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

SSCI 577, Human Security and Disaster Management

Syllabus

Units: 4

Term Day Time: Spring 2023, M and Th from 1:00 to 2:50pm

Location: AHF 145D and DEN@Dornsife

Instructor: Darren Ruddell, Ph.D., GISP
Office: AHF B57F
Regular Office Hours: Mondays 11am-12pm and Thursdays 12-1pm PT, and also by appointment via email
Contact Info: druddell@usc.edu, 213-740-0521

Library Help: Andy Rutkowski
Office: LIPA B40-A
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IT Help: Myron Medulla
Office: AHF B56B
Office Hours: By appointment via email
Contact Info: spatial_support@usc.edu, 213-740-4415

Course Scope and Purpose

This course is the introductory course to the Master of Science Degree in Human Security and Geospatial Intelligence. It is designed to provide students with the requisite baseline knowledge of the discipline that ultimately will translate into informed effective decision-making in a variety of human security settings. Threats to human security come in many forms – military operations, terrorist attacks, genocide, political violence, natural disasters, humanitarian crises, environmental risks, public health issues and food/resource accessibility challenges, among others – and this class leverages a variety of exposures to geospatial solutions for the intelligence community and intelligence products that support national security, disaster response, and humanitarian relief efforts.

Managing chaos and addressing complex emergencies are critical to global security. For example, major natural disasters (earthquakes, floods, hurricanes, etc…) increasingly impact large populations as people are living in more remote and higher density environments that align with regions of the world where hazards exist. This course examines the complex relationship between human security concerns (population growth, urbanization, stabilization, conflict, among other processes) and disasters – both manmade and natural – where resulting emergencies are increasingly impactful to human populations throughout the world. Students utilize quantitative and qualitative methods – including geospatial technologies – to gain insight into physical geography (where natural hazards exist), the subsequent impacts disaster events have on the human geographies (social world), and the importance of spatial sciences to help understand the interdependencies of both.

This a graduate level course, so you should expect this class to be both academically robust and intellectually challenging. As graduate students, 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 our 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 this path of discovery and you will find that you will learn much from your fellow classmates. The challenge for us is to replicate such an academic experience within the milieu of "online learning".

All course materials will be organized through D2L. The main theoretical concepts will be provided through course notes and assigned readings. Assignments will give students an opportunity to internalize and apply the concepts and theory learned from readings. Some assignments require student interaction, all will benefit from it.

Learning Outcomes

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

- Demonstrate an understanding of the underlying processes that give rise to disasters such as earthquakes, floods, hurricanes, and more.

- Measure how society evaluates and confronts the dangers posed by these processes from a political, social, and ethical perspectives in your own words.
- Utilize geospatial technologies – and applications of the same – to visualize and analyze the sites of disasters along with the populations affected by these events.
- Evaluate the efficacy technological innovations that are allowing an increasingly large human population to monitor, predict, and warn society about impending disasters.

Prerequisite(s): None
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

This course aims to engage students in many dynamic processes, focused primarily on the relationships between disaster events and human populations. Student learning experiences are achieved through a combination of course readings, class assignments, laboratory exercises, and online discussions. No make-up dates will be offered for assignments, so mark the appropriate dates on your calendars. If there is legitimate conflict, speak with the course instructor as soon as possible so we can make alternative arrangements.

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

ArcGIS is provided online via the GIST Server; hence, 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 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 – On the D2L site, I will post a series of discussion threads relevant to various sections of the course. Discussions provide a key means for student-to-student discussion and collaboration. 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

Textbooks – There are three required texts for this course. Some are available online and some are available from the USC Bookstore or online outlets such as Amazon. We encourage you to acquire or purchase these books quickly since you will need these materials from the opening day of class.

- Greene, R W. 2004. Confronting Catastrophe: A GIS Handbook. Redlands, CA: Esri Press.
- Smith, K. 2013. Environmental Hazards: Assessing Risk and Reducing Disaster, 6th Edition. NY, NY: Routledge, 504 pp.
- Sui, D. 2008. Geospatial Technologies and Homeland Security (DO NOT PURCHASE - selected readings will be provided). College Station, TX: Springer.
- United States Geospatial Intelligence Foundation (USGIF 1). 2017. Trajectory Magazine – Public Safety Edition. Reston, VA: USGIF Press.
- United States Geospatial Intelligence Foundation (USGIF 2). 2018. Building Resilient Communities Through Geospatial Intelligence. Reston, VA: USGIF Press.

These textbooks will be supplemented with Course Notes and a mixture of supplemental readings from academic journals, professional reports, and authoritative websites.

Supplemental Readings – Some of the following book chapters, journal articles, white papers, etc… will be posted to D2L:

- Alcántara-Ayala, I., Altan, O., Baker, D., Briceño, S., Cutter, S., Gupta, H., Holloway, A., Ismail-Zadeh, A., Jiménez Díaz, V., Johnston, D., McBean, G., Ogawa, Y., Paton, D., Porio, E., Silbereisen, R., Takeuchi, K., Valsecchi, G., Vogel, C., Wu, G., and Zhai, P. 2015. Disaster Risks Research and Assessment to Promote Risk Reduction and Management. ICSU-ISSC Press.
- Crooks, A., Croitoru, A., Stefanidis, A., and Radzikowski, J. 2013. “#Earthquake: Twitter as a Distributed Sensor System.” Transactions in GIS, 17(1): 124-147.

- Cutter, S. 2013. “Building Disaster Resilience: Steps Toward Sustainability.” Challenges in Sustainability, Volume 1; Issue 2, 72-79. • Esri. 2012. ArcGIS for Emergency Management, An Esri White Paper – May 2012. Redlands, CA: Esri Press.
- Esri. 2014. GIS Platform for National Security, An Esri White Paper – July 2014, Redlands, CA: Esri Press. • Esri. 2007. GIS Supporting the Homeland Security Mission, An Esri White Paper – May 2007, Redlands, CA: Esri Press. SSCI 577 Syllabus, Page 6 of 13.
- Gillespie, T., Chu, J., Frankenberg, E., Thomas, D. 2007. “Assessment and prediction of natural hazards from satellite imagery.” Progress in Physical Geography, 31(5): 459-470.

Description and Assessment of Assignments

Weekly Assignments

There are several different kinds of assignments with at least one due weekly. These are described in the Weekly Folders on D2L. Due dates are shown in the summary that follows.

Introduction (1%) – Take a moment and introduce yourself to the class by posting a thread on the D2L course website that shares your background, experience, and interest in Geospatial Intelligence.

Resume (2%) – We require all current students to post and maintain a public resume, short biography and recent photo on our shared GIST Student Community Blackboard site. With your permission, your photo and resume will be posted to the Spatial Sciences Institute website and your resume will be included in the SSI Resume Book. The latter is compiled annually and along with our web presence used to promote our programs and more importantly, your skills, experience, and professional aspirations.

Reading Assignments (20%): Students will be required to complete five reading assignments comprised of quantitative and/or qualitative analysis to gain insight on the processes underlying disasters as well as examine the impact these events have on human populations. An optional additional reading will be provided late in the course for students to complete. If a student completes this optional reading assignment, the grade assessed will only be used to replace a Reading Assignment grade of lower value.

Disaster Log (20%): Students will be required to keep a journal of four significant disaster events that happened over the course of the semester that made media headlines. This assignment will require students to locate and evaluate technical information from online agency sites such as the National Geospatial-Intelligence Agency, the U.S. Geological Survey (USGS), and the National Oceanic and Atmospheric Administration (NOAA).

Laboratories/Exercises (20%): Students will complete four required laboratories/exercises that will utilize Esri’s ArcGIS Online to gain insight and experience observing, mapping, analyzing, and interpreting spatial data on natural hazards and disasters.

After Action Report (12%): Students will complete an After Action Report on one specific disaster event of their choice. Additional background and exploration regarding these types of events will be reinforced by participating in virtual field trip(s) in the California area. The report

will draw upon course lectures, discussions, readings, and outside sources to organize and deliver a summary of the disaster event and its associated impacts on the affected human population. The report is limited to 10 pages in length (with 12-point font, 1-inch margins, single-spacing for text) and will mostly comprise of maps, tables, and other graphics as well as a list of references. The report will then be "translated" into Esri's StoryMap tool and posted publicly.

Final Team Project (25%): The cumulative final project will consist of an integrative project that will require students to reflect on all aspects of the course, which includes course readings, online discussions, class assignments, and laboratory exercises. Student teams will be expected to use unique, new software in completing this project and then Esri's StoryMap tool to deliver an oral presentation of their project during the final exam period.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to successfully navigate the various deliverables in this and other GIST courses. The table below summarizes the SSCI 577 course assignments and their point distribution:

Assessment	Points	Total	% of Grade
Introduction	1 point	1	1
Resume	2 points	2	2
Reading Assignments (RA)	4 points	20	20
Laboratory Exercises (L)	5 points	20	20
After Action Report	12 points	12	12
Disaster Log	20 points	20	20
Final Team Project	25 points	25	25
Total		**100**	**100**

And finally, it is important to note from the outset that: (1) you are expected to complete/upload all assignments at the time detailed; (2) late postings and assignments will be docked one grade and no grade will be given for postings or assignments turned in more than two weeks late; and (3) no written work will be accepted for grading after 5:00 p.m. PT on the last day of classes. Any exceptions to these rules for meeting deadlines are only made by me in coordination with individual students. An example of an exception would be a student's illness or injury that reasonably prohibits course involvement/participation. Assignment Submission

Policy - Assignments will be submitted for grading via D2L using the due dates specified in the Course Schedule below.

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.

Unless otherwise noted, all Reading Assignments and Tutorials are *due by 11:59 pm Pacific Time (PT) on Wednesdays.* Project components have different due dates as indicated on the Course Schedule below. Your attention to on-time assignment submission is essential if I am to meet my goal to return comments on your submitted assignments before the next one is due. Sometimes this is impossible, so I will post a notice on anticipated delays if needed.

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. Note that all assignments worth 2 points will receive 0 points if submitted late.
- Additionally, no written work will be accepted for grading after 5 pm PT on the last day of classes.

Schedule

	Class Topic/Activity	Readings and Assignments	Deliverables: Due Dates
Week 1 1/9 & 1/11	**Introduction to Human Security and Disasters** The chaotic world we live in and how we manage it is introduced and discussed.	Readings: Smith - Intro; Greene - i-xxiv. _____ Assignment: Introduction	No deliverables
Week 2 1/16* & 1/18 *Monday, 1/16 is university holiday	**Introduction to Natural Hazards and Disasters** Introduction to natural hazards and associated impacts on society. Discussion question: What do human security and disasters have to do with human values?	Readings: Smith - Ch. 1; USGIF 2 – Foreword and EXSUM. _____ Assignment: RA1	Introduction **Due 1/18**

Week 3 1/23 & 1/25	**Hazard in the Environment** Introduction to environmental disasters. Discussion questions: What do hazard, risk, vulnerability, and disaster mean? How are these terms measured?	Readings: Greene - Ch. 1; Supplemental Readings. Assignment: L1	RA1 **Due 1/25**
Week 4 1/30 & 2/1	**Dimensions of Disasters and Emergencies** A discussion on disaster – archives, time periods, and spatial patterns. Discussion question: What are some problems with disaster data and measurement?	Readings: Smith - Ch. 2; Supplemental Reading. Assignments: RA2 & Disaster Log – Entry 1	L1 **Due 2/1**
Week 5 2/6 & 2/8	**Complexity, Sustainability, and Vulnerability** A discussion on complexity science; drivers of vulnerability and sustainability. Discussion question: What do we mean by a "Behavioral Approaches" to disaster research?	Readings: Smith - Ch. 3; Greene – Appendix A. Assignment: L2	RA2 **Due 2/8**
Week 6 2/13 & 2/15	**Risk Assessment and Management** A discussion on risk perception. Discussion questions: Why is perception important and what factors influence perception? How is risk different from disaster and vulnerability?	Readings: Smith - Ch. 4; Supplemental Reading. Assignment: RA3 & Disaster Log – Entry 2	L2 **Due 2/15**
Week 7 2/20* & 2/22 *Monday, 2/20 is university holiday	**Reducing the Impacts of Disaster** A discussion on mitigation and adaptation strategies to reduce the impacts of disaster. Discussion questions: What do we mean by "coping" and how is coping related to livelihoods? Why is the sequence of coping strategies important for disaster management?	Readings: Smith - Ch. 5; Greene - Ch. 2 & 3. Assignment: L3	RA3 **Due 2/22**
Week 8 2/27 & 3/1	**Earthquakes and Volcanic Eruptions** A discussion on plate tectonics and the impacts of earthquakes and volcanic eruptions.	Readings: Smith Ch. 6 (minus section on tsunamis) and Ch. 7. Virtual Field Trip #1: Earthquakes.	L3 **Due 3/1**

	Discussion questions: To what extent is earthquake preparedness a public or private concern? How does the frequency and magnitude of earthquake damage affect risk perceptions, behavior, and policy?	Assignment: Resume & Disaster Log – Entry 3 Additional Assignment of After Action Report (AAR)	
Week 9 3/6 & 3/8	**Severe Tropical Storm Disasters** A discussion on tropical cyclones – formation, classification, areas of risk, storm damage. Discussion questions: What are some of the structural causes of the Katrina disaster? What is the "safe development paradox"?	Readings: Smith Ch. 9; Supplemental Reading. _____ Assignment: RA4	Resume **Due 3/8** Disaster Log "Azimuth Check" **Due 3/8**
Spring Recess 3/12-3/19			
Week 10 3/20 & 3/22	**Floods and Tsunamis** An introduction to thunderstorms and the feedback loop between human development and flooding. Discussion questions: What social processes increase human exposure to flooding and coastal storm impacts? What responsibility do the national, regional and local governments (taxpayer) have to protect individuals from flood risk?	Readings: Smith Ch. 11; Greene Ch. 4. _____ Assignment: L4 & Disaster Log – Entry 4 Additional Assignment of the Final Team Project will be made by the end of Week 10.	RA4 **Due 3/22**
Week 11 3/27 & 3/29	**Wildfires** An introduction to heat waves and wildfires. Discussion questions: What is the wildland-urban interface (WUI)? How does the WUI make controlling fire hazards particularly difficult? How is vulnerability to wildfire related to human values and desires?	Readings: Smith Ch. 10 (pp. 268-272 and 286-298); Greene Ch. 5; Supplemental Reading; USGIF 1. Virtual Field Trip #2: Wildfires and Hurricanes. _____ Assignment: RA5	L4 **Due 3/29**

Week 12 4/3 & 4/5	**Droughts** A continuing discussion of heat wave and impacts of drought. Discussion questions: Why does the definition of a drought vary according to geography and economic activity? What are some direct and indirect impacts of drought disasters?	Reading: Smith Ch. 12. Virtual Field Trip #3: Drought. No planned additional assignments	RA5 **Due 4/3** Disaster Log **Due 4/5**
Week 13 4/10 & 4/12	**Environmental Disasters in a Changing World** A discussion of disease epidemics, climate change effects, and options for the future. Discussion questions: Why is climate change a "complex hazard/disaster"? What can we learn from disasters research to help address climate change?	Readings: Smith Ch. 10 (pp 273-283) and Ch. 14; Supplemental Reading. Assignment: RA6 * (Optional – used to improve grade).	After Action Report **Due 4/10** Final Project (Team Proposal) **Due 4/12**
Week 14 4/17 & 4/19	**Technological and Environmental Disasters** A discussion on "man-made accidents" and case studies showing societal impacts. Discussion questions: In what ways are biological and/or chemical disasters different from other disasters? What people are particularly vulnerable to technological disasters and why?	Readings: Smith Ch. 13; selected readings from Sui; USGIF 2 (pp 4-17).	RA6 **Due 4/17** Final Project (Team Data Report) **Due 4/19**
Week 15 4/24 & 4/26	**Terrorism, Armed Conflict, and WMD** A discussion on "man-made disasters". Discussion questions: In what ways are terrorist events, armed conflict, and WMD different from other disasters? What people are particularly vulnerable to these security concerns and why?	Selected readings from Sui; USGIF 2 (pp 18-29).	Final Project (Team Presentation) **Due 4/26**
Final Week	Final Projects Student teams deliver final project written report.	Continuation of Final Team Project	Final Project (Written Report) **Due 5/10 at 11:00am PT**

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. 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
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
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 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.