**USC** Price School of Public Policy

**PPD 431 –** Undergraduate Capstone Laboratory – Applied Sustainable Planning

Spring 2021 – Monday - Wednesday 8.00 am – 9.50 am

Location: ON-LINE

**Instructor: Donald R Spivack, AICP, FRSA**

**Office:**  via Zoom

**Office Hours:** By Appointment

**Contact Info:** [**spivack@usc.edu**](mailto:spivack@usc.edu)

**Course Description**

This Undergraduate Laboratory provides students an opportunity to apply prior and current course work to a real-world project.  The application portion of the course focuses on preparing (by teams) a sustainable development plan and program for a specific community and (individually) drafting a policy, program, paper or site proposal geared to the student’s area of concentration. There is also a take-home final examination.

The class includes lectures, slide decks of which are posted on Blackboard, on-line live discussion seminars, short written assignments to develop writing skills, group presentations to develop public speaking skills and the development laboratory. Class lectures, discussions, readings and exercises provide background on the forces that affect urban and regional growth, development and decline; and on mechanisms to address these forces in both the private and public sectors.

The focus of the course is sustainable development. Sustainable development embraces:

* Understanding the needs and desires of a broad range of stakeholders, including those less likely on their own to participate in the planning and development process,
* Understanding an area’s realistic ability to attract and support investment (including those derived from stakeholder-based stated needs and desires),
* Understanding forces that affect investment decision-making from both private and public sector perspectives,
* Understanding how various interventions can attract desired development and "bend the market," and
* Identifying mechanisms to better the lives and livelihoods of stakeholders, mitigating adverse impacts, and embracing elements of environmental and social justice into the planning and development process.

Target areas for the team projects may be proposed by class members, and would be subject to the proposer(s) being able to provide access to data given that not all class members are in the same geographic areas. Target areas in and near Central and South Los Angeles contain the heavily travelled Santa Monica (I-10) and Harbor (I-110) Freeway; several transit stations that the City wants to position for transit-oriented-development; the Figueroa Corridor, the key link between the downtown economic generator and lower income communities of color experiencing a range of economic and environmental justice issues; the University of Southern California and its surrounding communities and Historic South Los Angeles, and are areas for which substantial data exist.

To make for a meaningful planning exercise, target areas should contain a mix of commercial, residential and light industrial uses, and exhibit sub-areas of potential or actual growth as well as sub-areas with a mix of urban physical, social, environmental, economic and/or health issues needing to be addressed.

The first portion of the semester involves studying planning policies and regulatory procedures (including general plans, specific plans, zoning codes and building codes); market and related analytical processes; and the specific roles that transportation, housing, health, sustainability and open space play in urban development. Community makeup and built form; market environment; opportunities and constraints; and the process for establishing an overall vision and conceptual plan are explored and applied; culminating in an issues analysis and vision and for each team’s selected geography. Students will, in the second half of the semester, carry that vision into a proposed development plan and program along with recommended actions to implement key elements of the development plan. In addition, students will individually prepare a policy paper, work plan or a development proposal focusing on the student’s chosen area of concentration.  It is often beneficial to draw the focus of that paper or project from the same geography analyzed by the team to take advantage of data collected for the team project.

As examples of potential individual projects, Real Estate Development majors may prepare a parcel specific construction proposal with a focus on site design and financing, including a site and market analysis, financial plan and project pro forma.  Planning and public policy majors might propose land use, zoning and other regulatory adjustments to assure healthy, sustainable development, including incentives or constraints to foster or restrict certain types of development, while looking at how their recommendations would financially impact the City or result in residential displacement and unwanted gentrification.  Social Service and Community Planning majors might prepare a proposal acting as a non-profit developer such as an affordable housing project with on-site services, or prepare and advocate policy and programmatic efforts, demonstrating how their proposals could contribute to community participation, habitability, and well-being. Transportation Planning majors might focus on optimizing the area’s development to reduce vehicular traffic (vehicle miles traveled) and automobile dependence, increase walkability and decrease pedestrian injuries or deaths.  Health Care and Sustainability majors might focus on design options to mitigate adverse impacts of freight and other traffic and/or means to improve air quality, create safer streets, reduce energy and water consumption or better manage storm water and runoff, or other measures to achieve better health outcomes. Real Estate and Law majors might focus on regulatory systems or topics such as tenant rights or more effective development incentives and controls and the legal findings needed to support their adoption and implementation.

**Learning Objectives**

This course provides broad exposure to applying principles of planning and development, focused on sustainable, mixed-use and program or project implementation and building healthier and more resilient places. This course covers fundamental concepts and analytical methods used in making investment decisions from the perspectives of both developers and a municipality, and how developers, investors, community organizations and the public sector can use land use and other policies to generate resources and enhance health and livability.

At the conclusion of the course, students should have a fuller understanding of:

* The planning process, including land use, infrastructure, open space, transportation and circulation plans, zoning and other regulations that affect and direct development,
* Basics of site planning and urban design,
* Public policy making,
* The entitlement process and opportunities to create community benefits while still allowing profitable development,
* Feasibility analysis and
* Considerations in operating for-profit and non-profit developments, including public-private partnerships.

**Prerequisite(s):** Must be a senior

**Co-Requisite (s):** None

**Concurrent Enrollment:** None

**Recommended Preparation**: No special preparation is required

**Course Notes**

Student will be expected to take notes in class. Selected materials will be posted on Blackboard.

**Technological Proficiency and Hardware/Software Required**

The class will be conducted on-line using the USC Zoom platform so students will need access to both Zoom and Blackboard. Basic maps, diagrams and written reports and occasional spread sheets will be prepared. Microsoft Word or other compatible word processing is required for written documents. Presentation materials should normally be prepared using Microsoft Power Point. Microsoft Excel is the preferred format for spread sheets. Most assignments are expected to be submitted electronically. Exhibits and selected reading assignments will be posted in PDF, Word, Power Point or Excel format on Blackboard.

**Required Readings and Supplementary Materials**

Readings must be completed in advance of each week’s classes. Typically the first session of the week will be focused on lecture and readings, answering questions that may have arisen from review of the asynchronous materials. The second session will normally focus on follow-up discussion of current situations and events related to the week’s topic. Reading assignments are in the course schedule below.

The preferred textbook is Blakely, Edward J. and Leigh Green, Nancey: Planning Local Economic Development, Fifth Edition, Sage Publications, Los Angeles, CA, 2013 or Sixth Edition, 2016.

**Course Blackboard site**

Most required readings will be posted on the class Blackboard web page. Assignments and other course material will also be available on the course Blackboard site. Power points that accompany the lectures will be posted on Blackboard, as will video recordings of lectures and other resources as those are available. Your grades, and feedback on assignments, will be delivered to you by email, Blackboard or via the Grade Reporting System, in most if not all cases. Check Blackboard regularly.

Other readings and useful background information will also be on Blackboard. The Blackboard site is <http://blackboard.usc.edu>.

Other reading and background data sources include selections from:

* Benner, Chris and Pastor, Manuel: *Just Growth*, Rutledge, London, England, 2012.
* Burke, D. Barlow: *Understanding the Law of Zoning and Land Use*, LexisNexis Publications, Newark, NJ, 2013.
* City of Los Angeles, CA: *PLAN LA*, Transforming Los Angeles (Mayor's Sustainability Plan), Los Angeles, CA, 2015.
* City of Los Angeles, CA, Department of City Planning: *Mobility Plan 2035*, Los Angeles, CA, 2016. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: *Plan for a Healthy Los Angeles*, Health Element of the Los Angeles General Plan, Los Angeles, CA, 2015. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: *Southeast Los Angeles Community Plan*, Los Angeles, CA, 2017. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: *South Los Angeles Community Plan*, Los Angeles, CA, 2017. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: "Transit Oriented Communities, Draft Guidelines", Los Angeles, CA 2017.
* City of Los Angeles, CA, Department of City Planning: "Walkability Checklist", Los Angeles, CA, 2007.
* Florida, Richard: *The Great Reset: How the Post-Crash Economy will Change the Way We Live and Work*, HarperCollins, New York, NY, 2011.
* Fulton, William: *Guide to Planning in California*, Solano Press, Point Arena, CA, 2005.
* Gehrke, Amanda, Ohland, Gloria, Thorne-Lyman, Abigail, Wampler, Elizabeth, Wood, Jeffrey and Zimbabwe, Sam: *Creating Successful Transit Oriented Districts in Los Angeles*, Center for Transit Oriented Development, Los Angeles, CA, 2010.
* Glaeser, Edward: *Triumph of the City*, The Penguin Press, New York, NY, 2011.
* Health Impact Partners: *A Health Impact Assessment Toolkit*, Oakland, CA 2011.
* Jackson, Kenneth: *Crabgrass Frontier*, Oxford University Press, New York, NY, 1985.
* Loukaitou-Sideris, Anastasia and Soureli, Konstantina: “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods,” *Economic Development Quarterly* 26(1), Sage Publications, New York, NY, 2012.
* Lynch, Kevin: *The Image of the City*, Joint Center for Urban Studies/Massachusetts Institute of Technology and the President and Fellows of Harvard College, Cambridge, MA, 1960.
* McHarg, Ian L.: *Design with Nature*, Natural History Press, Garden City, NY, 1969.
* Pollack, Stephanie, Bluestone, Barry and Billingham, Chase: *Maintaining Diversity in America’s Transit Rich Neighborhoods*, Dukakis Center for Urban and Regional Policy, Northeastern University, Boston, MA, 2010.
* Porter, Michael: “The Competitive Advantage of the Inner City,” *Harvard Business Review* 35, 1995.
* Prevention Institute: "Healthy Development without Displacement: Realizing the Vision of Healthy Communities for All," Prevention Institute, Oakland, CA, 2017.
* Raimi and Associates for City of Los Angeles, CA, Department of City Planning: *Health Atlas*, Los Angeles, CA, 2013. (<http://cityplanning.lacity.org> )
* Sloane, David C, Editor: *Planning Los Angeles*, American Planning Association, Chicago, IL, 2012.
* Urban Land Institute: *Building Healthy Places Toolkit* (National), Urban Land Institute, Washington, DC, 2014 and "Building Healthy Places Toolbox" (Southern California Specific), Urban Land Institute-Los Angeles, Los Angeles, CA, 2016.

For those with a strong interest in real estate, an optional source book (not required) is Peiser, Richard B. and Hamilton, David: *Professional Real Estate Development*, Third Edition, Dearborn Financial Publishing and The Urban Land Institute, Washington, DC, 2012. This textbook describes the development process, as do various chapters in Blakely and Leigh Green. For those whose interest is environmental justice, a second optional source book is Benner, Chris and Pastor, Manuel: *Just Growth: Inclusion and Prosperity in America’s Metropolitan Regions*, Regional Studies Association/Routledge, New York, NY, 2012.

**Description and Assessment of Assignments**

The focus of the class will be in class discussions of relevant current issues, along with preparation of the mid-term and final projects and papers as these constitute examples of the type of professional analyses and presentations required in planning and related professions. Both the mid-term and final projects consist of a team power point presentation as described more fully in the course schedule below. Presentations should be a maximum of 10 minutes per team and each team member is expected to participate. In addition to the two power point presentations, each student will prepare an approximately 10-15 page individual paper, essay or project as discussed in the Course Description above.

Other assignments will be occasional short memoranda on particular topics covered in classes, some assigned and completed in class and others assigned for home completion.

Project grading will be based largely on (1) class participation, (2) how the mid-term and final projects address the conditions facing the community as set forth in the team’s analysis, and how the recommendations in the development plan and program respond to those issues, (3) how well the individual paper or project addresses the selected issue or issues and (4) a summary final examination. Grading will also consider how well the student has included creative, analytical and feasible solutions, along with class participation, completion of other written exercises, and the final examination.

**Grading Breakdown**

The course meets twice per week, for two hours per session. Students are expected to attend each class and have read the required readings prior to class so that they can contribute to in-class discussions. Depending on progress during sessions, the topics and readings for each week may be subject to change. There is a midterm presentation (team), a final presentation (team) a final paper or project (individual) and a final examination.

* In-class participation: 10%
* Written assignments: 10%
* Midterm Project: 20%
* Final Project: 20%
* Final Paper: 20%
* Final Examination: 20%

**Grading Scale**

Course final grades will be determined using the following scale

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and below

**Grading Description**

A – Work of excellent quality exceeding requirements and exceeding expectations

B – Work of good quality meeting requirements and meeting expectations

C – Work of fair quality

D – Work of minimum passing quality

F – Failure to adequately complete coursework

To receive an “A” grade, students must complete all work on time and submit work of superior quality at every stage. Work must address all aspects of the required assignments, exceed the minimum requirements and demonstrate critical and creative thinking. Students must consistently contribute to class discussion.

**Assignment Submission Policy**

The midterm and final team projects shall be submitted in electronic format by the beginning of class on the due date and a member of the team should be responsible for screen sharing the presentations during the class on those dates. Outlines of oral presentations for the midterm and final project shall be emailed to the instructor by 5.00 pm the day prior to the due date. Understanding that 10 minutes provides for only an abbreviated presentation, supplemental materials may be submitted in addition to the midterm and final projects. The individual final paper, essay or project shall also be submitted electronically on the last class day of the semester. Homework and other assignments shall be submitted electronically.

Late submissions will only be accepted by Instructor at Instructor's discretion and will be subject to a grade reduction (depending on how late).

**Grading Timeline**

Every effort will be made to provide feedback within 72 hours of submittal, typically with comments interlined into a copy of the submission or in a stand-alone written comment statement.

**Course Schedule: Weekly Breakdown**

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| **Period** | **Topic** | **Readings and Assignments; Key Deliverables** |
| Week 01  20 January (no class 18 January, MLK Holiday) | Welcome and Introduction. Purpose, format of class. Basics of applied planning. Natural forces of urban growth and decline. Natural distribution of land uses. | Glaeser, Introduction "Our Urban Species" pages 1 to 15, Chapter 2, "Why Do Cities Decline" pages 41 to 67  McHarg, "Nature in the Metropolis" pages 55 to 65  **Lynch Exercise assigned** |
| Week 02  25 and 27 January | Analytical methods and evaluating development potential. Strengths, weaknesses, opportunities and threats/constraints assessment. Market analysis and trade areas. Supply chains, competitive and complementary uses. Development potential. Site valuation. | Blakely, Chapter 5 “The Local Economic Development Planning Process” pages 113 to 135  Blakely, Chapter 12 “Detailed Feasibility Analysis” pages 371 to 381  Porter, “The Competitive Advantage of the Inner City” pages 55 to 71  **Lynch Exercise submitted** |
| Week 03  01 and 03 February | Land use and zoning. General, community and specific plans, building codes and other regulations. How regulations can facilitate or inhibit development.  Participants in the planning and development process: stakeholders.  Infrastructure. Site development issues. Constraints of built form. | Benner and Pastor, Chapter 1 Pages 1 to 9, Chapter 6 Pages 185 to 186  Southeast Los Angeles Community Plan and South Los Angeles Community plan, skim document to see organization and structure of such plans  **Formation of teams**  **Community Participation exercise assigned and submitted** |
| Week 04  08 and 10 February | Housing and housing finance; affordable and market rate housing production. Public housing. Housing and homelessness. Cultural and ethno-tourism. Gentrification. Role of housing in economic development. | Jackson, Chapter 12 “The Cost of Good Intentions: The Ghettoization of Public Housing in the United States” pages 219 to 230  Prevention Institute, Healthy Development without Displacement, Pages 9 to 21 (skim)  Loukaitou-Sideris, “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods” |
| Week 05 and Week 06  17 February  (no class 15 February, Presidents’ Day holiday), 22 and 24 February | Transportation and open space. Transportation and circulation plans. Street classifications, dimensions and dedications. Mass transit, bicycle and pedestrian plans and considerations. Walkability, safe streets, complete streets.  Physical impacts of transportation facilities. Parking requirements and Implications for development. | Mobility Plan Chapter 1 pages 59 to 70, Chapter 2 pages 75 to 94, Chapter 3 pages 99 to 110  PLAN LA pages 87 to 97  Walkability Checklist |
| Week 07  01 and 03 March | Mixed use development and place-making. Transit Oriented Development. Transit Oriented Communities. | Gehrke et al Creating Successful Transit Oriented Districts in Los Angeles, Chapter 2 “Defining Successful Transit Oriented Districts in Los Angeles” pages 16 to 22 (skim rest of report)  Blakely, Chapter 11 “Targeting and Marketing Neighborhood/Community Assets” Pages 346 to 349  Transit Oriented Communities Draft Development Guidelines  Florida The Great Reset Chapter 3 "Urbanism as Innovation" pages 18 to 24 |
| Week 08  08 and 10 March | Sustainability and resilience. Health aspects of planning. Environmental analysis. Environmental Justice.  Project meetings regarding study area and determination of issues to be addressed in team vision plans. | Plan for a Healthy Los Angeles pages 7 to 19 and 27 to 28, Chapter 2 pages 30 to 45; other Chapters as relevant to individual area of concentration  PLAN LA pages 76 to 86  Health Impact Assessment Toolkit Chapter 1 pages 7-16 and 19, Chapter 2 pages 21 to 30, Chapter 3 pages 37 to 38, Chapter 5 pages 49 to 72 (skim)  **Environmental Exercise assigned and submitted** |
| Week 09  15 and 17 March | Project meetings. Working sessions to prepare for mid-term presentations. | **DRAFT VERSIONS OF MID-TERM PRESENTATIONS FOR IN-CLASS REVIEW WITH TEAMS (individual review with each team)** |
| Week 10  22 and 24 March | Mid-term presentations. Area identification, socio-demographic and economic analysis, key issues, vision, concept. Initial identification of site-specific development proposals. | **10-MINUTE IN CLASS TEAM POWER POINT PRESENTATIONS COVERING AREA IDENTIFICATION, SOCIO-DEMOGRAPHIC AND ECONOMIC ANALYSIS, SWOT FINDINGS, KEY ISSUES, VISION, CONCEPT;**  **1-PAGE TOPIC DESCRIPTION FOR INDIVIDUAL PAPER OR PROJECT DUE** |
| Week 11  29 and 31 March | Role and consideration of public sector. Public sector as regulator and facilitator.  Project implementation. The entitlement process.  Public-private partnerships. Value added/value capture. Community benefits and Community Benefits Agreements. | Fulton, Chapter 14 “Economic Development”  Sloane, Chapter 7 “Policy and Community in Los Angeles Development” (Goetz Wolff) pages 243 to 252 and “Community Benefits, Negotiations and (In)Justice“ (Gilda Haas) pages 272 to 278 |
| Week 12  05 and 07 April | Strategic Interventions. Catalytic projects and changing the trajectory of a place.  Project meetings. Update to vision/concept plan based on mid-term feedback. Status of individual development projects. | VERBAL REVIEW OF VISION/CONCEPT PLAN AND NEXT STEPS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS TO BE SCHEDULED (VIA ZOOM) DURING THIS WEEK |
| Week 13  12 and 14 April | Project meetings. Update to vision/concept plan. Status of individual development projects. | VERBAL REVIEW OF VISION/CONCEPT PLAN AND NEXT STEPS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS TO BE SCHEDULED (VIA ZOOM) DURING THIS WEEK |
| Week 14  19 and 21 April | Project meetings. Update to vision/concept plan. Status of individual development projects. | **DRY RUN** OF VISION/CONCEPT PLAN AND NEXT STEPS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS TO BE SCHEDULED (VIA ZOOM) DURING THIS WEEK |
| Week 15  26 and 28 April | **Final presentations**. | **FINAL 10-MINUTE IN CLASS TEAM POWER POINT PRESENTATIONS: AREA IDENTIFICATION, SUMMARY OF MID-TERM ANALYSIS, KEY ISSUES, VISION, IMPLEMENTATION RECOMMENDATIONS.** |
| Week 15  30 April | **Individual Paper or Project.** | **INDIVIDUAL 10-15 PAGE PAPER OR PROJECT DUE BY 2.00 pm Pacific Time** |
| Finals Week  10 MAY (Monday) | **FINAL EXAMINATION** | **Final Examination Time Slot**  **11.00 am – 1.00 pm**  **Note: final examination done as a take-home, final format is still pending but expected to be essay questions.**  **To be submitted by 1.00 pm Pacific Time on Monday 10 May 2021.** |

**Statement on Academic Conduct and Support Systems**

**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” [https://policy.usc.edu/student/scampus/part-b](https://policy.usc.edu/student/scampus/part-b/). Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university.  You are encouraged to report all incidents to the *Office of Equity and Diversity*/*Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* [http://dps.usc.edu](http://dps.usc.edu/). This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

**Support Systems**

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

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

https://engemannshc.usc.edu/counseling/

*National Suicide Prevention Lifeline -- 1-800-273-8255*

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

<http://www.suicidepreventionlifeline.org>

*Relationship and Sexual Violence Prevention Services (RSVP) -- (213) 740-4900 -- 24/7 on call*

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

https://engemannshc.usc.edu/rsvp/

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options and additional resources visit the web site.

http://sarc.usc.edu/

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

Works with faculty, staff, visitors, applicants and students around issues of protected class.

https://equity.usc.edu/

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro-aggressions need to be reported allowing for appropriate investigation and response.

https://studentaffairs.usc.edu/bias-assment-response-support/

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

Assists students and families in resolving complex issues affecting their success as a student (Ex: personal, financial and academic).

https://studentaffairs.usc.edu/ssa/

*Diversity at USC*

https://diversity.usc.edu/

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students.

**Academic Accommodations**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home\_index.html

(213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), ability@usc.edu

**Price Student Resources**

***Prepared by the Price Student Leaders’ Online Education Subcommittee (OES)***

\*USC’s Student Basic Needs Department offers a variety of food, housing, financial, and technological resources, including the *Trojan Food Pantry* and *Student Basic Needs Emergency Relief Gran*t, learn more here:<https://studentbasicneeds.usc.edu>

\*Price’s Terry L. Cooper Scholarship Fund offers small awards for emergency financial situations, more information: <https://priceschool.usc.edu/students/financial-aid/>

\*Internet hotspots and laptops can be rented by students through USC Student Basic Needs Department by emailing [basicneeds@usc.edu](mailto:basicneeds@usc.edu) or filling out the following link: <https://studentbasicneeds.usc.edu/resources/technology-assistance/>

\*Comprehensive compilation of USC’s university-wide resources: <https://we-are.usc.edu/students/>

**Health:**

* USC Covid-19 testing: <https://studenthealth.usc.edu/pop-testing-hours-and-locations/>
  + For non-USC household members, there are a variety of testing services, including the following: <https://la.curativeinc.com/welcome>
* USC student health services and Covid-19 updates:<https://we-are.usc.edu/health-and-safety/student-health-services/>

**Academic:**

* USC Disability Services and Programs is here to support students during remote classes and exam delivery:

<https://dsp.usc.edu/>

* USC’s Kortschak Center offers free virtual academic support services, such as workshops for online learning and time management strategies Korshack Center study center, explore here: <https://kortschakcenter.usc.edu/programs-services/>
* USC DSP online learning guidance for current DSP students: <https://dsp.usc.edu/coronavirus-update-students/>
  + New DSP student registration steps:<https://dsp.usc.edu/new-to-dsp/main-facilities/>
* USC’s Writing Center offers free virtual services, such as workshops for proofreading and polishing essays, as well as one-on-one reviews of assignments with a consultant:<https://dornsife.usc.edu/writingcenter/>
* USC Keep Teaching Student Toolkit with tips for basic troubleshooting and getting started with software such as Zoom and Slack for online learning: <https://keepteaching.usc.edu/students/student-toolkit/>

**Mental Health & Well Being**

* For a compilation of USC’s mental health, well-being, and support services, including counseling services, therapy groups, mindfulness practice, and crisis intervention, explore here: <https://we-are.usc.edu/mental-health-well-being-and-support-for-students/>
* USC Student Health Counseling and Mental Health Services:<https://studenthealth.usc.edu/counseling/>
* Relationship and Sexual Violence Prevention Service (RSVP) <https://studenthealth.usc.edu/sexual-assault/>
* USC Recreational Sports online classes, including free live classes:<https://recsports.usc.edu/programs-classes/fitness/group-ex-classes/>
  + USC Recreational Sports paid virtual physical therapy, pilates, private instruction:<https://recsports.usc.edu/programs-classes/fitness/private-instruction/>
* USC Religious Life sponsors a variety of opportunities for exploring spiritual dimensions of life and learning: <https://orsl.usc.edu/>

**International Students:**

* International Student FAQ:<https://we-are.usc.edu/faqs/faq-international-students/>
* USC Office of International Services (OIS) offers updates, guidance, various forms, and information about living in Los Angeles and the United States for international students: <https://ois.usc.edu/>
  + OIS guidance for newly arriving students, including Passport Verification (PPV): <https://ois.usc.edu/new-students/>
  + OIS contact information, including appointment scheduling: <https://ois.usc.edu/contact/>

**BIPOC and LGBTQ+ Students and Allies:**

* La CASA works with all USC Latinx students to provide academic, personal, and cultural support, including hosting a virtual welcome week, calendar on their website: <https://lacasa.usc.edu/>
* USC Center for Black Cultural and Student Affairs provides spaces online for students to connect and build community through virtual engagement opportunities: <https://cbcsa.usc.edu/>
* USC Asian Pacific American Students Services offers programming to educate, engage, and empower Asian Pacific American students and facilitate cross-cultural programming: <https://apass.usc.edu/>
* USC LGBT Resource Center provides support, education, advocacy, and connection to community for all students at USC: <https://lgbtrc.usc.edu/about/>

**Incoming Students:**

* For new and incoming students, including a calendar for programming with events such as virtual tours and a Black & Latinx New Student Symposium, welcome site here: <https://we-are.usc.edu/welcome-experience/>

**Current Subscriptions and Software Licenses**:

* At the start of the fall semester, Price students will have access to free Grammarly Premium and VoiceThread software for collaborative presentations
* USC students have free access to the New York Times, sign up here:<http://nytimesaccess.com/usc/>
* A compilation of software available to USC students to download for free can be found here:<https://software.usc.edu/free-to-campus/>

**USC Resource Page for Persons Experiencing Homelessness:**  <https://homelessness.usc.edu/general-resources/>