

**UNIVERSITY OF SOUTH CAROLINA
COLUMBIA CAMPUS**

**PROPOSAL TO THE SOUTH CAROLINA COMMISSION ON HIGHER
EDUCATION TO ESTABLISH BACHELOR OF ARTS AND BACHELOR OF
SCIENCE DEGREES IN PUBLIC HEALTH**

SUBMITTED OCTOBER, 2007



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CLASSIFICATION

Name of Proposed Programs:	Public Health
Academic Unit Involved:	Arnold School of Public Health University of South Carolina, Columbia Campus
Designation of Degree:	Bachelor of Arts (4 year) Bachelor of Science (4 year)
Proposed Date of Implementation:	Fall, 2008
CIP Code:	512299
Identification of program as New or Modified:	New
Site:	Columbia
Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship Awards:	Yes
Delivery Mode:	Traditional

JUSTIFICATION

A. Purpose of Proposed Program

The purpose of the proposed programs is to provide an undergraduate education that :1) conveys a general understanding of public health history, competencies, and current issues; 2) requires a broad liberal education with exposure to many disciplines and develops intellectual and civic capabilities; 3) instills a strong sense of values and ethics; and 4) provides the capacity to adapt acquired knowledge and abilities to address new challenges. The proposed undergraduate programs are intended to provide two paths to a broad pre-professional degree. In addition to the general education and public health-related coursework, the B.A. curriculum will prepare undergraduate students through rigorous study of the social and behavioral sciences for entry into social science-based graduate programs and, perhaps, law school. Students in the B.S. major will receive the same general and public health core courses and, additionally, will take courses in the natural sciences leading potentially to graduate work in the public health sciences or study in the field of medicine.

Learning Outcomes

At the end of the program, the student will be able to:

1. Illustrate the contributions of a range of disciplines and professions in improving the health of the public;
2. Demonstrate the ability to utilize information from various contexts in the field of public health;
3. Understand and discuss the importance and influence of social and cultural factors and their effects on public health;
4. Discuss individual and social accountability including civic responsibility and ethical reasoning as they apply to the health of populations;
5. Explain how public health can utilize social and behavioral interventions to improve the health of populations;

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6. Use suitable technologies, scientific inquiry skills and communication strategies to conduct ethical research on public health issues;
 7. Demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate information to make sound decisions and solve problems as they apply to public health.

B. Program Environment: Arnold School of Public Health

The Arnold School of Public Health (ASPH) of the University of South Carolina (USC) proposes to establish new undergraduate degree programs leading to the Bachelor of Arts or Bachelor of Science with a major in Public Health. These new 120 credit-hour programs will be administered entirely within the ASPH. It is anticipated that the first class will be admitted for the Fall 2008 semester.

The ASPH, on the University of South Carolina campus in downtown Columbia, is one of 40 accredited schools of public health in the United States and the only accredited school in South Carolina. The mission of the ASPH is to expand, disseminate and apply the body of knowledge regarding prevention of disease, disability and environmental degradation; promotion of health in diverse populations; and provision of effective, efficient and equitable health services.

As stated by the Institute of Medicine, the mission of Public Health is to “fulfill society’s interest in assuring conditions in which people can be healthy.” The field of Public Health encompasses several disciplines that are focused on prevention of disease, treatment of illness, and enhancement of health and welfare both at home and abroad. Public Health core disciplines include epidemiology, biostatistics, environmental health sciences, health policy and management, and social and behavioral sciences. Fundamental to these disciplines is a working knowledge of natural science and social science principles, and a familiarity with cultural and socio-economic differences among populations. With the rapid development of new technologies for disease prevention and promotion of health, it follows that public health professionals will require a broad-ranging education with emphases on problem solving skills and an understanding of ethical behavior.

C. Statement of Need

Several studies indicate increasing U.S. public health workforce shortages at the local, state, and federal levels, as well as internationally. According to a 2004 report from the Council on State Governments, the number of public health workers declined from 220 per 100,000 Americans in 1980 to 158 in 2000. Further, the Association of Schools of Public Health projects that the next several years will show a loss of perhaps half of public health professionals to retirement and private sector employment.

Through the 2000 Enumeration Report, the best estimate of the U.S. public health workforce is 448,254 persons in salaried positions with at least 2,864,825 volunteers. The public health workforce is comprised of people from various educational levels, ranging from doctoral-trained to high school graduates. In a 2001 report, the Centers for Disease Control and Prevention estimated that approximately 20% of public health workers possess specific training in public health.

In South Carolina, an analysis of the workforce was completed in 1999 as part of the Turning Point Initiative, which found that the governmental workforce in South Carolina fell far below the national average of approximately 20% being trained in public health: Only 3.6% of the SC DHEC workforce was academically prepared in public health. In addition, the public health system is challenged with a large number of retirees and an inadequate number of replacements. This drain on the public health system is compounded by severe budget cuts, leaving agencies searching for strategies to enhance and retain the workforce as well as recruit new employees.

D. Centrality of the Program to University and School Missions

1. *University of South Carolina Mission:* As a major teaching and research institution, USC Columbia has long offered a comprehensive range of undergraduate and graduate programs through the doctoral level. The primary mission of the University of South Carolina is the education of the State's diverse citizens through teaching, research, and service. The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for successful and responsible citizenship in a complex and changing world.

2. *Arnold School of Public Health Mission:* The mission of the Arnold School is to expand, disseminate and apply the body of knowledge regarding prevention of disease, disability and environmental degradation; promotion of health and well-being in diverse populations; and provision of effective, efficient and equitable health services.

3. *Centrality of Proposal:* These missions will be supported directly by development and implementation of undergraduate programs in Public Health.

First, it is anticipated that a significant number of students completing these programs will matriculate into ASPH graduate programs. This 'feeder system' will offer the opportunity for the Arnold School to maximize its potential graduate enrollment and increase the available number of Public Health professionals to the State of South Carolina. For example, these undergraduate degrees would be feeders for the Communication Sciences and Disorders master's and doctoral degree programs as students seeking undergraduate coursework in public health are routinely referred to out-of-state institutions of higher education.

Second, the undergraduate program will provide an opportunity to disseminate to a greater degree than is currently possible the body of knowledge regarding Public Health to the undergraduate community at the University of South Carolina. It is anticipated that many of these students will matriculate into fields and professions other than Public Health.

Third, a B.A. degree in Public Health should be attractive to students interested in pursuing careers in law and the social sciences, while the B.S. degree should attract students interested in pursuing careers in the natural sciences and medicine. The expansion of the group of practicing attorneys, physicians and health care providers, and public health professionals with a working knowledge of Public Health principles will directly further the missions of the University of South Carolina and Arnold School and could have a significant impact on health policy and practice in the State of South Carolina.

E. Relationship between Proposed Program and Other Programs within the Institution

The Arnold School recognizes the significant contribution to a liberal undergraduate program provided by the College of Arts and Science as well as other academic units. Undergraduate Public Health students will acquire a broad education consisting of communication and language skills, mathematical and analytical reasoning, arts, social and natural sciences, and a general understanding of core public health principles.

To achieve this broad education, the Arnold School will form collaborative agreements with the appropriate departments and units to develop a list of approved courses for partial fulfillment of Public Health degree requirements. One consequence of this broad curriculum is a reduction in reliance on Public Health faculty for required and elective classes, resulting in the need to create initially only one new course for the degree program, an introductory course in Epidemiology.

The ASPH currently has undergraduate minors in three departments: Communication Sciences and Disorders; Health Promotion, Education and Behavior; and Health Services Policy and Management. Accordingly, students in the new degree programs would have access to these undergraduate minors.

The ASPH offers departmental MPH, PhD, and DrPH degrees in core disciplines as well as two interdisciplinary MPH programs: the MPH in General Public Health and the MPH in Physical Activity as well as a Master of Science in Public Health, MSPH. There are also two master's degrees in Speech Pathology and Communication Disorders, a Doctor of Physical Therapy, and a Master of Health Administration within the School.

The ASPH does not currently have undergraduate major programs in public health. However, the Department of Exercise Science offers an undergraduate program, currently with 527 majors, leading to the B.S. in Exercise Science. In addition, the Departments of Communication Sciences and Disorders (COMD), Health Promotion, Education, and Behavior (HPEB), and Health Services Policy and Management (HSPM) offer undergraduate minor programs.

F. Comparison of the USC Program with Other Programs in the State, Region, Nation.

In 2005, the Association of Schools of Public Health reported that seven member Schools of Public Health offered undergraduate majors, seven member schools offered public health minors, and 19 member schools offered individual courses for undergraduates. Only eight schools reported that their undergraduate curricula were designed primarily to be pre-professional. In 2006, only two accredited Schools of Public Health offered comprehensive, "generalist" undergraduate programs. No accredited Schools in the Southeastern U.S. offer such programs. In South Carolina, Clemson University's Department of Public Health Sciences offers the B.S. in Health Science. In this degree program that is designed to prepare students for careers in the health fields, students select from one of three concentrations: health promotion and education, pre-professional studies, and health services administration. Clemson's successful program, currently with over 350 undergraduate students exposed to 2 of the 5 core public health areas, illustrates the demand for training in public health at the undergraduate level. Additionally, Benedict College's Department of Health, Physical Education and Recreation offers a B.S. degree with a major in Public Health. This degree program addresses public health-related issues with special emphasis on the African-American population. The degree is designed to prepare individuals for professional public health, health-related wellness, and fitness-related occupations.

ENROLLMENT

A. Admissions

The proposed undergraduate programs will admit all qualified USC students. Admissions criteria will apply to both new and transfer students. It is anticipated that the majority of students will be traditional, full-time students who will complete the program in 4 years. These expectations are based on the ASPH's experience with undergraduate students in the Department of Exercise Science and similar undergraduate programs across the University.

1. *Entrance Requirements:* New freshmen who meet University admissions standards are eligible for admission to undergraduate degree programs offered by the Arnold School of Public Health. A student who wishes to enter the Arnold School from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.75 or higher. A student who wishes to enter the Arnold School from another USC campus must fulfill one of the following requirements:

- a. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.75 or higher.
- b. Be in good standing and have completed 30 semester hours with a GPA of 2.75 or higher on a USC campus.

2. *Progression Requirements:* To remain in the undergraduate degree programs offered by the Arnold School of Public Health, a student must make satisfactory academic

progress toward the degree. A student who fails to make satisfactory progress may be placed on academic probation or removed from the Arnold School. If the semester, yearly, or cumulative grade point average of a student is below 2.00, the student will be notified in writing. A student in a Public Health program must have an overall C average and must complete all Public Health-related core courses and program Selectives with a minimum grade of C. A student may attempt a Public Health-related core course a maximum of two times to fulfill the requirement. A grade of W (withdrawal) will be recognized as an attempt. A student may repeat a maximum of 4 Public Health-related core courses. In addition, all students in the Arnold School are subject to the regulations on probation, suspension, and readmission in the section of the *USC Undergraduate Bulletin* titled "Academic Regulations."

3. *Attendance Requirements:* Students enrolled in Public Health programs are subject to attendance regulations of the University as described in the University of South Carolina Undergraduate Bulletin.

B. Assumptions Underlying Enrollment Projection

Currently, the University of South Carolina's Columbia campus enrolls approximately 18,000 undergraduate students. Each year, the Columbia campus receives approximately 3,700 freshman students, with around 10% of the students entering as undeclared majors. Projected student enrollment figures are based on 1) existing USC students will be relatively unfamiliar with the field of Public Health; 2) initially, a significant component of student recruitment into Public Health will consist of transfer students from existing USC programs and S.C. technical schools; 3) it will require 2-3 years for students interested in law, medicine, and other non-traditional Public Health fields to recognize Public Health as a pathway to professional school; and, 4) by year 3, the student enrollment in the program in Public Health will consist of students attracted to USC for the Public Health program or undecided students at USC declaring Public Health as a major; and 5) the trend toward a greater focus on national and international human and environmental health will spotlight Public Health as an attractive career goal. These assumptions suggest that the undergraduate degree programs in Public Health will see steady enrollment growth through the next 5 to 10 years. The following table outlines this projected growth.

PROJECTED TOTAL ENROLLMENT						
Year	Fall		Spring		Summer	
	Headcount ¹	Hours ²	Headcount ¹	Hours ²	Headcount ³	Hours ⁴
2008-09 ⁵	18	270	22	330	11	66
2009-10	66	990	74	1,110	34	204
2010-11	120	1,800	132	1,980	55	330
2011-12	174	2,610	190	2,850	76	456
2012-13	256	3,840	268	3,840	112	672
Total		9,510		10,110		1,728

¹ Cumulative enrollment

² Based on 15 credit hours per semester

³ Summer enrollment based on .40 annual enrollment + new enrollment

⁴ Based on 6 total hours per Summer

⁵ Year 1 students will graduate prior to Year 5

ESTIMATED NEW ENROLLMENT

Year	Fall		Spring ³		Summer	
	Headcount ¹	Hours ²	Headcount	Hours	Headcount	Hours
2008-09	6	90	2	30	2	30
2009-10	16	240	4	60	4	60
2010-11	28	420	6	90	6	90
2011-12	42	630	8	128	8	128
2012-13	60	900	10	150	10	150
Total		2,280		458		458

¹ Cumulative enrollment

² Based on 15 credit hours per semester

CURRICULUM

i. General Education Requirements (B.A. 40-41 hours; B.S. 62 Hours)

1. English – **B.A.** and **B.S.** students are required to take ENGL 101 and 102. Students who exempt English 101 and/or 102 without receiving credit toward graduation must enroll in 3 or 6 credits of English above the 100 level.

2. Numerical and Analytical Reasoning – **B.A.** students are required to earn 6 credits in one of the following ways: MATH 122 or 141, plus an additional course from PHIL110, 111, computer science, or statistics; two courses from *one* of the following fields: philosophy (110 and 111 only) *or* computer science *or* statistics. **B.S.** students are required to take MATH 141 and MATH 142.

3. Liberal Arts – Both **B.A.** and **B.S.** students are required to take PSYC 101, SOCY 101, ARTE 360, and a History elective. In addition, **B.A.** students are required to take ANTH 102, ECON 224, and ECON 531.

4. Natural Sciences – **B.A.** students are required to earn 7-8 credits, including at least one course with a laboratory requirement. **B.S.** students are required to take BIOL 101 and lab, BIOL 102 and lab, CHEM 111 and lab, CHEM 112 and lab, CHEM 333/333L, CHEM 334/334L, EXSC 223/223L, and EXSC 224/224L.

5. Foreign Languages – Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

ii. Required Public Health-Related Major Courses (36 Hours)

PUBH 102	Introduction to Public Health
STAT 205	Elementary Statistics for the Biological and Life Sciences
EPID 300	Introduction to Epidemiology *
ENHS 221	Environmental Pollution and Health
HPEB 321	Personal and Community Health
EXSC 410	Psychology of Physical Activity
HPEB 300	Introduction to Health Promotion, Education and Behavior
HPEB 511	Health Problems in a Changing Society
HPEB 553	Community Health Problems
HSPM 500	Introduction to Health Care Management and Organization
PHIL 550	Health Care Ethics

Must Select One:

COMD 500 Intro to Speech-Language Disorders and Audiology (3 hours) **OR**
EXSC 191 Intro to Exercise Science (3 hours)

iii. Program Selectives (B.A. 30 hours, B.S. 19 hours)

Courses selected with approval of the undergraduate advisor.

1. B.A. Selectives: Pick courses at the 300 level or above, from the 3 groups.

Group A (12 hours): ANTH, PSYC, SOCY

Group B (12 hours): GEOG, HIST of medicine, ECON, POLI

Group C (6 hours): PHIL, SOWK, WOST, HPEB

2. B.S. Selectives: Pick courses from the 2 groups.

Group A (12 hours): BIOL (200 level or above), CHEM (400 level or above), GEOL (300 level or above), PHYS (200 level or above).

Group B (7 hours, all at 500 or 600 level): ANTH, COMD, ENHS, EXSC, GEOG.

iv. Electives (B.A. minimum of 14 hours; B.S. minimum of 3 hours)

TOTAL (120 hours)

* New Course

EPID 300 Introduction to Epidemiology (3). Principles and methods of epidemiology; the study of the distribution and determinants of disease from the population perspective. *This course is currently under development and will be established by Summer 2008.*

FACULTY

With the faculty listed below, it is anticipated that 90% or more of the coursework required under the Public Health-related major courses will be taught by full-time tenure-track faculty. Other courses within the Arnold School, and required and selective courses outside the Arnold School, are taught by tenure-track faculty, full-time instructors, and adjunct/clinical faculty. The required Public Health-related courses are taught by current faculty from multiple disciplines that are represented in the field of Public Health. Based on enrollment projections for the next 5 years, no additional instructional faculty will be required.

List Staff by Rank (eg Professor #1, Professor #2, Associate Professor #1, etc)	Highest Degree Earned	Field of Study	Teaching in Field (yes/no)
Professor #1	PhD	Motor Development	Yes
Professor #2	PhD	Exercise Science	Yes
Professor #3	PhD	Physical Education	Yes
Associate Professor # 1	PhD	Physiology/Neurobiology	Yes
Associate Professor # 2	PhD	Experimental Psychology	Yes
Associate Professor # 3	PhD	Psychology	Yes
Associate Professor # 4	PhD	Speech Science	Yes
Associate Professor # 5	PhD	Health Behavior & Education	Yes
Assistant Professor # 1	PhD	Nutrition/Sports Science	Yes
Assistant Professor # 2	MD/PhD	Medicine	Yes
Assistant Professor # 3	PhD	Communication Science	Yes
Assistant Professor # 4	AuD	Audiology	Yes
Assistant Professor # 5	PhD	Public Health	Yes
Assistant Professor # 6	EdD	Education	Yes
Assistant Professor # 7	PhD	Public Health	Yes

Assistant Professor # 8	PhD	Public Health	Yes
Assistant Professor # 9	PhD	Health Studies/Gerontology	Yes
Assistant Professor # 10	DrPH	Public Health	Yes
Assistant Professor # 11	PhD	Anthropology	Yes
Adjunct Professor # 1	PhD	Public Health	Yes

A. Qualifications of New Faculty

No additional faculty will need to be hired to support the proposed program. However, as faculty retirements or resignations occur new faculty replacements are expected to have a terminal degree in the teaching field and have a significant research base.

B. Faculty Hiring and Development

No new faculty hires are anticipated for the first 5 years of establishing the program. The Arnold School supports the efforts of faculty to achieve the University's and School's missions. All faculty will have the potential to play an important role in the development and implementation of the new undergraduate program. This role could include classroom and non-classroom instruction, mentoring, and advisement. The Arnold School will support these efforts and be cognizant of the balance of time constraints for research productivity, teaching effectiveness, and service responsibilities. It is anticipated that the new revenue stream arising from the establishment of the undergraduate program will support faculty professional development activities and accelerated infrastructure development.

C. Definition of Full Time Equivalent (FTEs)

At USC, 1.0 FTE is recognized as a 12 month, 37.5 hours per week position. Assigned credit hours of instructional load vary widely among faculty and departments. An additional .5 FTE student support administrator and .25 FTE administrative assistant will be added during the 2010-11 academic year due to anticipated program growth.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2008-09	-	-	1	.5	1	.5
2009-10	-	-	1	.5	1	.5
2010-11	1	.5	1	.5	1	1
2011-12	-	-	1	.5	1	1
2012-13	-	-	1	.5	1	1
Faculty						
2008-09	-	-	20	2	20	2
2009-10	-	-	20	2	20	2
2010-11	-	-	20	2	20	2
2011-12	-	-	20	2	20	2
2012-13	-	-	20	2	20	2

Staff						
2008-09	1	.25	-	-	1	.25
2009-10	-	-	1	.25	1	.25
2010-11	1	.25	1	.25	1	.5
2011-12			1	.5	1	.5
2012-13	-	-	1	.5	1	.5

PHYSICAL PLANT

Since only one new academic course is required for establishment of the program, existing classroom space without modification is adequate. Administration of the program will require an administrative office suite consisting of two offices and a waiting area. There is current space available in the Arnold School to address the administrative space needs.

EQUIPMENT

Existing instructional equipment is sufficient for establishment of the program. Standard office equipment including computers are required for the two administrative offices.

LIBRARY RESOURCES

Public health is a multidisciplinary area of research and teaching and requires resources in a variety of science and social science disciplines. The strength of the USC Library System's collection is that it supports teaching and research in all required subject areas. The latest preliminary rankings from the Association of Research Libraries shows the University of South Carolina libraries are ranked 50th in the North America in collection size with over 3,500,000 volumes. Our collections support a broad range of activities from high level research conducted by faculty to basic information needs of undergraduate students.

The Library's collections support not only core titles in public health areas, but in the many other disciplines. Library collections strongly support each of these areas. In the core public health areas, the Library subscribes to 189 journals. These journals are available to students at the library and remotely by use of proxy authentication. Bibliographic access to research in these journals is promoted by the library's subscriptions to online indexes and by Gamecock Power Search, which allows users to search across multiple disciplines. These resources are available on campus and remotely. The core public health section of the book collection contains over 6000 titles. If the related health sciences areas are included in the calculation, there are over 30,000 titles. USC also has substantial collections supporting public health research in many social science areas.

Two specialized collections, the USC Library's government documents collection and the School of Medicine Library, also provide important support for work in public health.

The Thomas Cooper Library is designated as a federal government depository and collects the published output of the federal government. The documents collections include publications of U.S. Department of Health and Human Services, which publishes information from the Centers for Disease Control and Prevention, the Public Health Service, the Office of the Surgeon General, the Office on Women's Health, and other health-related agencies. The School of Medicine's library catalog and its online resources are available to USC Columbia students.

In order for students to effectively use the USC Library collections, the library offers many services to undergraduates. USC students are eligible to use the interlibrary loan service to borrow materials not held locally. Reference assistance is available in person, by phone, by email, and by chat service. Faculty members can arrange for a librarian to provide instruction in using library resources and students can make appointments with librarians to plan a research project.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

While the Arnold School of Public Health is fully accredited through the Council of Education in Public Health, there are no current accreditation standards for undergraduate Public Health programs. The proposed programs, as designed, are aligned with undergraduate Public Health program expectations as recommended by the Association of Schools of Public Health. It is anticipated that there will be established accreditation standards by the Council of Education in Public Health in the next five years. Under the guidelines and standards included in this proposal, future accreditation is reasonably expected.

ESTIMATED NEW COSTS

Estimated start-up costs and revenue generated by the programs are shown in the following tables.

ESTIMATED NEW COSTS PER YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration *	\$45,000 (.5 FTE)	\$45,000 (.5 FTE)	\$90,000 (1 FTE)	\$90,000 (1 FTE)	\$90,000 (1 FTE)	\$360,000
Faculty Salaries						
Graduate Assistants						
Clerical/Support Personnel *	\$10,000 (.25 FTE)	\$10,000 (.25 FTE)	\$20,000 (.5 FTE)	\$20,000 (.5 FTE)	\$20,000 (.5 FTE)	\$ 80,000
Supplies and Materials	\$5,000	\$7,500	\$10,000	\$12,500	\$15,000	\$ 50,000
Library Resources						
Equipment	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500	\$ 11,500
Facilities						
Other (Identify)						
TOTALS	\$62,000	\$64,500	\$122,500	\$125,000	\$127,500	\$501,500

* Based on 12 month salary including benefits

SOURCES OF FINANCING BY YEAR¹						
Estimated FTE Revenue from the State						
Tuition Funding ²	\$46,800	\$183,600	\$418,800	\$774,000	\$1,254,000	\$2,677,200
Health Professions Fee ³	\$11,100	\$ 43,950	\$101,100	\$186,750	\$ 302,250	\$ 645,150
Other State Funding (Legislative Approp)						
Reallocation of Existing Funding						
Federal Funding						
Other Funding (Endowment, Auxiliary, etc)						
TOTAL REVENUE	\$57,900	\$227,550	\$519,900	\$960,750	\$1,556,250	\$3,322,350

¹ Institutional revenue, Arnold School revenue will depend on enrollment.

² Approximately \$200.00 per credit hour after assessments; 5% increase per year.

³ Programming Fee charged by the Arnold School of Public Health and Colleges of Nursing and Social Work. Estimated at \$750.00 per student per semester. This revenue stream returns entirely to ASPH.

⁴ FTE is fall headcount + spring headcount + summer headcount/2

IX. INSTITUTIONAL APPROVALS

Arnold School of Public Health	September 2007
USC Faculty Senate	October 2007
Harris Pastides , VP for Research and Health Sciences	October 2007
Mark P. Becker , Provost	November 2007
Andrew A. Sorensen , President	November 2007
Academic Affairs Committee , USC Board of Trustees	November 2007
USC Board of Trustees	December 2007