

SSCI 581, Concepts for Spatial Thinking

Syllabus

Units: 4

Term — Day — Time: Spring 2023 – Tuesdays and Thursdays – 9:00-10:50 a.m.

Location: AHF 145A and DEN@Dornsife

Instructor: John P. Wilson, PhD

Office: AHF B55F

Regular Office Hours: Mondays 3 to 4 p.m. and Fridays 4 to 5 p.m. Also available most days and times by appointment via email.

Contact Info: jpwilson@usc.edu, 213-740-1908

Library Help: Andy Rutkowski

Office: LIPA B40-A

Office Hours: Thursdays 10 a.m. to 12 p.m. PT or by appointment

Contact Info: arutkows@usc.edu

IT Help: Myron Medalla, Dornsife Technology Services

Office: AHF B56A

Contact Info: spatial_support@usc.edu, 213-740-2775

Course Scope and Purpose

SSCI 581: *Concepts for Spatial Thinking* is an introduction to the spatial sciences. Spatial is an enabling discipline and as a result, the course domain is inherently comprehensive, multi-disciplinary, collaborative, and pertinent to problem solving in a wide range of academic and professional fields.

This course is designed to serve many audiences within the Spatial Sciences Institute (SSI) and across USC. It is a foundational spatial science course for 5 M.S. degree programs (Geographic Information Science and Technology, Human Security and Geospatial Intelligence, Spatial Data Science, Spatial Economics and Data Analysis, and Transportation Systems Management), 1 M.A. degree program (Global Security Studies), 3 graduate certificate programs (Geographic Information Science and Technology, Geospatial Intelligence, and Remote Sensing for Earth Observation), and the Geohealth specialization in the Master of Public Health. To serve the range of academic objectives accompanying these programs, students are provided with a variety of options in course topics and assignments so they can choose the options that are best aligned with their own academic and professional goals.

This said, the course is also designed for any student who wishes to improve their GIS skills and understand the concepts underlying basic spatial data acquisition, analysis, modeling, and mapping. Students will leave the course understanding the theoretical underpinnings of the spatial sciences.

Fundamentals – The course provides a core foundation in the evolving field of spatial sciences. The course explores the spatial sciences and their applicability to a variety of fields, such as archaeology, data analytics, economics, energy, environmental science and management, geodesign, geospatial intelligence, history, human security, land use planning, landscape architecture, public health, sustainability, and transportation.

The ArcGIS Ecosystem – Esri's ArcGIS suite is a powerful, industry-standard software that can be used to analyze spatial questions and visualize the outcomes. All students in this course learn how to independently use ArcGIS to solve real-world spatial questions.

Spatial Data – Understanding spatial data, including the different spatial data models, is an essential component of spatial thinking and application. Students will investigate fundamental geospatial data sets and attain the knowledge and skills necessary for processing, interpreting, and analyzing spatial data. Students will learn how to find, clean, and merge data sets and vet them for quality.

Spatial Thinking – Location is critically important in contemporary society, and a spatial perspective can be applied to nearly every aspect of human life. The course will use readings, discussions, and a variety of case studies to demonstrate the importance of location in describing, analyzing, modeling, and visualizing the world, and how one can cultivate the habit of thinking spatially.

Geodesy – Geodesy is the branch of science concerned with the size and shape of the Earth and the specification of precise locations on its surface. This includes geodetic datums, geoids, coordinate systems, and map projections. Understanding what geodesy is and how it underlies

the successful deployment and use of spatial technologies separates a novice GIS practitioner from one who is more advanced.

Maps – Maps are an important mode of communication of spatial knowledge and have been employed throughout history to make sense of geographic concepts. The course will review past, present, and future map use, and explore how maps depict and transmit geographic knowledge in the digital age. Students will gain expertise in designing clear, communicative maps that meet professional standards.

Learning Outcomes

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

- Summarize, interpret, and utilize fundamental spatial concepts such as orientation, projections and transformations, interpolation, dispersion, and pattern.
- Examine how maps have been used throughout history to organize and empower different groups of people and anticipate the evolution of maps in the future.
- Illustrate the role and importance of geodetic datums, geoids, coordinate systems, and map projections for identifying the position and the location of places, people, and features on the Earth's surface when conducting spatial analysis.
- Describe the spatial analysis, modeling, and visualization tools included in geographic information systems and how geospatial technologies can advance knowledge creation and communication across a variety of academic disciplines and application domains.
- Examine, analyze, and manipulate core geospatial datasets from a wide range of fields to answer original questions for real-world decision support.
- Apply appropriate academic protocols with respect to research and writing.
- Apply spatial thinking and cartographic principles in the mapping and visualization of spatial data.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities 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.

At the graduate level, students are responsible for their own learning. The instructor's role is as a guide on the path of academic exploration, and students will be rewarded through active engagement with both the material and their fellow classmates.

Prerequisite(s): None

Co-Requisite(s): None

Recommended Preparation: 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).

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 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

The course is taught in a hybrid modality. Students enrolled in the residential section can attend class sessions in person, while students enrolled in the DEN@Dornsife section can participate in class sessions synchronously or asynchronously via D2L. The core concepts are presented via lectures and assigned readings, and augmented with active learning exercises.

Written assignments give students the opportunity to analyze and apply the concepts and theories learned from the readings. Technical work focuses on a variety of use cases and is presented via projects utilizing materials and data provided by the instructor. Projects will primarily use Esri’s ArcGIS Pro. These exercises allow students to demonstrate their ability to apply spatial concepts and tools in an appropriate, informed manner.

Workload – This is a four credit, one semester course. Students should expect to dedicate 10-15 hours per week to this course.

Technological and Communication Requirements

GIS Software – ArcGIS Pro is provided online via the SSI Server (via a virtual machine); hence, students do not need to install it on their own computer. Instead, every student must have the following technology requirements:

- A computer with a fast internet connection.
- A webcam and a microphone for use whenever a presentation or meeting is scheduled.
- An up-to-date-web browser to access the SSI server.

If a student does not have access to any of these, please speak with the instructor at the start of the semester. See the USC ITS Student Toolkit here:

<https://keep-teaching.usc.edu/students/student-toolkit/>.

Desire2Learn (D2L) – All course materials will be organized through the D2L learning management system which allows students to access course content, upload assignments, participate in discussion forms, among other learning experiences. D2L provides flexibility in the learning experience where students can participate in the course residually 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 that allows access to different types of professional software. If students are unable to connect to the server or experience technical issues, they should send an email (via their USC account) to SSI Tech Support at spatial_support@usc.edu, making sure to copy (cc) the instructor on the email. Assignment-specific questions should be directed to the instructor.

Communications – All materials will be provided via D2L. This allows you to engage in reading and class preparation assignments both ahead of synchronous sessions or asynchronously. All assignments will be submitted via D2L. In addition to email about time-sensitive topics, announcements will be posted on D2L class page. It is each student's responsibility to stay informed as to course activities and updates. All students are in charge of ensuring that email sent from the USC D account and the instructors is not directed to junk mail.

The instructor will endeavor to respond to email within 36 hours of receipt, aiming for no more than a 72-hour delay. An announcement will be posted in the rare instance when an instructor is offline for an extended period of time. 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.

Required Readings and Supplementary Materials

The required textbooks for this course are:

- Bolstad, P., Manson, S. 2022. *GIS fundamentals: A first text on geographic information systems* (7th ed.). XanEdu.

This text is available as a hardbound copy or e-book for purchase at

<https://www.redshelf.com/app/ecom/book/2057301/gis-fundamentals-a-first-text-on-geographic-information-systems-2057301-9780971764767-paul-bolstad>.

- Law, M., Collins, A. 2021. *Getting to know ArcGIS Pro 2.8*. Esri Press.
Available to purchase or rent at <https://www.vitalsource.com/products/getting-to-know-arcgis-pro-2-8-michael-law-amy-collins-v9781589487024>.

Supplementary readings will be assigned from various sources including but not limited to:

- Anbaroğlu, B. 2021. A collaborative GIS programming course using GitHub Classroom. *Transactions in GIS*, 25(6), 3132-3158.
- Bamutaze, Y. 2019. Morphometric conditions underpinning the spatial and temporal dynamics of landslide hazards on the volcanics of Mt. Elgon, Eastern Uganda. In F.I. Rivera (Ed.), *Emerging voices in natural hazards research* (pp. 57-81). Elsevier.

- Biehl, A., Ermagun, A., Stathopoulos, A. 2018. Community mobility MAUP-ing: A socio-spatial investigation of bike share demand in Chicago. *Journal of Transport Geography*, 66, 80-90.
- Bodenhamer, D.J. 2015. Narrating space and place. In D.J. Bodenhamer, J. Corrigan, T.M. Harris (Eds.), *Deep maps and spatial narratives* (pp. 7-27). Indiana University Press.
- Clarke, K.C., Johnson, J.M., Trainor, T. 2019. Contemporary American cartographic research: A review and prospective. *Cartography and Geographic Information Science*, 46(3), 196-209.
- Goodchild, M.F. 2018. Reimagining the history of GIS. *Annals of GIS*, 24(1), 1-8.
- Harley, J.B. 2001. *The new nature of maps: Essays in the history of cartography*. The Johns Hopkins University Press (Ch. 2).
- Hodza, P. 2014. Appreciative GIS and strength-based community change. *Transactions in GIS*, 18(2), 270-285.
- Huang, B., Wang, J. 2020. Big spatial data for urban and environmental sustainability. *Geo-spatial Information Science*, 23(2), 125-140.
- Koo, H., Chun, Y., Griffith, D.A. 2018. Integrating spatial data analysis functionalities in a GIS environment: Spatial Analysis using ArcGIS Engine and R (SAAR). *Transactions in GIS*, 22(3), 721-736.
- Levy, B.L., Phillips, N.E., Sampson, R.J. 2020. Triple disadvantage: Neighborhood networks of everyday urban mobility and violence in US cities. *American Sociological Review*, 85(6), 925-956.
- Leyk, S., Gaughan, A.E., Adamo, S.B., de Sherbinin, A., Balk, D., Freire, S., ... Pesaresi, M. 2019. The spatial allocation of population: A review of large-scale gridded population data products and their fitness for use. *Earth System Science Data*, 11, 1385-1409.
- Logan, J.R. 2012. Making a place for space: Spatial thinking in social science. *Annual Review of Sociology*, 38, 507-524.
- Marx, A. 2017. Using satellites to detect mass human rights violations. In S. Totten (Ed.), *Last lectures on the prevention and intervention of genocide*. (pp. 171-179). Routledge.
- Miller, H.J., Goodchild, M.F. 2015. Data-driven geography. *GeoJournal* 80(4), 449-461.
- Pavlovskaya, M.E. 2002. Mapping urban change and changing GIS: Other views of economic restructuring. *Gender, Place and Culture*, 9(3), 281-289.
- Salas-Olmedo, M.H., Moya-Gómez, B., Garcia-Palomares, J.C., Gutiérrez, J. 2018. Tourists digital footprint in cities: Comparing Big Data sources. *Tourism Management*, 66, 12-25.
- Sayre, N. 2005. Ecological and geographical scale: Parallels and potential for integration. *Progress in Human Geography*, 29(3), 276-290.
- Schuurman, N. 2004. *GIS: A short introduction*. Blackwell (Ch. 1).

- Senaratne, H., Mobasheri, A., Ali, A.L., Capineri, C., Haklay, M. 2017. A review of volunteered geographic information quality assessment methods. *International Journal of Geographical Information Science*, 31(1), 139-167.
- Snyder, J.P. 2011. Emergence of map projections, from *Flattening the Earth: Two Thousand Years of Map Projections*. In M. Dodge, R. Kitchen, and C. Perkins (Eds.), *The map reader: Theories of mapping practice and cartographic representation* (pp. 164-169). John Wiley & Sons.
- Verplanke, J., McCall, M.K., Uberhuaga, C., Rambaldi, G., Haklay, M. 2016. A shared perspective for PGIS and VGI. *The Cartographic Journal*, 53(4), 308-317.
- Warf, B., Sui, D. 2010. From GIS to neogeography: Ontological implications and theories of truth, *Annals of GIS*, 16(4), 197-209.
- Wentz, E.A., Shimizu, M. 2018. Measuring spatial data fitness-for-use through multiple criteria decision making. *Annals of the American Association of Geographers*, 108(4), 1150-1167.
- Zhang, X., Xu, Y., Tu, W., Ratti, C. 2018. Do different datasets tell the same story about urban mobility: A comparative study of public transit and taxi usage. *Journal of Transport Geography*, 70, 78-90.

Description and Assessment of Assignments

There are different types of assignments, which are described in detail in the instructions posted to Blackboard.

Resume Assignments – 1 worth a total of 2 points. All students are required to post and maintain a public resume, biography, and headshot on the SSI Student Hub D2L site. Unless a student opts out, their resume will be included in the SSI Graduate Programs Resume Book, which is used to promote the program and highlight student skills, experiences, and professional aspirations.

Projects – 5 worth a total of 53 points. The projects will be the major tool used to evaluate your learning in this course. The projects will be linked to course Modules. In support of these projects, students will complete some ArcGIS tutorials to familiarize themselves with the analytical capabilities of ArcGIS Pro and apply their proficiencies to problem-solving scenarios. Students will gain GIS skills from completing portions of the Law and Collins' *Getting to Know ArcGIS Pro* workbook and Esri web courses. In this, they will solve basic research questions, while reading, thinking, and writing about spatial projects.

Reading and Research Discussions – 5 worth a total of 20 points. These assignments call on students to critically analyze required readings, identify relevant case studies employing the methodologies and concepts we cover in class, and discuss them with the instructor and their classmates during synchronous meetings and/or online discussion forums via D2L. Critical thinking questions provide students an opportunity to apply their competencies to exploratory, open-ended scenarios and support spatial issues and problem solving.

Mid-Term Exam – 1 worth of a total of 10 points. The mid-term will cover material learned in the first half of the term. It may be mixed format and may consist of multiple choice, short answer, and simple problem questions.

Final Exam – 1 worth of a total of 20 points. The final exam will cover material learned over the duration of the term. It may be mixed format and may consist of multiple choice, short answer, and simple problem questions.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for students to successfully navigate the deliverables in this and other SSCI courses. The table below summarizes the SSCI 581 course assignments and their point distribution:

Assessment	Number	Points Each	Total Points
Resume Assignment	1	2	2
Project 1	1	5	5
Projects 2-5	4	12	48
Reading and Research Discussions	5	4	20
Mid-Term	1	10	10
Final	1	15	15
Total	13	--	100

Assignment Submission Policy

Assignments must be submitted via D2L by the due dates specified in the Course Schedule and on course instructions. Attention to on-time assignment submission is essential. The instructor will aim to return feedback before the next assignment of the same type is due.

Strict penalties apply for late assignments as follows:

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

Course Schedule

Date	Topic/Activity	Assignments & Readings	Deliverables – Due Date
Module 1: Introduction to Spatial Thinking			
Week 1 1/10	Introduction to Course Introduction to class and use of geospatial technologies	Resume Assignment Logan (2012) Hodza (2014) Schuurman (2004, Ch. 1)	

Date	Topic/Activity	Assignments & Readings	Deliverables – Due Date
1/12	Fundamental Concepts and Key Terms The important keywords and ideas that underlie spatial reasoning	RRD 1 Project 1A and 1B Warf and Sui (2010)	Resume Assignment 1 – Due Tuesday, 1/17/23
Week 2* 1/17 *Monday, 1/16 is a university holiday	Spatial Data Models An introduction to vector, raster and other data models plus data and file structures	Bolstad and Manson (2022, Ch. 2)	
1/19	What's Special About Spatial? The differences between spatial and non-spatial information, including spatial autocorrelation and spatial heterogeneity	Biehl et al. (2018)	
Week 3 1/24	Scale Introduction to the key geographic concept of scale and its importance to the real-world spatial processes and the study of them	Sayre (2005)	
Module 2: The Spatial Value Proposition			
1/26	The Power of Maps and Critical GIS The roles that maps have played throughout human history and the characteristics and uses of maps today	Harley (2001, Ch. 2) Pavlovskaya (2002)	
Week 4 1/31	Transportation Data The spatial data used to support mobility, logistics, access, and related applications	Bolstad and Manson (2022, Ch. 7, pp. 293-294, 297- 298, 318-321) Zhang et al. (2018)	Project 1A – Due Monday, 1/30/23
2/2	RRD 1 Synchronous Discussion and Land Use and Population The spatial information used to support urban planning and public sector, social, and related applications	RRD2 Bolstad and Manson (2022, Ch. 3, pp. 132-134) Leyk et al. (2019)	RRD 1 (synchronously, in class; asynchronously, before and after class session)
Week 5 2/7	Environmental Data and the National Water Model An introduction to key environmental data sets and their use in the National Water Model	Bolstad and Manson (Ch. 7, pp. 300-318)	
2/9	Finding Spatial Data Visit from Data Visualization Specialist and Librarian Andy Rutkowski		
Module 3: Spatial Data Handling			

Date	Topic/Activity	Assignments & Readings	Deliverables – Due Date
Week 6 2/14	Geodesy, Datums, and Geographic Coordinate Systems Role of geodesy and datums in studying and communicating our three-dimensional world	Project 2 Bolstad and Manson (Ch. 3, pp. 89-115)	Project 1B – Due Monday, 2/13/23
2/16	Map Projections An introduction to the effects of projecting the 3-dimensional world and the benefits and costs of doing so	Bolstad and Manson (Ch. 3, pp. 116-132, Ch. 4, pp. 176-182)	
Week 7* 2/21 *Monday, 2/20 is a university holiday	Projected Coordinate Systems and Transformations The importance and utility of local and global projected coordinate systems	Snyder (2011) Goodchild (2018)	
2/23	RRD 2 Synchronous Discussion and Attribute Tables and Spatial Databases The importance of attribute information associated with coordinates and options for storing spatial data	Bolstad and Manson (2022, Ch. 8)	RRD 2 (synchronously, in class; asynchronously, before and after class session)
Week 8 2/28	Global Navigation Satellite Systems Introduction to geolocation systems and uses	Bolstad and Manson (2022, Ch. 5)	Project 2 – Due Monday, 2/27/23
3/2	Aerial and Satellite Imagery Introduction to passive and active remote sensing systems and the data they produce	Project 3 Bolstad and Manson (2022, Ch. 6)	Mid-Term Exam (asynchronous): 2-hour window of student's choosing during 24 hour period starting 9:00 a.m. on Thursday, 3/1/23 (PT)
Week 9 3/7	Spatial Data Quality and Metadata Methods for assessing the quality and fitness-for-use (i.e., utility) of spatial data and the importance of metadata in light of various methods for collecting spatial data	Bolstad and Manson (2022, Ch. 4, pp. 188-191, Ch. 7, pp. 303-304, Ch. 14) Wentz and Shimizu (2018)	
3/9	Volunteered and Crowdsourced Geographic Information Introduction to methods for collecting spatial data from non-professionals and the benefits and drawbacks of doing so	Bolstad and Manson (2022, Ch. 7, pp. 297-298) Verplanke et al. (2016) Senaratne et al. (2017)	
Module 4: Turning Spatial Data into Actionable Information			

Date	Topic/Activity	Assignments & Readings	Deliverables – Due Date
Week 10 3/21	Terrain Analysis Land surface parameters and their uses	Project 4 Bolstad and Manson (2022, Ch. 11, Ch. 13, pp. 588-590) Bamutaze (2019)	Project 3 – Due Monday, 3/30/23
3/23	Introduction to Raster Analysis The concept of map algebra and basic raster (local, zonal, global) functions	Bolstad and Manson (2022, Ch. 10)	
Week 11 3/28	Introduction to Spatial Analysis Basic methods for using GIS to mathematically analyze spatial data	Bolstad and Manson (2022, Ch. 9)	
3/30	RRD 3 Synchronous Discussion and Spatial Modeling An introduction to the models used to understand and predict spatial phenomena	RRD 4 Bolstad and Manson (2002, Ch. 13)	RRD 3 (synchronously, in class; asynchronously, before and after class session)
Week 12 4/4	Spatial Estimation and Interpolation Introduction to sampling and spatial interpolation methods	Project 5 Bolstad and Manson (2022, Ch. 12, pp. 521-535)	
4/6	Cartography & Modern Mapmaking Best practices for creating finished mapping products; Cartographic principles and methods for visualizing spatial data online	Clarke et al. (2019)	
Week 13 4/11	RRD 4 Synchronous Discussion and Introduction to 3D Modeling and Automation Processes Introduction to modeling our world in 3D and processes for automating spatial analysis.	RRD5 Bolstad and Manson (2022, Ch. 13) Koo et al. (2018)	RRD 4 (synchronously, in class; asynchronously, before and after class session) Project 4 – Due Monday, 4/10/23
Module 5: Future of GI Science, Systems and Services			
4/13	Big Spatial Data An introduction to the variety of data created by widespread ownership and use of location-based services	Salas-Olmedo et al. (2018) Levy et al. (2020) Huang and Wang (2020)	
Week 14 4/18	Geospatial Intelligence Incorporation of location-based analytics, terrain, and other data to implement actionable intelligence in support of human security	RRD 5 Marx (2017)	

Date	Topic/Activity	Assignments & Readings	Deliverables – Due Date
4/20	GIS Customization and Cloud Services Introduction to GIS in the cloud and to programming languages and platforms for modeling spatial processes	Koo et al. (2018) Anbaroğlu (2021)	
Week 15 4/25	RRD 5 Synchronous Discussion Space, place, and data-driven geography	Bodenhamer (2015) Miller and Goodchild (2015)	RRD5 (synchronously, in class; asynchronously, before and after class session) Resume Assignment 2 – Due Monday, 4/24/23
4/27	Final Exam Review Class wrap-up and review for final exam		Project 5 – Due Friday, 4/28/23
Final Exam Period	Final Exam – Tuesday, May 9, 8:00-10:00 am		

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 site and the SSI 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.