SSCI 587, Spatial Data Acquisition

Syllabus

Units: 4

Term—Day—Time: Fall, 2022, Tuesdays and Thursdays, 3:00 to 4:50 p.m.

Location: AHF 145D and DEN@Dornsife

Instructor: Laura C Loyola, PhD
Office: AHF B55C
Regular Office Hours: Mon 2-3 p.m. and Thurs 11-12 p.m. PT. Also available by appointment via email.
Contact Info: loyola@usc.edu, 213-740-5612

Library Help: Andy Rutkowski
Office: LIPA B40-A
Office Hours: Thursdays 10 a.m.-12 p.m. PT or by appointment
Contact Info: arutkows@usc.edu see contact page on Blackboard for Zoom Room

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

This course provides students with the requisite knowledge and practical skills to source and evaluate data against recognized quality standards for use in GIS-based projects. It also helps students understand how to assess the quality of information output from those projects. It is a required course for the Geographic Information Science and Technology (GIST) M.S. and Graduate Certificate Programs and the Human Security and Geospatial Intelligence (HSGI) M.S. Program. We cover several topics, including:

Data Needs and Types – We start by focusing on the data challenge, defining data needs, fitness-for-use, and the role of conceptualization, entitation (recognition of an entity that can be studied as a system), and quantification in scientific research and management, and an introduction to some of the ways in which spatial and attribute data can be gathered and used to serve specific needs.

Data Capture and Estimation – We discuss the various ways digital data can be sourced, evaluated, and used in specific projects, as well as ways to interpolate attribute values at unsampled locations and/or times.

Remotely Sensed Data – We discuss the diverse ways in which data can be collected remotely using various platforms. We focus on Global Navigation Satellite Systems and Unmanned/Unoccupied Aerial Systems as valuable sources of spatial data.

Data Quality – We discuss data standards and how they are used to promote and/or preserve data quality. We also examine the various types and sources of error that we may encounter as a part of the data stream. We consider the various ways we can check for errors and cope with uncertainty when using GIS to help inform decisions about actions we may take in the real world.

New Spatial Data Capture – We explore the ways in which the Esri, Eos, and Trimble software ecosystems can be used along with field-based systems (GNSS and GPS receivers, unoccupied autonomous systems and a variety of sensors) to support spatial data acquisition, analysis, and visualization. A variety of readings and exercises in the first half of the class will help to support a field project conducted during a one-week field trip on Catalina Island in which students design, conduct, and present the results of their own spatial data collection projects using equipment provided by the Spatial Sciences Institute and/or their own devices.

Data Integration – We discuss and workshop the various processes through which data are prepared and integrated within a GIS. Project work builds on data acquisition throughout the term and culminates in integration and preliminary analyses.

Written Communication Skills – Since successful spatial scientists and geospatial intelligence specialists need cutting-edge spatial skills as well as effective communication competence to prosper in today’s rapidly evolving world, faculty members from the USC Writing Program coach students on their writing skills in selected assignments during this course.

The class sessions and assigned readings will convey the main theoretical concepts, and the assignments will give students an opportunity to internalize and apply the concepts and theory
learned from readings. Some assignments, and particularly those completed on Catalina Island, require student interaction, and all will benefit from it.

**Learning Outcomes**

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

- Describe fitness-for-purpose (i.e. use) criteria and apply them to the evaluation of geospatial data for specific applications.
- Discuss the conceptual foundations of unoccupied autonomous system (UAS)-derived imagery data.
- Describe and demonstrate the methods to collect and process UAS-derived imagery.
- Design and implement a strategy for capturing or sourcing geospatial data and any accompanying metadata.
- Assess the impact of national and international data standards on the sourcing and availability of geospatial data.
- Critically evaluate the potential impacts of data quality on spatial analysis and decision making.
- Demonstrate the ability to use one or more of the commonly utilized systems employed today for the capture of location-based data so you can acquire, organize, store, analyze, model, visualize, and share your own spatial data going forward.

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, and meet all other course expectations of you as a student.

**Prerequisite(s):** None

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

**Concurrent Enrollment:** None

**Recommended Preparation:** SSCI 581: Concepts for Spatial Thinking

**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**

As a graduate level course, you should expect this class to be both academically robust and intellectually challenging. As a graduate student, you are expected to engage with the information you are learning and to explore the heady cauldron of ideas, opinion, and analysis that describe our collective effort to thoroughly interrogate the subject at hand. Learning arises from active engagement with the knowledge found in the reading materials and with one another. As in any graduate level class, the instructor’s role is that of a guide who keeps you on path of discovery and you will find that you will learn much from your fellow classmates. The main theoretical concepts will be provided through class presentations and assigned readings, and at times recorded video presentations. Hands-on practical exercises will use various software products accessible over the Internet. Assignments will give you an opportunity to internalize and apply the concepts and theory learned from readings. Some assignments require student interaction; all will benefit from it.

**Workload** – This is a four credit, one semester graduate level course. Students should expect to spend 10-15 hours per week to complete the work in this class. Please note that in addition to the weekly workload, there is a required weeklong field excursion to the Philip K. Wrigley Marine Science Center on Catalina Island. Note: There is a required room and board fee for the Catalina trip of approximately $360 that is supplemental to the regular tuition cost.

**Technology and Communication Requirements**

ArcGIS is provided online via the GIST Server; hence, you do not need to install it on your own computer. In addition, we will provide laptops with image processing software and a variety of
GPS and related data capture devices for the Catalina field component. At their home workspaces, every student must have the following technology requirements:

- A computer with a fast Internet connection.
- A functional webcam and a microphone.
- An up-to-date web browser to access the SSI server.

If a student does not have access to any of these, please speak with the instructors at the start of the semester. And 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 period of 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 expected to login to D2L regularly to check for announcements.

**Discussion forums** – Discussion forums provide a key means for student-to-student discussion and collaboration that can replicate the face-to-face contact you may have experienced in traditional classrooms. 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 publicly 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 textbook for this course is:


This textbook, which is also used in SSCI 581: Concepts for Spatial Thinking, will be supplemented with class presentations and a mix of readings from academic journals, professional reports and authoritative websites.

Supplemental Readings – The following journal articles will be posted to D2L under the Course Readings:


**Description and Assessment of Assignments**

**Assignments**

There are different kinds of assignments throughout the semester that build competencies in data acquisition and evaluation, as well as written communication. These are described in the Assignments module in D2L. Due dates are shown in the Schedule below.

**Resume Assignment** – 1 worth 3 points. In addition to the submission via D2L, we require all current students to post and maintain a public resume, short biography, and recent photo on our shared SSI Student Community site. Please prepare your resume in the SSI template that will be provided to you. Unless you opt out, your resume will be included in the Spatial Science 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. This assignment is due at the end of the term so that you can incorporate your newly gain skills.

**Writing Responses** – 3 worth 6 points. In collaboration with the Writing Center, three instructional videos on writing will be provided. A short quiz at the end of each video will evaluate your understanding of the major points of the video.

**Projects** – 3 worth 45 points. The projects will be the major tool used to evaluate your learning in this course. These assignments will integrate key concepts and ideas require and require students to complete the basic types of data acquisition and integration asked of professional spatial analysts in real-world settings through independent thought. Prompts will list helpful information, such as software tutorials, for becoming familiar with ways that concepts learned in the course are implemented in various software packages. Each project has two deliverables: a workflow diagram and a written report that describes project goals, methods, data, and results. The workflow diagram is due one week prior to the final deliverable and is workshopped in an online forum or during a synchronous class session with classmates and the instructor.

**Reading and Research Discussions** – 3 worth 12 points. These assignments call on students to identify relevant research case studies employing the methodologies and concepts we cover in class and to discuss them with the instructor and their classmates during course meetings and in online discussion forums.

**Summative Assignment** – 1 worth 4 points. A final summative written assignment to be completed during the final examination period is required. In this assignment, you will reflect on the course learning outcomes and explain how the assigned work completed during the semester address these.

**Catalina Field Component**
For this part of the course, you will be divided into small teams to undertake your field work together. In addition to completing the data collection project, each team will deliver two oral presentations and a poster summarizing your project and results.

First Presentation – 5 points. This 10-15 minute presentation will take place at the start of the week and will describe your team’s proposed research project.

Second Presentation – 10 points. This 15-20 minute presentation will take place at the end of the week and will summarize your team’s methodology, results and findings.

Poster – 8 points. The poster will present a summary of your project and visualization of results. The posters must be submitted for grading to D2L before leaving the island.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to navigate the various deliverables in this course. The table below summarizes the SSCI 578 course assignments and their point distribution.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points Each</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume Assignment</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Writing Responses</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Reading and Research Discussions</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Projects</td>
<td>3</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Summative Assignment</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Catalina Island Excursion</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First Presentation</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Second Presentation</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Poster</td>
<td>1</td>
<td>15</td>
<td>15</td>
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<tr>
<td>TOTALS</td>
<td>14</td>
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<td>100</td>
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In addition, it is important to note from the outset that:

- You are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines documented in the Course Schedule. The move of this SSCI 587 course to the DEN model means that you may participate in-person or remotely and synchronously or asynchronously – you will choose the modalities to best fit your own circumstances and therefore participate in each class session in one or other of the following combinations of these modalities (i.e., in-person and synchronous, remote and synchronous, or remote and asynchronous).

- I will deduct one letter grade for late postings and assignments, and no credit will be assigned for postings or assignments turned in more than one week late.

- No written work will be accepted for grading after 11:59 p.m. PT on the last day of classes (i.e. Friday, August 12th, 2021).
Assignment Submission Policy

Assignments must be submitted via Blackboard by the due dates specified in the Course Schedule. Attention to on-time assignment submission is essential. The instructor will aim to return feedback before the next assignment is due.

Strict penalties apply for late assignments as follows:

- All assignments will be penalized 2 points up to four days late. No points will be given for submissions more than four days late.
- Additionally, no written work will be accepted for grading after 5 p.m. PT on the last day of classes.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Deliverables / Due Dates</th>
</tr>
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<tbody>
<tr>
<td>Module 1</td>
<td>Introduction and Spatial Data</td>
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</table>
| Week 1 | Introduction to Course  
Introduction to class, expectations, and data acquisition | Writing Response #1                             |                          |
| 8/23   | Fitness-for-use  
The representation of spatial phenomena and fitness-for-use | Chrisman (1984)  
Fisher and Wood (1998)  
Goodchild (2000)  
Fisher et al. (2004)  
Fisher et al. (2010) |                          |
| 8/25   | Scale  
The role and importance of scale | Frank (2010)  
Goodchild (2011)  
Strominger et al. (2016) | Writing Response #1, 8/29 |
| 9/1    | Uncertainty and error  
Sources of error, data standards, data quality and uncertainty | Bolstad et al. (1990)  
Fisher et al. (2010)  
Couclelis (2021) |                          |

Module 2 | Terrestrial and Non-Terrestrial Data Acquisition

| Week 3 | GNSS  
Jankowska et al. (2015)  
Li et al. (2019)  
Li et al. (2022) |                          |
| 9/6    | RRD 1  
RRD 1 and Introduction to Project 1 | RRD 1 (synchronously, in class; asynchronously, before and after class session) |                          |
| 9/8    | Surveying & Field Data Collection Workshop  
Surveying, coordinates, and field data collection; workshop of ArcGIS FieldMaps and hosted feature layers | Toutin (2004)  
Zhang et al. (2016)  
Lippitt (2020) | ArcGIS FieldMaps access |
<p>| Week 4 |                                           | Writing Response #2 |                          |
| 9/13   |                                           | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Deliverables / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td>Project 1 workflow workshop</td>
<td></td>
<td>Writing Response #2, 9/19 Project 1 Workflow, 9/19</td>
</tr>
</tbody>
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**Module 3 | Field Practicum**

<table>
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<tr>
<th>Week 6</th>
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<tbody>
<tr>
<td>9/26-10/2</td>
<td><strong>Catalina Field Excursion</strong></td>
<td></td>
<td>Project #1, SUNDAY 9/25 First Presentation, 9/25 Second Presentation, 10/2 Poster, 10/2</td>
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**Module 2 | Terrestrial and Non-Terrestrial Data Acquisition (con’t)**

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<tbody>
<tr>
<td>10/6</td>
<td><strong>Personal Location Data</strong> Mobile phones and social media clicks</td>
<td>Jestico et al. (2016) Tenkanen et al. (2017) Gao et al. (2020 Liang et al. (2020) Writing Response #3, 10/10</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td><strong>Street View Imagery</strong> The benefits and utility of street view imagery such as Google Earth Imagery and others</td>
<td>Arietta et al (2014) Alvarez Leon &amp; Quinn (2019) Larkin et al. (2021)</td>
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<tr>
<td>10/13</td>
<td>Fall Break – <strong>No class Thursday</strong></td>
<td></td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Project 2 workflow workshop</td>
<td></td>
<td>Project #2 Workflow, 10/17</td>
</tr>
<tr>
<td>10/20</td>
<td><strong>Street View Imagery</strong> The benefits and utility of street view imagery such as Google Earth Imagery and others</td>
<td>Arietta et al (2014) Alvarez Leon &amp; Quinn (2019) Larkin et al. (2021)</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Deliverables / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3</td>
<td>RRD #2 and Introduction to Project #3</td>
<td>RRD 2 (synchronously, in class; asynchronously, before and after class session)</td>
<td></td>
</tr>
</tbody>
</table>

**Module 5 | Non-GNSS Data Acquisition**

<table>
<thead>
<tr>
<th>Week 12&lt;br&gt;11/8</th>
<th><strong>Indoor mapping and positioning</strong>&lt;br&gt;How to measure and position indoor and without GNSS</th>
<th>Wirola et al. (2010)&lt;br&gt;Kunhoth et al. (2020)&lt;br&gt;El-Sheimy &amp; Lu (2021)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10</td>
<td><strong>LiDAR</strong>&lt;br&gt;Mapping the built and natural environment</td>
<td>Priestnall et al. (2000)&lt;br&gt;Dubayah and Drake (2000)&lt;br&gt;Smith et al. (2019)&lt;br&gt;Thatcher et al. (2020)</td>
<td></td>
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</table>

**Module 6 | Spatial Sampling and Estimation**

<table>
<thead>
<tr>
<th>Week 13&lt;br&gt;11/15</th>
<th><strong>Spatial Sampling</strong></th>
<th>Delmelle (2009)&lt;br&gt;Smith et al. (2017)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/17</td>
<td><strong>Spatial Estimation</strong></td>
<td>Kassie et al. (2017)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 14</strong>&lt;br&gt;11/22</td>
<td><strong>Project #3 workflow workshop</strong></td>
<td>Project #3 Workflow, 11/21</td>
<td></td>
</tr>
<tr>
<td>11/23-11/25</td>
<td>Thanksgiving Break – No class</td>
<td></td>
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<tr>
<td><strong>Week 15</strong>&lt;br&gt;11/29</td>
<td><strong>RRD 3</strong></td>
<td>RRD 2 (synchronously, in class; asynchronously, before and after class session)</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>Closing thoughts</td>
<td>Project #3, Friday 12/2 5:00pm</td>
<td></td>
</tr>
</tbody>
</table>

**Summative Assignment** – Tuesday, December 13 – 2:00pm PT
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 eootix.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](https://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](http://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](http://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](http://diversity.usc.edu)
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency - UPC**: (213) 740-4321, **HSC**: (323) 442-1000 – 24/7 on call
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety - UPC**: (213) 740-6000, **HSC**: (323) 442-120 – 24/7 on call
[dps.usc.edu](http://dps.usc.edu)
Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
[ombuds.usc.edu](http://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](mailto:otfp@med.usc.edu)
[chan.usc.edu/otfp](http://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 Blackboard page and the GIST 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.