

Education Session Presentation

Proposal Worksheet

NOTE: This document is to be used to prepare your submission data only. All submissions must be entered in the online submission portal: <https://ww6.aievolution.com/aih2701/>.

Education Sessions (60-minutes) are sessions addressing topics within OEHS and are delivered in any format from traditional lectures, interactive problem solving, and more. We encourage sessions that involve the participants and create engaging educational experiences. Education Sessions can involve a single presenter or up to a **maximum of three** presenters and one moderator. **The deadline for education session submissions is September 9, 2026.**

*Title

Titles should be clear and concise and appear as it should be printed in the conference program. (Suggested length: up to 7 words) *If selected, the title you provide will be used in the online session listing and may be edited for marketing purposes. (Character Limit 300, including spaces)

*Presenters

You may have a maximum of 2 co-presenters, for a total of 3 presenters for the one-hour session. Additionally, a moderator is required for your session. A biography is required for all presenters and the moderator. If you do not have the biography information you can add a placeholder. If accepted each presenter and moderator will have the opportunity to update the biography and add a headshot.

A Presenter must be defined for this proposal. Are you the Presenter?

Presenter

Edit | Remove

Add Biographical Information

Co-Presenter(s)

Add Co-Presenter

Moderator Details on the moderator role can be found [here](#).

Minimum Moderator Required: 1 Add Moderator

*Description

Provide a clear summary of the information to be presented. Make specific notes of pertinent tools or resources that will be shared. *If selected, the description you provide will be listed online and may be edited for marketing purposes. (Limit 1500 Characters)

*Learning Outcomes

State specifically what knowledge and skills attendees should be able to demonstrate following the presentation. Learning outcomes must clearly support the presentation description and stand on their own as measurable, realistic, and attainable goals. (Limit 1500 Characters)

Each outcome should:

- Stand on its own as a measurable, realistic, or attainable goal/ function
- Be one sentence in length
- Be listed in descending order of emphasis
- Illustrate skills to be developed
- Identify expected behaviors, concepts, and knowledge participants will be able to demonstrate and apply at the end of the session
- Have relevance to OEHS
- Begin with different verbs/words
- **Complete the sentence “Upon completion, the participant will be able to”**

Outcomes should not:

- Use ambiguous verbs that cannot be measured such as appreciate, become familiar with, comprehend, demonstrate an understanding of, understand, know, grasp, show knowledge of, or learn.

***Practical Application**

What do you hope the audience will gain from the submission?

*** Core Competencies**

Please select one primary competency area (required) and up to two secondary competencies (optional). This information will be used to place sessions into appropriate tracks, for scheduling purposes and marketing. To assist you in making the best choice, please [click here](#), where we have provided additional topical relationships under some competencies.

*** Core Competencies (Choose 1)**

- Administrative Controls
- Chemical Sampling and Instrumental Analysis
- Biological Hazards
- Biostatistics and Epidemiology
- Career Development Pathways
- Chemical Hazards
- Community Exposure
- Engineering Controls and Ventilation
- Ergonomics
- Exposure Assessment
- Fatigue Management
- Functional Core Competencies
- Hazard Communication
- Health Regulations
- IH/OH Program Management
- Indoor Air Quality
- Laboratory Quality Assurance/Quality Management
- Noise and Hearing Loss Prevention
- Personal Protective Equipment
- Psychosocial hazards
- Radiation (Ionizing and Nonionizing)
- Risk Assessment
- Risk Communication
- Risk Management
- Safety
- Thermal Stressors
- Total Worker Health ®
- Toxicology / Human Disease

- Work Environments, Occupations, and Industrial Processes

Secondary Core Competencies (Choose Up To 2)

- Administrative Controls
- Chemical Sampling and Instrumental Analysis
- Biological Hazards
- Biostatistics and Epidemiology
- Career Development Pathways
- Chemical Hazards
- Community Exposure
- Engineering Controls and Ventilation
- Ergonomics
- Exposure Assessment
- Fatigue Management
- Functional Core Competencies
- Hazard Communication
- Health Regulations
- IH/OH Program Management
- Indoor Air Quality
- Laboratory Quality Assurance/Quality Management
- Noise and Hearing Loss Prevention
- Personal Protective Equipment
- Psychosocial hazards
- Radiation (Ionizing and Nonionizing)
- Risk Assessment
- Risk Communication
- Risk Management
- Safety
- Thermal Stressors
- Total Worker Health[®]
- Toxicology / Human Disease
- Work Environments, Occupations, and Industrial Processes

*** Keywords**

* Please choose at least one (1), and up to five, (5) keywords from the following list. These selections will optimize your presentation's search results for attendees.

- Aerosol and airborne particulate monitoring
- Asbestos, lead, and dust
- Biological monitoring
- Biosafety
- Consulting
- Education and training
- Emergency preparedness and response
- Environmental protection and monitoring
- Equipment rental and repair
- Ergonomics
- Exposure Assessment
- Gas and vapor detection

- Hazard communication
- Hearing conservation and noise reduction
- Indoor air quality
- Labs – Health & Safety, Testing
- Legal and expert witness
- Mold
- Occupational epidemiology
- OHS Management systems, auditing, and compliance
- Personal protective equipment
- Publications and trade magazines
- Radiation protection and monitoring
- Real-time detection services and direct reading instruments
- Regulatory Compliance
- Respiratory Protection
- Risk assessment and management
- Safety
- Testing, certification, and credentialing
- Thermal stress protection and monitoring
- Toxicology
- Ventilation

***Peer Review Group Selection**

Each AIHA Connect proposal submission receives a bi-level review.

- First, a technical reviewer serves as the subject matter expert and reviews submissions to ensure they are scientifically sound, innovative, and relevant to the profession.
- Next, the Continuing Education Committee (CEC) or Conference Program Committee (CPC) reviews and assists the committees in selecting the final content to be presented as the education program.

* Based on the core competency of your proposal, please select one group below that would be best suited to serve as a subject matter expert for peer review:

(Select one)

- Academic Advisory Group
- Aerosol Technology Committee
- Biological Monitoring Committee
- Biosafety and Environmental Microbiology
- Cannabis Industry H&S Committee
- Career and Employment Services Committee
- Confined Spaces Committee
- Construction Committee
- Content Portfolio AG (CPAG) - includes Big Data, A.I., & Sensor Technologies, Enhancing OEHS Communication Skills, and Changing Work Dynamics
- Defining the Science Advisory Group
- Dermal and Surface Sampling Working Group
- Digital and AI Transformations Exchange (D.A.T.E.) Working Group
- Ergonomics Committee
- Exposure and Control Banding Committee
- Exposure Assessment Strategies Committee
- Healthcare Working Group
- Human Capitals Advisory Group
- Improving Exposure Judgement Advisory Group
- Incident Preparedness and Response Working Group

- Indoor Air Quality Task Force
- Indoor Environment Quality
- International Affairs Committee
- Joint Industrial Hygiene Ethics Education Committee
- Laboratory Health & Safety Committee
- Leadership & Management Committee
- Mining Working Group
- Minority SIG
- Museum and Cultural Heritage Industry Working Group
- Nano and Advanced Material Working Group
- Noise Committee
- Occupational and Environmental Epidemiology Committee
- Oil and Gas Working Group
- Opioid Working Group
- PR(IH)DE SIG
- Principles of Good Practice (PGP)
- Protective Clothing & Equipment Committee
- Radiation Committee
- Real Time Detection Systems Committee
- Respiratory Protection
- Risk Committee
- Safety Committee
- Sampling and Laboratory Analysis Committee
- Social Concerns Committee
- Stewardship & Sustainability Committee
- Thermal Stress Working Group
- Total Worker Health (TWH) Advisory Group
- Toxicology Committee
- TSCA Task Force
- Women in IH

***Targeted Audience (IH/OH Practice Level)**

AIHA's Core Competencies states: there are three basic levels of practice in IH/OH. The knowledge and skills for each level are described with each building upon the previous level. To learn more about the knowledge and skill level, along with the breakdown by technical competency, please ([click here](#)).

1. * Based on the information that will be presented during your proposed session, please indicate the targeted audience practice level: (*select one*)

Technician: Technician is a job title given to persons who are trained to assist professionals and practitioners with task-specific assignments. Technicians may collect air samples, operate direct-reading instruments, and provide other services based on specific training received and instructions received from professionals and practitioners.

Practitioner: Practitioner is a job title given to persons in various occupational fields who are trained to assist professionals but are not themselves licensed or certified at a professional level by a certification body recognized by the National Accreditation Recognition (NAR) Committee of IOHA. The IH/OH practitioner performs tasks requiring significant knowledge and skill in the IH/OH field, such as conducting worker exposure monitoring and, in some cases, may even function independently of a professional IH/OH but may not be involved in the breadth of IH/OH practice nor have the level of responsibility of a professional IH/OH certified by examination.

The IH/OH practitioner requires a certain level of education that can be obtained from an accredited university or equivalent. Additional training in specific skill sets that provide additional career paths to the IH/OH practitioner can also be obtained. IH/OH practitioners may also serve as team leaders or project managers.

Professional: Professional is a job title given to persons who have obtained a baccalaureate or graduate degree in IH/OH, public health, safety, environmental sciences, biology, chemistry, physics, or engineering or who have a degree in another area that meets the standards set forth in the next section, Knowledge and Skill Sets of IH/OH Practice Levels, and has had 4 or more years of practice. One significant way of demonstrating professional competence is to achieve certification by a 3rd party whose certification scheme is recognized by the International Occupational Hygiene Association (IOHA) such as the Board of Global EHS Credentialing (BGC).

***Transfer of Knowledge**

Adults learn in a variety of ways and are more motivated to learn when they see the direct application of the material. Including activities and participant driven discussion in your session can make an enormous difference in attendee engagement, retention of knowledge, and overall satisfaction. Involving your audience will make attendees feel like they are part of the conversation. We ask that you consider adding one or more of the suggestions below in your presentation.

For Education Sessions: Please keep in mind the room will be set theater-style to maximum capacity (ranging between 60 and 100 people). AIHA will not provide equipment or material other than that outlined in the speaker toolkit. No exceptions will be made.

* This requirement is to document the success of instruction, the transfer of knowledge, and indicate comprehension of material by participants. Please mark the option(s) below you will include in your session. We will publish these on your session's webpage on the conference website as well as in your session's listing in the mobile app to help attendees better plan their schedule and navigate sessions on-site. Individual tests or work do not need to be submitted to AIHA to demonstrate the requirement.

*Please note AIHA does not provide polling equipment. You will be asked to use a self-selected online polling option, if you choose to include polling.

(Select all that apply)

- Hands-on demonstrations and practicum
- Test/Quiz
- Group activities
- Interactive games
- Small Group Discussion
- Problem Solving /Practice Exercises
- Case Studies
- Practical Application
- Lecture Only

***Volunteer Groups**

For a full listing of applicable groups, please visit: <https://www.aiha.org/get-involved/volunteer-groups>

* Was this session organized by an AIHA Technical Committee, Special Interest Group, Working Group, Advisory Group or other AIHA project Team? Yes / No * If yes, please enter the name of the group below:

***Worker Exposure Data and/ or Results**

* Are worker exposure data and/or results of worker exposure data analysis presented? Yes / No

* If yes, i.e., If worker exposure data and/or results of worker exposure data analysis are to be presented please describe the statistical methods and tools (e.g. IHSTAT, Expostats, IHSTAT_Bayes, IHDA-AIHA, or other statistical tool, please specify) used for analysis of the data.

*Content Level

* What level would you consider your presentation content geared towards?

- **Introductory:** Introduces an elementary or basic subject area. Participant expected to have zero (0) to two (2) years of experience in industrial hygiene or OEHS, or a technical career path. Prerequisite: general knowledge.
- **Intermediate:** Specific topics within a subject. The participants would have two (2) to ten (10) years' experience in industrial hygiene or OEHS and a good understanding of the subject area, but not of the specific topic presented. Prerequisites required: another course, skill, or working knowledge of the general subject.
- **Advanced:** Specific topic within a subject in great detail. May cover current issues, involve complex calculations, analysis and synthesis, or evaluations/assessments of real-life scenarios. Participants must have ten (10) or more years of experience in industrial hygiene or OEHS. Prerequisites required: working knowledge of the specific topic before the course.

*Virtual AIHA Connect and AIHA Connect OnDemand

* AIHA strives to deliver quality education both in person (face-to-face) and online. If your session is selected to be a part of AIHA Connect 2027, you will be considered for inclusion in the Virtual AIHA Connect program. This program broadcasts live select education sessions **from the in-person event**, allowing an audience across the world to be part of the learning experience online.

- Yes, I would like to nominate my session for the Virtual AIHA Connect 2027 program.
- No, I do not wish my program to be considered.

Note: we also record audio and slides, for inclusion in our AIHA Connect OnDemand program. If selected, we will ask for your permission to include your session in this program.

*Presentation History

* Have you presented this information before?

Yes No

* For each type of submission:

Please check all that apply and add the year, session title, updated or repeat session after the location.

2026 – New Orleans, LA:
2025 – Kansas City, MO:
2024 - Columbus, OH:
2023 - Phoenix, AZ:
2022 - Nashville, TN:
2021 - Virtual (Dallas, TX):
2020 - Virtual (Atlanta, GA):
2019 - Minneapolis, MN:
2018 - Philadelphia, PA:
2017 - Seattle, WA:
2016 - Baltimore, MD:
2015 - Salt Lake City, UT:
2014 - San Antonio, TX:
2013 - Montreal, QC, Canada:
2012 - Indianapolis, IN:
AIHces prior to 2012:
Another conference: (please list conference name and year):

*Specialized Track Opportunities

Student and Early Career Professional Track

*The Student and Early Career Professional Track at AIHA Connect is designed to provide targeted education offerings for OEHS students and young professionals to help enhance their career goals. Please indicate whether your session provides specialized content for students or young professionals:

- Yes, my session content is geared toward students and young professionals, and I would like to be considered for the Student and Early Career Professional Track.
- No, my session content is not targeted at students or young professionals.

Education Session Proposal Agreement

Please read the following and check the acknowledgement at the bottom.

- All proposals must be submitted electronically via this online form.
- Proposals left in draft form at the time of the submission deadline will NOT be considered.
- By submitting this proposal, you agree that if it is selected, you and any co-presenters listed will present this session at AIHA Connect.
- If an emergency prohibits you from speaking at the conference you are responsible for finding a replacement speaker to present your exact material. You must notify AIHA staff directly of any cancellations or presenter changes in writing.
- All education session speakers are required to register for AIHA Connect and are responsible for the arrangements and fees associated with their own registration, transportation, hotel lodging, meals and any incidentals.
- It is understood that all accepted sessions will undergo editing to conform with AIHA editorial and marketing guidelines.
- The primary presenter acknowledges that if any copyrighted materials are used as part of the session, the presenters are solely responsible for securing permission for use from the copyright owner(s).
- It is understood that sessions are only to contain educational content and are not to be used for promotion of any products or services.
- All sessions at AIHA Connect are audio recorded and certain sessions may also be selected for broadcast to the online audience as part of Virtual AIHA Connect. Please contact AIHA staff directly if you have questions related to recordings.
- Submitters will be notified of decisions via email by the end of October 2026.

*** I have read and agree to these guidelines.**