

## **SSCI 401L (Section 35773R), Geospatial Intelligence**

**Units:** 4

**Term — Day — Time:** Fall, 2023; Tuesday and Thursday, 9:30-10:50 AM.

**Locations:**

Lecture: KAP 140

Lab: Monday, 10:00-11:50 AM in SOS B38 and  
Monday, 12:00-1:50 PM in SOS B38

**Instructor:** Darren Ruddell, Ph.D.

**Office:** AHF B57F

**Office Hours:** Mondays, 1:30-2:30pm and Tuesdays  
11am-12pm PT, and by appointment via email.

**Contact Info:** [druddell@usc.edu](mailto:druddell@usc.edu), 213-740-0521

**Lab Instructor:** TBD

**Office:**

**Office Hours:**

**Contact Info:**

**Library Help:** Andy Rutkowski

**Office:** LIPA B40-A

**Office Hours:** Thursdays 10am-12pm PT

**Contact Info:** [arutkows@usc.edu](mailto:arutkows@usc.edu)

**IT Help:** Myron Medalla

**Office:** AHF B56B

**Office Hours:** By appointment via email

**Contact Info:** [spatial\\_support@usc.edu](mailto:spatial_support@usc.edu), 213-740-4415

## Course Scope and Purpose

Threats to human security come in many forms – natural disasters, humanitarian crises, environmental risks, public health issues, military operations, terrorist attacks, genocide, political violence, and food/resource accessibility challenges, among others. This class leverages a variety of geospatial technologies with intelligence tools to develop intelligence products that support disaster response, humanitarian relief efforts, and national security. It provides students with the basic geospatial intelligence knowledge and practical skills to assist in informing decision-making in a variety of human security settings. This is a required, standalone course (no pre-requisite required) for the undergraduate minor and the major in Human Security and Geospatial Intelligence.

### *Learning Objectives*

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

- Describe the core geospatial intelligence needs related primarily to human security and safety (e.g., disaster response, humanitarian relief efforts, military operations, surveillance, navigation, emergency response, etc...).
- Describe and design implementation strategies for collecting or sourcing geospatial data and any accompanying metadata.
- Critically evaluate the potential impacts of data quality on spatial analysis and decision-making.
- Apply critical thinking, collaboration, and communication skills.
- Prepare and present intelligence reports using geospatial tools that are tailored to a variety of human security applications.

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):** None

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

**Concurrent Enrollment:** None

**Recommended Preparation:** IR 381: Introduction to International Security  
SSCI 301L: Maps and Spatial Reasoning

## 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](mailto: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 many 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 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 main theoretical concepts of this course are provided through in-class lectures, lab meetings, instructor-guided peer-to-peer activities, and directed reading of the textbooks and supplementary readings. Additional readings will be assigned to expand on the text when needed. The course will be introduced on a weekly basis with assignments and course content posted to Blackboard the Friday before a new week begins.

No make-up dates will be offered for missed exams, so mark the appropriate dates on your calendars. If there is legitimate conflict, speak with the course instructor as soon as possible so alternative arrangements can be made.

*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 SSI 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 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. 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](mailto: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. Students should read all email sent from Blackboard or from course instructor(s) as soon as possible. Please double-check to be sure that mail sent from both Blackboard and the instructor 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 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 and Supplementary Materials

*Textbooks* – There are four required texts for this course. Some are available online and some are available from the USC Bookstore or online outlets such as

Amazon/Georgetown University Press. We encourage you to acquire or purchase these books quickly since you will need these materials from the opening day of class.

- Clark, R. 2020. *Geospatial Intelligence – Origins and Evolution*. Georgetown Washington, DC: University Press (find at: <http://press.georgetown.edu/book/georgetown/geospatial-intelligence>).
- Starr, H. 2013. *On GEOPOLITICS: Space, Place, and International Relations*. Boulder, CO: Paradigm Publishers.
- NGA (National Geospatial-Intelligence Agency, Office of Geospatial-Intelligence Management). 2018. *National System for Geospatial Intelligence: Geospatial Intelligence (GEOINT) Basic Doctrine*. Washington, DC: National Geospatial-Intelligence Agency Publication No. 1-0 (FREE download at <https://www.nga.mil/ProductsServices/Pages/GEOINT-Basic-Doctrine-Publication.aspx>)
- NRC (National Research Council). 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*. Washington, DC: National Academies Press. (provided by instructor via Blackboard)

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

*Readings* – The following book chapters and journal articles are tentatively planned for use and will be posted to Blackboard under Course Documents. Additional articles may be added to this list:

- Corson, M.W. and Palka, E.J. 2004. Geotechnology, the US military, and war. In Bruun, S.D., Cutter, S.L., and Harrington, J.W. (eds.) *Geography and Technology*. Dordrecht, The Netherlands, Kluwer: 401-427.
- Esri. 2015a. Building Safe Communities: An Executive Summary, An Esri White Paper – July 2015, Redlands, CA: Esri Press.
- Esri. 2015b. How to Build Safer Communities: An Executive Summary, An Esri White Paper – July 2015, Redlands, CA: Esri Press.
- Esri. 2012. ArcGIS for Emergency Management, An Esri White Paper – July 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.
- Esri. 2007. GIS in Defense Installation and Environmental Management, Redlands, CA: Esri Press.

- Fleming, S., Hendricks, M., and Brockhaus, J. 2009. CHAPTER 57 - The Role of GIS in Military Strategy, Operations and Tactics. *Manual of Geographic Information Systems*, ASPRS Press: 967-985.
- Fleming, S., Jordan, T., Madden, M., Usery, E., and Welch, R. 2009. GIS applications for military operations in coastal zones. *ISPRS Journal of Photogrammetry and Remote Sensing* Volume 64 (2009): 213-222.
- Klein, G., Moon, B., and Hoffman, R. 2006. Making sense of sense making: 1, Alternative perspectives. *IEEE Intelligent Systems* 21(4): 70-73.
- Palka, E. 2000. A Decade of Instability and Uncertainty: Mission Diversity in the MOOTW Environment. *The Scope of Military Geography*. 167-196.
- Palka, E.J., Galgano, F.A., and Corson, M.W. 2005. Operation Iraqi Freedom: A Military Geographic Perspective. *Geographical Review* 95: 373-399.
- USGIF. *Building Resilient Communities Through Geospatial Intelligence*. 2018. Reston, VA: United States Geospatial Intelligence Foundation.
- USGIF. Save and Protect, 2017. *Trajectory Magazine*. Reston, VA: United States Geospatial Intelligence Foundation.
- USGIF. *State and Future of GEOINT: 2015-2019*. Reston, VA: United States Geospatial Intelligence Foundation.
- USGIF. Trajectory 2019 Issue 3, 2019. *Trajectory Magazine*. Reston, VA: United States Geospatial Intelligence Foundation.
- Treverton, G. and Gabbard, B. 2008. Assessing the Tradecraft of Intelligence Analysis, RAND (National Security Research Division).

## Description and Assessment of Assignments

Your grade in this class will be determined on the basis of several different assessments:

*Homework Assignments – 5 worth a total of 20 points (4 pts each).* Students will be required to complete five homework assignments comprised of quantitative and/or qualitative analysis to gain insight on the physical and human processes underlying intelligence activities, natural hazards, disasters, and emergency management/safety as well as examine the impact these events have for decision makers.

*Labs/Report – 5 worth a total of 35 points (7 pts each).* In order to demonstrate an understanding of the basic concepts and skills learned in the class, students will complete four labs and one report that will leverage GIS&T software and the key components of a typical geospatial intelligence workflow while integrating key concepts and ideas. These labs and the report reinforce independent thought and application.

*Mid-term Exam – 1 worth 12 points.* The mid-term exam will consist of multiple choice, short answer, and simple problem questions. Students will be expected to take the exam at the indicated time.

*Final Project – 1 worth 15 points.* The final team project will afford you the opportunity to demonstrate your ability to identify and rapidly investigate a real-world GEOINT problem using coursework you have completed thus far. You will make extensive use of geospatial data sources and analysis tools and will be required to define a real-world problem using the possible scenarios, identify key challenges, explore possible solutions and deliver a preferred and an effective solution for an important human security need or challenge in your final project. The layout and contents of these various components will be tailored to the threat at hand. These human security threats could easily include one or more of the following – natural disasters, humanitarian crises, environmental risks, public health issues, military operations, terrorist attacks, genocide, political violence, and food/resource accessibility challenges – and the various tasks and products would be tailored to the chosen project.

*Final Exam – 1 worth 18 points.* The cumulative final exam will consist of multiple choice, short answer, and simple problem questions. Students will be expected to take the final exam at the indicated time.

## Grading Breakdown

| Assignment           | Number    | Points each | % of Grade |
|----------------------|-----------|-------------|------------|
| Home Assignment (HA) | 5         | 4           | 20         |
| Lab (4) / Report (1) | 5         | 7           | 35         |
| Mid-term Exam        | 1         | 12          | 12         |
| Final Project        | 1         | 15          | 15         |
| Final Exam           | 1         | 18          | 18         |
| <b>TOTAL</b>         | <b>13</b> |             | <b>100</b> |

## Assignment Submission Policy

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

Students are expected to attend and participate in every class session (real-time or via watching a video of class) 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 four days late.

### Course Schedule: A Weekly Breakdown

|  |   | Topics/Daily Activities   | Readings/Watchings<br><i>Assignments</i>  | Deliverables                    |
|--|---|---|---|---------------------------------|
| <b>BLOCK 1 – Intro to GEOINT</b>                 | <b>Week 1</b><br>21-25<br>Aug                                 | <b>Geospatial Intelligence Context</b><br>Introduction to the concept of GEOINT, the intelligence community, types of intelligence analysis, the players/their typical roles and responsibilities, and the role of GIS in Human Security.             | Videos; Esri (2014); Starr (2013) Ch. 1-2; Clarke (2020) Ch. 1<br><br><b>Homework Assignment # 1</b>  | <b>None</b>                     |
|  | <b>Week 2</b><br>28 Aug –<br>1 Sep                            | <b>Basic Roles and Requirements</b><br>Role of disaster management, humanitarian assistance, surveillance, and navigation in geospatial intelligence plus GEOINT importance to International Relations.   | Esri (2012, 2015a, 2015b); Starr (2013) Ch. 3 & 6; Clarke (2020) Ch. 2<br><br><b>Lab # 1</b>  | <b>HA # 1</b><br><b>29 Aug</b>  |
| <b>BLOCK 2 – Geography and Geoscience Basics</b> | <b>Week 3</b><br>5-8 Sep<br><br>4 Sep is a university holiday | <b>Importance of Physical and Human Geography</b><br>Introduction to the ways in which physical and human geography can be used to situate geospatial intelligence work within an appropriate context. Introduction of Esri platforms in these roles. | Starr (2013) Ch. 4, 5, & 7; NGA and USGIF additional assigned readings; Clarke (2020) Ch. 3 & 5<br><br><b>Homework Assignment # 2 &amp; Register for GEOINT Symposium</b> | <b>Lab # 1</b><br><b>5 Sept</b> |



|  |                            |   |   |                                      |
|--|----------------------------|---|---|--------------------------------------|
| <b>BLOCK 3 – Spatial Data Collection</b> | <b>Week 4</b><br>11-15 Sep | <b>Geospatial Intelligence Building Blocks</b><br>Introduction to the ways in which fundamental geographic information science principles and the accompanying geospatial technologies (GIS, GPS, photogrammetry, remote sensing, and sensor networks) have been used for disaster management, humanitarian assistance, and intelligence problem-solving. | Corson & Palka (2004);<br>Clarke (2020) Ch 6;<br>USGIF (2018); NGA (2018) Ch. 1       | <b>HA # 2</b><br><br><b>12 Sept</b>  |
|  |                            |   | <b>Lab # 2</b>  |                                      |
|  | <b>Week 5</b><br>18-22 Sep | <b>Navigation and Geolocation</b><br>Continued discussion of fundamental geographic information science principles and the accompanying geospatial technologies. Navigation and Geolocation are explored in detail.   | Palka et al. (2005);<br>Clarke (2020) Ch. 4 & 7                                       | <b>Lab # 2</b><br><br><b>19 Sept</b> |
|  |                            |   | <b>Homework Assignment # 3</b>  |                                      |
|  | <b>Week 6</b><br>25-29 Sep | <b>Spatial Data Collection (Overhead Systems)</b><br>Continued discussion of fundamental geographic information science principles and the accompanying geospatial technologies. Overhead data collection systems are explored in detail.   | USGIF’s State of GEOINT (2017 & 2018);<br>NGA (2018) Ch. 2<br>Clarke (2020) Ch. 8 & 9 | <b>HA # 3</b><br><br><b>26 Sept</b>  |
|  |                            |   | <b>Report on GEOINT Event</b>   |                                      |

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|  | <b>Week 7</b><br>2-6 Oct   | <b>Spatial Data Collection (Visible) and GEOINT Symposium</b><br>Methods and approaches for linking legacy geospatial datasets and visible imaging systems with other kinds of information to yield useful spatial intelligence. Virtually attend GEOINT Symposium.                | USGIF's State of GEOINT (2019 & 2020); NGA (2018) Ch. 2 (cont); Clarke (2020) Ch. 10<br><hr/> <b>Final Project Intro</b> | <b>Report</b><br><br><b>6 Oct</b>   |
|  | <b>Week 8</b><br>9-13 Oct<br><br>10/12-10/13 is a university holiday | <b>Midterm</b><br>Prepare for, take and submit MIDTERM Exam.   | Slides from previous lectures  | <b>Midterm Exam</b><br><br><b>10 Oct</b><br><br><i>(no other work is due)</i> |
|  | <b>Week 9</b><br>16-20 Oct   | <b>Spatial Data Collection (Spectral Imaging – Radar – LiDAR)</b><br><br>Methods and approaches for collecting and linking evolving sensor suites with other kinds of information to yield useful spatial intelligence. In addition, explore visible and spectral imaging systems. | NGA (2018) Ch. 2 (cont); Clarke (2020) Ch. 11 & 12<br><hr/> <b>Homework Assignment # 4</b>                               | <b>Final Project Proposal</b><br><br><b>19 Oct</b>                            |

|   |   |  |   |                                     |
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| <b>BLOCK 4 – Analysis and Visualization</b> | <b>Week 10</b><br>23-27 Oct   | <b>GEOINT Analysis (Part 1) and Geovisualization</b> - Intro to the information exploitation process and the ways in which standard intelligence methodologies can be utilized to respond to a variety of human security challenges. Additionally, evaluate ways in which the capabilities and characteristics of various systems and unmanned aerial vehicles can be used for feature extraction and linked to specific disaster management, humanitarian assistance, and intelligence problem-solving tasks. | NGA (2018) Ch. 3; Defense Industrial Base Sector Protection Plan (Ex Sum); Clarke (2020) Ch. 13<br>Clarke (2013)                    | <b>HA # 4</b><br><br><b>24 Oct</b>  |
|   |   |  | <b>Lab # 3</b>  |                                     |
|   | <b>Week 11</b><br>30 Oct – 3 Nov  | <b>GEOINT Analysis (Part 2) and Geovisualization</b> - Gathering Geospatial Data from Social Media Feeds and other non-traditional methods are explored. In addition, methods and approaches for analyzing data are examined. Finally, geovisualization and the creation and distribution of actionable information is reviewed.   | NGA (2018) Ch. 3-4; Esri, <i>GIS in Defense Installation and Environmental Management</i> ; Clarke (2020) Ch. 14 & 15; Klein (2006) | <b>Lab # 3</b><br><br><b>31 Oct</b> |
|   |   | <b>Homework Assignment # 5</b>   |   |                                     |
| <b>Week 12</b><br>6-10 Nov                  | <b>Tradecraft and Intelligence Agencies</b> - The role of tradecraft is reviewed. A discussion of intelligence agencies will also be addressed. | NGA (2018) Ch. 5; Crooks, et al. (2013); Clarke (2020) Ch. 16, 17, & 18  | <b>HA # 5</b><br><br><b>7 Nov</b>   |                                     |
|   |   | <b>Lab # 4</b>   |   |                                     |

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|---|--|---|--|--|
| <b>BLOCK 5 – Intelligence Products and Future Opportunities</b> | <b>Week 13</b><br>13-17 Nov  | <b>Geospatial Intelligence Products and Communication (Part 1)</b><br>The role and character of disaster management, humanitarian assistance, and intelligence briefs, imagery and area reports in human security applications by exploring the use of rapidly evolving, interactive and dynamic decision support products.   | NRC (2007) Ch. 1-4;<br>USGIF (2017);<br>Clarke (2020) Ch. 19 | <b>Lab # 4</b><br><br><b>14 Nov</b>                        |
|   |  |   | <hr/> <b>Continue to work on Final Project</b>               |  |
|   | <b>Week 14</b><br>20-21 Nov<br><br>11/22-11/24 is a university holiday   | <b>Geospatial Intelligence Products and Communication (Part 2)</b><br>The role and character of disaster management, humanitarian assistance, and intelligence briefs, imagery and area reports in human security applications by exploring the use of rapidly evolving, interactive and dynamic decision support products. A continued discussion of production agencies will also be addressed. | NRC (2007) Ch. 5-6;<br>Fleming, et. al. (2009) x 2           | <b>Review progress of final projects with faculty team</b> |
|   |  | <hr/> <b>Continue to work on Final Project</b>  |  |  |
| <b>Week 15</b><br>27 Nov – 1 Dec                                | <b>The Future - Emerging Geospatial Intelligence Technologies and Techniques</b><br>Exploration of how some of the new mobile devices and applications, virtual and augmented reality opportunities, and cartographic representations and visualization techniques might be used to acquire or extract meaning from rich and multi-dimensional datasets in a variety of human security settings. | Treverton (2008);<br>Clarke (2020) Ch. 20   | <b>Final Projects</b><br><br><b>28 Nov and 30 Nov</b>        |  |

|  |                                |  |  |   |
|--|--------------------------------|--|--|---|
|  | <b>Final Exams</b><br>6-13 Dec | <b>Final Exam</b><br>Students complete in-class final exam |  | <b>Final Exam</b><br><br><b>Thursday</b><br><b>7 Dec</b><br><b>11 AM-1 PM</b> |
|--|--------------------------------|--|--|---|

## Statement on Academic Conduct and Support Systems

### ***Academic Integrity***

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

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

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

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

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

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

### **Students and Disability Accommodations:**

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

### **Support Systems:**

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

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

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

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[\*Relationship and Sexual Violence Prevention Services \(RSVP\)\*](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[\*Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)\*](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[\*Reporting Incidents of Bias or Harassment\*](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.