



**SUBJECT TO CHANGE**

**Course ID: LAW 324 Sports Law**

**Units: 4**

**M/W 10:00 to 11:50 AM**

**Location: On Campus Room LAW 130**

**Instructor: Professor Ben Meiselas**

**Office: Musik Buiding Room XXX**

**Office Hours: By Email Appointment on Fridays**

**Contact Info:**

**Undergraduate Academic Calendar Spring 2022**

<b>Classes Begin</b>	<b>Mon</b>	<b>January 9</b>
<b>Martin Luther King's Birthday</b>	<b>Mon</b>	<b>January 16</b>
<b>President's Day</b>	<b>Mon</b>	<b>February 20</b>
<b>Spring Recess</b>	<b>Sun-Sun</b>	<b>March 12-19</b>
<b>Classes End</b>	<b>Fri</b>	<b>April 28</b>
<b>Study Days</b>	<b>Sat-Tue</b>	<b>April 29-May 2</b>
<b>Exams</b>	<b>Wed-Wed</b>	<b>May 3-10</b>
<b>Commencement</b>	<b>Fri</b>	<b>May 12</b>

## **Course Description**

This course is designed to familiarize the students with the ways in which the American legal system uses a variety of tools to regulate sports. Areas of law that impact sports include contract law, tort law, statutory law, and constitutional law.

This course examines how various areas of law apply to recreational, collegiate and professional sports. We will emphasize the legal problems and issues faced by professionals in the sport and recreation industry today, including managers and athletes themselves. Students will use critical and analytical thinking to develop a basic understanding of areas of law that affect these industries.

Upon completion of this course, students will understand basic legal structure of multiple sports businesses and will be able to analyze the legal issues that permeate these organizations. This course will examine the relevance and application of various legal structures to all participants in particular sports enterprises. Topics will include, among others, Contracts, Title IX, Collective Bargaining, NCAA Compliance and Governance, Agency, Risk Management and Sports Marketing and Licensing.

## **Learning Objectives**

This course will introduce students to major legal issues in the sports entertainment industry, and teach practical skills to navigate the field. The course will ask students to analyze legal issues from the perspectives of the athlete, the manager / management, and the industry as a whole.

Students will:

- Understand legal terms, procedures, and issues affecting the professional sports industry.
- Identify and discuss litigation and legislation affecting sport organizations nationally and internationally.
- Discuss and understand strategies aimed at reducing the probability of injuries and lawsuits surrounding sport activities.
- Analyze and evaluate the application of the law in various sport context.
- Learn the basics of contract negotiation in the professional sports industry.
- Competently read and understand a sports management contract.
- Understand where the legal and economic interests of the athlete, the manager, and the industry compete with one another, and where they are congruent.

**Prerequisite(s): None**

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

**Concurrent Enrollment: None**

**Recommended Preparation:** Law 210, Fundamentals of the U.S. Legal System.

## **Course Policies**

Active participation in class discussions and exercises is expected. Regular and punctual attendance in class is required. Students are expected to have read the assigned readings for each class, and finished their case-brief assignments before class. If students are experiencing any difficulties in the course, they are encouraged to reach out to the professor.

## **Required Readings and Supplementary Materials**

Suggested Textbooks:

- Spengler, J.O., et al. (2016). Introduction to Sport Law, 2nd Ed. Human Kinetics: Champaign, IL. ISBN: 9781450457002 ; ISBN: 9781492575542
- Pittman, Andrew, et.al. (2016). Case Studies in Sport Law, 2nd Ed. Human Kinetics: Champaign, IL.

## Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Case Briefs and Weekly Assignments	100	25%
Attendance and Discussion	100	10%
Midterm	100	30%
Final	200	35%
<b>TOTAL</b>	<b>500</b>	<b>100%</b>

## Grading Scale

Course final grades will be determined using the following scale:

A	93-100
A-	90-92
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

## Description and Assessment of Assignments:

### Exams

Exams will be short answer and essay based. Assessment of exams and case briefs will include:

1. Ability of student to identify key legal issues and prioritize between the main issue and peripheral considerations by the court.
2. Ability of student to identify and assess strengths and weaknesses in an opinion's reasoning.
3. Ability to identify and delineate key parts of a decision, including the procedural history, facts, issue, and holding. Student should know the role that each of these parts play in an appeal, and why they are important to the justices' ultimate decisions.
4. Ability of the student to analyze and consider the public policy implications of a case on any given issue.
5. Demonstrate a general understanding of the court's legal reasoning, and any connect the reasoning to a case's background, or political pressures.
6. Communicate responses to questions clearly and concisely in writing.

## Discussion and Attendance

Attendance is required. Discussion assessment will include:

- Attendance is required. Depending on the size of the class, students will be generally required to participate in discussion *each* time the class meets.
- Students will be required to engage with professor in the Socratic method of questioning.
- Students will be expected to come to class prepared with meaningful questions, ideas, and criticisms to discuss with their peers and the professor.

## Case brief Assignment Instructions:

A case brief is a study tool used in law schools to understand caselaw and identify important takeaways from legal opinions. For the purposes of this course, the case brief assignment will require you to identify and summarize the following in each legal opinion. Please limit briefs to (500) words.

**a. Basic Information: Name, Court, Parties (Plaintiff and defendant), Year.**

**b. The Facts**

Here, summarize facts about the dispute that are **essential** to the decision and reasoning the judge explains. This section should not include peripheral details that are not important to the outcome, but rather only those facts that the judge indicates in their opinion are legally significant.

Ex. The case may state that “a woman slipped and fell on the wet floor in the Safeway grocery store on Fifth Avenue.” However, your case brief need only describe the incident as “a woman fell on a wet floor in a grocery store.

**c. The Issue**

Identify exactly what legal question the court was being asked to decide. It is often helpful to state the issue in the form of a yes or no question. The court may identify explicitly what the legal issue is, but when they do not, in your own words, summarize what the two parties are disputing and what the court is deciding.

Ex. Does Congress have the constitutional power to enact the Civil Rights Act as a measure to regulate interstate commerce?

**d. Rule**

In your own words, what does the court decide and what about this opinion can be applied to future disputes with similar facts? What is the *law* or the *takeaway* from this case?

**e. The Holding**

Answer “yes” or “no” to the question posed in your statement of the issue with a complete sentence summarizing the outcome.

Ex. Yes, under the Commerce Clause, Congress has the power to remove obstructions and restraints to interstate commerce.

**f. The Reasoning for the Majority Opinion**

This portion of your case brief should include the rule of law the court relied on or developed to answer the question raised by the issue. You should also note the logic the court followed in applying that rule to the facts as well as which facts the court relied on in reaching its decision. If the court interpreted a statute, applied existing case law, or cited policy considerations in deciding the case, note that as well.

**g. The Reasoning for any Dissenting or Concurring Opinions**

This portion of your case brief should include the rule of law the court relied on or developed to answer the question raised by the issue. You should also note the logic the court followed in applying that rule to the facts as well as which facts the court relied on in reaching its decision. If the court interpreted a statute, applied existing case law, or cited policy considerations in deciding the case, note that as well.

**Case-brief Format:**

Case	
Court / Year	
Parties	
Facts	
Issue	
Legal Rule	
Holding	
Analysis / Reasoning	
Dissent/Concurrence	

**Assignment Submission Policy**

Case briefs and reflection essays are to be submitted as PDFs/Word Docs via blackboard by the start of class each week or as specified in the syllabus. Each case brief and reflection essay is worth 10 points, with two assignments excused at the student's discretion. This will result in a total of ten graded assignments out of twelve potential assignments.

**Additional Policies**

Students are expected to attend class ready to discuss the assigned reading materials.

	Topics/Daily Activities	Readings/Preparation	Deliverables
Week 1	Introduction to the U.S. Legal System, overview of course. In class explanation of how to brief a legal opinion and what you can learn from legal opinions.	Read <a href="#">Introduction to Case Briefing</a> , and review case brief template  Derrick Rose Adidas Contract Article – Part 1 <a href="https://www.si.com/nba/2018/02/06/derrick-rose-adidas-sneaker-contract-details-cavaliers-knicks-bulls">https://www.si.com/nba/2018/02/06/derrick-rose-adidas-sneaker-contract-details-cavaliers-knicks-bulls</a>  Litigation vs. Arbitration: <a href="https://www.lexisnexis.com/community/insights/legal/b/thought-leadership/posts/six-key-differences-between-litigation-and-arbitration">https://www.lexisnexis.com/community/insights/legal/b/thought-leadership/posts/six-key-differences-between-litigation-and-arbitration</a>	Reading on briefing cases  Read Derrick Rose Adidas Contract Article – Part 1  Read Litigation vs. Arbitration Article.
Week 2	Introduction to Contracts and Sports Law	<a href="#">Detroit Lions, Inc. v. Argovitz</a> , 580 F. Supp. 542, 1984 U.S. Dist. LEXIS 19582  <a href="#">Fleming v. Kent State Univ.</a> , 2014-Ohio-3471, 17 N.E.3d 620, 2014 Ohio App. LEXIS 3399, 38 I.E.R. Cas. (BNA) 1720, 2014 WL 3936796  Definition of Contract: <a href="https://www.law.cornell.edu/wex/contract#:~:text=A%20contract%20is%20an%20agreement,consideration%3B%20capacity%3B%20and%20legality.">https://www.law.cornell.edu/wex/contract#:~:text=A%20contract%20is%20an%20agreement,consideration%3B%20capacity%3B%20and%20legality.</a>	Read <i>Detroit Lions Inc v. Argovitz</i> and <i>Fleming v. Kent State</i> , brief one before class in accordance with the case briefing format in the syllabus.
Week 3	Contract Negotiation and Employment Law: Negotiation Exercise	<a href="#">Sample NBA contract:</a>  <a href="#">Sample NFL contract</a>  <a href="https://www.sec.gov/Archives/edgar/data/1573683/000104746913009713/a2216998zex-10_3.htm">https://www.sec.gov/Archives/edgar/data/1573683/000104746913009713/a2216998zex-10_3.htm</a>  Derrick Rose Contract Case Study: <a href="https://www.si.com/nba/2018/02/06/derrick-rose-adidas-contract-terms-payment-clauses-cavs">https://www.si.com/nba/2018/02/06/derrick-rose-adidas-contract-terms-payment-clauses-cavs</a>	Review sample NBA and NFL contracts, prepare for an in-class exercise negotiating a contract.  After class: Submit a 500-word reflection on the negotiation exercise, <b>due before the beginning of class week 4.</b>
Week 4	Overview of Labor Law and Professional Sports	First 28 pages of the following law review article: <a href="https://lawreview.law.ucdavis.edu/issues/45/4/Articles/45-4_Feldman.pdf">https://lawreview.law.ucdavis.edu/issues/45/4/Articles/45-4_Feldman.pdf</a>  Article 17 of the NFL CBA – Anti-Collusion (Pages 137-141) Article 43 of the NFLA CBA – Non-Injury Grievance (Pages 256-260) <a href="https://nflpaweb.blob.core.windows.net/media/Default/NFLPA/CBA2020/NFL-NFLPA_CBA_March_5_2020.pdf">https://nflpaweb.blob.core.windows.net/media/Default/NFLPA/CBA2020/NFL-NFLPA_CBA_March_5_2020.pdf</a>  Colin Kaepernick Grievance <a href="https://a.espn.com/pdf/2017/1015/KaepernickGrievance_r.pdf">https://a.espn.com/pdf/2017/1015/KaepernickGrievance_r.pdf</a>	After class: Submit a 500-word reflection summarizing the key legal issues in the Kaepernick grievance due before Week 5.
Week 5	Anti-trust Issues and Contracts in Professional Sports	<a href="https://www.npr.org/sections/money/2017/10/25/560032942/episode-579-is-the-ncaa-an-illegal-cartel">https://www.npr.org/sections/money/2017/10/25/560032942/episode-579-is-the-ncaa-an-illegal-cartel</a>  <a href="https://www.pbs.org/wgbh/frontline/article/does-the-ncaa-rule-college-sports-like-a-cartel/">https://www.pbs.org/wgbh/frontline/article/does-the-ncaa-rule-college-sports-like-a-cartel/</a>  <a href="#">Flood v. Kuhn</a> , 407 U.S. 258, 92 S. Ct. 2099, 32 L. Ed. 2d 728, 1972 U.S. LEXIS 138, 1972 Trade Cas. (CCH) P74,041  <a href="#">O'Bannon v. NCAA</a> , 802 F.3d 1049, 2015 U.S. App. LEXIS 17193, 166 Lab. Cas. (CCH) P10,814, 2015-2 Trade Cas. (CCH) P79,311	Read supplemental articles, also read <i>Flood v. Kuhn</i> and <i>O'Bannon v. NCAA</i> , brief one before class.
Week 6	Anti-trust Issues and Collective	<a href="#">Brown v. Pro Football</a> , 518 U.S. 231, 116 S. Ct. 2116, 135 L. Ed. 2d 521, 1996 U.S. LEXIS 4047, 64 U.S.L.W. 4554, 131 Lab. Cas. (CCH) P11,588, 1996-1 Trade Cas. (CCH) P71,445, 96 Cal. Daily Op.	Read and brief <i>Brown v. Pro Football</i> before class.

	Bargaining in Professional Sports	<p><a href="#">Service 4419, 152 L.R.R.M. 2513, 96 Daily Journal DAR 7174, 96 Daily Journal DAR 8318, 10 Fla. L. Weekly Fed. S 14</a></p> <p><a href="https://www.supremecourt.gov/opinions/20pdf/20-512_gfbh.pdf">https://www.supremecourt.gov/opinions/20pdf/20-512_gfbh.pdf</a></p>	Read Alston decision before class.
Week 7	Midterm		
Week 8	Introduction to Torts Law and Sports Management	<p><a href="#">Friedman v. Houston Sports Ass'n, 731 S.W.2d 572, 1987 Tex. App. LEXIS 6535</a></p>	Read and brief <i>Friedman v. Houston</i> before class.
Week 9	Risk Management Issues in Professional Sports: Athlete Protections and Injuries	<p><a href="#">Lowe v. California League of Prof. Baseball, 56 Cal. App. 4th 112, 65 Cal. Rptr. 2d 105, 1997 Cal. App. LEXIS 532, 97 Cal. Daily Op. Service 5283, 97 Daily Journal DAR 8521</a></p> <p>Review Article 43 of the NFLA CBA – Non-Injury Grievance (Pages 256-260)  <a href="https://nflpaweb.blob.core.windows.net/media/Default/NFLPA/CBA2020/NFL-NFLPA_CBA_March_5_2020.pdf">https://nflpaweb.blob.core.windows.net/media/Default/NFLPA/CBA2020/NFL-NFLPA_CBA_March_5_2020.pdf</a></p> <p>Read article:  <a href="https://bleacherreport.com/articles/10002767-report-jawuan-james-considering-grievance-over-lost-wages-after-broncos-release">https://bleacherreport.com/articles/10002767-report-jawuan-james-considering-grievance-over-lost-wages-after-broncos-release</a></p>	Read and brief <i>Lowe California League of Prof. Baseball</i> before class.
Week 10	Intellectual Property Issues in Sports Management: Licensing and Copyright	<p><a href="#">Dallas Cowboys Cheerleaders, Inc. v. Pussycat Cinema, Ltd., 604 F.2d 200, 1979 U.S. App. LEXIS 12494, 203 U.S.P.Q. (BNA) 161, 5 Media L. Rep. 1814</a></p>	Read and brief <i>Dallas Cowboys v. Pussycat Cinema</i>
Week 11	Media Rights and Image	<p><a href="https://harvardisel.com/2020/08/the-false-dichotomy-in-name-image-and-likeness-legislation/">https://harvardisel.com/2020/08/the-false-dichotomy-in-name-image-and-likeness-legislation/</a></p> <p>Proposed NCAA Athlete's Bill of Rights  <a href="https://www.nytimes.com/2020/12/17/sports/ncaafootball/college-athlete-bill-of-rights.html">https://www.nytimes.com/2020/12/17/sports/ncaafootball/college-athlete-bill-of-rights.html</a></p> <p>Brand Value:  <a href="https://www.forbes.com/sites/mikeozanian/2019/10/16/the-forbes-fab-40-puma-debuts-on-2019-list-of-the-worlds-most-valuable-sports-brands/?sh=369650cd356a">https://www.forbes.com/sites/mikeozanian/2019/10/16/the-forbes-fab-40-puma-debuts-on-2019-list-of-the-worlds-most-valuable-sports-brands/?sh=369650cd356a</a></p> <p><a href="https://www.si.com/college/2020/10/13/ncaa-proposal-athlete-compensation-name-image-likeness">https://www.si.com/college/2020/10/13/ncaa-proposal-athlete-compensation-name-image-likeness</a></p> <p>Interim NCAA NIL Policy  <a href="https://ncaaorg.s3.amazonaws.com/ncaa/NIL/May2022NIL_Guidance.pdf">https://ncaaorg.s3.amazonaws.com/ncaa/NIL/May2022NIL_Guidance.pdf</a></p> <p>Additional NCAA NIL Policy Guidance  <a href="https://ncaaorg.s3.amazonaws.com/ncaa/NIL/D1NIL_InstitutionalInvolvementNILActivities.pdf">https://ncaaorg.s3.amazonaws.com/ncaa/NIL/D1NIL_InstitutionalInvolvementNILActivities.pdf</a></p>	Read articles before class
Week 12	Liability and Equity: Gender Equity and	<p><i>Required: Davis v. Monroe County Bd. of Educ., 526 U.S. 629, 119 S. Ct. 1661, 143 L. Ed. 2d 839, 1999 U.S. LEXIS 3452, 67 U.S.L.W. 4329, 99 Cal. Daily Op. Service 3861, 99 Daily Journal DAR 4931, 1999 Colo. J. C.A.R. 2948, 12 Fla. L. Weekly Fed. S 280</i></p>	Read supplemental articles on Title IX; read and brief <i>Davis v. Monore</i> before class.



	<b>Title IX in Sports Law</b>	<p><i>Optional:</i> Historic Overview of Title IX: <a href="https://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1554&amp;context=sportslaw">https://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1554&amp;context=sportslaw</a></p> <p>NCAA Q &amp; A on title IX: <a href="http://www.ncaa.org/about/resources/inclusion/title-ix-frequently-asked-questions">http://www.ncaa.org/about/resources/inclusion/title-ix-frequently-asked-questions</a></p> <p>LA Times on Title IX and the Rio 2016 Olympics: <a href="https://www.latimes.com/sports/la-sp-oly-women-plaschke-20160816-snap-story.html">https://www.latimes.com/sports/la-sp-oly-women-plaschke-20160816-snap-story.html</a></p>	
<b>Week 13</b>	<b>Drugs and Doping in Professional Sports: Laws and Ethics</b>	<p>Readings on U.S. Law: H. Rept. 109-210 - DRUG FREE SPORTS ACT <a href="https://www.congress.gov/congressional-report/109th-congress/house-report/210/1">https://www.congress.gov/congressional-report/109th-congress/house-report/210/1</a></p> <p>International Laws on Drugs and Doping: Watch Documentary: Icarus, on Netflix.</p> <p>Readings on ethics of performance enhancing drugs: <a href="https://journalofethics.ama-assn.org/article/physicians-and-sports-doping-epidemic/2014-07">https://journalofethics.ama-assn.org/article/physicians-and-sports-doping-epidemic/2014-07</a> <a href="https://bjsm.bmj.com/content/38/6/666">https://bjsm.bmj.com/content/38/6/666</a></p>	500-word reflection on in class discussion.
<b>Week 14</b>	<b>Constitutional Law and Sports Management: Drug testing and privacy, equal protection and exclusion.</b>	<p><a href="#">Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646, 115 S. Ct. 2386, 132 L. Ed. 2d 564, 1995 U.S. LEXIS 4275, 63 U.S.L.W. 4653, 95 Cal. Daily Op. Service 4846, 9 Fla. L. Weekly Fed. S 229</a></p> <p><a href="#">Denis J. O'Connell High School v. Virginia High School League, 581 F.2d 81, 1978 U.S. App. LEXIS 9736</a></p>	Read <i>Vernonia Sch. Dist v. Acton</i> or <i>O'Connell High School v. Virginia High School League</i> , brief one before class.
<b>Week 15</b>	<b>Semester Review; Guest Speaker: Professional in Sports Management OR Professor Lecture on area of study in sports law</b>		500-word reflection on the guest speaker by the end of the week.
<b>FINAL</b>			Refer to the final exam schedule in the USC <i>Schedule of Classes</i> at <a href="https://classes.usc.edu">classes.usc.edu</a> .

## Statement on Academic Conduct and Support Systems

### Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### Support Systems:

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

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new,

shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call  
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086  
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  
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 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) 740-0411  
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  
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  
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) 442-1200 – 24/7 on call  
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)  
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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)  
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.