

PPD 541

Public Financial Management and Budgeting

Fall 2023

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Course Description

Catalogue description: *Financial management applied to public and nonprofit organizations; financial valuation, financial markets, budgeting, tax administration, debt financing, cost-benefit analysis and financial analysis.*

Financial management skills are central to the public management tool kit. With more intense political polarization, increasing costs, and institutional constraints on revenue, the public sector requires leaders who can manage public resources strategically and ethically. The fiscal pressures imposed by the current pandemic have only heightened the need for prudent fiscal management and a rigorous approach to financial modeling, budgeting, reporting, and financial condition analysis. This class will provide emergent leaders with the elements of a financial management tool kit that are critical to success in the public and nonprofit sectors.

Students will develop skills applicable across the public and nonprofit sectors, and within federal, state, and local agencies. In light of the instructor's professional and academic expertise, the applications and examples will focus more heavily on state, local, and nonprofit agencies within the United States.

Course Learning Objectives

In this course, students will become conversant with public budgetary institutions and processes including politics of the budgetary process; sources of public and nonprofit revenue; drivers of public costs (pensions; health care; entitlements); and constraints on fiscal growth (global movement of capital; political pressures).

This institutional perspective will be accompanied by the acquisition of financial analysis, financial accounting, and fiscal modeling skills utilizing Excel spreadsheet applications and basic algebraic manipulation. Students will also practice data visualization and communication of financial information. Table 1 (next page) summarizes the financial analysis skills that will be covered in this course.

Table 1: Key Learning Objectives and Financial Analysis Competencies

- Budgeting processes (political and organizational aspects)
- Budget preparation (operating, capital, cash, etc.)
- Budget analysis (justification, performance indicators, etc.)
- Budgeting approaches (PBB, ZBB, program and flexible budgeting)
- Sources of revenue (taxing options; user charges; other sources; normative considerations)
- Cost-benefit and cost-effectiveness analysis (including present value concepts)
- Capital investment and capital budgeting
- Fiscal impact analysis
- Debt management and long-term financing
- Financial modeling using Excel
- Fundamentals of financial reporting and condition analysis

Source: Adapted from Grizzle, G. (1985). Essential skills for financial management: Are MPA students acquiring the necessary competencies? *Public Administration Review*, 45(6), 840-844.

Textbooks & Materials

Required Texts:

1. Finkler, S., Smith, D., & Calabrese, T. (2023). *Financial management for public, health, and not-for-profit organizations* (7th ed.). CQ Press/Sage Publications Ltd.
 - a. Available to rent or buy in both hard cover and electronic version; Amazon, Barnes and Noble, Google Play, and other book purveyors.
 - b. [A digital copy is available in the USC Libraries collection.](#)
2. Students are required to [purchase the course pack from Harvard Business](#) (\$12.75).

Additional Required Readings and Support Resources:

Additional required readings and case materials are listed in the weekly overview pages in the course, and in the activities table at the end of the syllabus. Academic articles with copyright protections are available at the USC library electronic reserve; other readings are posted in weekly content on Blackboard.

NOTE: This course develops skills in the use of Excel spreadsheet applications for algebraic budgetary analysis and financial modeling. Students who have not been exposed to Excel previously or do not have a comfort level with basic algebra should consult with Professor Musso, who will identify appropriate training to access on USC's Lynda website or other online resources.

Grading

This course uses a percentage-based grading scheme, as shown below.

Evaluation Categories	Weighting
Participation in Live Sessions (engaged participation or follow-up reflection)	5%
Discussion Boards (Padlet or written board)	10%
Repeatable Practice Quizzes (2)	15%
Excel Modeling Assignments (8)	25%
Midterm Examination	15%
Case Challenge Memos and Infographics (2)	15% memo
Final Examination	15%
TOTAL	100%

Participation in Live Sessions: Participation in the class is a key part of the learning process, and students are expected to contribute in a constructive and appropriate manner. The participation grade will be based on active engagement in the weekly Live Sessions (camera on; responding to discussion questions; engaged in break-out sessions). If students miss a session or do not engage actively, participation points may be earned by submission of a one-paragraph reflection on the session.

Discussion Boards: Students are expected to write or record thoughtful responses that directly apply to the assignment prompts, many of which apply concepts to cases or readings on current events. Students will post their initial responses to the prompts by Saturday of each week. Students typically will be required to post follow-up responses by Monday. These can be comments on a classmate's post, responses to a classmate's

comment, or responses to questions posted by the instructor. **Note:** In the interest of ensuring an equitable distribution of follow-up questions, do not respond to a post if it already has two or more student comments. Failure to post the required number of responses may result in a loss of up to five points.

Discussion Board Rubric				
Objectives	Unsatisfactory	Partially Proficient	Proficient	Superior
Relevance, Application, Originality ___/4 points	Fails to address the question posed, non-serious or not contemplative response, lacks value added information, thought patterns difficult to follow (0)	Addresses the question, some relation to topic, inconsistencies in unity and / or coherence (2)	Addresses the question, uses ideas from project research, adds some content, usually has clear focus (3)	Addresses the question, uses ideas from project research, offers a unique perspective, clear focus, fluent, cohesive (4)
Details/ Evidence ___/3 points	Details are random, inappropriate, or barely apparent (0)	Details lack elaboration or are repetitious (1)	Details are elaborated and pertinent to the course (2)	Details are effective, explicit, and pertinent to the course (3)
Grammar, usage, mechanics ___/3 point	Errors are frequent and severe (0)	Multiple errors and / or patterns of errors are evident (1)	Some errors are present (2)	Few, if any, errors are present (3)

Repeatable Practice Quizzes (2): To solidify their understanding of conceptual material, students will complete two repeatable practice quizzes in Week 4 and Week 11. Students have the opportunity to repeat the quiz once after seeing their outcome on the first attempt. **NOTE: The repeatable practice quizzes may comprise a combination of multiple-choice, numeric, short-answer, or short essay questions.**

Excel Modeling Assignments (8): Students will complete eight analytic assignments in Excel, two integrated into case analysis challenges (see below). Most are worth 20 points; the case excel assignments are worth 50 points. In addition, students are encouraged to use Excel in completing the chapter review assignments and the midterm and final examinations. **NOTE: Rubric and point count vary by assignment.**

Case Challenge Memos and Infographics (2): Students will complete two case analysis exercises that integrate and apply financial management concepts to a specific management challenge. These require the application of concepts in a modeling exercise, a two-page management memo, and a data visualization or “infographic” that visually displays the main argument and/or findings.

	Case Challenge Memo Rubric			
OBJECTIVES	Unsatisfactory	Partially proficient	Proficient	Superior
Quality of analysis ___/14 points	Does not meet minimum standard of quality (0-8)	Application of some concepts to case at hand. (9-10)	Analytic concepts are correctly applied for the most part. (11-12)	Superior use of analysis to clarify the issue at hand. (13-14)
Writing mechanics ___/3 points	Does not meet minimum standard of quality (0)	Contains errors in grammar or syntax. (1)	Grammar and style are clear and concise. (2)	Grammar and style are highly professional and well-polished. (3)
Sequencing and analytic argumentation ___/3 points	Does not meet minimum standard of quality (0)	Basic organization detracts from argument; (1)	A logically structured memo with an acceptable executive summary. (2)	Structure is sophisticated; no wasted words; particularly compelling argument (3)

Midterm and Final Examinations: Students will complete midterm and final examinations, each of which will be worth 15% of the class score.

NOTE: Midterm and final comprise 100 points, spread among a combination of multiple choice, numeric, and short answer or short essay questions.

Grading Scale

Course final grades will be determined using the following scale.

A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

Policies

Weekly Structure

The table below numbers each day of the week for purposes of assignment due dates within the syllabus. Day 1 is Wednesday. Day 5, Sunday, is when first posts to the discussion board are due, and Day 7, Tuesday, is when second posts are due.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday

In the schedule below, due dates for all assignments are stated in day numbers. Assignments are due no later than 11:55 p.m. in the Pacific Time zone on the day that is stated within the assignment page and the weekly activity table.

Late Assignments

Assignments will not be accepted after the due date without advance written permission of the faculty member, who will impose late penalties on habitually late assignments (usually 10 percent per day late). It is understood that the pandemic has disrupted daily activities and may impose constraints and extraordinary demands related to caretaking. If issues arise that affect your ability to complete work in a timely manner, please inform your instructor who will work with you on accommodations.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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](#).

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation.

Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Technology in the Classroom

Students are expected to utilize Excel to complete the workbook assignments, and are encouraged to use it for the purposes of completing the review quizzes, midterm, and final examination. Students are encouraged to use Grammarly to review and revise the two required memoranda prior to submission. The school is making Grammarly Premium available to all students at no charge, [please fill out the Grammarly License Request form](#).

Guidelines for all written work:

- All documents should be in Microsoft Word format.
- Papers must be word-processed, single-spaced, with 12-point font.
- Keep a copy of all submitted papers.
- Please ensure that each paper is written in APA style. [Refer to the APA manual. \(7th Edition\)](#)
- Excessive typographical errors and spelling errors at this level reflect poorly on the professionalism of work and will result in loss of points.
- All page length requirements are for single-spaced pages, with 1-inch margins, in 12-point font.

Dropping and Adding Courses

All such changes must be processed by Web registration. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero grade points. A student may withdraw from a course without academic penalty during the first 12 weeks of the semester. If the course is dropped within the first three weeks, it does not appear on the academic transcript; if the course is dropped within weeks four through 12, it will be recorded with a mark of "W." No course may be dropped after the end of the 12th week. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation. After registering, it is the student's responsibility to withdraw officially from a course if he or she decides not to continue in a course. Courses may be added only during the first three weeks of the semester.

The specific dates for adding and dropping a course in a semester can be found at the Registration Calendar link in the [USC Schedule of Classes](#).

About the Instructor



Dr. Calanni is currently the Federal and Environmental Services Region 8 Practice lead with Jacobs Engineering Group. Dr. Calanni has worked as an environmental professional for over 27 years in the areas of human health and ecological risk assessment, aquatic toxicology, site investigation and remediation as well as CERCLA and RCRA enforcement and support. Dr. Calanni received his undergraduate degree in Biology from the University of Texas at Austin in 1993, a Masters of Environmental Science from the University of Colorado in 1997, and a PhD in Public Affairs from the

University of Colorado in 2014. His research interests include collaborative natural resource management, learning within collaborative environments, integration of science into policy decision making, as well as natural resource policy processes. Dr. Calanni teaches several courses in the USC Sol Price School of Public Policy, including Statistical Foundations for Public Management and Policy, Policy and Program Evaluation, Strategic Planning in the Social Sectors and Economics for Policy, Planning and Development. He is proud to be a member of the Trojan family and honored to work with the truly outstanding USC faculty and students. Outside of the office and classroom, Dr. Calanni is an avid mountain biker, rock climber as well as downhill skier. He continues to dabble on the soccer field when his shin splints will allow. He and his family currently reside in Lakewood, Colorado and have been there since 1995.

Live Session Schedule

This course has weekly required discussion sessions, all taught in Zoom. The link to the Zoom room can be accessed from Blackboard. Zoom sessions will be recorded and can be accessed by students for later review.

Weekly Activities

Week 01: Introduction		
Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023): Chapter 1, "Introduction to Financial Management."</p> <p>Petek, G. (2022, January 13). <i>2022-23 budget: Overview of the Governor's budget</i>. California Legislative Analyst's Office.</p>	Day 7	~
Week 01 Live Session		10
Week 01 Excel Modeling Assignment: California Taxation	Day 7	20
Week 01 Discussion Board: California Budget and Self-Reflection	<i>Initial Post: Day 5 Responses: Day 7</i>	10

Week 02: Budgeting as Planning for Success

Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023): Chapter 2, "Planning for Success: Budgeting."</p> <p>Mitchell, D., & Thurmaier, K. (2012). Currents and undercurrents in budgeting theory. Exploring the swirls, heading upstream. In J.C.N. Raadschelders & R.J. Stillman II (Eds.), <i>Foundations of public administration</i> (192-211). Melvin & Leigh, Publishers.</p> <p>Graves, S. (2021, December). <i>Dollars and democracy: A guide to the state budget process</i>. California Budget and Policy Center.</p> <p>Chapman, J., Maciag, M., & Levine, A. (2021, March 22). <i>Great economic uncertainty requires that states plan for budget swings</i>. The Pew Charitable Trusts.</p>	Day 7	~
Week 02 Live Session		10
Week 02 Excel Modeling Assignment: Zoo Extravaganza	Day 7	20

Week 03: Budgeting as Performance		
Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023): Chapter 3, "Additional Budgeting Concepts," including appendices.</p> <p>Musso, J. & Weare, C. (2020). Performance management Goldilocks style: A transactions cost analysis of incentive intensity in performance regimes. <i>Public Performance and Management Review</i> 43(3), 1-27.</p> <p><i>States continue efforts to advance the use of data & evidence.</i> (2019, July 31). The National Association of State Budget Officers. Retrieved from https://www.nasbo.org/reports-data/using-data-and-evidence</p> <p>The Pew Charitable Trusts. (2020, September 8). <i>How public officials can use data and evidence to make strategic budget cuts.</i></p>	Day 7	~
Week 03 Live Session		10
Week 03 Excel Modeling Assignment: Flexible and Special-Purpose Budgeting	Day 7	20
Week 03 Discussion Board: Performance Budgeting	<i>Initial Post: Day 5 Response: Day 7</i>	10

Week 04: Costs and Cost Analysis		
Learning Activity	Due Date	Point Value
<p>Reading:</p> <p>Finkler et al. (2023): Chapter 4, "Understanding Costs."</p>	Day 7	~
Week 04 Live Session		10
Week 04 Repeatable Practice Quiz: Weeks 01-04	Day 7	100
Week 05: Case Challenge #1 Cost Allocation and Budget Cuts at Moray Junior High School		
Learning Activity	Due Date	Point Value
<p>Reading:</p> <p>Harvard Case: Moray Junior High School.</p> <ul style="list-style-type: none"> Available in Harvard Business Press CoursePack. 	Day 7	~
Week 05 Live Session		10
Week 05 Excel Modeling Assignment: Case Challenge #1	Day 7	50
Week 05 Case Challenge Memo and Infographic	Day 7	30
Week 05 Discussion: Analyzing Options for School Budget Cuts	<i>Initial Post: Day 5</i> <i>Response: Day 7</i>	10

Week 06: Tax Instruments and Administration		
Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Chapter 8, "Taxation: Criteria for judging revenue options," in Mikesell, J. (2018). <i>Fiscal administration</i>, (10th ed.). Cengage Learning.</p> <p>Dadayan, L. (2019, October). Are states betting on sin? The murky future of state taxation. <i>Tax Policy Center. Urban Institute & Brookings Institution</i>.</p>	Day 7	~
Week 06 Live Session		10
Week 06 Discussion Board: The Cannabis "Sin Tax"	<i>Initial Post: Day 5 Response: Day 7</i>	10
Week 07: Midterm Exam		
Learning Activity	Due Date	Point Value
Week 07 Instructional Media: Midterm Review	Day 7	~
Week 07 Live Session		10
Week 07 Midterm Exam	Day 7	100

Week 08: Cost-Benefit Analysis and Capital Budgeting

Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023): Chapter 5, “Capital Budgeting.”</p> <p>Ackerman, F., & Heinzerling, L. (2002) Pricing the priceless: Cost-benefit analysis of environmental protection. <i>University of Pennsylvania Law Review</i>, 150(5), 1553-1584.</p> <p>Frank, R. H. (2000). Why is cost benefit analysis so controversial? <i>The Journal of Legal Studies</i> 29(S2), 913-930.</p>	Day 7	~
Week 08 Live Session		10
Week 08 Excel Modeling Assignment: Time Value of Money: Compounding, Discounting, Rate of Return, and Annualized Costs	Day 7	20
Week 08 Discussion Board: Valuing Environmental Resources	<i>Initial Post: Day 5 Response: Day 7</i>	10

Week 09: Financial Capital Assets

Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023): Chapter 6, “Long Term Financing.”</p>	Day 7	~
Week 09 Live Session		10
Week 09: Excel Modeling Assignment, Math of Mortgages and Bonds	Day 7	20

Week 10: Case Challenge #2: Capital Budgeting

Learning Activity	Due Date	Point Value
<p>Reading:</p> <p>Diermeier, D., & E. Meagher. (2013). <i>San Francisco International Airport and Quantum’s SAFE for aviation system: making the business case for corporate security</i>. Kellogg School of Management.</p> <ul style="list-style-type: none"> • Available in Harvard Business Press CoursePack. 	Day 7	~
Week 10 Live Session		10
Week 10 Case Challenge Excel Modeling Assignment	Day 7	50
Week 10 Case Challenge Memo and Infographic	Day 7	30
Week 10 Discussion Board: Critiquing Savings Assumptions	<i>Initial Post: Day 5 Response: Day 7</i>	10

Week 11: Financial Accountability and Control

Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023): Chapter 8, “Accountability and Control.”</p> <p>Nezhina, T.G., & Brudney, J.L. (2010). The Sarbanes-Oxley Act: More bark than bite for nonprofits. <i>Nonprofit and Voluntary Sector Quarterly</i> 39, 275-301.</p>	Day 7	~
Week 11 Live Session		10
Week 11 Repeatable Practice Quiz: Weeks 08-11	Day 7	100

Week 12: Financial Statements and Reporting

Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023):</p> <ul style="list-style-type: none"> • Chapter 9, “Taking Stock of Where You Are: The Balance Sheet.” • Chapter 10, “Reporting the Results of Operations: The Activity and Cash Flow Statements.” <p>Harvard Business Case: New England Trust.</p> <ul style="list-style-type: none"> • Available in Harvard Business Press CoursePack. 	Day 7	~
Week 12 Live Session		10
Week 12 Discussion Board: New England Trust	Day 7	10

Week 13: Analyzing Financial Condition		
Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Finkler et al. (2023):</p> <ul style="list-style-type: none"> Chapter 14, "Financial Statement Analysis." Chapter 15, "Financial Condition Analysis." 	Day 7	~
Week 13 Live Session		10
Week 13 Excel Modeling Assignment: Financial Ratios	Day 7	20
Week 14: Public Pensions		
Learning Activity	Due Date	Point Value
<p>Readings:</p> <p>Thom, M., & Randazzo, A. (2015). Underfunding annual pension contributions: examining the factors behind an ongoing fiscal phenomenon. <i>State and Local Government Review</i> 47(1), 35-44.</p> <p>Brainard, K., & Brown, A. (2018). In-depth: Risk sharing in public retirement plans. <i>National Association of State Retirement Officers</i>.</p> <p>Mehlotra, R., & Murphy, P. (2019). Public pensions in California. <i>Public Policy Institute of California</i>.</p> <p>Kilgour, J. (2013). Public pension reform in California. <i>Compensation and Benefits Review</i> 45(6), 350-356.</p>	Day 7	~
Week 14 Live Session		10
Week 14 Discussion: Public Pension Reform in California	<i>Initial Post: Day 5</i> <i>Response: Day 7</i>	10

Week 15: Final Examination and Course Reflection		
Learning Activity	Due Date	Point Value
Week 15 Instructional Media: Final Exam Review	Day 7	~
Week 15 Live Session		10
Week 15 Discussion Board: Course Reflection	<i>Initial Post: Day 5 Response: Day 7</i>	10
Week 15 Final Exam	Day 7	100

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.

USC Price Student Resources

Please see the [comprehensive list of all resources available to students enrolled in the Price School](#).

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.