 Sub-competencies, organized into 36 Competencies within 7 major Areas of Responsibility. Of the Sub-competencies, 141 (54.7%) were validated as entry-level practice, 117 were validated as advanced-level practice only. Additionally, the knowledge base needed by health education specialists was organized into 10 conceptual topic areas, and 131 knowledge topics were validated as being used by health education specialists.

“HESPA-2015 was primarily undertaken to validate the contemporary practice of entry- and advanced-level health education specialists and to guide the development of the Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) examinations,” says James F. McKenzie, PhD, MPH, MCHES, professor at Penn State – Hershey, and co-chair of the study. “The comprehensive study is undertaken every five years to identify changes in health education practice since the last major study, and to inform professional preparation and continuing education initiatives.”

The latest findings reaffirm 7 major Areas of Responsibility for health education specialists with additional terminology to incorporate the concept of health promotion. Also, Competencies and Sub-competencies were explained and/or expanded in the areas related to advocacy, evaluation, and social media, which reflect the dynamic changes in health education specialists’ roles in recent years.

Based on the validated survey data, test specifications for the CHES and MCHES examinations also were empirically derived. Test specifications are the recommended percentages of the CHES and MCHES examinations that should comprise questions from each Area of Responsibility and for each Competency within each Area of Responsibility. As a result of these findings, NCHEC is planning on revisions to the MCHES examination in April 2016 and the CHES examination in October 2016.

Dixie Dennis, PhD, MCHES, study co-chair, notes, “A broad section of certified and non-certified health education specialists from all 50 states and Washington, DC, volunteered to participate in the study as members of the HESPA Task Force, independent reviewers, subject matter experts, pilot study participants, and respondents to the formal validation survey. We are grateful to these participants for their time, energy and thoughtful contributions.”

The study was guided by a project steering committee (HESPA-SC) consisting of the appointed co-chairs of the Health Education Specialist Practice Analysis Task Force (HESPA-TF), James McKenzie and Dixie Dennis; the chief staff officers of SOPHE and NCHEC, M. Elaine Auld and Linda Lysoby; and the Health Education Job Analysis–2010 task force chair, Eva Doyle. HESPA-2015 was conducted with the assistance of the Professional Examination Service (ProExam) of New York.

continued on page 4
As my term comes to an end, I would like to thank you for the opportunity to serve the health education profession. It has been an honor to serve as the chair of the Board of Commissioners (BOC) for the 2014 calendar year. Also, I would like to thank the BOC for all their work and being supportive of me on several important initiatives. This report will provide an overview of the status of NCHEC, highlight a few accomplishments for 2014, and state some future plans of NCHEC.

Currently, NCHEC is a strong health education credentialing organization, with very capable and dedicated board directors and staff. It is financially solid and is growing in the number of certificant holders. Currently, there are approximately 10,500 CHES and 1,500 MCHES. As noted earlier this year, NCHEC has been accredited by the National Commission for Certifying Agencies (NCCA) for its two credentials, CHES and MCHES. This national recognition indicates that our certification process is of high quality and rigor.

Although NCHEC had several accomplishments in 2014, this report will highlight the Health Education Specialist Analysis (HESPA) and the 2015-2019 Strategic Plan.

HESPA: NCHEC in partnership SOPHE, has completed the practice analysis to re-validate and update the role of health education specialists. The report, which includes the findings, was accepted by the boards of both NCHEC and SOPHE. Currently, the NCHEC Division Boards are in the process of updating CHES and MCHES exams and developing a new publication of the Competency-based Framework for Health Education Specialists and Companion Guide for release in mid 2015. See the press release on front page for more information.

2015-2019 Strategic Plan: The BOC spent a significant amount of time this past year developing NCHEC’s strategic plan for the next five years. First, with the assistance of a consultant company, we conducted a comprehensive analysis of NCHEC’s strengths, areas for improvement, opportunities, and threats. As a result, we developed the following four goals for the 2015-2019 Strategic Plan:

- Goal #1: Expand the reach of the NCHEC credentialing program.
- Goal #2: Increase recognition of the value of CHES and MCHES certifications.
- Goal #3: Enhance and support the quality of NCHEC’s certification program.
- Goal #4: Strengthen NCHEC infrastructure required to accomplish its vision and mission.

Moving Forward with the Verification of Revised Competencies and Sub-Competencies

Written by: NCHEC Executive Director, Linda Lysoby, MS, MCHES, CAE

NCHEC partnered with the Society for Public Health Education (SOPHE) to complete the National Health Education Specialist Practice Analysis (HESPA) project to once again verify the Competencies of Health Education Specialists. These Competencies are the basis for the certification exam as well as professional preparation programs and professional development programs. This project is described in more detail in the press release on front page of this publication.

In keeping with credentialing standards of the National Commission for Certifying Agencies (NCCA), the results will be released and then incorporated into the certification exams. Next steps include the release in mid-2015 of new editions of the publications A Competency-Based Framework for Health Education Specialists and The Health Education Specialist: A Companion Guide for Professional Excellence. The revised Competencies will be reflected in the MCHES Examination in April 2106 and in the CHES examination in October 2016.

I would like to extend a huge note of appreciation to James F. McKenzie and Dixie L. Dennis, co-chairs of the HESPA Task Force. Also, I would like to acknowledge the more than 65 volunteers who contributed to the formation of the survey, all of the survey participants and more than 30 people who are involved in volunteer authorship/editing of the new publications. Additionally, more than 20 people will have a role in updating the certification exams to be in compliance. NCHEC is able to thrive because of countless hours of volunteer professional service. Thank you all for your contributions to our profession!
The BOC is in the process of finalizing the strategic plan, which will be released early 2015. We feel strongly that the strategic plan will guide NCHEC in enhancing its capacity and status as the premier credentialing organization for health education specialists.

NCHEC future plans include the consideration of expanding its reach internationally and with minority-serving institutions e.g. Historically Black Colleges and Universities and Hispanic-Serving Institutions. Additionally, NCHEC is moving towards implementing one of the recommendations by the National Task Force on Accreditation in Health Education regarding eligibility to take the CHES and MCHES exams. The recommendation states that “only students from accredited programs/schools should be eligible for CHES and MCHES certification” (Allegrante, et al, 2004, p. 10). A specific date for implementation has not yet been established and a significant number of programs would have to be accredited. Nonetheless, it is important for health education programs to start preparing for health education accreditation such as that offered by the Council on Education for Public Health (CEPH). In addition to graduate accreditation, CEPH has started accrediting stand-alone baccalaureate programs in health education. As has been widely announced, after 27 years, the SOPHE/AAHE Baccalaureate Approval Committee (SABPAC) will sunset at the end of 2014. More detailed information on CHES and MCHES eligibility is forthcoming from NCHEC in the near future.

As NCHEC moves forward with implementing the National Task Force on Accreditation in Health Education’s recommendation regarding eligibility to take the CHES exam, it is important to examine health education professional preparation programs. In the meantime, NCHEC is continuing to move forward with advancing credentialing for the health education profession. Again, it has been an honor to work with the Board of Commissioners and NCHEC staff to continue to strengthen NCHEC to be the premier health education credentialing organization for health education specialist.

Reference
Partnerships Leading to Enhancing Certified Health Education Specialists in the Public Health Workforce

Written by: Shontelle L. Dixon, MPH, CHES, Teen Pregnancy Prevention Specialist, Tulsa Health Department; Tulsa, OK

The Tulsa Health Department (THD) was established in 1950 in Tulsa, Oklahoma. There are now three regional locations in Tulsa and three satellite locations in Bixby, Collinsville, and Sands Springs, Oklahoma. THD has 34 programs and 363 employees. The vision for Tulsa County is a community of empowered citizens making healthy choices that carry forward for future generations. Our mission is to sustain an equitable system that prevents disease, promotes healthy living, and ensures preparedness.

Nine Certified Health Education Specialists are employed at THD. Credentialed employees work in the following programs – “It’s All About Kids School Health Program” (IAK), Personal Responsibility Education Program (PREP), Substance Abuse Prevention, Emergency Preparedness, and Food Protection. The IAK program changed its job description to require employees to be either certified through NCHEC or to be eligible within one year of hire to take the CHES exam. This internal, unwritten policy began in 2007. Employees within IAK are initially hired as Health Education Specialists, but once CHES credentials are earned they receive a four percent pay raise, and their job title is changed to Certified Health Education Specialist. Through THD’s tuition assistance program, employees can take the necessary college courses to be able to take the CHES exam. Once an employee successfully passes the CHES exam THD will then reimburse payment. Employees are expected to maintain certification and pay yearly dues at their expense, however THD pays for conferences that are approved for Category I continuing education credits.

In 2004 THD entered into an internship partnership agreement with Oklahoma State University (OSU) Department of Health Education and Promotion to help students receive hands-on practical public health experience which can lead to employment opportunities at THD. OSU actively encourages its students to earn CHES credentials. The learning goals directly correspond to NCHEC’s Seven Areas of Responsibility and Competencies for entry-level health education specialists. This partnership ensures the enhancement of the public health workforce.

THD benefits from hiring CHES because it enhances public health programs. CHES individuals provide valuable expertise such as program planning, implementation, and evaluation, strong communication skills, knowledge of ethical best-practices, and concrete theoretical knowledge of health education and promotion.

The Executive Summary of the study includes seven recommendations to the health education profession regarding the use of the HESPA–2015 hierarchical model for Health Education Specialists. The Executive Summary can be accessed on the NCHEC Website http://www.nchec.org/credentialing/competency/. Findings from the HESPA–2015 report will be available in A Competency-Based Framework for Health Education Specialists publication to be available in the second quarter of 2015.

Health Education Specialist Practice Analysis 2015  continued from page 1

Health Education by promoting and sustaining a credentialed body of Health Education Specialists. Therefore the, purpose of NCHEC is to certify health education specialists, promote professional development, strengthen professional preparation and practice, and support and promote the health education profession. (See www.nchec.org).

Founded in 1950, the Society for Public Health Education (SOPHE) provides global leadership to the profession of health education and health promotion and promotes the health of society through advances in health education theory and research; excellence in professional preparation and practice; advocacy for public polices conducive to health; and the achievement of health equity for all.(www.sophe.org).
Congratulations to Ronenia Jenkins for being elected to the NCHEC Board of Commissioners for a five-year term beginning in 2015. Also, congratulations to the Division Board Directors that were elected for service beginning in 2015: David Brown, Carolyn Rodgers, Darlene Saunders, Karen Stewart, Nigel Thomas, and Julie Zumas.

Also, we would like to thank Ellen Edmonds, Stephen Gambescia, Julie Luht, Michael McNeil, Laura Talbott, and Alyce Stewart, as they completed NCHEC service in 2014. A sincere thank you to all for your hard work and dedication on the Boards. The work of NCHEC has been able to continue because of the many volunteer hours given by dedicated professionals.

The 2014 Board of Commissioners at their face to face meeting at the NCHEC headquarters. *Seated left to right* – Chris Abarca, Deborah Fortune, Diane Kerr, Dixie Dennis; *Standing left to right* – Nicolette Warren, Kellie Flannery, Nancy Clifton-Hawksins, Larry Williams, Michael McNeil, Ellen Edmonds, Stephen Gambescia, Erin Reiney.

The Division Board for Certification of Health Education Specialist during their spring 2014 meeting at the NCHEC headquarters. *Seated left to right* – Brian Gordon, Chris Abarca, Diane Kerr, David Brown *Standing left to right* – Vita Greco (ProExam), Shana Pack-Gangluff, Melody Yarbough Knight, Jill Clutter, Amy S. Hedman, James F. McKenzie. *Missing from the photo* are Laura Talbot and Manoj Sharma.

The Division Board for Professional Preparation and Practice held their face to face meeting in June 2014. *From left to right* – Michael McNeil, Miguel Perez, Chris Eisenbarth, Ellen Edmonds, Gwyn Ashcom, Janice Clark, Cynthia Narh (staff), Tanya Cole (staff), Kerry Redican, and Linda Lysoby (staff).

The Division Board for Professional Development met in April 2014 for their face to face meeting. *From left to right* – Nicolette Warren, Erin Reiney, Julie Luht, Jennifer Taylor, Nicole Lindsey, and Chesley Cheatham.
NCHEC Marketing and Communications Three-Year Plan

Written By: Beth Chaney, PhD, MCHES, Chair of NCHEC’s Marketing Committee

NCHEC’s Marketing Committee consists of CHES and MCHES, representing NCHEC’s Division Boards, NCHEC’s Board of Commissioners, and a variety of work settings. This past year, the Marketing Committee has been working with SeaCrest Company, which provides expertise in certification program marketing and communications, to develop a three-year marketing and communications plan for NCHEC. Specifically, the Marketing Committee has been working to develop goals and implementation strategies for the next three years. After SeaCrest conducted a marketing and communications audit for NCHEC, it was determined that NCHEC has valuable materials, data and assets to strengthen marketing messaging and evaluation plans. Therefore, important work to solidify the foundation of launching a three-year plan is currently taking place. The Marketing Committee plans to work with SeaCrest to update the messaging used to communicate the value of the certifications, and the following goals have been developed and approved by NCHEC’s Board of Commissioners for the three-year plan (2015-2017):

Goal #1 – Establish CHES and MCHES-certified health education specialists as highly recognized and valued team members by expanding employers’ endorsements of the credentials.

Goal #2 – Engage current certificants to create a strong community of Certified Health Education Specialists that understands the value of maintaining certification.

Goal #3 – Create an active and engaged community of post-secondary educators in the field of health education that advocates for CHES certification to students.

Goal #4 – Motivate more health education specialists to apply for the CHES and MCHES exam to ensure there are competent practitioners meeting the needs of all stakeholders, including the public.

The Marketing Committee is working through the development of specific strategies and evaluation metrics to ultimately reach and evaluate these goals in the three-year plan. Active support from our CHES and MCHES will help NCHEC to meet these important goals to enhance marketing efforts.

Jump-Start Your Career: Join a Professional Association/Organization Today!

Written by: Chris Eisenbarth, PhD, MCHES

Whether you are currently a student engaged in a job search, or employed in a chosen career, joining a professional association/organization is an important catalyst to advance your career. If you want to increase knowledge in your field, learn about job postings, network with other professionals, or just have some fun meeting new people, then joining a professional organization is a step in the right direction.

There are many professional health associations such as the American College Health Association (ACHA), American Public Health Association (APHA), American School Health Association (ASHA), Society for Public Health Education (SOPHE), National Wellness Institute (NWI), etc. The common mission of these organizations is to promote high standards of professional preparation and practice. For example, professional associations provide a wealth of information such as free or discounted publications, newsletters, websites, list serves, message boards, etc. to keep you informed about what is happening in all areas of your field. The information sources and tools provide for networking opportunities and foster a sense of community as members can share ideas, ask for advice, discuss emerging issues, and help one another to reach professional goals. In addition, associations/organizations provide many career resources such as job listings (posted online or in print and available only to members), tips to create effective resumes and cover letters, and job-search strategies. Membership in a professional association/organization also allows for discounted registration fees for professional meetings or conferences. Attending a conference is an excellent way to increase your professional knowledge and skills through seminars and workshops, to make contacts for future internships or jobs, and to develop relationships with colleagues who will support and encourage your professional growth.

So, make an investment in your future and consider joining a professional association/organization today! To determine the best association/organization for you: ask for recommendations from colleagues, teachers and others employed in your field; and use the Internet to locate associations/organizations and review membership types, benefits, and rates. The resources made available to you, the ideas you will discover, and the connections you make from membership in a professional association/organization represent an outstanding return on a very manageable investment of time, money, and effort.

CHECK IT OFF THE “TO-DO” LIST:
ADVANCED-LEVEL HOURS TO BE COMPLETE

Submitted by: Melissa Schmell, NCHEC Continuing Education Coordinator

For MCHES that were certified through the Experience Documentation Opportunity, remember that you have about 15 months remaining to earn your credits for recertification. Your MCHES recertification will be due on March 31, 2016. As a reminder, MCHES are required to earn 30 CECH that are directly related to the advanced-level Sub-competencies from Category I and/or II for each certification cycle. Category I CECH opportunities are listed on the NCHEC Web site at http://www.nchec.org/cc/procal/. MCHES may earn all of their 30 advanced-level credits through category II. Work-related activities, events or experiences that relate to the advanced-level Sub-competencies may count toward category II credits.

A few MCHES were contacted who have already met their continuing education hours for MCHES recertification. They were asked for some words of advice for those that have yet to check the hours off their “to-do” list.

“When the news regarding the MCHES certification was made known, I participated in the Webinars to find out more about it. I also participated in Webinars and read information provided by SOPHE on how to determine which presentations would be eligible for MCHES credit. As an active member of the Texas SOPHE chapter and back up for our education chair, I set out to prepare for our upcoming events. From this experience, I had the privilege of serving on several conference planning committees to provide continuing education credits to CHES and MCHES. Many of these events were held at MD Anderson or supported my organization. I’m so honored to work for an employer that recognizes the value of CHES and MCHES. I love what I do and seek opportunities to promote the profession and to identify avenues where my colleagues and I can obtain the hours required for recertification. One year, I was slow in obtaining continuing education hours and vowed not to put myself through that again. I encourage all MCHES not to procrastinate and to seize every opportunity to obtain credits. Another great way to obtain hours is through volunteering to assist groups in offering CHES and MCHES hours at their events. Collaborating within one’s organization as well as with other organizations to increase skills and share knowledge is what worked for me.” Cassandra Harris, MS, MCHES, Manager, Health Education, University of Texas MD Anderson Cancer Center.

“I’ve been very blessed with many professional opportunities such as attending local and national conferences for my job the last couple of years. Working in the health field we need to stay abreast of many different community health issues, especially if your job is like mine where you never have the same day twice. One day I’m installing a car seat and writing a grant and the next day I’m focusing on planning a community wide initiative and checking blood pressure. The community reaches out to me for the answers and resources so I have to be prepared for anything. I have much gratitude for the support of my hospital’s Senior Leadership Team. They aren’t only committed to patient care but also to their employee’s success in helping us achieve our goals, which means a happier and more informed staff. I am very grateful to have had their support from the beginning. They know the importance of this certification and how hard I worked to obtain it which makes it even more meaningful for me to keep it from expiring!” Whitney Williams Hinson, MCHES, Community Outreach and Wellness Manager, KershawHealth Medical Center; Community Engagement Manager, LiveWell Kershaw.

“I completed my advanced-level hours by assessing, advising, designing, and implementing sexual health promotion programs across the U.S. As the Director of Programs for an NGO, I was able to respond to opportunities in several states. The Massachusetts Department of Elementary and Secondary Education invited me to help train health teachers at their summer institute titled “Talking About Sex Safely.” The Southwest Louisiana AIDS Council (SLAC) sought my technical assistance to assess their educational outreach efforts. The New York City Department of Education included me on an advisory panel to review their HIV prevention education materials. And the Association of Maternal and Child Health Programs (AMCHP) gave me an opportunity at their annual meeting to present my capacity-building-assistance work with the public and charter schools of the District of Columbia. Each experience helped me to demonstrate Sub-competencies in a unique Area of Responsibility.” Kurt Conklin, MPH, MCHES, Director of Programs, Sexuality Information and Education Council of the U.S. (SIECUS)
“As an Assistant Professor at Fairmont State University, I have had the opportunity to complete my advanced-level hours in a relatively short period of time. We have recently reorganized our Health Science Program into a Community Health Education Program based directly on NCHEC’s Areas of Responsibility. Each of the new courses we designed and each of our existing courses now have student learning outcomes tailored to health educators’ job competencies. After our new courses were developed, we received a $25,000 grant from Ford Motor Company to allow our Community Health students the opportunity to work with engineering students to improve the infrastructure to promote sustainable nutrition in our community. Aside from documenting work experiences, my advice to other MCHES credential-holders is to pursue continuing education opportunities offered online and through conference participation.” Amy Rogers-Sidwell, PhD, MCHES, Assistant Professor, Fairmont State University.

“I am fortunate that my local professional organizations, the SC Public Health Association (SCPHA) and the SC Alliance for the Advancement of Health Education (SCAAHE), both sponsor strong continuing education opportunities and always ensure that advanced credit hours are available. I would suggest that people look into their local professional organizations to see if they offer credits at events. If advanced credits aren’t available, ask why and volunteer to help if you have time. I help review and plan programs that will qualify for the advanced credits both to serve the profession and help ensure I can keep my own credentials current. For those individuals who do not have access to conferences, there are some good online resources.” Megan A. Weis, DrPH, MPH, MCHES Associate Director – Outreach & Program Development, South Carolina Institute of Medicine & Public Health.

142ND AMERICAN PUBLIC HEALTH ASSOCIATION MEETING

Presenters at the 142nd American Public Health Association meeting in New Orleans on the full session titled, Verified Health Education Competencies: An Asset to Professional Preparation Programs and the Public Health Education Workforce. From left to right: Kerry Redican PhD, CHES, Ellen Edmonds, PhD, MCHES, Darson Rhodes, PhD, MCHES, Beth Chaney, PhD, MCHES, Melissa Opp, MPH, MCHES, and Shontelle Dixon, MPH, CHES.
NCHEC WELCOMES NEW CHES – SPRING 2014

The following is an additional list of those who earned the district title of Certified Health Education Specialist (CHES) in the April 2014 examination. NCHEC congratulates those who took the exam within the 90 days of graduation and have now submitted proof of completion. Those who opted not to be published are excluded from the list.

Mery Y Albanez
Lindsay Anderson
Rosa I Arvizu
Anastasia M Autuori
Camille Bascetta
Nichole R Berry
Ashley N Bleistein
Kendra L Braudt
Judy A Breuer
Candace W Brinton
Ashley E Broussard
Merissa R Burtch
Megan Burch
Kaitlyn M Calvin
Cody L Campbell
Eva R Campos
Marsha C Cansler
Julia A Clairday
Nefertiti M Clavon
Joseph Coyle
Chia-Liang Dai
Jamie Doyle
Orisatalabi Efumbumi
Laura M Fafard
Shaina I Foster
Maria-Elena Fox
Taylor Francy
Autumn Glenn
Alison Goldsmith
Melissa D Gray
Synita Griswell
Rita Heng
Kristen N Henke
Jamie Henriksen
Sharrid Hill
Jenna M Hoffman
Allyson R Holmes
Anthony R Holness
Nicholas M Holz
Sally E James
Nicola C Jennings
Kelsey B Jensen
Meagan C Kasper
Susan Knoll
Amanda C Kyger
Melissa Lara
Kimberly P Ledwell
Lindsey Lewis
Amy J Lincoln
Raven Lowery
Nakia S Martin-Wright
Katherine G Mastro
Lisa M McCoy
Nicole A McQuany
Kori M Michalec
Tiffany Miller
Karlie Mitchell
Asia Moore
Jenny Morris
Sara E Morris
Tiera M Morrison
Nicole L Muffoletto
Tiawny A Murphy
Ella M Nelson
Marieke Pennings
Katherine Perdomo
Rachelle Peterson
Anthony J Petralia
Lindsey A Phelps
Clayleen I Pipinich
Tyler J Rhoton
Rebecca S Sager
Emily M Sarcone
Brittany N Sarhage
Amy K Sorensen
Patrick H Stark Jr.
Lane R Swan
Emily Swartz
Scott Thielen
Raven L Thompson
Jessica E Todoroff
Abigail A Tyler
Lauren M Vance
Erika Y Vargas
Jacklyn M Wase
Margret A Watkins
Hannah L Weise
Kate Willner

Tell a colleague or student that the 2015 CHES AND MCHES EXAM DATES are
April 25th
and October 17th, 2015

Conference Schedule

Mark your calendars for opportunities to earn continuing education contact hours.
For more information on these conferences, visit the organizations’ Web site.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Details</th>
<th>Dates</th>
<th>Location</th>
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<tbody>
<tr>
<td>Association for Community Health Improvement (ACHI)</td>
<td><a href="http://www.communityhlth.org">www.communityhlth.org</a></td>
<td>March 3-6, 2015</td>
<td>Dallas, Texas</td>
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<tr>
<td>Art &amp; Science of Health Promotion</td>
<td><a href="http://www.healthpromotionconference.com">www.healthpromotionconference.com</a></td>
<td>April 1-3, 2015</td>
<td>San Diego, California</td>
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<tr>
<td>American College Health Assoc. (ACHA)</td>
<td><a href="http://www.acha.org">www.acha.org</a></td>
<td>May 27-30, 2015</td>
<td>Orlando, Florida</td>
</tr>
<tr>
<td>89th Annual American School Health</td>
<td><a href="http://www.ashaweb.org">www.ashaweb.org</a></td>
<td>October 15-17, 2015</td>
<td>Orlando, Florida</td>
</tr>
<tr>
<td>APHA 143rd Annual Meeting &amp; Exposition</td>
<td><a href="http://www.apha.org/meeting">www.apha.org/meeting</a></td>
<td>Oct. 31-Nov. 4, 2015</td>
<td>Chicago, Illinois</td>
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Winter 2015 To view the NCHEC News online, visit: www.nchec.org/news/bullet/
National Commission for Health Education Credentialing, Inc.
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