

**ACAD 245: Product Design I**

Units: 4

Fall 2019

**Tues/Thurs**

**6:00-8:50pm**

**Location:**

**Iovine and Young Hall**

3780 Watt Way

Los Angeles, 90089

**Room: IYH 107/111**

**Instructors:**

**Lisa Krohn and Safir Bellali**

Office:

Office Hours: Call or email for appointment

Contact Info:

**Lisa –** **krohn@usc.edu** **| mobile: 310.963.9120**

**Safir –** **bellali@usc.edu** **| mobile: 626.354.7451**

**IT Help:** <https://iovine-young.usc.edu/ait/index.html>

**Hours of Service: 8:30am - 5:00pm**

**Contact Info:**iyhelp@usc.edu, 213-821-6917

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**Course Description**

Product Design I is an introductory course in learning how to design and develop physical consumer products. The goal of this course is to give students an understanding of the product design process and allow them to begin to understand exactly what it takes to bring a physical consumer product to market. Through a process of determining problems and 'pain points’, student teams will learn how to identify market opportunities within specific target consumer groups and implement the human centered design process to create innovative and compelling product solutions.

At the end of this course, the student teams will be presenting a final consumer product proposal for a specific market/problem they identified towards the beginning of the semester. The process by which students will create these product solutions will consist of an initial research phase, an ideation phase, a secondary research phase, and an iterative refinement phase based on user feedback.

In the research phase, students will be required to carefully observe a specific industry chosen by either the instructor or the students, and through the collection of data and gaining consumer insights, will identify pain points and potential market opportunities. At this point, the teams will enter into an initial ideation phase to determine a general project direction, followed by a deep dive into carefully analyzing the competitive landscape to determine a point of difference that positions their product for ‘blue ocean’ opportunities, as opposed to competing in a ‘red ocean’.

Once the teams have determined a clear market opportunity, they will then enter into the design iteration phase of the project. This phase consists of generating multiple concepts and potential solutions to address the pain points and opportunities identified in the research phase. The process by which students generate these ideas is through a combination of brainstorm exercises, mind-mapping, rapid visualization/sketching, and building study/proof of concept models. This phase will take several weeks during the semester with much emphasis being placed on the power of continued user feedback and iterative exploration.

The final stage of the course will be the refinement phase. At this point, students will have determined a clear direction for how their product is solving the problem, and will now focus on form development, ergonomics (if applicable) and the final aesthetic of the product. All components of the project will come together at this point, and a final proposal for the product will be presented at the end of the course with the deliverables being a final digital presentation deck, a poster including a rendering of the product being used in the environment it is intended for, and a final physical model of the product.

Additionally, each student team is required to document their process throughout the semester via photos and video footage. With this documentation, teams will produce a 1 to 2 minute edited video showcasing this imagery and footage. NOTE – video should not include any text (visuals only), and a soundtrack is optional.

**Learning Objectives and Outcomes**

Students will be able to demonstrate:

* An understanding of the basic fundamentals of the human centered product design process
* An ability to research and determine the needs and desires of specific target consumer groups
* An ability to determine typical consumer pain points / problems with the competition, and create compelling and feasible solutions to address these areas of opportunity
* A knowledge of drawing conclusions from research, and determining solutions through an iterative process of rapid visualization
* A familiarity with key concepts, methods and techniques used to produce 3D models for design
* An ability to evaluate their work and that of their peers in a critical manner

**Prerequisite(s):** ACAD 176 and DES 102

**Course Notes**

Product Design I is a studio based course which very closely mimics the actual work environment of a design studio. The format of the course is primarily critique-based and is expected to be highly collaborative. Learning objectives will come from weekly homework assignments and the feedback of both the instructor and fellow classmates. It is expected that students will engage in dialogue during class critiques, and a portion of their grade will be based on their ability and willingness to do so.

**Technological Proficiency and Hardware/Software Require**

Students should have a basic to proficient understanding of Adobe Creative Suite, Keynote and/or PowerPoint, and some basic experience with 3D CAD modeling is beneficial (i.e. - Shapr3D, Solidworks and/or Fusion 360,

**Suggested Readings and Supplementary Materials**

**- The Design of Everyday Things** / Donald Norman

**- Change by Design** / Tim Brown

**- Emotional design: why we love (or hate) everyday things** / Donald A. Norman

- **This Is Service Design Thinking**/ Marc Stickdorn; Jakob Schneider

**-** [**Research Methods for Product Design**/ Alex Milton; Paul Rodgers](http://library.artcenter.edu/record%3Db1162584~S7)

**- Design roots: culturally significant designs, products, and practices** / edited by Stuart Walker

**- Rotman on design: the best on design thinking from Rotman magazine** / introduced by Paola Antonelli and Roger Martin; edited by Roger Martin and Karen Christensen

**- Sifting the trash: a history of design criticism** / Alice Twemlow

**Description and Assessment of Assignments**

Homework will be given as weekly assignments and will be presented and/or uploaded digitally each week, with feedback being provided in the form of critique from both the instructor(s) and fellow classmates. For the duration of the class, students will work in small teams to create a final proposal for a product solution and will also be expected to work with other teams. Class time may consist of the entire class collectively participating in a large group critique, or the teams may be broken out to have in-class studio time while the instructor(s) conducts individual critique and feedback.

While the weekly homework assignments will make up the majority of the student’s grade, it is also expected that the collective body of work from the entire semester shall be presented at the end of the semester in the form of video documentation.

Students are responsible for all assignments, including homework, in-class work, critiques, presentations, demos, readings, process documentation, and archiving work. It is the student’s responsibility to obtain missed work and information missed if absent. As ACAD 245 is a studio-based class, information is exchanged in group discussion and may not be imparted through handouts or notes, therefore it is critical for students to attend class and be on time to succeed.

In addition to the weekly in class homework assignments, there will be additional supplemental learning and assessment provided in the form of asynchronous learning modules provided by the Coursera.org online learning platform. The course that has been identified as appropriate supplemental instruction pertaining to the subject matter of this class is called ‘Design: Creation of Artifacts in Society. Modules of required learning and assessment from this course are listed in the Course Schedule Weekly Breakdown.

**Grading Breakdown**

Projects will be evaluated based on adherence to given guidelines, attention to craft and overall appropriateness. Initiative, progress and follow-through will also be considered. Both giving and receiving feedback will be critical to your success in the class; therefore, your participation grade is based on your active involvement in class and critiques. Assignments will be docked one full letter grade each week they are late. Absence is not an excuse for late work. Please be sure to communicate with the professor if you miss or are planning to miss a class to arrange for homework submission.

Grades will be assigned according to a point system based on the following:

 • Competency in key concepts
 • Effort/range of exploration
 • Process and methodology
 • Presentation/craftsmanship
 • Participation in critiques

**A Exceptional** - Going above and beyond with exemplary work both quantitatively and qualitatively.

**A- Excellent** – Meeting all homework requirements with a very high quality of what’s

expected with regard to content, creativity, attention to detail and craftsmanship.

**B+ Very good** - Completing all assignments with a high level of proficiency but lacking in some areas of competency.

**B Good** - Completing assignments with an above adequate to adequate level of proficiency in the five areas of competency.

**B- Satisfactory** - Completing assignments with a satisfactory level of proficiency in most areas of competency, and below adequate in some areas.

**C+ Unsatisfactory** - Improvement needed in the five areas of competency listed in the grading criteria.

**C Below expectation** - Most likely caused by poor levels of execution, lack of participation incomplete work, and overall lack of performance/effort.

**C- Well below expectation.**

**D Significantly below expectation.**

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| **Assignments** | **Points** | **% of Grade** |
| **Good Design / Bad Design**examples and concept revisions | 10 | 5% |
| **Initial Research:**market trends, target consumer, consumer insights | 10 | 5% |
| **Initial Ideation:** brainstorming, initial concept sketches and concept revision based on user feedback | 30 | 15% |
| **Secondary Research** competitive analysis, blue ocean strategy, problem/opportunity statements, design criteria | 10 | 5% |
| **Midterm Presentation** | 20 | 10% |
| **Design Revision** - concept revisions, prototypes and proof of concept exploration based on user feedback  | 30 | 15% |
| **Final Design -** aesthetic, drawings, renderings, poster | 20 | 10% |
| **Final Model -** function, craftsmanship, form, ergonomics | 20 | 10% |
| **Final Presentation** | 20 | 10% |
| **Class Participation** | 10 | 5% |
| **Process Video** | 10 | 5% |
| **Asynchronous Modules** | 10 | 5% |
| **TOTAL** | 200 | 100% |

**Grading Scale**

Course final grades will be determined using the following scale

95 – 100 A = 4.0
90 – 94 A- = 3.7
85 – 89 B+ = 3.3
80 – 84 B = 3.0
75 – 79 B- = 2.7
70 – 74 C+ = 2.3
65 – 69 C = 2.0
60 – 64 C- = 1.7
55 – 59 D = 1.0
 0 – 55 F

**Assignment Submission and Rubric Policy**

Unless otherwise noted, all assignments must be submitted as a PDF presentation. For assignments delivered in class (such as presentations), the work must be completed before the commencement of the class session in which the assignment is due. For assignments that are designated for virtual submission, one team member is expected to submit the assignment to krohn@usc.edu and bellali@usc.edu (unless otherwise specified)​ by 6:00pm on the due date.

**Grading Timeline**

Grades and feedback for all assignments will be returned to students within one week of submission.

**Academy Attendance Policy**

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected.  Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly.  Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by ⅓ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

Students remain responsible for any missed work from excused or unexcused absences.  Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates.  Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days.  Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities.  All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

**Additional Policies**

It is expected that students will conduct themselves in a professional manner. Use of connected devices such as cell phones, tablets, etc. during class critique is not allowed, and should only be used during class for the purpose of taking notes or researching information pertinent to the project at hand.

Although the focus of this class is to develop consumer products, it is also expected that much thought and care be put into every component of the project. This includes spelling, punctuation, and grammar, as well as attention to detail such as design layout, cleanliness and craftsmanship, and formatting of homework assignments. Not adhering to these professionalism standards will be reflected the student’s final grade.

**HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE THROUGH THE USC BOOKSTORE:**

The following first year software are now available for purchase **online** through the USC Bookstore at the Academy discounted rate:

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| **Software** | **IYA Short-Term License at USC Bookstore** |
| **Adobe Creative Cloud** | $70 2019-2020 annual license  |
| **Solidworks**  | $35 semester license  |

1. Visit the USC Bookstore online:

<https://www.uscbookstore.com/usciyasoftware>

1. Select the software license(s) you would like to purchase.
2. When you proceed to checkout, add the Promo Code “IYASoftware” (This will override the listed taxes).
3. For shipping, select FedEx Home Delivery (free).
4. Once you complete your online purchase, you will receive a confirmation email/receipt. *(Note that even if a shipping charge appears on your invoice, it will not be charged to your credit card. This relates to a known technical problem with the Bookstore’s online store.)*
5. Upload your receipt [here](https://iovineyoung.wufoo.com/forms/shortterm-software-license-request-form/) to receive access to your purchased license.
6. You will be notified by email when the license has been activated

**Course Schedule: A Weekly Breakdown**

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|  | **Topics/Daily Activities** | **Homework Assignments** | **Deliverable/Due Dates** |
| Week 1a(Tues) | **The Product Design Process**- Introductions- Lecture on product design process/human centered design, and what makes a successful / unsuccessful product- Brain teaser (time pending) | - 3 examples of ‘good’ design products (1-2 products / slide)- 3 examples of ‘bad design products (1-2 products / slide)- Pages should include photos/images of products, MSRP, and reasons (bullet points) for your opinion.- Choose one of your examples (good or bad) and redesign this product to improve the design/solution.- Consider prompts/categories for the semester project and potential team members | - 3 examples of good design- 3 examples of bad design- 1 redesigned product– **Due Week 1b (Value – 10pts)**(Coursera Asynchronous)Design: Creation of Artifacts in Society – Week #1: Introduction to Design- Modules 1.1 – 1.3– **Due Week 2a** |
| Week 1b(Thurs) | **Market Trends / Target Consumer**- Homework presentations/group crit cont. - (good/bad products and redesigns)- Team formation- Project kickoff (framing and parameters)- Discussion on creating informative user questionnaires | - Create a slide layout design to be used as a consistent format for your team’s project- Conduct in-depth (micro and macro) trend analysis on the subject topic (3-5 slides)- Produce a trend/mood board of the target consumer and include a brief description of the user profile- Create a target consumer insights questionnaire (1 slide, 10-15 questions) | - Trend analysis (min 3 slides)- Target consumer mood board- Insights questionnaire– **Due Week 2a (Value – 5pts of total 10pt Initial Research grade)** |
| Week 2a(Tues) | **Consumer Insights** - Lecture on the importance of consumer insights.- Discussion / demo on conducting interviews- Team break out presentations and questionnaire discussion - (market trends, target consumer, and insights questionnaire) | - Conduct in-person interviews and document if possible. (minimum of 2 per team member - more is preferred)- Produce an on-line survey- Create slides for key insights (1 slide per target user interviewed) | - User insights / pain points (min 2 interviews per team member)- On-line survey- Problem statement– **Due Week 3a (Value – 5pts of total 10pt Initial Research grade)**(Coursera Asynchronous)Design: Creation of Artifacts in Society – Week #1: Introduction to Design- Modules 1.4 – 1.6– **Due Week 3a** |
| Week 2b(Thurs) | **Consumer Insights (cont.)**- Work in class – user interviews- Discussion on creating a problem statement | - Create a concise single sentence problem statement |  |
| Week 3a(Tues) | **Project Framing / Brainstorming**- Lecture on problem framing and brainstorm techniques- Work in class - mind-map exercise | - Create a mind-map showcasing different potential problems and touch points for your product category.- Create minimum of 20 ‘How might we’ framing questions | - Mind-map- 20 framing questions (mural)– Due Week 3b (Value – 5pts of total 30pt Initial Ideation grade)(Coursera Asynchronous)Design: Creation of Artifacts in Society – Week #1: Introduction to Design- Modules 1.7 – 1.9– **Due Week 4a** |
| Week 3b(Thurs) | Ideation Work in class - perform ‘what if’ brainstorming exercise- Demo on vis com / sketching techniques  | - Produce sketches of initial ideation concepts based on ‘what if’ exercise(number of concepts / sketches TBD) | - 60 ‘what if’ post-its (mural)- 30 concept sketches per team**– Due Week 4a (Value – 15pts of total 30pt Initial Ideation grade)** |
| Week 4a(Tues) | Feedback- Group presentations (initial concepts) | - Run initial concepts by target users to obtain initial feedback (document this with photos)- Obtain information on similar products already used by target users | - User feedback- 20 revised concept sketches**– Due Week 5a (Value – 10pts of total 30pt Initial Ideation grade)**(Coursera Asynchronous)Design: Creation of Artifacts in Society – Week #2: Customer Needs and Drawing Solutions- Module: Drawing for Product Design 1– **Due Week 5a** |
| Week 4b(Thurs) | - In-class ideation / group work | - Revise concepts based on user feedback- Decide on a general project direction |  |
| Week 5a(Tues) | **Competitive Analysis** - Homework presentations/group crit (initial concept feedback, general project direction)- Lecture on competitive landscape | - Identify a minimum of 10competitive productsEach should have:- brand and model name of the product- image of the product- retail price point- key features and benefits claimed by manufacturer- positive and negative takeaways from reviews | - Competitor analysis (min 10 examples)**– Due Week 5b (Value – 5pts of total 10pt Secondary Research grade)**(Coursera Asynchronous)Design: Creation of Artifacts in Society – Week #2: Customer Needs and Drawing Solutions- Module: Drawing for Product Design 2– **Due Week 6a** |
| Week 5b(Thurs) | **Blue Ocean Strategy**- Homework presentations/group crit cont. (initial concept feedback, general project direction)- Lecture on ‘blue ocean’ vs. ‘red ocean’ and creating a problem/opportunity statement. | - Create a primary and secondary opportunity matrix identifying blue ocean strategy- Compose a problem /opportunity statement- Create a list of design criteria | - Opportunity matrix (min of 2)- Problem/Opportunity Statement- Design criteria (min of 7)**– Due Week 6a (Value – 5pts of total 10pt Secondary Research grade)** |
| Week 6a(Tues) | Concept Revision- Homework presentations/group crit - (competitive analysis, positioning matrix, problem/opportunity statement and design criteria) | - Narrow down to 5 concepts based on opportunity and design criteria- 3 high fidelity sketches for each concept (15 total)- Sketches should show multiple views and details for each concept, and include annotations communicating features and functionality.- Concepts should be ranked in order of preference and presented as such in the midterm presentation. | - 15 sketches**– Due Week 7a (Midterm)****(Value – 10pts of total 30pt Design Revision grade)**(Coursera Asynchronous)Design: Creation of Artifacts in Society – Week #2: Customer Needs and Drawing Solutions- Module: Drawing for Product Design 3– **Due Week 8a** |
| Week 6b(Thurs) | - Homework presentationscont.- Work in class | - Consolidate all information into a midterm digital presentation | **Midterm** presentation - **Week 7a (Value – 20pts)** |
| Week 7a(Tues) | Midterm Presentations | - Create a minimum of three initial low-fidelity prototypes / proof of concept models- Obtain user feedback on initial prototypes / POC (document with photos) | - Initial prototypes / proof of concept (min of 3)- User feedback **– Due Week 8a (Value – 10pts of total 30pt Design Revision grade)** |
| Week 7b(Thurs) | - Demo on building low-fidelity prototypes- Individual team check-in- Work in class/shop |  |  |
| Week 8a(Tues) | **Final Direction**- Individual team check-in- Work in class/shop | - Decide on final product direction- Revise concept based on user feedback and produce new high fidelity sketches/ renderings, as well as revised low fidelity prototypes, considering functionality, human factors, materials, aesthetics, etc. | - Revised low-fi prototypes(min of 2)- Revised sketches/renderings with annotated details depicting functionality, materials, technology, etc. (min of 6 high fidelity sketches and/or renderings)**– Due Week 9a (Value – 10pts of total 30pt Design Revision grade)** |
| Week 8b(Thurs) | - Individual team check-in- Work in class/shop |  |  |
| Week 9a(Tues) | **Prototyping**- Demo on higher fidelity prototyping techniques- Individual team check-in**-**  Work in class/shop | - Produce higher fidelity study models (minimum of 3) determining scale, functionality, tech, mechanisms, and ergonomics | - High fidelity study models(min of 3)**– Due Week 10a (Value – 10pts of total 20pt Final Model grade)** |
| Week 9b(Thurs) | - Individual team check-in- Work in class/shop- Discussion on final presentation requirements  |  |  |
| Week 10a(Tues) | **Form Language / Aesthetic**- Lecture/demo on form and aesthetics - Individual team check-in- Work in class/shop | - Begin to build the final product design into 3D CAD or other digital applications.- Include computer generated annotations communicating features and details- Produce several form, material, and color studies to determine the final aesthetic. | - CAD designs (min of 3 renderings of final design in different views)- Form, material, color studies/renderings (min of 5 renderings)**– Due Week 11a (Value – 10pts of total 20pt Final Design grade)** |
| Week 10b(Thurs) | - Individual team check-in- Work in class/shop |  |  |
| Week 11a(Tues) | **Proof of Concept**- Individual team check-in- Work in class/shop | - Validate final concept with target users and iterate if necessary.- Begin final model construction | - User feedback- Final model**– Due Week 13a (Final Presentation) - (Value – 10pts of total 20pt Final Model grade)** |
| Week 11b(Thurs) | - Individual check-in- Work in class/shop | - Decide on final name of product and create logo |  |
| Week 12a(Tues) | **Final Design**- Individual check-in- Work in class/shop | - Begin final poster design- Final poster should visualize your product being used in the intended environment, and should include name/logo, short description indicating what it is and the problem it is solving, and potentially other images showing/annotation unique features and benefits.Image can either be a rendering of the product, or a photo of the final model. | - Final poster**– Due Week 13a (Final Presentation) - (Value – 10pts of total 20pt Final Design grade)** |
| Week 12b(Thurs) | - Individual check-in- Work in class/shop | - Edit video of team project / process | - Video documentation– **Due Week 13b****(Value – 10pts)** |
| Week 13a(Tues) | **Final Preparation**- Individual check-in- Work in class/shop | - Continue final model construction- Produce a final rendering depicting product in intended environment- Finalize poster design including features/benefits and MSRP | **Final** presentation – **Due Week 13b****(Value – 20pts)** |
| Week 13b(Thurs) | **Final Presentation** |  |  |

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)*

213-740-9355 (WELL

<https://studenthealth.usc.edu/sexual-assault/>

 Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Relationship and Sexual Violence Prevention and Services provides immediate therapy services for situations related to gender- and power-based harm (e.g., sexual assault, domestic violence, stalking). (wording from the site)

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*USC Policy Reporting to Title IX (213) 740-5086*

<https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

The university encourages individuals to report prohibited conduct to the Title IX Office. Individuals can report to the university Title IX Coordinator in the Office of Equity and Diversity.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.