USC Dornsife
Dana and David Dornsife
College of Letters, Arts and Sciences
Spatial Sciences Institute

SSCI 585, Geospatial Technology Project Management

Syllabus

Units: 4

Term Day Time: Fall 2022, M and F from 3-4:50 p.m.

Location: AHF 145A and DEN@Dornsife

Instructor: Robert O. Vos, PhD
Office: AHF B55
Regular Office Hours: Mon 9:30-10:30 am and Fri 1-2 pm PT. Also available most days and times by appointment via email.
Contact Info: vos@usc.edu, 213-821-1311, see contact page on D2L for Zoom Room

Library Help: Andy Rutkowski
Office: LIPA B40-A
Office Hours: Thu 10 am-12 pm or by appointment
Contact Info: arutkows@usc.edu

IT Help: Dornsife Technology Services
Office: SHS 260
Contact Info: spatial_support@usc.edu, 213-740-2775

Course Scope and Purpose

This course provides a practitioner's perspective on geospatial technology project management. Although many people believe GIS project management is about software design and development, computer hardware, and geospatial data, experienced GIS project managers understand that there is much more to it. In this course, we learn the broad suite of concepts and tools of project management in the highly specialized context of geospatial technologies. This course takes a systematic approach to explore the management issues and methods necessary to create and deliver successful geospatial technology programs and projects.

SSCI 585 is a required course for the Masters in Human Security and Geospatial Intelligence (MS HSGI) and for the Spatial Data Management Track (Track 1) of the Masters in Geographic Information Science and Technology (MS GIST). It is also a required course for the Graduate Certificate in Geospatial Leadership and an elective course for the Graduate Certificate in Geographic Information Science and Technology.

This course will cover several topics:

Foundations for GIS Programs and Projects – We start by focusing on building support for geospatial technology projects by examining critical topics associated with geospatial project management, including views of the project life cycle, project and program requirements, and strategic planning and program development.

Design, Technical Development, and Proposals – In this module, we consider how to relate project or program requirements to GIS technical elements, including management of the design of databases and applications. We also examine how popular organizational structures can support database and application development. At the end of this module, we revisit these topics in a lecture on how to structure winning project proposals.

Human Resources – Next, we consider the various roles played by people in geospatial technology projects, covering human resources topics associated with project management, including staffing, team building, and training. We will also examine the opportunities for geospatial technology certification and some of the ethical considerations that people who work on geospatial projects must keep at the forefront of their work.

Funding and Project Controls – In this module, we review different funding models for programs and projects, including the issue of funding for open data initiatives. We also learn how to estimate project benefits and costs, and how to produce a benefit-cost analysis. Finally, we review how to assess and manage risks and monitor projects.

Current and Emerging Trends – Here we consider some of the current and emerging trends that may modify the ways in which geospatial technology projects may be conceptualized, managed, and implemented in the coming years. Topics include a variety of new spatial and spatiotemporal data streams ("big data"), the role of CyberGIS in flexibly computing big data, the choice of free and open source vs. proprietary software solutions, the role of 3D data models in BIM-GIS integration, indoor GIS, and agile software development methods.

Learning Outcomes

On completion of this course, students should be able to:

- Identify and critically analyze the issues involved in organizing, planning, monitoring, and controlling a geospatial technology project.
- Initiate a small-scale geospatial technology project by developing project plans and financial budgets, estimating project costs and benefits, developing investment appraisal methods, and using authorization, monitoring, and control processes.
- Identify the role, significance, and impact of human resources in a project management setting and evaluate and implement strategies for managing human resources in geospatial technology projects.
- Review current geospatial technology project management methodologies and appraise their efficiency and efficacy for managing different types of geospatial projects.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time.

Prerequisite(s): SSCI 581 or permission of the instructor
Co-Requisite(s): None

Class Conduct

Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours)

COVID-19 policy -- Students are expected to comply with all aspects of USC's COVID-19 policy including, but not limited to, vaccination, indoor mask mandate, and daily TrojanCheck. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. Students are recommended to keep safe physical distancing, whenever possible, to prevent any possible transmission. Please contact your instructor if you have any safety concerns.

Diversity and Inclusion – It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in

and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful to everyone, and you are also expected to respect of others regardless of their race, ethnicity, gender identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

Course Structure

The main concepts are provided through a directed reading of the text *The GIS Management Handbook*. Additional readings are assigned throughout to expand on the textbook. This class will feature both lectures from the instructor and lightning talks, reading reports, and discussions that require participation from students. The class sessions with activities that require participation from students are clearly identified on the course schedule below. Detailed assignments for these activities will be provided with clear instructions for either attending synchronously, using a remote connection, or by using the D2L discussion board in combination with recordings from the classroom (i.e., "asynchronously").

Workload – This is a four credit, one semester course. Students should expect to spend 10-15 hours per week completing the work in this course.

Technological and Communication Requirements

Unlike many courses in our programs, this course will make minimal use of the GIS software on the GIST (SSI) Server. However, you will be able to access software to test workflows or explore applications. Since software is provided on the GIST (SSI) server, you do not need to install it on your own computer. Instead, every student must have the following technology requirements:

- A computer with a fast Internet connection.
- A functional webcam and a microphone for use whenever a presentation or meeting is scheduled.
- An up-to-date web browser to access the Server

If a student does not have access to any of these, please speak with the instructor at the start of the semester. Also, see the USC ITS Student Toolkit here:
https://keepteaching.usc.edu/students/student-toolkit/

Desire2Learn (D2L) – This course will utilize the Desire2Learn (D2L) learning management system which allows students to access course content, upload assignments, participate in discussion forms, among other learning experiences. The D2L platform provides flexibility in the learning experience where students can participate in the course residentially or remotely, synchronously (meeting together at the same time) or asynchronously (accessing videos and course content outside of class).

SSI Server and Tech Support – This course utilizes the SSI Server which is a virtual desktop giving access to many different professional software. If you are unable to connect to the server or experience any type of technical issues, send an email using your USC account to SSI Tech Support at spatial_support@usc.edu, making sure to copy (cc) me on the email.

Communications – All assignments given and all materials to be handed in will be submitted via D2L. The instructor will also create and monitor discussion forums through which students can discuss issues and assignments as needed. Students should read all email sent from D2L or from course instructor(s) as soon as possible. Also, students who do not regularly use their USC email accounts should double-check to be sure that mail sent from both the D2L accounts and the instructor's account (noted above) to your USC account is forwarded to an address used regularly and does not go into junk mail. The instructor will endeavor to respond to all email within 24 hours of receipt, aiming for no more than 72 hours delay. In the rare case that an instructor is off-line for an extended periodof time, an announcement will be posted to the class D2L site. Due to the synchronous and asynchronous nature of this course, it is each student's responsibility to stay informed and connected with others in our course. In addition to email, students are expectedto login to D2L regularly to check for announcements.

Discussion forums – On the D2L site, for class sessions you cannot attend synchronously, I will post discussion threads to facilitate your participation. Discussions provide a key means for student-to-student discussion and collaboration that can substitute for face-to-face contact in a traditional classroom or with a remote connection. Here students can provide support to each other while working on your assignments, sharing hints and helpful tips, as you would in a classroom laboratory. Please post your questions about assignments there, as you would ask them publically in the classroom. I monitor the discussion threads and offer comments when necessary, but more importantly, consider the discussion board a key way to connect with your classmates and share your discoveries.

Required Readings and Supplementary Materials

The required book and teaching cases to purchase for this course are:

- Croswell, P.L. 2021. *The GIS Management Handbook*, 3rd Edition. Des Plaines, IL: Kessey Dewitt Publications in association with URISA.
- Ofek, E., Preble, M. 2017. *TaKaDu: Software as a Service (SaaS) in Water Utilities*. 9-514-011. Harvard Business School Teaching Case.
- Glynn, D., Redzepagic, E., and Rostoker, B. 2019. *Voyager Search: Virtual Workforce, Real Growth?* SCG-664. University of Southern California Marshall School of Business Teaching Case.

Hard copies of the Croswell textbook are available from the USC bookstore and electronic copies can be purchased at this link: https://croswell-schulte.com/product/the-gis-management-handbook-in-english/.

The two case studies listed above must be purchased online from Harvard Business School Publishing group at the following link to the course pack for this class: https://hbsp.harvard.edu/import/961282.

The Croswell textbook and the teaching cases will be supplemented with a mixture of readings from academic journals, professional reports, and authoritative websites. The following journal articles comprise the supplementary reading and will be posted to D2L in the folder for the week to which they pertain:

- Antoun, J.A. 2018. "Cartographic design and interaction: An integrated user-centered agile software development framework for web GIS applications." Master's Thesis, University of Southern California.
- Biljecki, F., Ito, K. 2021. Street view imagery in urban analytics and GIS: A review. *Landscape and Urban Planning* 215: 104217.
- Brovelli, M.A., Minghini, M., and Zamboni, G. 2015. Public participation GIS: A FOSS architecture enabling field-data collection. *International Journal of Digital Earth* 8: 345-363.
- Chen, M., Voinov, A., Ames, D.P., et al. 2020. Position paper: Open web-distributed integrated geographic modeling simulation to enable broader participation and applications. *Earth-Science Reviews* 207: 103223.
- Donker, F.W. 2018. "Funding open data" pp. 56-74 in B. van Loenen et al. (eds.) *Open Data Exposed.* The Hague, Netherlands: T.M.C. Asser Press.
- Fonte, C.C., Basin, L., Foody, G., et al. 2015. VGI quality control. *ISPRS Annals of Photogrammetry, Remote Sensing, and Spatial Information Sciences* II-3/W5: 317-324.
- Ghose, R., Welcenbach, T. 2018. Power to the people: Contesting urban poverty and power inequities through open GIS. *The Canadian Geographer* 62: 67-80.
- Haworth, B. 2016. Emergency management perspectives on volunteered geographic information: Opportunities, challenges, and change. *Computers, Environment and Urban Systems* 57: 189-198.
- Hodza, P. 2014. Appreciative GIS and strength-based community change. *Transactions in GIS* 18: 270-285.
- Johnson, P.A., Sieber, R., Scassa, T., et al. 2017. The costs of geospatial open data. *Transactions in GIS* 21: 434-445.
- Kuria, E., Kimani, S., Mindila, A. 2019. A framework for web GIS development: A review. *International Journal of Computer Applications* 178: 6-10.
- Liu, X., Wang, X., Wright, G., et al. 2017. A state-of-the-art review on integration of building information modeling (BIM) and geographic information systems (GIS). *International Journal of Geo-Information* 6: 6020053.
- Miller, H.J., Goodchild, M.F. 2015. Data-driven geography. *GeoJournal* 80: 449-461.

- Nelson, T.A., Goodchild, M.F., Wright, D. J. 2022. Accelerating ethics, empathy, and equity in geographic information science. *Proceedings of the National Academy of Sciences of the USA* 119: e2119967119.
- Nüst, D., Pebesma, E. 2020. Practical reproducibility in geography and the geosciences. *Annals of the American Association of Geographers* 111: 1300-1310.
- Ohori, K.A. 2020. Azul: A fast and efficient 3D city model viewer for macOS. *Transactions in GIS* 24: 1165-1184.
- Sharafat, A., Khan, M.S., Latif, K. et al. 2021. BIM-GIS based integrated framework for underground utility management system for earthwork operations. *Applied Sciences* 11: 5721.
- Sieber, R.E., Johnson, P.A. 2015. Civic open data at a crossroads: Dominant models and current challenges. *Government Information Quarterly* 32: 308-315.
- Teixeira, H., Magalhães, A., Ramalho, A., et al. 2021. Indoor environments and geographical information systems: A systematic literature review. *SAGE Open* 11: 1-16.
- Trapp, N., Schneider, U.A., McCallum, I., Fritz, S., Schill, C., Borzacchiello, M.T., Heumesser, C., and Craglia, M. 2015. A Meta-analysis on the return on investment of geospatial data and systems: A multi-country perspective. *Transactions in GIS* 19: 169-187.
- Tulloch, D.L., Epstein, E. 2002. Benefits of Community MPLIS: Effectiveness and Equity. *Transactions in GIS* 6: 195-212. 2019.
- Wang, S., Zhong, Y., Wang, E. 2019. An integrated GIS platform architecture for spatiotemporal big data. *Future Generation Computer Systems* 94: 160-172,
- Yin, D., Liu, Y. Hu, H., et al. 2019. CyberGIS-Jupyter for reproducible and scalable geospatial analytics. Concurrency and Computation 31: e5040.
- Zerbe, R., Fumia, D., Reynolds, T., Singh, P., Scott, T., and Babinski, G. 2015. An Analysis of Benefits from Use of Geographic Information Systems by King County, Washington. *URISA Journal* 27: 13-27.

As well, for the 5 assigned projects in this course, you will conduct online and library research to find articles that give information useful for organizing the geospatial technology project you choose.

Description and Assessment of Assignments

Weekly Assignments

There are several different kinds of assignments. These are described in detail the Weekly Folders on D2L. A summary of each type of assignment follow here and due dates are in the schedule table below.

Resume Assignment – 1 worth 2 points. We require all current students to post and maintain a public resume, short biography and recent photo on our shared SSI Student Community Blackboard site. Please prepare your resume in the SSI template which will be provided to

you. Unless you opt out, your resume will be included in the Spatial Sciences Institute Graduate Programs Resume Book. This resume book is compiled annually and, along with our web presence, is used to promote our programs, and more importantly, your skills, experience, and professional aspirations.

Reading Reports – 2 worth a total of 10 points. These will focus on supplemental readings listed above. The objective is to help you evaluate, deepen, and integrate the information you have acquired from the lectures and textbook. You will have some choices about which readings you cover. Following the detailed assignment, you will present readings to your classmates and lead a discussion of key points in the readings.

Lightning Talks – 2 worth a total of 10 points. Early-on in the course, students will give lightning talks called "Application Development Exemplars" and "Multi-Organizational Consortia Exemplars." The purposes are two-fold: (1) to practice lightning talks, which are key tools in project management; and (2) to gain depth and insight on defining project requirements, which are key to GIS application development and on multi-organizational GIS consortia, which play a key role in spatial data infrastructure.

Projects –5 worth a total of 40 points. To demonstrate that you understand the concepts and skills to be learned in the class, you will complete five written projects of 4-5 pages each to apply different ideas and methods we have discussed to a geospatial technology project. A detailed assignment will be provided for each. In addition, the instructor will provide guidance with selecting the geospatial technology project and in completing the written class projects through facilitated discussions as part of specific class periods, as marked on the schedule table below.

Midterm Exam –1 worth a total of 10 points. There will be a midterm exam that will be equally suitable to complete in the classroom or remotely. It will be due at the end of the week where it is listed in the syllabus.

Final Presentation –1 worth a total of 10 points. Students will give use the 5 exercises they have completed to give a slide presentation on the geospatial technology project they have chosen. The presentation will be in the form of a proposal that aims to persuade a potential project sponsor to start the full project.

Final Exam –1 worth a total of 10 points. There will be a final exam that will be equally suitable to complete in the classroom or remotely. It will be due at 5 p.m. PT on the date of our scheduled final examination.

Class Participation –1 worth a total of 8 points. These points will be assigned for participation in discussions, especially during discussions of teaching cases, readings, and project introductions, either in the classroom, during scheduled class sessions with synchronous remote connections, or aynchronously on the D2L discussion board. These points will be assessed at the end of the semester based on depth and consistency of participation throughout the course.

Grading Breakdown

Assessment	Number	Points Each	Total Points
Resume Assignment	1	2	2
Reading Reports	2	5	10
Lightning Talks	2	5	10
Projects	5	8	40
Midterm Exam	1	10	10
Final Presentation	1	10	10
Final Exam	1	10	10
Class Participation	1	8	8
Total	14	-	100 points

Assignment Submission Policy

Unless otherwise noted, assignments must be submitted via D2L by the due dates specified in the Course Schedule below and on the assignment instructions. It is especially important that lightning talks and reading presentations are delivered for the class session on which they are assigned. You are expected to work on this course each week to stay current with readings and assignments. You must upload all assignments before the posted deadlines.

It is critical to note the following two items:

- Late assignments will be docked one letter grade and no grade will be given for assignments turned in more than one week late.
- Additionally, no written work will be accepted for grading after 5:00 p.m. PT on the last day of classes (i.e., Dec. 2, 2022).

Schedule

Date	Activity: Topic	Readings and Assignments	Deliverables: Due Dates
Weeks 1-3: Module 1 | Foundations for GIS Programs and Projects			
8/24	Lecture: Introduction to Geospatial Management and the Course	Croswell, Introduction	Resume Assignment: 8/26 Sign-up for Reading Reports 8/29 Reading Reports: 8/31
8/26	Lecture: GIS Program and Project Management Overview and Context	Croswell, Ch. 1 (1.1-1.4) Croswell, Ch. 9 (9.1.1-9.1.4)	
8/31	Lecture: Strategic Planning for GIS Programs and Projects Reading Reports (2)	Croswell, Ch. 2 (2.1-2.3) Tulloch & Epstein (2002) Hodza (2014)	

Date	Activity: Topic	Readings and Assignments	Deliverables: Due Dates
9/2	Discussion: TaKaDu: Software as a Service (SaaS) in Water Utilities	Ofek & Preble (2017)	Case Study Participation: 9/2
9/7	Lecture: Discovering GIS Program and Project Requirements	Croswell, Ch. 1 (1.5) Croswell, Ch. 2 (2.4)	
9/9	Lecture: Managing GIS Design and Technical Elements Discussion: Introduction to Project 1, Defining a Project and Its Requirements	Croswell Ch. 2 (2.5 & 2.7-2.11) Croswell Ch. 7 (7.1-7.4)	
Weeks 4-6: Module 2 | Design, Technical Development, and Proposals			
9/14	Lecture: Management of Geospatial Database and Application Development	Croswell, Ch. 7 (7.5-7.9)	Lightning Talk #1: 9/16 Lightning Talk #2: 9/23 Project 1: 9/28
9/16	Lightning Talks and Discussion: Application Development Exemplars		
9/21	Lecture: Organizational Structures, Multi-Organizational Collaboration, and Spatial Data Infrastructure	Croswell, Ch. 3 (3.1-3.2 & 3.4)	
9/23	Lightning Talks and Discussion: Multi-Organizational Consortia Exemplars		
9/28	Lecture: Proposal Structures and Competing to Win	Croswell, Ch. 9 (9.2)	
9/30	Lecture: Change Management Discussion: Introduction to Project 2, Design Elements and Work Breakdown Structure (WBS)	Croswell, Ch. 3 (3.5)	

Weeks 7-8: Module 3 | Human Resources			
10/5	Lecture: Human Resources and Staffing	Croswell, Ch. 4 (4.1-4.2 & 4.4-4.7)	Reading Report: 10/7 Project 2: 10/12
10/7	Lecture: Professional Ethics Reading Report (1) Discussion: Introduction to Project 3, Staffing, Training, and Recruiting	Croswell, Ch. 4 (4.3 & Appendix D) Nelson et al. (2022)	
10/12	Midterm Exam		
10/14	Fall Recess, no class meeting		
Weeks 9-11: Module 4 | Funding and Project Controls			
10/19	Lecture: Funding and Financial Management Reading Report (1)	Croswell, Ch. 5 (5.1-5.5) Zerbe et al. 2015	Project 3: 10/26 Reading Reports: 10/19, 10/21, & 10/26 Case Study Participation: 10/28
10/21	Lecture: Benefit-Cost Analysis Reading Report (1) Discussion: Introduction to Project 4, Activity Network and Benefit-Cost Analysis Calculation	Croswell, Ch.2 (2.6) Croswell, Ch. 9 (9.8) Trapp et al. (2015)	
10/26	Lecture: Legal Issues in GIS Management Reading Reports (2)	Croswell, Ch. 6 Sieber & Johnson (2015) Donker (2018)	
10/28	Lecture: The Geospatial Office Discussion: Voyager Search: Virtual Workforce, Real Growth?	Croswell, Chapter 8 Glynn, Redzepagic, and Rostoker (2019)	
11/2	Lecture: GIS Project Risk Assessment and Monitoring Discussion: Introduction to Project 5, Risk Register and Project Variance Calculation	Croswell, Ch. 9 (9.3 & 9.5-9.7)	Project 4: 11/2 Reading Reports: 11/4

11/4	Lecture: Quality Assurance and Quality Control (QA/QC) in GIS Programs and Projects Reading Reports (2)	Croswell, Ch. 3 (3.3) Croswell, Ch. 9 (9.4) Nüst & Pebesma (2021) Fonte et al. (2015)	
Weeks 12-15: Module 5 | Current and Emerging Trends			
11/9	Lecture: Big Data and CyberGIS Reading Reports (4)	Miller & Goodchild (2015) Wang et al. (2019) Yin et al. (2019) Chen et al. (2019)	Project 5: 11/16 Reading Reports: 11/9, 11/11, 11/16, & 11/18
11/11	Lecture: Free and Open Source (FOSS) GIS and Public Participation GIS (PPGIS) Reading Reports (4)	Ghose and Welcenbach (2018) Brovelli (2015) Haworth (2016) Ohori (2020)	
11/16	Lecture: 3D, BIM-GIS Integration, and Indoor GIS Reading Reports (4)	Teixeria (2021) Biljecki & Ito (2021) Liu et al. (2017) Sharafat et al. (2021)	
11/18	Lecture: Agile Project Management for GIS Applications Reading Reports (3)	Antoun (2018) Kuria et al. (2018) Chiang & Lin (2020)	
Week 14			
11/23	Thanksgiving Holiday, no class meeting		
11/25	Thanksgiving Holiday, no class meeting		
Week 15			
11/30	Final Presentations I		Final Presentations: 11/30 or 12/2
12/2	Final Presentations II (Last day of classes)		
12/12 Final Exam	According to the USC Final Exam Schedule: Monday, December 12, 2-4 p.m.		

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 Research and Scholarship Misconduct.

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
eeotix.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.

Resources for Online Students

The Course D2L page and the SSI Community Blackboard page have many resources available for distance students enrolled in our graduate programs. In addition, all registered students can access electronic library resources through the link https://libraries.usc.edu/. Also, the USC Libraries have many important resources available for distance students through the link: https://libraries.usc.edu/faculty-students/distance-learners. These include instructional videos, remote access to university resources, and other key contact information for distance students.