



## **Arch 551 Conservation Methods and Materials**

**Units: 3**

**Spring 2024—Wednesdays—Time: 9:00 am – 11:50 am**

**Syllabus updated January 1, 2024**

**Location:** Harris Hall, Room 102

**Instructor:** Peyton Hall, FAIA, Adjunct Professor

**Office:** Watt Hall, shares 3<sup>rd</sup> floor office with Trudi Sandmeier

**Office Hours:** In person by appointment, by telephone, or USC Zoom video conference as requested by student; usually available at Watt Hall immediately after class.

**Contact Info:** [peytonha@usc.edu](mailto:peytonha@usc.edu), 213.445.5557 mobile phone for voice or text. All students are **ENCOURAGED** to contact the instructor for questions and discussion.

**Teaching Assistant:** None

Communications outside of the classroom will be distributed to all students using Blackboard Announcements and/or emailed to the address of registered students at their \*@usc.edu address. USC requires faculty to use USC Email for USC-related communications in order to maintain as high a level of online security as possible.

### **Course Description**

Concepts and techniques for building conservation including identification of treatments, recordation and research, material properties and behavior, building forensics, and project implementation.

The course will provide an introductory survey of the materials, finishes, and systems frequently found in existing American buildings and the criteria that are frequently applied to assessment and treatment. Architectural, engineering, art, science, and conservation studies are not prerequisites.

### **Learning Objectives**

By the end of this course, students will be able to:

1. List the material types commonly used in existing buildings in the United States.
2. Recognize and name the common types pathology of commonly used material types in the United States.
3. Select appropriate criteria for the treatment of common types of pathology of commonly used material types in the United States.
4. Recommend treatments for common types of pathology of commonly used material types in the United States.
5. Plan a field survey of material in an existing building.
6. Record materials and conditions in an existing building.
7. Write a report of materials and conditions and make recommendations for treatment for an existing building.
8. Present orally a clear and succinct assessment and recommendations for treatment for materials for an existing building.

The objectives are measured by quizzes during class, a mid-term oral presentation and written report, and a final oral presentation and written report.

**Prerequisite(s):** None

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

**Concurrent Enrollment:** None

**Recommended Preparation:** Arch 549

## Course Notes

Grading Type: normal. One or more classes will be conducted off campus. Off campus meetings are described in the syllabus. Course assignments include independent research and field study of a case study building. The case study location is described below.

There will be guest lecturers who specialize in different disciplines. A revised course schedule may be issued because guest lecturers' schedules sometimes change. Students must provide their own transportation to off-campus classes. Public transportation from campus to the off-campus classes is available. The off-campus classes are scheduled to coincide with regular class time; however, if it should happen due to unforeseen circumstances that there is a class meeting on days and times other than class time, reasonable efforts will be made to accommodate all students' availability.

The Instructor is part-time adjunct faculty. The instructor is not normally on campus except for class days. Please use the telephone or E-mail contacts above at any time. The Instructor is normally available for short conferences after class, or longer conferences after class by appointment, possibly at other days and times, and via Zoom. Discussion of class topics and topics of interest is encouraged.

## Technological Proficiency and Hardware/Software Required

Students are required to have a laptop or other device in the classroom that can be used to check-in attendance and take quizzes. The case study assignment requires use of MS Word, producing digital photography in the field, and working with digital image files in MS Word documents.

Support: [USC Computing Center Laptop Loaner Program](#). USC Technology: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#).]

## Required Readings and Supplementary Materials

The required reading for the course is Robert Young's [Historic Preservation Technology](#) (New York, John Wiley & Sons). In general, assignments and resource material and links to material will be provided on Blackboard. Communications outside of the classroom will be distributed to all students using Blackboard Announcements and Emailed to the address all registered students at their \*@usc.edu address. USC requires faculty to use USC Email for USC-related communications in order to maintain as high a level of online security as possible.

## Optional Readings and Supplementary Materials

Additional readings and supplementary materials are provided in a document that is available to download from Blackboard. plus additional resources named or linked in the Syllabus that are associated with specific lectures and guest lecturers..

## Description and Assessment of Assignments

Refer to **Course Schedule** below.

## Participation

Credit for participation is 5% of the grade.

## Grading Breakdown

**Table 1 Grading Breakdown**

Assignment	Points <sup>1</sup>	% of Grade
Participation during class; communications and discussion outside of class hours.	100	5
Quizzes	100	15
Field work for reports	100	15
Midterm oral & report	100	30
Final oral	100	5
Final report	100	30
<b>TOTAL</b>	<b>600</b>	<b>100</b>

## Grading Scale

Course final grades will be determined using the following scale:

**Table 2 Course Grading Scale**

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

## Assignment Submission Policy

Quizzes are given digitally during class and graded upon completion. Other assignment submission requirements are included in a separate assignment document.

## Grading Timeline

Quizzes are graded online upon submission of the work in class. Midterm and final assignments are graded approximately two weeks following turn in, or according to USC requirements for final course grades. Feedback is provided concurrently in class, redlines on work turned in, and verbally in private conferences requested by student or instructor.

## Attendance

1. This is not a virtual or hybrid course. Attendance in person is required.
2. A student may miss one class session without explanation (i.e., the equivalent of one week of class sessions) without directly affecting the student's grade and ability to complete the course.

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<sup>1</sup> Points are weighted to the % that the assignment item contributes to the final grade.

3. If additional absences are required for a personal illness/family emergency, preapproved academic reason/religious observance, the situation should be discussed with the instructor, who will evaluate it with the Director on a case-by-case basis. Excused absence for personal illness/family emergency will require for the record a written explanation from an MD or a written note from the instructor.
4. For each unapproved absence over one class session, the student's letter grade will be lowered by one letter grade (e.g., from "A" to "B").
5. Any student who is late for the first 1/3 of the class, is absent for any 1/3 of the class, asleep or technologically distracted for any 1/3 of the class, will be marked fully absent. This includes leaving class early for 1/3 or more of the class. Even if a student is present and checks in digitally on Blackboard, the instructor may mark the student absent, with explanation, on the record if any of the applicable activity applies.
6. The instructor will consider requests to make up work missed due to excused absences if it is possible. It is not always possible because class lectures supplement homework, guest lectures cannot be replicated, and field visits cannot be replicated.
7. Being absent on the day a project, quiz, paper, or exam is due can lead to an "F" for that assignment, unless the instructor pre-approves the absence in evaluation with the Director on a case-by-case basis.
8. Being absent for mid-term or final reviews, and missing the opportunity to present, is equal to missing a final exam. Due to the course schedule, semester schedule, and grade submission deadlines, it is not always possible to reschedule missed presentations.
9. Late turn-ins of the final paper will affect the assignment grade, and could result in an "F" for that assignment because the instructor is required to submit a final grade for the course within a specified time of the submission of the final paper.
10. Attendance will be taken and recorded on the Blackboard student check-in system.

### **Classroom norms**

Refer to [A menu of discussion norms](#) for consideration of discussions during class time.

### **Zoom etiquette**

Zoom is not used for classroom lectures. If the student and instructor meet outside of class via Zoom, both shall use a virtual background, and both may choose to have the video/camera "on" or "off" during the conference.

### **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](#).

### **Policy for the use of AI Generators**

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.

Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.

Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

### **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).

### **Course Evaluations**

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided. In addition, a [mid-semester evaluation](#) may be provided by USC for early course correction.

		<b>Course Schedule</b>		
	<b>Date</b>	<b>Topics/Daily Activities</b>	<b>Assigned Reading and Homework</b> <i>Refer to "Content" on Blackboard for supplemental reading &amp; resources</i>	<b>Deliverable / Due Dates</b>
<b>1</b>	Jan 10	<p>Introduction to Architectural Conservation:</p> <ul style="list-style-type: none"> <li>A. Syllabus &amp; course organization</li> <li>B. Class text</li> <li>C. References and resources</li> <li>D. Standards &amp; Criteria (Secretary of the Interior's Standards; AIC Ethics, Alois Riegl)</li> <li>E. Learning about a building's history and condition by close examination in the field: 321 W. Chapman Ave., City of Orange</li> <li>F. Complex building, program, systems, and materials: two rehabilitation projects at Grauman's Egyptian Theatre (1922), Hollywood, Los Angeles, for the American Cinematheque, and subsequently for Netflix</li> </ul>	<p>Textbook: Robert A. Young, <u>Historic Preservation Technology</u> (New York, John Wiley &amp; Sons, 2008).</p> <p><i>Assigned reading for Week 1 may be completed by Week 2 class.</i></p> <ul style="list-style-type: none"> <li>A. Standards for Rehabilitation &amp; Guidelines for Rehabilitation Historic Buildings (36 CFR 68: a portion of the Secretary of the Interior's Standards for the Treatment of Historic Properties)</li> <li>B. Preservation Brief 35, Understanding Old Buildings: The Process of Architectural Investigation</li> <li>C. The Secretary of the Interior's Standards for the Treatment of Historic Properties: A Philosophical and Ethical Framework for Making Treatment Decisions</li> <li>D. ASTM E2018-99, Standard Guide for Property Condition Assessments: Baseline Property Condition Assessment Process</li> <li>E. Preservation Brief 43, Preparation of Historic Structure Reports</li> <li>F. Young, Chapter 1, Overview, pp. 1-16; Chapter 3, Building Pathology: Investigation, Analysis, and Assessment, pp. 31-44; Appendix A, Secretary of the Interior's Standards for the Treatment of Historic Properties, pp. 403-414.</li> </ul>	<b>ASSIGNED READING TO BE COMPLETED BY JAN 27.</b>

2	Jan 17	Wood	<p>A. Young, Chapter 4, Wood, pp. 47-77; Chapter 9, Exterior Wall Cladding, pp. 175-180.</p> <p>B. Preservation Brief 9, The Repair of Historic Wooden Windows</p> <p>C. Preservation Brief 19, The Repair and Replacement of Historic Wooden Shingle Roofs</p>	<b>QUIZ ON ASSIGNED READING DURING CLASS</b>
3	Jan 24	Plaster	<p>A. Young, Chapter 17, Decorative and Flat Plaster, p. 319-332.</p> <p>B. Preservation Brief 21, Repairing Historic Flat Plaster Walls and Ceilings: uploaded to Blackboard</p> <p>C. Preservation Brief 22, The Preservation and Repair of Historic Stucco – uploaded to Blackboard</p> <p>D. Preservation Brief 23, Preserving Historic Ornamental Plaster – uploaded to Blackboard</p>	<b>QUIZ ON ASSIGNED READING DURING CLASS</b>
4	Jan 31	<p>Introduction to course assignment:</p> <p><b><i>Site visit to El Pueblo de Los Angeles Historic Monument</i></b></p> <p><i>Assessment and recommendations for a historic building that will be identified prior to the start of class. For general location reference, the administrative office is located at the Biscailuz Building, 125 Paseo de la Plaza, Los Angeles. Public transportation is readily available: <a href="https://elpueblo.lacity.gov/getting-here">https://elpueblo.lacity.gov/getting-here</a>. There is no free nearby curb and off-street parking.</i></p>	<p>A. Study information on the property has been uploaded to Blackboard.</p> <p>B. Course assignment will be available on Blackboard in the Assignment folder, and will be introduced and discussed during class.</p> <p>C. <i>Course assignment; Individual student topic assignments</i></p>	<b>QUIZ ON ASSIGNED READING</b>
5	Feb 7	<p>Metals</p> <p>Architectural metals and their characteristics and applications; galvanic action (problems; protection); special finishes.</p> <p>Young, Chapter 7, Architectural Metals, pp. 131-152; Chapter 9, pp. 184-187.</p>	<p>A. Young, Chapter 7, Architectural Metals, pp. 131-152; Chapter 9, pp. 184-187. <i>At Blackboard:</i></p> <p>B. Metals in America’s Historic Buildings, Uses and Preservation Treatments, pp. 134-139.</p> <p>C. Sembrat, Rabinowitz and Bello, “Investigating and Restoring Decorative Finishes on</p>	<b>QUIZ ON ASSIGNED READING DURING CLASS</b>

			Architectural Metals,” Journal of Architectural Conservation, November 2012, pp. 27-52.	
6	Feb 14	<p>Paint and Coatings</p> <p><i>The Martin Eli Weil Memorial Lecture</i></p> <p>Introduction to the material, applications in structures, pathology, and treatment in a historic building context.</p>	<p>A. Young, Chapter 14, Walls and Ceilings, pp.</p> <p>B. 271-287; Chapter 18, Protective and Decorative Finishes, pp.333-350</p> <p>C. Preservation Brief 10, Exterior Paint Problems on Historic Woodwork</p> <p>D. Preservation Brief 37, Reducing Lead-Paint Hazards in Historic Buildings</p>	<b>QUIZ ON ASSIGNED READING DURING CLASS</b>
7	Feb 21	<p>Stone</p> <p>Guest lecturer: Eric Doehne, Ph.D., Visiting Lecturer in Art Conservation, Scripps College; Chaire Internationale at the University of Cergy Pontoise; <a href="http://conservationsciences.com/Conservation_Sciences/Welcome.html">http://conservationsciences.com/Conservation_Sciences/Welcome.html</a></p>	Young, Chapter 5, Masonry, pp. 82-88.	<b>ASSIGNED READING; NO QUIZ</b>
8	Feb 28	<p>Structural engineering for historic buildings</p> <p>Guest lecturer: David Cocke, S.E., Principal, Structural Focus <a href="http://structuralfocus.com/">http://structuralfocus.com/</a> Los Angeles, will describe the distinctions in engineering for historic structures with respect to both technique and cultural value criteria.</p>	At Blackboard, under Content, in Structural Engineering: preview of a previous lecture.	<b>ASSIGNED READING; NO QUIZ</b>
9	Mar 6	Mid-term paper	Oral presentation and submission of mid-term paper by each student, individually, for class project assignment.	<b>MID-TERM PAPER &amp; ORAL PRESENTATION</b>



10	Mar 13	Spring Recess	No assignments	NONE
11	Mar 20	<p>Workday at the course assignment property.</p> <p><b><i>Site visit to El Pueblo de Los Angeles Historic Monument</i></b></p> <p>Observation of spaces, materials, and features that are assigned for study by the students for midterm and final papers; focus on conditions.</p>	<p><i>Course assignment</i></p> <p><i>Individual student topic assignments</i></p>	<p><b>PREPARE QUESTIONS &amp; CONCERNS REGARDING SITE CONDITIONS</b></p>
12	Mar 27	<p>Ceramics: brick, tile, architectural terra cotta</p> <p>Co-lecturer: David Charlebois, California Restoration &amp; Waterproofing, a top qualified restoration contractor, and masonry restoration expert.</p>	<p>A. Young, Chapter 5, pp. 79-82, 88-113; Chapter 9, Exterior Wall Cladding, pp.180-184</p> <p>B. Preservation Brief 2, Repointing Mortar Joints in Historic Brick Buildings</p> <p>C. Preservation Brief 7, The Preservation of Historic Glazed Architectural Terra-Cotta</p> <p>D. Preservation Brief 40, Preserving Historic Ceramic Tile Floors</p>	<p><b>QUIZ ON ASSIGNED READING DURING CLASS</b></p>
13	Apr 3	<p>Architectural conservation as practice and profession &amp; role in the heritage architecture team</p> <p><b><i>Classroom lecture by architectural conservator in private practice</i></b></p> <p>Guest lecturer: Christina Varvi, President, RLA Conservation, Los Angeles &amp; Miami. A seminal practice in Los Angeles that works nationally internationally will present the role of conservators and case studies.</p>	<p><a href="https://rlaconservation.com/">https://rlaconservation.com/</a></p>	<p><b>ASSIGNED READING; NO QUIZ</b></p>
14	Apr 10	<p>Concrete</p> <p>Introduction to the material, applications in structures, pathology, and treatment in a historic building context.</p>	<p>A. Young, Chapter 6, Concrete, pp. 115-130</p> <p>B. Preservation Brief 15, Preservation of Historic Concrete: Problems and General Approaches</p>	<p><b>QUIZ ON ASSIGNED READING DURING CLASS</b></p>

15	Apr 17	<p>Conserving Cultural Landscapes</p> <p>Co-lecturer: Heather Goers, USC MHP, Architectural Historian; Cultural Landscape Specialist; Co-author of The Gamble House Cultural Landscape Report</p>	<p>Preservation Brief 36, "Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes,"</p> <p><a href="http://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm">http://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm</a></p> <p>The Cultural Landscape Foundation <a href="http://tclf.org/">http://tclf.org/</a></p> <p>Library of American Landscape History <a href="http://lalh.org/">http://lalh.org/</a>; California Garden &amp; Landscape History Society <a href="http://cglhs.org/">http://cglhs.org/</a></p>	<b>ASSIGNED READING; NO QUIZ</b>
16	Apr 24	<p>9:00 – 10:30</p> <ul style="list-style-type: none"> <li>a. Workshop: final reports</li> <li>b. Heating, air-conditioning, electrical, plumbing, fire suppression, related building envelope</li> </ul> <p>10:30 – 11:50</p> <ul style="list-style-type: none"> <li>a. Field trip: walking tour of campus for observation of materials, conditions, and other issues</li> </ul>	<ul style="list-style-type: none"> <li>A. <i>Review course assignment for Buck House</i></li> <li>B. <i>Prepare questions on you final report</i></li> </ul>	<b>Q &amp; A IN PREPARATION FOR FINAL ORAL AND REPORT SUBMISSIONS; NO QUIZ</b>
17	May 1	<p>Course Assignment Final Paper Due at 9:00 AM. Final Oral Presentation during class.</p>	<p>Students will deliver final reports at the beginning of class time as digital files by TURNITIN. The same reports will be used for the final oral presentation.</p>	<b>FINAL PAPER &amp; ORAL PRESENTATION</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, compromises 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.