

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

IDSN 505: Intensive: The Future of Work Spring 2023 Units: 2

Sat/Sun February 4+5 10:00am-5:00pm
Sat February 25 9:00am-5:00pm
Sun February 26 10:00am-5:00pm

Instructor: Lisa Krohn **Location:** Online
Office Hours: By appointment
Contact Info: lkrohn@usc.edu
Prerequisite(s): None

IT Help: Digital Campus Online Technical Support
Contact Info: 1-833-740-1273
TechSupport@digitalcampus.2U.com

<https://uscedu.sharepoint.com/sites/IYASStudent/SitePages/IT-Resources.aspx>

Hours of Service: 9 a.m. – 6 p.m.

Contact Info: iyahelp@usc.edu

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

<https://uscedu.sharepoint.com/sites/IYASStudent/SitePages/IT-Resources.aspx>

Course Description:

The purpose of this class is to imagine new ways for the human machine interface to become more seamless, intuitive and enjoyable in the future. We have been around for 2.6 million years but computers have been in widespread use for less than 40. In this time, we have always been tied to a display and keyboard- and now the touchscreen. How could or *should* this change in the next 20 years? What could it become?

Most of the visions we see of the future are dystopian, grim and cautionary. This intensive, by contrast, will lean into the power of creativity to cultivate *optimistic* proposals for balancing our humanity with purpose and productivity in the future. Let's dedicate the class to using your imagination and collaborative skills to tell a story focused on the future of work and the human/machine matrix.

According to the World Economic Forum, by 2025, 85 million jobs may be displaced by technological advancements. 97 million possible new roles will soon emerge which are adapted to a new division of labor between humans, machines and algorithms. How will our current modes of thought, work, commerce, conservation, education, career, relaxation and family change as a result of this massive handoff to drones, robots and algorithms? If we have delegated so much to our tech, what will the humans be doing and where and how will we be doing it? Will we enjoy it more or less than we are enjoying our current paradigms? Let's hone our skills of speculation to design beautiful, powerful and desirable new *physical portals to the virtual world* and describe how we will interact with them. I invite you to dream of ways we can overcome the wicked problems surrounding us and create inviting proposals for how we will work in 2040. This intensive will give you the chance to practice your written and visual storytelling and forecasting skills in product, furniture, environmental, UX/UI and lifestyle design.

Prompt and Mission:

How will we work in 2040? Imagine how everything will be from living to exercise to cooking and eating and examine this one aspect of future life- work By Day 4, you and your team will present your vision for *one physical portal to the virtual world* using written narrative, drawings, model making, photomontage, film or animation or any other tool you would like to paint a vivid, convincing picture of your concept. Sell us on your proposal as if we are the investors who could fund your vision.

Once you have met your team, choose a demographic a sub-prompt.

demographic sector examples:

sub-prompt examples:

- How will we socialize at work?
- How will we manage our time and avoid burnout?
- How will we commute to work?
- How will we avoid screen fatigue?
- How can we age and still work?

- Ages K-12
- Ages 18-28
- Ages 29-50
- Ages 50-70
- People experiencing neurodivergence, poverty or lack of home

You and your teammates will explore your demographic sector and choose three personas, design and develop one *physical portal to the virtual world* serving your personas for the year 2040. You will do some guessing, speculating- envisioning and that is great- there are no right answers, so plan to have fun and let's take a trip down "Speculation Lane" to create 'diegetic' prototypes- or talismans of the future!

Team Deliverables through the course:

- **1 written storytelling nugget (50-150 words) per team member describing a new way to work** in detail.
- **Market study** (this is an educated guess about how people will be accomplishing specific tasks and what those will be)
- **Problem Statement/Opportunity Statement**
- **5 "How Might We's"**
- **3 What Ifs (including a sketch) for each HMW (15 total)**
- **1 or more refined sketch per What If**
- **Mock ups (you will know how many- this is iterative, and each project is slightly different)**
- **3D models (analogue, digital or optional film/animation- be scrappy and communicate your vision how best you can with your team's skills)**
- **Presentation deck: your ideas in a *persuasive* deck which *predicts* the future, and also *itches* your vision for it.**
- **Final Deliverable Deck: this is a separate "leave-behind" deck which describes your project without need to be presented. It should encapsulate the problem and the solution in summary, incorporating the feedback you got from the final review.**

Learning Objectives and Outcomes

- You will **research the tech of the future** and how that could impact our social and particularly our work lives.
- You will learn and practice the art of **design fiction or speculative design**.
- You will design something which could make a positive impact on the worker of the future- which is **using design as a healing art**.
- You will practice thinking deeply about the psychology and physicality of task, also called **ergonomics or human factors**.
- Designing a physical product brings up many **worthwhile questions about inclusion**, which you will need to confront in your design.
- You will practice and hone your skills with **drawing and model making** and/or **photomontage** to demonstrate your vision.
- You will practice **using your imagination** tempered with the trend and demographic research you do- so you will be cultivating **a working dream, or visionary design**.
- You will practice and hone your **storytelling to aid you in accessing your imagination to solve problems you predict to arise**- that's power! (and an interesting spin on Human Centered Design methods!)
- You will practice **iterative design development**- the cornerstone of all great design.
- You will **craft and evolve an original deck** (not from a template) to express your team's vision.
- You will **collaborate with classmates**, possibly from other IYA programs to **propose something new and original which could change the world**.

Readings and Supplementary Materials: (Please visit these websites and familiarize yourself with these projects😊)

<https://www.microsoft.com/en-us/research/project/the-new-future-of-work/>

[Starline project at Google](#)

<https://www.youtube.com/watch?v=Q13CishCKXY>

<https://theconversation.com/creative-skills-will-be-crucial-to-the-future-of-work-they-should-take-centre-stage-at-the-jobs-summit-189680>

<https://www.nasdaq.com/articles/the-future-of-work%3A-themes-trends-and-technologies> <https://futurist.com/2022/05/16/the-future-of-work-and-the-jobs-we-might-have-in-2040/> <https://www.wellable.co/blog/malcolm-gladwell-not-your-best-interest-to-work-at-home/> <https://thriveglobal.com/stories/shannon-dolan-on-how-we-need-to-adjust-to-the-future-of-work/>

Agenda for the daily sessions and homework:

Day 1: Saturday 2/4

10:00–10:30	Introductions- who's who- brief summary of the 4 days
10:30-10:50(break)	Explanation of prompt +Team Reveal
11:00-12:00	Warm Up To The Future With Salvador Orara
12:00–1:00	Lunch Break
1:00–2:00 (break)	Futurecasting Show + Tell with Yihyun Lim
2:10–3:15 (break)	History of Speculative or Visionary Design + How Working (demos) and Diegetic Objects (props) Differ
3:25-4:25 (break)	How the Future Happens with Matthew Manos (futurecasting frameworks signals/emerging issues/trends)
4:30–5:00	Team exercise: research/ identify signals/ emerging issues/trends- (LK drop ins)
Day 1 Homework: (submit by 9pm PT Saturday 2/4)	<p>In a rough original deck (not a template) of your chosen length:</p> <ul style="list-style-type: none"> • Establish your team's framework and demographic through 3 rough personas • Choose a sub-prompt • Draft 1 Story Nugget per teammate for your demographic • Research your market sector for this sector- identify: <ul style="list-style-type: none"> • 1 signal • 1 emerging issue • 1 trend for this sector <p>This can be rough- you and your team are just breaking ground!</p>

Day 2: Sunday 2/ 5

10:00–10:15	Hello and Day 2 plan review
10:15–12:00	Team time: Refine 3 Personas- prep preliminary deck with Personas + Problem+ Opportunity Statements + How Might We's (you are working on your ideation drawings for these!)
12:00–1:00	Lunch Break
1:00–3:00 (break)	Shapr3D workshop with Grant Delgatty
3:15–3:55(break)	Continue initial decks
4:00–4:45	Initial Vision Share/feedback (TBD 1:1- or everyone)
4:45-5:00	Review of Day 3+4 plan/ Farewell for the 3 weeks/ see you on slack during this interval: checklist for Days 3-4
Day 2 homework: (submit by 9pm PT Sunday 2/5)	<p>Draft of your Final Deck including:</p> <ul style="list-style-type: none"> • 3 refined personas • Honed sub-prompt • Refined Story Nuggets for your sector • Evolving Problem + Opportunity Statements • 5_How Might We's • 3 What If's per HMW with a drawing (image or photomontage) per What If (15 ideation drawings total) <p>Your deck can still be rough- these can be place holders in various states of refinement at this point- but good to have all these assets in development before we break for 3 weeks.</p>

Day 3: Saturday 2/25

9:00–9:15	Hello, Day 3 plan review
9:30–11:30	Techniques in Analogue Mock Ups, Photoshop Hacks, Cardboard + Photomontage With Jacob Patapoff
11:30–12:00	Team check-in
12:00–1:00	Lunch Break
1:00–3:00	Team time: Mock ups- digital/analogue/film (LK drop ins)
3:00-3:30	Team time: Revisit Problem + Opportunity Statements+ How Might We's + What Ifs (LK drop ins)
3:30-4:00	Team time: Revisit Story Nuggets- revise so they express your vision informed by research (LK drop ins)
4:00–4:45	Team time/ present your deck 1:1 with LK (dry run)-create a team punch list for final review
4:45–5:00	Review of Day 4 plan/ Farewell
Day 3 homework: (no submission needed- Presentation Deck is due Day 4-2/26 2:35pm PT)	<p>Tonight's work is to tie up loose ends moving towards your final presentation:</p> <ul style="list-style-type: none"> • refine/create drawings, mock ups, videos and/or photomontages • refine your deck and its constituent assets- • now it the time to give your product a name and a brand identity, and your • create a team a Zoom background to reflect that brand ethos!

Day 4: Sunday 2/26

10:00–10:15	Hello and Day 4 plan review
10:15–12:00	Team time/Teams 1:1 drop ins with LK (continue to work on your drawings, photomontages, mockups, videos and decks)
12:00-1:00	Lunch Break
1:00-2:30 (break)	Team time- final preps (please submit decks by 2:40pm so you can be fully present for the review)
2:45–4:45	Final review with Visitors
4:45-5:00	Wrap up/ speed round for reflections/ Farewell
Day 4 homework: (submit by Sunday 3/5 5pm PT)	<p>Final Project Deliverable: This is a separate “leave-behind” deck summarizing your final solution. The deck should function as a stand-alone piece, without need for narration. This is an opportunity to incorporate suggestions comments and feedback received during the review with guests, improving upon the end deliverable and narrative. This should be shared in a single PDF file- hopefully under 30MB- but if there are videos and sound, OK to exceed that. If you include other media (such as audio or video files), please ensure they are embedded in the PDF and the access is set to allow anyone with link to view it.</p>

Grading Breakdown

Assignment/Milestone:	Points	% of Grade
Pre- Class Questionnaire (submit by 5pm Wednesday 2/1)	5	5%
Day 1 Homework: (submit by 9pm PT Saturday 2/4) In a rough original deck (not a template) of your chosen length: <ul style="list-style-type: none"> • Establish your team’s framework and demographic through 3 rough personas • Choose a sub-prompt • Draft 1 Story Nugget per teammate for your demographic • Research your market sector for this sector- identify: • 1 signal • 1 emerging issue • 1 trend for this sector This can be rough- you and your team are just breaking ground!	15	15%
Day 2 homework: (submit by 9pm PT Sunday 2/5) Draft of your Final Deck including: <ul style="list-style-type: none"> • 3 refined personas • Honed sub-prompt • Refined Story Nuggets for your sector • Evolving Problem + Opportunity Statements • 5_How Might We’s • 3 What If’s per HMW with a drawing (image or photomontage) per What If (15 ideation drawings total) Your deck can still be rough- these can be place holders in various states of refinement at this point- but good to have all these assets in development before we break for 3 weeks.	20	20%
Day 3 homework: (no submission needed- Presentation Deck is due Day 4-2/26 2:35pm PT) Tonight’s work is about tying up loose ends and moving towards your final presentation: <ul style="list-style-type: none"> • refine/create drawings, mock ups, videos and/or photomontages • refine your deck and its constituent assets- now it the time to give your product a name and a brand identity, and your team a Zoom background to reflect that brand ethos! 		
Day 4: Presentation Deck: (submit by Sunday 2/26 2:35pm PT) <ul style="list-style-type: none"> • This is where you and your team shine in the review-all your ideas put together into one beautiful, simple persuasive deck. Not only are you predicting the future, but you are also <i>pitching your vision</i> for it. This is the distilled culmination of the work you and your team have built throughout the intensive. Dazzle us with your vision- and do not be caught up in perfect visuals- concepts come first. Your deck should include the elements you and your team feel are pertinent to telling your story effectively. If you leave out any of the milestones identified, please include them in your Appendix, which should contain research and process you decided not to include in the main body of the deck, but which could be helpful should the discussion require quick access to them. Be sure your team has a name, brand identity, and team Zoom background to reflect your brand ethos! • Each team will have 7 minutes as a team to present followed by 7 minutes of feedback and questions. 	25	25%
Day 4 homework: (submit by Sunday 3/5 5pm PT) Final Project Deliverable: This is a separate “leave-behind” deck summarizing your final solution. The deck should function as a stand-alone piece, without need for narration. This is an opportunity to incorporate suggestions comments and feedback received during the review with guests, improving upon the end deliverable and narrative. This should be shared in a single PDF file- hopefully under 30MB- but if there are videos and sound, OK to exceed that. If you include other media (such as audio or video files), please ensure they are embedded in the PDF and the access is set to allow anyone with link to view it.	25	25%

Participation (teamwork, spirit, discussion, promptness)	10	10%
TOTAL	100	100%

Grading Scale (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

Classroom norms:

Since we will be online, I encourage students to interact and collaborate with teammates, classmates and me on **Slack, Miro, Google Drive** and any other tools helpful to connect and share creative space which transcends physical distance. I will place emphasis on taking risks, and new conceptual ground, and innovation with speculative design and ergonomics- and hope students will feel reassured that should they put their passion into this work, that they will be favorably considered in the grading. Students in the LA area are encouraged to make use of the IYH Makerspace in service of their team’s final project should the team choose to produce a 3D prototype. Should a team choose to produce a 3D item at home with more limited materials and tools, I will respect and consider the more limited scope of tools- and judge your work according to your creative and conceptual reach. In short, while I require the creation of mock ups and prototypes, for the sake of equity, slick, Makerspace-produced ones are not required and will not receive grading priority.

Zoom + Team Etiquette:

You guys have got this. Please keep your cameras on unless you are indisposed momentarily, set yourselves up with the supplies and sustenance you will need to do your best on a design sprint: nutritious groceries, snacks, hydration, child and pet provisions, any meds you might need, and a comfortable space to dive into our collaboration with a minimum of external stressors. Please remember that we are a heterogeneous group in which some have great visual skills, some great tech, some business chops and some are awesome visionaries but lack skill with manifestation. Let’s work together and check our egos and judgements at the door- and come up with some awesome shared visions for the future.

Assignment Rubrics:

Please note that since you come from diverse backgrounds and have have varying skills in visual and technical product design, the grading criteria and expectations will be weighted on **quality of inquiry, conceptual originality, plausibility, creativity with demonstrating your vision however you can.** (Use your strong skills, practice your weak ones, divide up the work with your teammates, and remember that anyone can have a great idea whether or not they possess sophisticated visual skills.)

Assignment Submission Policy:

Please submit all milestones to the appropriate folder in the class [Google Drive](#).

Required and Optional Materials:

If you have proficiency with physical, digital and or phygital making, these would be good skills to bring to your team in the mocking up and prototyping of your ideas for the future interfaces you will be imagining and designing.

Clearly, it is hard to anticipate which supplies will be ideal since your mockups and prototypes will depend on the ideas you are exploring and the scale in which you are working. I anticipate some will design apparatuses for reclining or standing work, some will focus more on wearables and device-specific interfaces.

I would like each student to be prepared to do some mocking up using **corrugated cardboard, hot glue gun + glue sticks, mat knife, metal straight edge, cutting mat and polymer clay** (Sculpey of similar- Michael's has an inexpensive, decent one.) Please reach out to me with any questions should you want to provision these items.

Participation:

To get full credit for participation, students should attend the 25 hours of Zoom class and expect to perform work and collaborative communication with team members outside of class time to prepare the conceptual and presentation materials for the different course milestones. This includes working through coordination of different working styles, modes of communication, and willingness to learn and use remote tools for collaboration as needed.

Grading Timeline

Team final decks should be submitted by Sunday, 2/26 2:45pm when the final review will begin. Teams should submit their tweaked decks (updated to reflect feedback received during the review and further reflection) by Sunday 3/5 5pm PST so that grades can be submitted by 3/10.

Contact Hours

This 2-unit course requires 1500 minutes. This includes 25 contact hours of instructional time. In addition, IYA expects that students will work, on average, an additional 3000 minutes (50 hours) outside of class on readings/viewings, homework assignments, field experiences, and individual or team projects. Synchronous class sessions will be offered as 4 meetings Saturday and Sunday 2/4+5 and 2/25+ 26. Class will run 10am-5pm all days apart from Saturday 3/25 which will run 9-5 to provide students extra work time.

Spring 2023 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.

Synchronous session recording notice

Our synchronous sessions will be recorded and provided to all students asynchronously (generally through recorded Zoom sessions, integrated into Blackboard).

USC prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Class notes policy: Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relationship to the class, whether obtained in class, via e-mail or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

No recording and copyright notice: No student may record any lecture, class discussion or meeting with the instructor without his/her prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electromechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The instructor reserves all rights, including copyright, to his/her lectures, course syllabi and related materials, including summaries, slides (e.g., Keynote, PowerPoint), prior exams, answer keys, and all supplementary course materials available to the students enrolled in the class whether posted to the LMS or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with The USC Office of Disability Services and Programs and the instructor.

Participation: Students are expected to actively participate in this course. In an online forum, participation includes:

- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades may be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class. Those unable to attend will be required to review the online recording for the session missed, and submit thoughtful feedback to the Instructor.

HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY 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 (2022–2023 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.

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.

Statement on Academic Conduct and Support Systems

Support Systems:

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

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
213-740-9355 (WELL <https://studenthealth.usc.edu/sexual-assault/>)

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

Relationship and Sexual Violence Prevention and Services provides immediate therapy services for situations related to gender- and power-based harm (e.g., sexual assault, domestic violence, stalking). (wording from the site)

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

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

USC Policy Reporting to Title IX (213) 740-5086
<https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

The university encourages individuals to report prohibited conduct to the *Title IX Office*. Individuals can report to the university *Title IX Coordinator* in the *Office of Equity and Diversity*.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/sssa

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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.