

BISC 221. Advanced General Biology: Cell Biology and Physiology. Spring 2024

Lecturers:	Office	Phone	Email	Office Hours
David McKemy, Ph.D.	HNB 201	213-821-5724	mckemy@usc.edu	Mondays 1-2pm
Bruce Herring, Ph.D.	HNB 328	213-740-6328	bherring@usc.edu	Fridays 1-2pm

Lab Manager:	Office	Phone	Email	Office Hours
Brett Spatola	ZHS 362	213-740-6078	spatola@usc.edu	Open door

Teaching Assistants:	Prof. Christa Bancroft	Prof. Nancy Castro	Prof. Rory Spence	Prof. Cameron Egan
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Textbook: [Campbell Biology 11th ed.](#) (with Mastering Biology™)

Websites: Blackboard <https://blackboard.usc.edu/> for detailed class notes, announcements and grades.

Lecture: MWF 10 – 10:50 am, ZHS 352.

Labs: Tue 11am and 2pm; Wed 2pm; and Thur 11am and 2pm in ZHS 369

Lecture Exams

Each semester will include 3 mid-term exams and a final exam (not cumulative). The exams will consist of multiple-choice questions, fill in-the-blanks, true/false questions, definitions, diagrams and short answers.

Grading

Final grades are based on the total points earned in the course. The distribution of points is as follows:
Lecture exams 70% Lab Assignments and Lab exam 30%

The final course grade will be based on a total of 1000 points. 300 points will be based on lab performance (lab simulations, post-lab quizzes, homework assignments, peer review, report, presentation and lab exam). The remaining 700 points will be based on the lecture and reading materials: 700 points from the 4 exams (175 points each). In some cases, the instructors will consider whether to bump up a student based on their subjective evaluation of the following: participation in laboratory; effort; achievement relative to abilities, background, or circumstances; record of improvement. Laboratory scores will be standardized to correct for differences in grading between lab instructors.

Re-grades of Exam Questions

To request a re-grade, you must submit your exam and Re-grade Form (available on Blackboard) to your TA within 1 week of the time it was returned, along with a written explanation of why you think your answer deserves more credit. The entire answer will be re-graded (not just the part you think deserves more credit); your grade may go up or down as a result of a re-grade.

Missed Exams

No make-up exams will be given in this course. If you miss a midterm exam due to illness you may present a valid medical excuse to the Lab Manager within one week of the missed exam. You should notify the Lab Manager *in writing* that you were seen by a doctor; make sure that you include (a) the doctor's name and phone number and (b), a statement authorizing us to discuss with the doctor whether you were too ill to take the exam. We will contact the doctor and decide whether you have a

valid excuse. If you do, your grade for that exam will be based on the average of your other midterm and final exam scores, called “prorating”. If you do not have a valid excuse, or fail to provide it within the allotted time, you will receive a zero for that exam. Students who wish to miss an examination for observance of a religious holy day should be aware of the University’s policy on such absences, published at: <http://orl.usc.edu/religiouslife/holydays/absences.html> .

If you miss the final exam and have a valid medical excuse, the following options exist:

1. If the excuse is turned in to the Lab Manager within 48 hours of the missed final, a grade of incomplete (IN) will be recorded on the grade sheet and you will be permitted to take a makeup final during the following semester. Receipt of an IN grade means that you can take the final exam the next time the course is offered and receive your grade for the course. Alternatively, you may request to take an oral exam at the beginning of the following semester. If your request is granted, the oral exam will be administered by the faculty lecturers from the semester you were enrolled in the course and one TA (not necessarily yours).
2. If no excuse is turned in to the Lab Manager within 48 hours of the missed final, a grade will be calculated on the basis of your other scores and a zero for the final. This grade will be submitted on the grade sheet and will remain your final grade UNLESS a valid medical excuse is provided to the Lab Manager within 2 days of the missed exam. In that case, your grade will be changed to an IN, which can be removed the following semester as described above OR you may elect to keep the originally assigned grade by declining a makeup exam in writing.

N.B. -It is the policy of the student health center to not provide routine medical excuses (i.e., they will not issue a slip stating that you were seen at the health center). Simply going to the health center is not a valid reason for missing an exam. If you are seriously ill and are seen by a doctor (at the health center or elsewhere), you must turn in a written notification to the Lab Manager as described above within one week of the missed exam.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to the Lab Manager as early in the semester as possible (~January 31st). OSAS is located in GFS 120 and is open 8:30a.m.–5:00p.m., Monday through Friday. The phone number is (213)740-0776. For more information please visit the following website: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> .

Month	Date	Day	Lectures	Themes	Topic	Lecturer	Reading
January	8	Monday	1	Biochemistry	Introduction Biochem - Carbon, Macromolecules. Carbs., Biochem - Lipids, Proteins, Nuc. Acids	McKemy McKemy McKemy	1
	10	Wednesday	2				2-4
	12	Friday	3				5
	15	Monday			MLK Day – No Class		
	17	Wednesday	4	The Cell and its Functions	The Cell I The Cell II	McKemy McKemy	6
	19	Friday	5				
	22	Monday	6		Cell Membranes Cell Communication I Cell Communication II	McKemy McKemy McKemy	7
	24	Wednesday	7				11
	26	Friday	8				
February	29	Monday	9	The Cell Cycle	The Cell Cycle I The Cell Cycle II <i>Journal Club</i>	McKemy McKemy McKemy	12
	31	Wednesday	10				13
	2	Friday	11				Paper
	5	Monday			MIDTERM 1		
	7	Wednesday	12	Energy & Cell Metabolism	Energy & cell metabolism I Energy & cell metabolism II	McKemy McKemy	8
	9	Friday	13				9
	12	Monday	14	Genetics	Energy & cell metabolism III Energy & cell metabolism IV Mendel & the Gene Idea	McKemy McKemy McKemy	10
	14	Wednesday	15				14
	16	Friday	16				
	19	Monday			President's Day		
	21	Wednesday	17	Gene Expression	Chromosomal Basis of Inheritance Gene to Protein	McKemy McKemy	15,16
	23	Friday	18				17
	26	Monday	19		Regulation of Gene Expression DNA Tools/Biotechnology	McKemy McKemy	18
	28	Wednesday	20				20
March	1	Friday	21	Physiological systems	General principles (on midterm 3)	Herring	40
	4	Monday			MIDTERM 2		
	6	Wednesday	22	Nutrition & Circulation	Nutrition Cardiovascular System	Herring Herring	41
	8	Friday	23				42
	11-15				SPRING BREAK		
	18	Monday	24	Gas Exchange Immunity	Respiration Innate immunity Acquired immunity	Herring Herring	42
	20	Wednesday	25				43
	22	Friday	26			Herring	43
	25	Monday	27	Excretion	Water balance	Herring	44
	27	Wednesday	28	Endocrine	Kidney	Herring	44
	29	Friday	29		Chemical signals	Herring	45
April	1	Monday	30	Nervous system	Pituitary Endocrine Nervous system intro (on midterm 4)	Herring Herring Herring	45
	3	Wednesday	31				45
	5	Friday	32				48
	8	Monday			MIDTERM 3		
	10	Wednesday	33		Membrane & action potentials Synapses	Herring Herring	48
	12	Friday	34				48
	15	Monday	35	Behavior	Nervous system architecture Sensory systems Muscles & movement	Herring Herring Herring	49
	17	Wednesday	36				49
	19	Friday	37				49
	22	Monday	38	Reproduction	Reproduction Human fertilization Birth	Herring Herring Herring	46
	24	Wednesday	39				46
	26	Friday	40				46
May	6	Monday (8am)			MIDTERM 4		

BISC 221L Advanced General Biology Laboratory: SEA-PHAGES (13192R and 13195)

Department of Biological Sciences

University of
Southern California

Working Draft:
10/25/2023

Course Overview

This course offers students an opportunity for a mentored research experience where they will learn how to apply the scientific method to make new discoveries and contribute to scientific knowledge.

A phage genome isolated in the previous Phage Discovery lab section will be sequenced by Howard Hughes Medical Institute and provided to our lab section. Students will develop their research experience by learning how to annotate the genome of this phage. They will compare the genes identified in their phage to other phages that have been sequenced by the SEA-PHAGES program in order to appreciate the diversity of Actinobacteriophages. At the end of the semester each student will be included as a co-author when the genomes are submitted to GenBank and on an MRA publication. Students in the course are part of the National Research Initiative funded by the Howard Hughes Medical Institute.

This class won't be like other classes you've taken or may take. There will be minimal lecturing by faculty, and we will instead utilize class time to do research and discuss scientific concepts relevant to our work. This course is an inquiry-guided learning experience, and it is meant to be students' first mentored research project. Some gene calls are more difficult than others, and sometimes there is no "correct answer". Students will be challenged to make the best calls they can with the current information that is available.

Faculty

Name	Email	Office	Office hours
Christa Bancroft	cbancrof@usc.edu	ZHS 470	TBD
Nancy Castro	ncastro@usc.edu	ZHS 256	TBD

Section Meeting Times

Section Meeting Times	Section/Course Number	Instructors	Emails
Tu 11:00 – 1:50 PM	13192	Christa Bancroft	cbancrof@usc.edu
W 2:00 - 4:50 PM	13195	Nancy Castro	ncastro@usc.edu

No textbook is required. The required readings for the course include the SEA-PHAGES Bioinformatics Guide, content unique to this course, and recently published papers on the course topic. They will be available on Blackboard.

Blackboard Course materials and announcements will be posted on Blackboard. You are expected to check regularly for lecture notes, assignments, announcements, and other material. Main communication with the class will be via Blackboard announcements. If you need help accessing Bb, contact the computer help desk at 213-740-5555.

Course Policies

Attendance is mandatory for each lab session and there will be no make-up labs. BISC 221L SEA-PHAGES section is an authentic, research-based course, so making regular progress on your research project is dependent on regular lab attendance and group work. Any absence must be properly excused by a healthcare provider for an illness or a University official for University business. If a class is missed due to technology problems, please contact the lab instructors via email as soon as possible to determine the best way to make up the lab session and group work.

Objectives At the end of the course, students will be able to:

- a) Use a variety of computational software to correctly identify genes in phage genomes that produce functional biological macromolecules in bacteriophages.
- b) Describe basic bacteriophage genome properties and how genes of known function work in the phage life cycle.
- c) Appreciate the diversity of phage genomes and discuss how little is currently known about the functions of most phage genes.
- d) Read and assess primary literature and discuss what is currently known about phage biology and gene function.
 - e) Submit finished gene calls in a timely and complete fashion.
- f) Clearly and concisely communicate scientific findings to others during group discussions, class presentations, and through a scientific report.
- g) Undergraduate students will present a research poster that summarizes our research findings and present this work to members of the SEA-PHAGES community.

Grading Laboratory point distribution (300 points):

Lab Notebook (4 x 15pts)	60 pts	
Quizzes (7)	35 pts	
Genome Annotation	50 pts	
Research Poster	45 pts	
	Symposium Poster Presentation	30 pts
Peer Reviews	20 pts	
Journal Article Presentation	30 pts	
MRA Paper	30 pts	

Lab Notebook – Students are required to use Google Docs or Google Sheets to maintain an electronic notebook that can be shared with your group and the instructors. Documenting your work in the lab is an essential part of developing your skills as scientists. Whenever possible you are expected to prepare your lab notebook with the title, objective, explanation, and protocol for the day's work. We will do the majority of data collection and analysis during the lab period. The notebooks are time stamped by the electronic notebook provider allowing the instructor to see when your work was completed. While we strongly encourage scientific discussions with your peers, your assignments and analysis of experiments in your notebook must be your own work.

Assignments and Quizzes – There will be assignments due throughout the term that will assess your overall understanding of the course objectives. Some may be given during class and some may be assigned as out-of-class work. Many of these are written into the course schedule, but additional assignments may arise and due dates may be adjusted throughout the semester. Unless otherwise noted in the course schedule, all assignments are due at the beginning of class. Any assignment handed in late will be docked 10% and will not be accepted after two days late without special permission from the instructor. Pre-lab assignments, such as quizzes and pre-lab notebook entries, are considered to be essential preparation for lab activities and will not be accepted late. Please note that arriving late to class or being absent for any reason does not alter the due date for any assignment.

Genome annotation – Students will work in teams to complete a thorough annotation of a bacteriophage genome. This group project will take several weeks to complete.

Research Poster and Presentation – Students will be working in groups to collect data and analyze experiments. Towards the end of the semester, each group will assemble a scientific poster to be presented at the SEA Symposium. More details will be posted to Blackboard.

Peer Reviews–Thoroughly review gene calls made by classmates. This is an important quality control step in our annotation to make sure we agree with start sites, called functions, exploring gaps and defining tRNAs.

Journal Article Presentation–Students will present a primary research journal article on recent (within the last two years) research in the bacteriophage field. More details on the requirements will be provided on Blackboard.

MRA Paper–Write a Microbiological Resource Announcement (MRA) summarizing genome research findings according to template requirements and ready for publication. More details on requirements for the paper will be provided on Blackboard.

Names/Nicknames and Pronouns

Course rosters are provided to instructors by the University with students' legal names as they were originally provided to the University, but we want to be sure that we are addressing you properly. We will gladly honor your request to be addressed by an alternate name or gender pronoun(s) that differ from your official University records. Please let us know of this early in the semester so that we can update our records.

Email Policy

University addresses will be used for all email correspondence. Please remember that emails are professional correspondence and write them accordingly. Every attempt will be made to respond to emails within 24 hours of receiving them during the week. Email response during the weekend may take up to 48 hours for a response.

Students should also read email sent to their University account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications.

Assignment Re-Grading Policy

You may request a re-grade of any portion of an assignment by submitting your request in writing and explaining why you think the grading was in error. You must include a detailed justification for the correctness of your answer, including references to the text used in the course (text, page, paragraph). This request must be submitted to the instructor within one week (5 business days) after the date the assignment is returned/grade is posted to Canvas. Unless the re-grade is due to an additional error, please be aware that your entire assignment may be reevaluated and any question that was graded incorrectly (in your favor) may also be re-graded resulting in points deducted from your total. Re-grading requests raised beyond a week after an assignment has been returned/grade is posted will not be addressed.

BISC 221 Laboratory Sections Spring 2024

TITLE: eDNA CURE

Location: ZHS 369

Instructors: Rory Spence, PhD

Office: ZHS 256

Office Hours: TBD

Contact Info: rspence@usc.edu

Instructors: Nancy Castro, PhD

Office: ZHS 256

Office Hours: TBD

Contact Info: ncastro@usc.edu

Lab Description

This laboratory section students will complete a **Course-based Undergraduate Research Experience (CURE)**. The emphasis of this course is on promoting sustainability within biology, with a particular focus on biodiversity. We will participate in an authentic research experience in which we will study the biodiversity of The Ballona Wetlands. This will include one weekend in which we will collect environmental DNA (eDNA) samples at The Ballona Wetlands. You will participate in all aspects of the scientific process, from sample collection through preparation of data. Every student will be a contributing author to a citable research poster. Fall semester (BISC 121) will incorporate research techniques in ecology and molecular biology. Spring semester (BISC 221) will incorporate research techniques in genomics and data publication. You do not have to enroll in both semesters of this class. This class will develop our skills of understanding scientific literature as well as improving your critical thinking skills such as ability to evaluate hypotheses or experimentally address scientific questions. Class activities also highlight critical aspects of the research process, including record keeping, ethics, laboratory safety and citizenry, mechanics of scientific writing, and delivery of scientific presentations.

Learning Objectives

These outcomes describe what you should be able to do at the end of the course.

- 1) Demonstrate knowledge of key disciplinary concepts within Ecology, Evolution and Biodiversity.
- 2) Demonstrate knowledge of the Biodiversity of California, specifically The Ballona Wetlands.
- 3) Define eDNA and explain how it can contribute to our understanding of Biodiversity.
- 4) Execute the scientific method through a collaborative research project on Biodiversity.
- 5) Address scientific questions using ecological, molecular and inquiry-related skills.
- 6) Improve critical thinking, reading and speaking skills through scientific poster presentations.

Prerequisite(s): No prerequisite required.

Recommended Preparation: high school chemistry.

Technological Proficiency and Hardware/Software Required

You must have access to a computer for the lab portion of this class. Laptop loaners are available <https://itservices.usc.edu/spaces/laptoploaner/>

Course Notes

Letter Grades will be assigned at the end of the semester. All materials for this class will be provided on blackboard. <https://blackboard.usc.edu/>

	Item	Pts Each	Number	Total
Lab	Participation	7	10	70
	Google Lab Notebook	40	5	200
	Journal Club	25	2	50
	Poster Presentation	50	1	50
	TOTAL			370

Grading

Please see the syllabus for BISC 221 as laboratory grades are included in the entire class grades.

Acknowledgments of this syllabus, materials, protocols: UC Conservation Genomics Consortium (<http://ucedna.com>), UCSC, and UCLA Ecology and Evolutionary Biology Department.

CALeDNA

Scientific research is not an individual pursuit, instead it is a collaborative process, it is a community of researchers. CALeDNA is a program founded by the UC Conservation Genomics Consortium. We will use and build upon protocols, ideas, and experiences from previous CALeDNA researchers across California who have worked hard to enhance our learning.

A majority of your laboratory grade will come from the participation, preparation and execution of collecting, isolating and sequencing eDNA. The first semester (BISC 121) we will travel to The Ballona Wetlands to collect eDNA samples. Once back on campus, we will learn and utilize molecular biology skills to isolate and metabarcode the eDNA. We will then send our samples to the USC Genomics Center for sequencing. The second semester (BISC 221) we will analyze the sequenced data and upload to the CALeDNA database, with a final poster presentation. You do not have to enroll in both semesters. <https://ucedna.com/>

Participation

Participation in this class will be graded based on being an active participant within the class. Being an active participant requires attendance as well as contributing to classroom discussions in a thoughtful manner. Participation will also require one weekend during the fall semester in which we will collect soil and sediment samples containing eDNA at The Ballona Wetlands as a citizen and representative of both USC and the scientific community.

Lab Notebook

Students are required to use Google Docs or Google Sheets to maintain an electronic notebook that can be shared with your group and the instructors. Documenting your work in the lab is an essential part of developing your skills as scientists. Whenever possible you are expected to prepare your lab notebook with the title, objective, explanation, and protocol for the day's work. We will do the majority of data collection and analysis during the lab period. The notebooks are time stamped by the electronic notebook provider allowing the instructor to see when your work was completed. While we strongly encourage scientific discussions with your peers, your assignments and analysis of experiments in your notebook must be your own work.

Poster Presentation

Students will be working in groups to present a poster presentation on their work. Each presentation should be a 6-8 minute group poster presentation in which all members contribute to both the preparation and execution of the presentation. Rubrics will be posted prior to the presentation.

Assignments

There will be assignments due throughout the term that will assess your overall understanding of the course objectives. Some may be given during class and some may be assigned as out-of-class work. Many of these are written into the course schedule, but additional assignments may arise and due dates may be adjusted throughout the semester. Unless otherwise noted in the course schedule, all assignments are due at the beginning of class. Any assignment handed in late will be docked 10% and will not be accepted after two days late without special permission from the instructor. Pre-lab assignments and pre-lab notebook entries are considered to be essential preparation for lab activities and will not be accepted late. Please note that arriving late to class or being absent for any reason does not alter the due date for any assignment.

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may take up to 48 hours for a response. Students should also read e-mail sent to their university account on a regular basis. Failure to read and react to university communications in a timely manner does not absolve the student from knowing and complying with the content of the communications.

Assignment Re-Grading Policy

You may request a re-grade of any portion of an assignment by submitting your request in writing and explaining why you think the grading was in error. You must include a detailed justification for the correctness of your answer, including references to the text used in the course (text, page, paragraph). This request must be submitted to the instructor within one week (5 business days) after the date the assignment is returned/grade is posted to blackboard. Unless the re-grade is due to an additional error, please be aware that your entire assignment may be reevaluated and any question that was graded incorrectly (in your favor) may also be re-graded resulting in points deducted from your total. Re-grading requests raised beyond a week after an assignment has been returned/grade is posted will not be addressed.

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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

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

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

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 2738255 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](mailto:otfp@med.usc.edu) - (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.