SSCI 412, Geodesign Practicum

Syllabus

Units: 4

Term Day Time: Spring, 2023, Time TBD

Location: TBD

Instructor: Guoping Huang
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Office Hours: TBD, and by appointment via email.
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Course Description

SSCI 412 is required for Geodesign majors and serves as the capstone course in the Geodesign curriculum. The aim of SSCI 412 is to provide students with a learning experience that requires them to apply critical and spatial thinking skills to effectively manage and deploy appropriate geospatial technologies to undertake a self-directed urban design challenge while producing spatially-informed and scientifically sound results. Students will synthesize technical comprehension of geospatial technologies with appropriate bodies of literature to investigate a local urban design challenge and propose a design alternative. Students will engage Los Angeles as a living laboratory by participating in field trips and/or meetings with subject matter experts to examine and discuss design challenges, constraints, and opportunities.

The 2023 Geodesign practicum examines existing bicycle infrastructure in LA and proposes new interventions to promote healthier and greener modes of transportation. With year-around weather and beautiful landscapes, LA is supposed to be a paradise for cyclists and bicycle commuters. But according to an article on Bicycling Magazine, LA was named as the "worst bike city in America" because of the hazardous physical conditions and disconnected bicycle infrastructure. Geodesign offers a research framework and diverse set of tools that can be used to propose, vet, and evaluate planning scenarios to help LA improve and expand existing bicycle infrastructure. Editing spatial data, measuring mobility and accessibility, network analysis, and scenario assessment will be covered in this course.

The outline that follows provides the structure and rules that should be necessary to embark on this ambitious 15-week project. For a successful project, it is important that:

- Students operate as a professional team with support and guidance of instructor;
- All parties develop a high level of trust and spirit of collaboration;
- Students and faculty are responsive to clients while conducting independent research;
- Communication between parties is professional and frequent; and
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- Students feel comfortable to make decisions, make mistakes, and learn from the experience.

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

- Organize and execute a series of geographic data acquisition, analysis, and mapping tasks to address one or more real-world challenge.
- Demonstrate an ability to work in a team.
- Apply geospatial technologies and spatial reasoning skills to a course research project.
- Recommend a spatially-informed and data-driven design intervention on a predetermined urban design challenge.

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): SSCI 382
Co-Requisite (s): None
Concurrent Enrollment: None
Recommended Preparation: Student enrolled in the Geodesign major

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 Notes
This course serves as a capstone class for students studying geodesign studies at USC where students work in one or more small groups on a large geospatial project of their choice throughout the entire semester. Students are taught a variety of skills related to

project management, geospatial data handling, presenting, and research and writing. Students complete a series of assignments that are designed to evaluate their proficiency with the use of these various skills to build a series of geospatial project deliverables.

Technological Proficiency and Hardware/Software Required

ArcGIS pro and ArcGIS Online are provided online via the SSI Server. 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/

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 materials to be handed in will be submitted via Blackboard. It is each student's responsibility to stay informed about what is going on in our course. In addition to email about time-sensitive topics, any important announcements will be posted on the Announcement page in Blackboard. Be sure to check these each time you log onto Blackboard.

I will send via email through Blackboard any notices that are time sensitive. Please be sure that you read as soon as possible all email sent from Blackboard or from me. Do not ignore course email until the day before assignments are due. Also double check to be sure that email sent from the USC blackboard account does not go into your junk mail!

While I am usually on-line all day and will probably respond to emails from students very quickly, I will endeavor to respond to all email within 24 hours of receipt, aiming for no more than 72 hours delay. In the rare case when I expect to be off-line for more than 72 hours, I will post an announcement on the Blackboard site.

Discussion forums – On the Blackboard 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 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

The required textbooks for this course are:

- Berenson, K. 2018. *Managing Your Research Data and Documentation*. Washington, DC, American Psychological Association.
- Berney, R. 2020. *Bicycle Urbanism: Reimaging Bicycle Friendly Cities*. Routledge
- Steinitz, C. 2012. *A Framework for Geodesign*. Redlands, CA, Esri Press.

Project Overview and Requirements

Academic Units and Grading

Students will work in groups but will be graded separately. It is *not* required that all students in a project receive the same grade.

At the end of the semester, students are required to complete self-evaluations and peer evaluations and submit them to their instructor by the last day of classes. The faculty will consider these evaluations in assigning grades.

Grades will not be assigned until the group has submitted and the instructor has approved the final report.

Student Time Commitment

Students should expect to devote, on average, 10 hours a week to the Group Project. This time includes class meeting time and field trips as appropriate for each project. Progress on Group Projects should be evenly allocated over the semester to avoid excess workload during the last few weeks.

Required Work Products

The required work products for each group include:

- A literature review and project proposal
- Proposal presentation
- Draft report
- Final report, including an executive summary
- Presentation of the final report
- Peer evaluations

Data Distribution

Datasets and processed datasets that may have been obtained/derived during your work may be licensed or copyrighted or confidential. You should *not* make them available to third parties without authorization from your faculty advisor *and* the original source of data. Also, data should not be placed online unless the advisor and the owner of data have properly approved doing so.

Use of Human Subjects

Faculty and students that engage in research involving human subjects must first obtain prior approval from the Institutional Review Board (IRB). "Human Subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (i) data through intervention or interaction with the individual or (ii) identifiable private information. This means that even if you are just going to be conducting a survey, you MUST obtain IRB approval in advance. Approval is required no matter who you will be interacting with — even your friends or family!

Composition of Group Projects
Individual and group roles for the semester-long design challenge.

Group Members

Each student will be assigned to a group for the duration of the course. These groups will be selected by the instructor on the basis of expressed preferences and skills of the students.

Project Advisor

The instructor acts as the group advisor, and will actively monitor progress and provide assistance, expertise, guidance and project evaluations. Project leadership and management and the quality of the final product are the students' responsibilities. The advisor meets with the group each week during the studio-style class period. The advisor may arrange for travel and facilitate interactions with the client and help to guide the scope of the projects. The advisor may offer reactive advice, reacting to activities in the group and giving advice when asked. The advisor may also give proactive advice regarding possible productive avenues for progress or regarding deficiencies and deadlines. It is important that students understand the role of the advisor and the limited, though important, role they play in directing the project.

Stakeholders and Clients

Projects will involve stakeholders (government agencies, industry, non-profits, and/or private citizens) and clients who have a considerable interest in the project and/or the resulting data. There may be confidentiality, proprietary data, legal, intellectual property, and/or political issues that will need to be carefully addressed by the student groups. Students must respect the privacy of these stakeholders in a professional manner. Any

data provided by the client should be considered confidential, proprietary, and owned by the client.

Required Work Products

The following describes the required work products and deliverables for the semester-long design challenge.

Client and Topic Investigation (5 points toward course grade)

Students will complete two separate assignments to conduct background research on the semester-long client in addition to the semester-long research topic that will be examined over the course of the semester. The purpose of these assignments is for students to quickly gain an understanding of the client, the case study topic, and the local context of the research challenge.

Literature Review (10 points toward course grade)

One of the most important sections of the proposal is the background literature review. A considerable amount of the effort on the project should focus on obtaining relevant information, becoming extremely knowledgeable about the current state of knowledge related to a topic, and preparing a review of the literature as it relates to the project. The literature review should focus on peer-reviewed literature (journal articles, chapters from edited books, scholarly books) and government reports (which are often not peer-reviewed but are performed by credible scientists).

It is important that the literature review not be too narrowly focused. For example, if the group is analyzing improvements to transportation infrastructure, it will need to review literature related to that topic. In addition, if the group is going to be using scenarios as a tool for projecting future transportation needs, the literature search and review will also need to explore the use of this tool, even if the tool has never been used in transportation infrastructure studies before.

Management Plan (5 points toward course grade)

The Management Plan outlines a group's management structure and general plan for the form and function of their group. Ideally, the management plan will be completed within the first three weeks of the semester. It should specifically include:

Group structure and management. Includes a definition of the various "jobs" necessary to execute the project (e.g., publications manager, data/computing manager, project director, etc.). An organization chart is useful.

Meeting structure. How often will meetings be held? How will meetings be run? Who calls meetings? Will some meetings include advisors and others not? Will minutes be taken and, if so, by whom?

Responsibilities of group members. Includes duration of positions in the case of rotating roles.

Systems to ensure deadlines are met. This is an important task. If there are delays or failures, the entire project can be adversely affected.

Conflict resolution process. A common problem in groups is the problem of the "slacker". It is better to decide on ways to deal with a slacker before anyone becomes a slacker. The starting point for dealing with a slacker is for the group to assume all or some of the responsibility for the problem. If there is a slacker, it is likely that the group is failing in some way to motivate that individual. The group's plan should first focus on motivating the individual. Methods for dealing with this problem include peer review, division of responsibilities, documentation of slacking behavior, and even the "firing" of a person from the group (though this action would need to be taken in concert with the instructor for the course).

Procedures for documenting, cataloging, and archiving information. Documents, contact information, messages, calendar, website, budget projections, and expenditures must be accessible to all Group Project members.

Guidelines for interacting with advisors, clients, or consultants. What role will the advisors play? Do they want written progress reports? Do they want drafts of sections of the report? How much time do they require for document review? How frequently will you meet with your client? How will you keep your client informed of your progress? How will you deliver your product to advisors and clients— electronically or in hardcopy?

Overall expectations of group members and advisors. It is strongly recommended that you discuss expectations with your advisors. It will be useful to include in the management plan the expectations of the advisor, the expectations of students with regard to advisor involvement, and the grading criteria.

Project Proposal (10 points toward course grade)

Each group is required to prepare a proposal for the project based on the needs of the client, their skills and aptitudes, and the available data. The elements of the project proposal will be:
- Title Page
- Introduction
- Research Question(s)/Project Approach
- Literature Review (see above)
- Methods
- Deliverables and Timeline
- Management Plan (see below)
- Literature Cited

The project proposal is limited to 20 single-spaced pages. This limit does not include the title page and literature cited. Further details and revisions of the proposal format may be provided by the group advisor.

Proposal Presentation (5 points toward course grade)

At the scheduled time, each group will present their project proposal to the class and the client. The purpose of the review is for groups to gain critical feedback regarding their project's scope, the importance of the project, the proposed workplan, and the potential implementation implications of the results. This review process will improve the real-world nature of the problems and solutions the groups pursue.

The proposal presentation should be approximately 20 minutes long with time for questions afterwards. All team members must participate.

Data Report (10 points toward course grade)

Data management and organization is essential for the success of any research project in addition to the reproducibility of a given methodology. Your task for the Data Report is to compare and document at least two different data sources informing your group project design challenge. The Data Report should include the following items for each dataset: 1) a description of the dataset; 2) the spatial scale of analysis; 3) the temporal scale of analysis; 4) the source of the data; 5) at least one map you produced using ArcGIS representing the data; 6) a summary of variables available for analysis; 7) a description of any major strengths or weaknesses of the dataset; and 8) references for your data sources, including links as applicable.

Final Report Draft (10 points toward course grade)

Students will prepare and submit a Final Report Draft three weeks before the Final Report is due. The group project advisor(s) will provide thoughtful and substantive feedback on the organization and content of the Final Report Draft so that students can make the necessary updates and revisions for the Final Report.

See instructions in the Final Report assignment description below regarding required content, organization, and formatting protocols to include in the Final Report and Final Report Draft.

Final Report (25 points toward course grade)

By the end of the spring semester, students must submit a final report of their group project. The deadline for the final report is firm. The final report provides a complete discussion of the project's goals, objectives, methodologies, and accomplishments.

Students should keep in mind that it is doubtful that they will be able to complete their reports by the end of spring semester if they do not present a high-quality draft to the advisors by the time specified. Some advisors will expect drafts earlier and may require longer periods for review and comment than others. In general, students should expect that their advisors will require at least one week, but as many as two weeks, to complete a thorough review. It is likely that more than one iteration will be necessary before the advisors find the report to be acceptable. Thus, it is critical that students and advisors discuss and agree upon a realistic timeline and have consistent expectations in terms of

turn-around time. The final report should not include information restated from the group's Management Plan.

The final report typically includes the following:

- Title
- Abstract (not to exceed 250 words)
- Introduction
- Methods
- Results
- Discussion
- Literature Cited

Final reports must be free of typographical, formatting, and other errors. More details on final report format may be provided.

The final report should reflect that the group has 1) the ability to clearly articulate the problem orally and in writing; 2) the ability to clearly articulate the scope of the work; and 3) the ability to clearly articulate how their work is related to larger related issue(s).

Conclusions and recommendations in the report are to be based only on 1) original interpretation and synthesis of the work of others; 2) original data and interpretations of that data; and/or 3) a combination of 1 and 2. The unsupported expression of opinion in the final report is not appropriate.

When monetary support has been provided, acknowledgement must be made to individuals and/or organizations for their support of the project. Individuals or organizations that have contributed non-monetary support in the form of time, information or useful advice, should also be acknowledged if the group members and advisors agree it is warranted.

Individuals and organizations have the right to refuse being acknowledged. Prior to finalizing acknowledgements, the group must inform any person to be acknowledged of its intent to do so in the report.

Adherence to accepted rules of citation is required. Groups should use the citation format established by the Spatial Sciences Institute for its graduate programs. Only readily retrievable sources are acceptable.

Final Presentation (10 points toward course grade)

Groups will present their final results as part of the Geodesign lecture series at noon on Friday near the end of Spring semester. These presentations should be polished, professional, and accompanied by high-quality and error-free graphics.

Client Presentation

A presentation of the project will be scheduled at the client's convenience. Groups will work with the client to arrange the scope, length, and format of this presentation (oral, written, poster, workshop, etc.).

Self and Peer Evaluation (10 points toward course grade)

Each individual in the group must complete a self-evaluation and peer evaluations and submit them to the instructor by the last day of classes of the semester. Templates for these reviews will be posted to the course website.

Project Evaluation

Student performance in a group project is evaluated and graded based on demonstrated depth of understanding, critical thinking, interdisciplinary approach, originality, resourcefulness, professionalism, and communication skills. Specific criteria that faculty advisors will use in assigning project grades include:

- A working understanding of the published literature and facts immediately relevant to the project. A literature review should be completed as part of the project proposal.
- A critical perspective on the quality and shortcomings of prior work relevant to the project. This should include an identification of attempts to answer similar questions in other contexts.
- A working understanding of the dimensions of the spatial, regulatory, scientific, and design issues of the project and an aggressive plan for integration of these perspectives into the project.
- Originality of analysis, problem formulation, and scope of work. This should be demonstrated throughout the project.
- Formation of working relationships with stakeholders and clients outside of USC. In some cases, outside advisors will be identified when the group project is proposed. In other cases, the students will have to identify stakeholders, sources of information, outside consultants, and/or experts who can provide benefit to the group project.
- Resourcefulness. Throughout the project, students are expected to demonstrate initiative in finding information, identifying tools necessary to achieve their scope, and/or seeking outside advisors as appropriate.
- Punctuality. Students are expected to deliver intermediate and final products on schedule.
- Communication skills. Oral presentations and written reports should be well organized, scholarly, and well communicated.
- Participation. Students are expected to participate and actively contribute in meetings, training sessions, and events.

Grading Breakdown

Assessment	Number	Points Each	Total Points
Client and Topic Investigation	2	2.5	5
Literature Review	1	10	10
Management Plan	1	5	5
Project Proposal	1	10	10
Proposal Presentation	1	5	5
Data Report	1	10	10
Final Project Report Draft	1	10	10
Final Project Report	1	25	25
Final Project Presentation	1	10	10
Self and Peer Evaluation	1	10	10
TOTAL	11	-	100

Assignment Submission Policy

Assignments will be submitted for grading via Blackboard by the due dates specified in the Course Schedule below.

Additional Policies

Students are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines detailed in the Course Schedule. Late work will be assessed a penalty of 10% per day and zero grades will be assigned for work that is more than seven days late.

Course Schedule: A Weekly Breakdown

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 1 1/9	**Introduction to Class** Brief introductions coupled with a discussion of class goals, project overview, and course assignments.	Reading:; Steinitz pages 3-22 Assigned: Research Client and Case Study Topic	No deliverables.
Week 2 **1/16*** *Monday, 1/16 is a university holiday	**University Holiday** *University holiday, no class.		No deliverables.
Week 3 1/23	**Client Visit** Meet client and learn background and context for the semester-long design challenge. Group discussion	Reading: Steinitz pages 25-91; Assigned: Biking in LA	Submit Research Client and Case Study Topic on Blackboard no later than TBD

	and scope project. Discuss various aspects of organizing, managing, and executing a research project.		
Week 4 1/30	**Project Overview** Discuss project overview, brainstorm required skills, and project approach(es).	Reading: Berenson pages 3-40; Assigned: Management Plan and Literature Review	Submit Biking in LA on Blackboard no later than TBD
Week 5 2/6	**Group Work** Provide reports on literature review and projects; citation management; and brainstorm screening criteria.	Reading: Steinitz pages 93-178; Berenson pages 41-80; Assigned: Project Proposal	Submit Management Plan on Blackboard no later than TBD
Week 6 2/13	**Project Constraints** Discussion project constraints, literature reviews, assign stakeholder advocates, define stakeholder data topics, and stakeholder participation.	Reading: Berenson pages 81-104; Assigned: Project Proposal Presentation	Submit Literature Review on Blackboard no later than TBD.
Week 7 2/20* *Monday, 2/20 is a university holiday	**University Holiday** *University holiday, no class.		No deliverables.
Week 8 2/27	**Geodesign as Collaborative Decision-Making Framework** Students deliver briefings on their topic of investigation. Students work in groups to advance efforts on their selected research project.	Reading: Steinitz pages 179-201 Assigned: TBD	Submit Project Proposal on Blackboard no later than TBD
Week 9 3/6	**Types of Constraints and Opportunity Evaluation Systems** A discussion of constraints and opportunities for evaluation systems. Students work in groups to outline a design and plan for their projects.		Submit Project Proposal Presentation on Blackboard no later than TBD
*3/12-3/29 is Spring Recess	**Spring Break** No class.		No deliverables.
Week 10 3/20	**Client Update** Meet with client to discuss progress on design challenge project. Discuss constraint and opportunity models.	Assigned: Data Report	Submit Constraint and Opportunity Model Version 1 on Blackboard no later than TBD
Week 11 3/27	**Discuss Design Proposals** Design teams display and present their draft proposals to the class. Students work in groups to advance efforts on their research project.	Assigned: Final Project Report Draft	No deliverables.
Week 12 4/3	**Data Report**	Assigned: Final Presentation and Final Project Report	Submit Data Report on Blackboard no later than TBD

	Design teams provide update on their group research projects and present data reports to the class.		
Week 13 4/10	**Draft Presentation** Design teams deliver draft presentation of their research project.		Submit Draft Presentation on Blackboard no later than TBD
Week 14 4/17	**Group Work Session** Students work in groups to advance efforts on their selected research project.	Assigned: Self and Peer Evaluations	Submit Final Project Report Draft on Blackboard no later than TBD
Week 15 4/24	**Client Final Presentation** Design teams present their group projects, summarizing the topic of investigation, study area, data and methods utilized, findings, and conclusions.		Submit Final Presentation on Blackboard no later than TBD; Self and Peer Evaluations completed in class on TBD
FINAL Exam TBD	**Final Project Report** Design teams submit their final project report.		Submit Final Project Report on Blackboard no later than TBD

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Resources for Online Students

The Course 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.