Course PRIN 503  
Principles of Human-Centered Design  
Units: (2 units/15 weeks)  
Fall 2021 — Tuesday — 3 to 5:50 pm  
August 24–November 30, 2021

Location: IYH 211;  
*Course will be delivered as a hybrid BOTH online live and in-person on campus as best suits course needs.

Instructor: Davina Wolter  
Office: HSH 101A / via Zoom appointment  
Office Hours: By appointment, and directly before and after class.  
Contact Info: dwolter@usc.edu

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
Course Description
Advanced human-centered design concepts and techniques specific to developing and launching products and companies. Topics include workshop design and facilitation, co-creation, and synthesis.

Learning Objectives and Outcomes
Designers have a lot of tools at their disposal. Whether you are analog, digital or some combination of the two, there is quite a bit to pick from. On the analog side you have paint brushes, reference books, pens, pencils, paper and spray paint. On the digital side you have Wacom tablets, the internet, various Adobe products, QuickTime, Maya, HTML, and CSS. All of these things, while disparate, are united in their ability to help us, as designers, make stuff that solves problems for people. Likewise, these tools can also pave the way to allow for new questions that reveal new problems worth solving. Human-Centered Design is about suspending all creative assumptions so that you may see the end user or customer as your collaborator. Doing so leads to products that are built upon an empathetic lense with the end user, ultimately creating more value in the market. In this course, students will learn the key principles of human-centered design through a series of lectures and hands-on workshops and assignments. Key learning outcomes include:

- The ability to design an interview guide, HCD workshop agenda, and interactive HCD activities
- An understanding of how to synthesize key insights and observations into actionable design challenges and briefs for product development.
- Experience in workshop facilitation, and in the conducting of design research studies and interviews that are both traditional/conversational and contextual/observational.

Prerequisite(s): None
Co-Requisite(s): None
Concurrent Enrollment: None
Recommended Preparation: None

Course Notes
The course will cover a range of deliverable types. Some are graded, according to a supplied assignment rubric; others are credit/no credit. All assignments will be shared ahead of time in class, and will be discussed to address outstanding questions. Blackboard will be implemented for notifications, group messaging, submission urls, and grading. Google Drive will house all relevant resources and be the repository for assignment work product.

Students are responsible for all readings, and assignments; to include: homework, in-class work, lectures, discussion, and presentations. Principles of Human-Centered Design is a lecture, discussion, and making class.

Required Readings and Supplementary Materials
- Regular access to computer, color printer, and copier
- Powerpoint, Keynote and/or Google Slides will be necessary for deliverables that include presentations.
- Adobe CC is suggested, though not required for visual rendering of ideas.
- Notebook/Sketchbook
- Project materials to be purchased at the Student’s selection on a per project basis.
- USB Portable storage device/flash drive or other digital storage devices (cellphones, external storage devices, CD).

It is the student’s responsibility to BACK EVERYTHING UP, losing work is not an acceptable excuse for missing work. It cannot be emphasized enough that you should have a reliable backup arrangement, and process material to outline your work.
• **Required Readings and Content Materials:**
  - Innovating for People Handbook of Human-Centered Design Methods, LUMA Institute (Amazon)

**Grading Breakdown**
The following is a breakdown of grading policies. The course will consist of a range of individual and team-based assignments in order to provide hands-on experience in Human-Centered Design.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>(15) = 100</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Assignment 01: Creating an Interview Guide</td>
<td>(1) = 100</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Assignment 02: Creating an Agenda</td>
<td>(1) = 100</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Assignment 03: Creating an Activity</td>
<td>(1) = 200</td>
<td>20%</td>
</tr>
<tr>
<td>Team Assignment 01: Talking to Strangers</td>
<td>(1) = 100</td>
<td>10%</td>
</tr>
<tr>
<td>Team Assignment 02: Listening to Strangers</td>
<td>(1) = 100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Presentation and Deliverables: Facilitating Co-Creation</td>
<td>(1) = 300</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
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**Grading Scale**
Course final grades will be determined using the following scale:

- **A:** (95-100%) 
  EXCELLENT – Means that your work is excellent. You have a thorough understanding of the course content, theories and the ideas presented in lectures and readings. Your grades on all your assignments, attendance and participation are consistently excellent. You are engaged and actively participate in discussions and with the assignments. All of your assignments are thoroughly researched and turned in on time. You consistently demonstrate a high level of comprehension in your discussions and through your assignments.

- **B+:** (87-89%) 
  GOOD – Means that your work is good, and you demonstrate an above average understanding of the course content. Your grades on all your assignments, attendance and participation are consistently good or excellent. Ideas presented in class are understood and is reflected in your assignments. Your concepts are good, if not excellent, and you are usually able to bring them to life visually as needed.

- **B:** (83-86%) 
  
- **B-:** (80-83%)
C+: (77-79%) C: (73-76%) C-: (70-73%)
AVERAGE – Means that your work, attendance, and participation are fair (average). You understand some of the ideas, themes and concepts presented in class. Your attendance and participation are average. Your performance in critiques are average.

D+: (67-69%) D: (60-66%)
BELOW AVERAGE – Means that your work was below average. You did not understand most of the ideas presented in class and did not adequately demonstrate comprehension in your assignments. Assignments were routinely not turned in or turned in on time. Your assignments are mediocre or poor and you were not able to communicate comprehension. Your attendance and participated were poor.

F: (0-59%)
FAILING – Means that your work was poor or missing. You didn’t understand the majority of the ideas presented in class and it is reflected in your work. Your concepts and ideas were poor or lacking and/or your work was not turned in. You did not attend and participate enough to pass.

Assignment Rubrics
Assignment Rubrics vary per assignment. Please check with the instructor to ensure you have a clear understanding of what is expected of you for each assignment.

Assignment Submission Policy
Assignments must be submitted to the google drive, AND as a URL submission to Blackboard, in advance of the class due. Assignments submitted late will be accepted but will incur the following grade penalties:
  24 hours after deadline is a 10% deduction
  24-48 hours after the deadline is a 20% deduction
  48 hours to 3 days late is a 50% deduction
  Submissions more than 3 days late will receive NO CREDIT, unless approved in advance by the instructor.

*Please note deliverable criteria as sighted on each assignment rubric (as shared in class and course materials), as deductions will be incurred by inaccurate submission processes.

Grading Timeline
Grades for each assignment to be shared within 2-3 weeks of submission. Grading notifications will go out via Blackboard system in RESPONSE to url submissions on Blackboard.

Students will be notified of their standing in detail after the midterm mark of the semester, approx. week 9.

Students are welcomed, and encouraged, to check in at any time regarding their standing in the class.
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 equal a full class period absence.

An established pattern of tardy and/or disruptive behavior may result in being asked to leave the class for that day, generating a full absence.

Attendance will be taken at the beginning of each class. It is your responsibility to ensure your attendance recording at the start of each class. In the event of online classes, you are required to submit a chat text entry (or similar) to record your attendance in class. If you are more than 15 mins late for a class–without prior permission from the instructor–it will be counted as an 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.

Fall 2021 addendum:

- Unless students provide an accommodation letter from USC’s Office of Student Accessibility Services or a letter from IYA Student Services detailing visa or travel restrictions, attendance and active participation is expected in the classroom. Any student with such accommodations should submit their accommodation document to the instructor as soon as possible to discuss appropriate accommodations. Either classroom recordings or live remote access to the class via Zoom will be provided.
- Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of any class sessions that you can’t attend for medical reasons, and accommodations will be arranged to view recorded lectures and submit alternatives to any missed class participation. Students will not be penalized for not attending class in person under these circumstances.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19.
This course will pilot new techniques to deliver a on-the-ground live classroom experience while maintaining on
line live presence for students based outside of Los Angeles. It is mandatory that students identify themselves
as either in-person learners or online learners. Online learners are permitted to join in-person sessions as
possible. PLEASE coordinate with instructor in advance to notify with mode you will be attending in.

Additional Policies
Throughout the course, we will be using a variety of tools to create practice work. Please be prepared with laptop,
cellphone, and sketch pad as each of these items may be employed at any given time. It is understood that
technology is key to the contemporary learning environment, but it should not hinder communication and
comprehension between instructor and student, nor be a detractor to others around you.

Please stay present in class or group discussions, as this will be reflected in your participation 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:

<table>
<thead>
<tr>
<th>Software</th>
<th>IYA Short-Term License at USC Bookstore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Creative Cloud</td>
<td>$70 2021-2022 annual license</td>
</tr>
<tr>
<td>Apple Logic Pro</td>
<td>$35 semester license</td>
</tr>
<tr>
<td>Solidworks</td>
<td>$35 semester license</td>
</tr>
<tr>
<td>Apple Final Cut Pro</td>
<td>$35 semester license</td>
</tr>
</tbody>
</table>

1. Visit the USC Bookstore online:
   https://www.uscbookstore.com/usciyasoftware
2. Select the software license(s) you would like to purchase.
3. When you proceed to checkout, add the Promo Code “IYASoftware” (This will override
   the listed taxes).
4. For shipping, select FedEx Home Delivery (free).
5. 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.)
6. Upload your receipt here to receive access to your purchased license.
7. You will be notified by email when the license has been activated
PRINCIPLES OF HUMAN-CENTERED DESIGN:

Weekly Schedule
(subject to change as needed)

1: Introduction
Tuesday, August 24
Discuss: Introduction to the Course
What is Human-Centered Design?
Read: Selection 01 from Design for the Real World

2: Foundations of HCD
Tuesday, August 31
Discuss: Selection 01 from Design for the Real World
Lecture: Creating an Interview Guide *GUEST
Check-ins and in-class worktime
Read: Selection 02 from Design for the Real World
Do: Individual Assignment 01_Work

3: Foundations of HCD
Tuesday, September 7
Discuss: Individual Assignment 01_DUE
Lecture: Creating an Agenda for a HCD Workshop
Check-ins and in-class worktime
Read: Selection 03 from Design for the Real World
Do: Individual Assignment 02_Work

4: Looking for Connection
Tuesday, September 14
Discuss: Individual Assignment 02_DUE
Design for the Real World
Lecture: How to Talk to Strangers
Designing an Activity
Read: Selection from The Design of Everyday Things
Do: Individual Assignment 03_Work

5: Engage and Relate
Tuesday, September 21
Discuss: Critical Interpretation and Philosophy *GUEST
Selection from The Design of Everyday Things
Check-ins and in-class worktime
Do: Individual Assignment 03_Work
6: Fresh Eyes  
Tuesday, September 28  
Lecture: Individual Assignment 03_DUE  
How to Listen to Strangers  
Final Project Team Assignments  
Read: Selection TBD  
Do: Team Assignment 01_Work  

7: Listen to Learn  
Tuesday, October 5  
Discuss: Team Assignment 01_DUE  
Selection TBD  
Lecture: Listening to Strangers: The Contextual Interview  
Introduce Team Assignment 02  
1-on-1 Team Check-ins and in-class worktime  
Read: Innovating for People; Looking pgs. 20-27  
Do: Team Assignment 02_Work  

8: Midway  
Tuesday, October 12  
Discuss: Innovating for People; Looking  
Lecture: Design Methodology +  
Participatory Design and Museum Experiences  
1-on-1 Team Check-ins and in-class worktime  
Do: Team Assignment 02_Work  

9: The Professional Guest  
Tuesday, October 19  
Discuss: Team Assignment 02_DUE  
Lecture: How to be a Professional Guest  
Introduce Final Project  
Read: Innovating for People; Understanding pgs. 29-39  
Do: F.P._Topic Refinement + Project Proposal  

10: Seeding Change  
Tuesday, October 26  
Discuss: F.P._Topic Refinement + Project Proposal  
Lecture: Equitable Design and Inclusive Design  
Privilege and Power Dynamics  
Read: Innovating for People; Understanding pgs. 40-55  
Do: F.P._Project Proposal + Collaboration Partner(s)_Work
11: Creating Change  
Tuesday, November 2  
**Discuss:**  F.P._Project Proposal + Collaboration Partner(s) DUE  
Innovating for People; Understanding  
1-on-1 Team Check-ins and in-class worktime  
**Read:**  Innovating for People; Making pgs. 57-67  
**Do:**  F.P._Work

12: Communicating the Idea  
Tuesday, November 9  
**Discuss:**  F.P._Project Final Workshop Design DUE  
**Lecture:**  Synthesis 101: How to turn Insights into Actions  
1-on-1 Team Check-ins and in-class worktime  
**Read:**  Innovating for People; Making pgs. 68-85  
**Do:**  F.P._Work

13: Final Project Workshop Outreach + Planning  
Tuesday, November 16  
**Discuss:**  F.P._Project Secure a Community, Agenda and *Venue DUE  
Innovating for People; Making  
1-on-1 Team Check-ins  
**Do:**  F.P. Workshop Facilitation_Work  
(*timing as coordinated with Community group)

14: Final Project Workshop Facilitation  
Tuesday, November 23  
**Discuss:**  F.P._Project Workshop Facilitation DUE  
1-on-1 Team Check-ins  
**Do:**  F.P._Work * Presentation Prep

15: Final Project Presentations  
Tuesday, November 30  
> Final Group Presentations <  
Final Presentations, and Documentation DUE  
All final Project submissions due 3 pm the afternoon of the Final Presentation date.  
*Course Eval time  

Wednesday, December 14  
> Revised Group + Final Individual Deliverables <  
REVISED Final Presentations, Documentation and Team/Self Evaluations DUE  
All final materials, including team and self evaluation updates due to HCD Google Drive  
by EOD. *Post final URL of drive materials to Blackboard.
Deliverables Outline
(subject to change as needed)
*All project and grading criteria are shared in class. They are documented and distributed as part of the in-class lecture pdfs, and assignment pdfs via Blackboard and Google Drive.
**Each assignment requires submission to google drive AND a corresponding URL submission to Blackboard. Grades and feedback to be received via Blackboard.

Participation -
Students are expected to participate actively in class and in team assignments regardless of online or in-person status.

Individual Assignment 01 -
Creating an Interview Guide:
Students will work individually to create an interview guide based on an audience profile they are provided with.

Individual Assignment 02 -
Creating an Agenda:
Students will work individually to create a sample agenda for a human-centered design session based on audience profiles and high-level goals provided.

Individual Assignment 03 -
Creating an Activity:
Students will work individually to develop their own unique workshop/research activity/approach that should allow for the integration of a human-centered process.

Team Assignment 01 -
Talking to Strangers:
Working in teams, students will host a traditional interview with a stranger(s).

Team Assignment 02 -
Listening to Strangers:
Working in teams, students will host a contextual interview with a stranger(s).

Final Presentation & Final Project Deliverable -
Facilitating Co-Creation:
For the final project, students will work in teams in order to design and facilitate a human-centered co-creation session with a community. The goal of the session will be to distill key insights that have significant creative or functional implications on a product, service or solution.

Project Timeline:
- Week 11: Project Proposal
- Week 12: Workshop Design
- Week 14: Workshop Facilitation
- Week 15: Final Presentation
- Week 16: Final Deliverables (Synthesis)

Project Grading:
- Project Proposal: 10%
- Workshop Design: 15%
- Workshop Facilitation: 25%
- Final Presentation: 20%
- Final Deliverables: 30%
Recommended Readings and Resources
(some digital versions are available)

*The History, Theory and Practice of Product Design* by Bernhard Burdek, Birkhauser
*Designing Interactions*, Bill Moggridge, MIT Press
*A Primer of Visual Literacy* by Donis A. Donis, MIT Press
*Design in Context* by Penny Sparke, Chartwell Books, Inc.
*Design History: Understanding Theory and Method* by Kjetil Fallan, Berg Publishers
*The Geometry of Design* by Kimberly Elam, Princeton Architectural Press
*The Art of Innovation: Lessons in Creativity* by Tom Kelley, by Crown Business
*Bauhaus* by Frank Whitford, Thames & Hudson
*Industrial Design*, John Heskett, Thames & Hudson
*Principles of two-Dimensional Design and three-Dimensional Design* by Wucius Wong, Van Nostrand Reinhold
*Graphic Design Theory: Readings from the Field* edited by Helen Armstrong, foreword by Ellen Lupton
*HCD Toolkit by IDEO:* [https://www.ideo.com/post/design-kit](https://www.ideo.com/post/design-kit)
*Stanford d.School Bootcamp (previously Hasso Plattner Institute of Design):* [https://dschool.stanford.edu/](https://dschool.stanford.edu/)
*HABI Education Labs Framework:* [http://habieducationlab.org/design/](http://habieducationlab.org/design/)
*Design Thinking Handbook: Chapter 1 – Why we need design thinking:* [https://www.designbetter.co/design-thinking/why-we-need-design-thinking](https://www.designbetter.co/design-thinking/why-we-need-design-thinking)
*IDEO Shopping Cart Project:* [https://www.youtube.com/watch?v=M66ZU2PcXcM](https://www.youtube.com/watch?v=M66ZU2PcXcM)
*Jeremy Alexis: What is Problem Framing in Design?* [https://vimeo.com/6180364](https://vimeo.com/6180364)
*https://vimeo.com/groups/iitdesigncommunity/videos/21770257*
*What fuels great design (and why most startups don’t do it),* [https://library.gov.com/what-fuels-great-design-and-why-most-startups-don-t-do-it-a8dd2c45a4c4](https://library.gov.com/what-fuels-great-design-and-why-most-startups-don-t-do-it-a8dd2c45a4c4)
*Getting People to Talk: An Ethnography & Interviewing Primer:* [https://vimeo.com/1269848](https://vimeo.com/1269848)
*Design Research: From Interview to Insight Part 1 Summarizing the Interview:* [https://medium.com/design-research-methods/design-research-from-interview-to-insight-part-one-summarising-the-interview-dceed9ba969](https://medium.com/design-research-methods/design-research-from-interview-to-insight-part-one-summarising-the-interview-dceed9ba969)
*Design Research: From Interview to Insight Part 2, Synthesizing Insight:* [https://medium.com/design-research-methods/design-research-from-interview-to-insight-f6957b37c698](https://medium.com/design-research-methods/design-research-from-interview-to-insight-f6957b37c698)
*Case Study: How to use empathy to create products people love. Start at 25m20s through end.* [https://vimeo.com/126976733#t=1520s](https://vimeo.com/126976733#t=1520s)
*“The Importance of Synthesis during the design process.”* Jon Kolko
Mental Models: Digging beyond user preferences:
https://www.youtube.com/watch?v=M4AsxNg9nNU
Abductive Thinking and Sensemaking: The Drivers of Design Synthesis. Jon Kolko
http://www.jonkolko.com/writingAbductiveThinking.php

**Additional Internet Resources**

- Adobe TV: tv.adobe.com
- The Designers Accord: designeraccord.org
- John Maeda: lawofsimplicity.com
- Lynda: lynda.com (USC students have free access through Blackboard)
- TED Talks: ted.com/talks – edited list supplied
- Product Timeline: rsbus.com/typographic/timeline/
- Wired Magazine: wired.com
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” 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.

Support Systems:

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

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086 equity.usc.edu, 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
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
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](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](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, emergency.usc.edu](dps.usc.edu, 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](dps.usc.edu)

Non-emergency assistance or information.