

Course ACAD-176
Rapid Visualization
Units: 4
Fall 2022 – T/Th (2-4:50pm)
Location: IYH-213

Instructor: Steve Child
Office: HSH
Office Hours: By appointment
Contact Info: child@usc.edu

[IT Help](#)

Hours of Service: 8:30 a.m.– 5 p.m.
Contact Info: iyhelp@usc.edu, 213-821-6917

USC Technology Support Links

[Zoom information for students](#)
[Blackboard help for students](#)
[Software available to USC Campus](#)

Course Description

Our society is dominated by verbal thinking. We learn alphabets, words, and numbers in school. A typical education primarily develops the analytical skills – reading, writing and arithmetic – the left half. The visual-thinking hemisphere assumes a subordinate role and is seldom if ever developed to its full potential. But every machine, every invention, and every modern convenience existed first as a visual thought in someone’s mind. Not only did they visualize their thoughts, but they converted them into reality. Visualization is vital not just in the arts but in all disciplines. Everyone can further their potential with the ability to visualize and use their imagination. Since ideas are only thoughts in the beginning, they are easily lost. Your ability to express these creative solutions in some visual form on paper to a degree of understanding and confidence is imperative. “Yes, I had learned to draw: but more importantly, I learned how to think.”— Kurt Hanks, RV author

Learning Objectives and Outcomes

By the end of the semester, students will be able to:

- Know and be able to apply the visual language (elements and principles) of art/design
- Deliver group presentations on design principles and design movements
- Comprehend and use composition, proportion, and value
- Gain fluency in quickly and accurately sketching ideas and products
- Be able to render 3D objects convincingly on a 2D surface
- Understand and draw in atmospheric, isometric, linear 1, 2, 3-point perspectives
- Use prototyping skills to build ideas in 3D
- Translate orthographic views into isometric perspective
- Think visually through a unique set of graphic problems
- Apply visual problem-solving methodologies
- Know fundamentals of the architecture, denotative/connotative aspects and hierarchy of typography
- Discover the value of the collaborative design process as a tool for innovation

Prerequisite(s): None

Course Notes:

This class is a studio class that involves demonstrations and execution of craft. It is crucial for students to attend to succeed. The demonstrations, lectures and Information given in class may not be imparted concisely through handouts, videos, classmates, or notes.

Catalog Description:

Basic techniques, methods, concepts, tools, and materials that are used to quickly communicate ideas and concepts in a visual manner.

USC Technology Rental Program

The university realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an [USC Technology Rental Program Application](#).

How to Purchase Software at the Discounted Rate

For classes that require them, the following software are available for purchase **online** through the USC Iovine and Young software catalog at the Academy discounted rate:

Software	IYA Short-Term License at USC Bookstore
Adobe Creative Cloud	\$70 2019–2020 annual license
Apple Logic Pro	\$35 semester licenses
Solidworks	\$35 semester license
Apple Final Cut Pro	\$35 semester license

To purchase:

- Visit: <https://commerce.cashnet.com/IOVINE>
- Select the software license(s) you would like to purchase by clicking “View Details” or the software title, and make your purchase
- You will receive an order confirmation receipt at the email address you provided
- You will be notified by email when the software license has been activated

If you have any questions about this process, please do not hesitate to contact Academy IT Support at iyahelp@usc.edu.

Required Materials

Students can purchase their materials kits through [this link](#) at Graphaids. There is also a materials list in the Content Section of Blackboard in case you would like to purchase your materials through another source. There may be some additional materials required but these would be minimal and you would receive advanced notice of when those materials will be due.

Description and Assessment of Assignments

Deadlines are serious! Assignments should be turned in on time, at the beginning of class, presented properly. You will be graded down 10% grade for each class the work is turned in late. The quality of the work submitted is an important criterion. This includes resolution and presentation of ideas, attention to detail, level of craftsmanship, and overall presentation.

Critiques and Participation:

The purpose of a critique is to provide feedback to a student. Positive criticism and negative criticism are both useful tools in helping us further understand concepts and the visual language. Critiques prove useful in helping us see alternative ways to improve a design solution. You are expected to participate and offer constructive help in the critiques.

Understanding:

The tools and techniques discussed in class will be done through demonstrations. Your attentiveness and understanding are very important. To master these programs Involves practice and concentration. The understanding should reveal itself in finished exercises projects. Understanding of terms and issues relating to the specific project and your commitment to the work is critical in bringing your concept to life through the visual language. Craftsmanship is an important consideration in all projects. How well you execute your solution will be considered.

Creativity:

How deeply you think and search for a unique solution to the problem will be considered. The level of experimentation and risk-taking demonstrated by this commitment.

94% – 100% = A / 90 – 93% = A-

Student performs in an outstanding way. Student exhibits excellent achievement and craftsmanship in all work, Student exceeds the design criteria and challenges him/herself to seek fresh solutions to design problems. Student exhibits commitment to expanding ideas, vocabulary, and performance.

87% – 89% = B+ / 84% - 86% B / 80 – 83% = B-

Student performs beyond the requirements of the assignments. Student exhibits above average progress and craftsmanship. Student meets and exceeds the design criteria. Student exhibits above average interest in expanding ideas, vocabulary, and performance.

77% – 79% = C+ / 74% – 76% C / 73 – 70% = C-

Criteria of assignment are met, and all requirements are fulfilled, Student exhibits average progress and improvement. Student spends the minimum time and effort on the assignments, Student exhibits moderate interest in expanding ideas, vocabulary, and performance.

67% – 69% = D+ / 74% – 76% D / 73 – 70% = D-

Student performance is uneven, and requirements are partially fulfilled. Student exhibits minimal output and improvement in work. Student does not meet the design criteria in all assignments. Student exhibits minimal interest in expanding ideas, vocabulary, and performance. Student's attendance, participation and class involvement is less than adequate.

69% and Below = F

Student fails to meet a minimum of performance levels. Student does not exhibit achievement, progress, or adequate levels of craftsmanship in any assignment. Student work is consistently incomplete or unsuccessful. Student's attendance, participation and class involvement is inadequate.

Grading Breakdown

Assignment	Points	% of Grade
All Projects	70	70%
In-Class	20	20%
Participation	5	5%
Quiz/Tests	5	5%
TOTAL	100	100%

Grading Scale (Example)

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

Assignment Submission Policy

Projects are to be submitted in digital format to Blackboard. Each project has an associated P1, P2, etc. Some projects will also be required to post on a collaborative design program page, like Mural.

Grading Timeline

Your projects will generally be graded within 1 to 2 weeks of its due date. If I am creating a video critique for a project, this is time intensive, and may take slightly longer. In an individual video critique, I bring up a student's work on my screen. This form allows me to take more time with the work and discuss conceptual and visual approaches. It also allows me to dig into the actual file to make important points about tools and technical processes.

Late Work

Your work will be graded down 10% for each day that it is turned in late.

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 $\frac{1}{3}$ 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. Additionally, students who need accommodations

for religious observations should provide advanced notice to instructors and student athletes should provide Travel Request Letters. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Fall 2022 addendum:

- Unless students provide an accommodation letter from USC's Office of Student Accessibility Services (OSAS) 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.

Iovine and Young Hall Cleanout

The Academy is unable to store student projects and materials beyond the end of the semester. Students must remove all projects and personal materials from the Creators Studio, lockers/locker room, and other classrooms by the end of each semester. **All projects and materials left in Iovine and Young Hall will be discarded two days after final exams end. No exceptions.**

Classroom Norms

Your attention and focus during class is critical to your success in this class. Turn off your phone at the beginning of class. You may turn it on at breaks and at the end of class.

Zoom Etiquette

Stay focused and please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications. You are expected to be professional and respectful when attending class on Zoom.

Sign in with your full first name and last name as listed on the class roster. Do not use a nickname or other pseudonym when you log in. It makes it impossible to know who is in attendance. Using your full name quickly sorts students into their groups when needed. If you do not have access to a computer or smartphone with internet access, call into class using a landline phone. This is not optimal; please try to locate an internet-enabled device to use for class.

Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. If you have limited internet bandwidth or no webcam, it is ok to not use video. If you're unable to find an environment without a lot of visual distractions, it is also ok to turn off your video. Keep it clean. Don't share anything you wouldn't put up on the projector in class!

Synchronous Session Recording Notice

Synchronous sessions will be recorded and provided to all students asynchronously through the recorded Zoom sessions. The link is in the first page of this syllabus.

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 [Research and Scholarship Misconduct](#).

Course Schedule: Weekly Breakdown

	Topics/Daily Activities	Readings and Projects	Deliverable/ Due Dates
<p>Week 1 Tuesday 8/23</p> <p>LINE / SHAPE</p>	<p>Welcome! Syllabus + Expectations Blackboard + Attendance Introductions</p> <p>Lecture: The Power of Visualization Design Vocabulary (handout) Points and lines</p> <p>In-Class: 12x 1-pt transparent cubes Scavenger Hunt for lines Group presentations meeting</p>	<p>PROJECT 1a: <i>Photograph lines+shapes</i> <i>(Duotones demos in DT)</i> <i>Use InDesign template</i> <i>Due Thursday, 8/25</i></p> <p>PROJECT 2: <i>Design principles</i> <i>Group presentations</i> <i>(5 min)</i> <i>Due Thursday, 8/25</i></p>	
<p>Thursday 8/25</p> <p>LINE / SHAPE</p>	<p>Review: PROJECT 1a</p> <p>Lecture: Contours – Composition</p> <p>In-Class: 12x 2-pt transparent cubes Cut frame in bristol (xacto safety) Still life – contour, composition and calculating proportions</p>	<p>PROJECT 1b: <i>4 Grid Compositions</i> <i>Due Tuesday, 8/30</i></p>	<p>PROJECT 1a: <i>Photograph lines+shapes</i> <i>Use InDesign template</i> <i>Upload in PDF format</i></p> <p>PROJECT 2: <i>Design principles</i> <i>Group presentations</i> <i>(5 min)</i> <i>Due Thursday, 8/25</i></p>

<p>Week 2 Tuesday 8/30</p> <p>PROPORTION</p>	<p>Review: PROJECT 1b</p> <p>Demo: Calculating ellipses 1-pt train tracks drawing copy</p> <p>In-Class: Mural project introduced 10x cylinders – 5 vert and 5 horiz 5x cones and 5x spheres Upside-down drawings</p>	<p>PROJECT 3a: <i>1-pt perspective traintracks copy contour only (11:30 stop) Due Thursday, 9/01</i></p>	<p>PROJECT 1b: <i>4 Grid compositions PDF format</i></p>
<p>Thursday 9/01</p> <p>PROPORTION</p> <p>PERSPECTIVE</p>	<p>Review: PROJECT 3</p> <p>Lecture: History/Overview of perspective Atmospheric, Isometric, Linear 1-2-3pt, Orthographic</p> <p>Demos: Drawing tools Shoes contour and proportions In $\frac{3}{4}$ view.</p> <p>In-Class: Bring in pair of sneakers Shoe measuring, contour, and proportions</p>	<p>PROJECT 4: <i>Shoe contour drawing Due Tuesday 9/06</i></p>	<p>PROJECT 3: <i>1-pt perspective traintracks copy contour only</i></p>
<p>Week 3 Tuesday 9/06</p> <p>PERSPECTIVE</p>	<p>Review: Shoe contour drawing</p> <p>In-Class: Cut and build bristol cube 12 cubes in 3-pt perspective (6 at or above - 6 below horizon) Intro to Isometric + Orthogonal</p>	<p>PROJECT 3b: <i>2-pt building perspective copy Due Thursday 9/08</i></p>	<p>PROJECT 4: <i>Shoe contour drawing</i></p>

<p>Thursday 9/08</p> <p>PERSPECTIVE</p>	<p>Review: 2-pt. perspective copy</p> <p>In-Class: Isometric + orthogonal views Isometric product copies</p>	<p>PROJECT 5: <i>Ultimate desk in Isometric</i> <i>Due Tuesday 9/13</i></p>	<p>PROJECT 4: <i>2-pt building perspective copy</i></p>
<p>Week 4 Tuesday 9/13</p> <p>VALUE</p>	<p>Review: Ultimate desk in Isometric</p> <p>Lecture: Creative Problem-Solving Process</p> <p>In-Class: Value steps Apply shading to cubes, spheres, cones, cylinders</p> <p>Begin Mural concept brainstorming Sprints</p>	<p>PROJECT 3b: <i>2-pt. perspective copy</i> <i>Due Thursday 9/15</i></p>	<p>PROJECT 5: <i>Ultimate desk in Isometric</i></p>
<p>Thursday 9/15</p> <p>FORM</p>	<p>Review: 2-pt. perspective copy</p> <p>Demos: Building with shapes</p> <p>In-Class: Mural concepts brainstorming Sprints Building with shapes</p>	<p>PROJECT 6a: <i>Mural concepts team presentations 5-min</i> <i>Due Tuesday 9/20</i></p>	<p>PROJECT 3b: <i>2-pt. perspective copy</i></p>
<p>Week 5 Tuesday 9/20</p> <p>MURAL</p>	<p>Review: Mural concept presentations</p> <p>In-Class: Mural concept chosen Division of labor – schedule planned</p>	<p>WATCH: <i>Abstract: The Art of Design</i> <i>Neri Oxman: Bio-Architecture</i></p>	<p>PROJECT 6a: <i>Mural concepts team presentations 5-min</i> <i>All RV classes</i></p>

<p>Thursday 9/22</p> <p>MURAL</p>	<p>In-Class: Work begins on mural Building forms Orthogonal birdhouse views Birdhouse copies</p>	<p>PROJECT 6b: <i>Mural production work over weekend</i></p> <p>Project 7: <i>Birdhouse copies</i></p>	
<p>Week 6 Tuesday 9/27</p> <p>FORM</p>	<p>In-Class: Work on mural</p> <p>In-Class Drawing: Markers: Drawing and shading basic forms Calculating cast shadows</p>	<p>PROJECT 8: <i>Midterm In-class Drawing Collection Due Thursday 10/06</i></p>	<p>PROJECT 6b: <i>Mural production work over weekend</i></p> <p>Project 7: <i>Birdhouse copies</i></p>
<p>Thursday 9/29</p> <p>MURAL</p>	<p>In-Class: Work on mural and Team birdhouse 3D using Bristol board</p>	<p>PROJECT 6b: <i>Mural production work over weekend Due Tuesday 10/04</i></p>	<p>PROJECT 8: <i>Midterm In-class Drawing Collection</i></p>
<p>Week 7 Tuesday 10/04</p> <p>MURAL</p>	<p>In-Class: Individual Meetings Midterm In-class Drawing Collection over Zoom</p>		<p>PROJECT 6b: <i>Mural project finished</i></p>
<p>Thursday 10/06</p> <p>Parents Weekend</p>	<p>(Break from Perspective to graphic thinking/solving)</p> <p>In-Class: Using all the senses</p>	<p>PROJECT 9a: <i>Graphic Thinking Sound Interpretation 9 roughs Due Tuesday 10/11</i></p>	<p>PROJECT 8: <i>Midterm In-class Drawing Collection</i></p>
<p>Week 8 Tuesday 10/11</p> <p>GRAPHICS</p>	<p>Review: Sound Interpretation roughs</p> <p>Lecture: Color Theory</p> <p>In-Class: Cross disciplinary thinking and drawing Sprints</p>	<p>PROJECT 9b: <i>Sound Interpretation 3 Final solutions Due Tuesday 10/18</i></p>	<p>PROJECT 9a: <i>Sound Interpretation 9 roughs</i></p>

Thursday 10/13	FALL RECESS No class Thursday or Friday		
Week 9 Tuesday 10/18 GRAPHICS	Review: Sound Interpretation solutions Lecture: In-Class: Building form quick sketch copies Bird hotel research and concepts	PROJECT 10: Design Movements Group Presentations (5 min) <i>Due Thursday 10/20</i>	PROJECT 9b: Sound Interpretation 3 Final solutions
Thursday 10/20 PERSPECTIVE	Review: Design movement group presentations In-Class: Body and Proportions Building form quick sketch Perspective bird hotel drawings	PROJECT 11a: Bird Hotel roughs in 2pt contour only <i>Due Tuesday 10/25</i>	PROJECT 10: Design Movements Group Presentations (5 min)
Week 10 Tuesday 10/25 PERSPECTIVE	Review: Bird Hotel concepts in 2pt contour only Lecture: In-Class: Rendering textures Birdhouse refinement		PROJECT 11a: Bird Hotel roughs in 2pt contour only
Thursday 10/27 PERSPECTIVE	In-Class: Warmups - perspective Bird hotel drawings	PROJECT 11b: Bird Hotel accurate 2pt Final with value <i>Due Tuesday 11/01</i>	

<p>Week 11 Tuesday 11/01</p> <p>PERSPECTIVE</p>	<p>Review: Bird Hotel final with value</p> <p>Demos: Prototype process</p> <p>In-Class: Work on 3D prototype project</p>	<p>Project 12: 3D Thinking prototype project <i>Due Thursday 11/03</i></p>	<p>PROJECT 11b: Bird Hotel accurate 2pt Final with value <i>Upload to Mural</i></p>
<p>Thursday 11/03</p> <p>PERSPECTIVE</p>	<p>Lecture:</p> <p>In-Class: Work on 3D prototype project</p>		
<p>Week 12 Tuesday 11/08</p> <p>PRODUCT</p>	<p>Review: 3D Thinking prototype project</p> <p>Lecture: Product design process Life cycle of products</p> <p>In-class: Expressive words–forms Bottle copies</p>	<p>Project 13a: Moodboard research photos and packaging <i>Due Thursday 11/15</i></p>	<p>Project 12: 3D Thinking prototype project</p>
<p>Thursday 11/10</p> <p>PRODUCT</p>	<p>Review: Moodboards and research</p> <p>In-class:</p>	<p>Project 13b: 12 Product roughs Describe idea, materials, ingredients, usage <i>Due Tuesday 11/15</i></p>	<p>Project 13a: Moodboard research – photos and packaging</p>
<p>Week 13 Tuesday 11/15</p> <p>PRODUCT</p>	<p>Review: 3 Product solution roughs</p>	<p>Project 13c: Choose direction Create 3 concepts and packaging solution roughs with title treatment <i>Due Thursday 11/17</i></p>	<p>Project 13b: 12 Product roughs Describe idea, materials, ingredients, usage</p>
	<p>Review:</p>		

Thursday 11/17 PRODUCT	3 Product packaging roughs	Project 13d: <i>Final Product and Package Sketches include orthogonal views</i> <i>Due Tuesday 11/22</i>	Project 13c: <i>Choose direction</i> <i>Create 3 concepts and packaging solution roughs with title treatment</i>
Week 14 Tuesday 11/22 PRODUCT	Review: Final Product and Package design rendering Orthographic Views	Project 13e: <i>Product and Package design rendered in Digital Media</i> <i>Due Tuesday 11/29</i>	Project 13d: <i>Final Product and Package Sketches include orthogonal views</i>
11/23-27 BREAK	NO CLASS	Thanksgiving Nov. 24	
Week 15 Tuesday 11/29	Review: Final Product and Package rendered in Digital Media In-Class: Work on product finals	Project 13f: <i>Final product + pckg presentation to class (Use template)</i> <i>Due Thursday 12/01</i>	Project 13e: <i>Product and Package design rendered in Digital Media</i>
Thursday 12/01	LAST CLASS Review: Final product presentations	Final Digital Presentation of All Work <i>What I learned in Rapid Visualization?</i> <i>Due Thursday 12/08</i>	Project 13c: <i>Final product + pckg digital presentations to class (Template)</i>
WEEK 16 12/03-06	STUDY DAYS Study Days: Dec 3-6	In-Class Type Exploration:	
Thursday 12/08 FINALS	FINAL DELIVERY AND TEST	Final Test: <i>7 Universal Stages</i> <i>10 Dieter Rams</i> <i>Life Cycle of a Product</i> <i>Orthogonal to Isometric</i>	Final Digital Portfolio Presentation of all work since midterm <i>What I learned in Rapid Visualization?</i>

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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), press "0" after hours – 24/7 on call

Studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eetix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

Diversity, Equity and Inclusion - (213) 740-2101

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

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

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.