SSCI 587 (35715D and 35716D), Spatial Data Acquisition

Syllabus

Units: 4

Term Day Time: Spring, 2024
Tuesday and Thursday 3:00-4:50 pm

Location: AHF 145D and DEN@Dornsife

Instructor: Guoping Huang, D.Des.
Office: AHF B57B
Regular Office Hours: Thursday 1-3pm. Also available by appointment via email.
Contact Info: guopingh@usc.edu, (213) 740-5192

Library Help: Andy Rutkowski
Office: VKC 36B
Office Hours: Thursdays 10 a.m.-12 p.m. PT or by appointment
Contact Info: arutkows@usc.edu see contact page on D2L for Zoom Room

IT Help: Myron Medalla
Office: AHF B56B
Office: By appointment via email
Contact Info: spatial_support@usc.edu, 213-740-2775
**Course Scope and Purpose**

This course provides students with the requisite knowledge and practical skills to source and evaluate data against recognized quality standards for use in GIS-based projects. It also helps students understand how to assess the quality of information output from those projects. It is a required course for the Geographic Information Science and Technology (GIST) M.S. and Graduate Certificate Programs and the Human Security and Geospatial Intelligence (HSGI) M.S. Program. We cover several topics, including:

**Data Needs and Types** – We start by focusing on the data challenge, defining data needs, fitness-for-use, and the role of conceptualization, entitation (recognition of an entity that can be studied as a system), and quantification in scientific research and management, and an introduction to some of the ways in which spatial and attribute data can be gathered and used to serve specific needs.

**Data Capture and Estimation** – We discuss the various ways digital data can be sourced, evaluated, and used in specific projects, as well as ways to interpolate attribute values at unsampled locations and/or times.

**Remotely Sensed Data** – We discuss the diverse ways in which data can be collected remotely using various platforms. We focus on Global Navigation Satellite Systems and Unmanned/Unoccupied Aerial Systems as valuable sources of spatial data.

**Data Quality** – We discuss data standards and how they are used to promote and/or preserve data quality. We also examine the various types and sources of error that we may encounter as a part of the data stream. We consider the various ways we can check for errors and cope with uncertainty when using GIS to help inform decisions about actions we may take in the real world.

**New Spatial Data Capture** – We explore the ways in which the Esri, Eos, and Trimble software ecosystems can be used along with field-based systems (GNSS and GPS receivers, unoccupied autonomous systems and a variety of sensors) to support spatial data acquisition, analysis, and visualization. A variety of readings and exercises in the first half of the class will help to support a field project conducted during a one-week field trip on Catalina Island in which students design, conduct, and present the results of their own spatial data collection projects using equipment provided by the Spatial Sciences Institute and/or their own devices.

**Data Integration** – We discuss and workshop the various processes through which data are prepared and integrated within a GIS. Project work builds on data acquisition throughout the term and culminates in integration and preliminary analyses.

**Written Communication Skills** – Since successful spatial scientists and geospatial intelligence specialists need cutting-edge spatial skills as well as effective communication competence to prosper in today’s rapidly evolving world, faculty members from the USC Writing Program coach students on their writing skills in selected assignments during this course.

The class sessions and assigned readings will convey the main theoretical concepts, and the assignments will give students an opportunity to internalize and apply the concepts and theory.
learned from readings. Some assignments, and particularly those completed on Catalina Island, require student interaction, and all will benefit from it.

**Learning Outcomes**

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

- Describe fitness-for-purpose (i.e. use) criteria and apply them to the evaluation of geospatial data for specific applications.
- Discuss the conceptual foundations of unoccupied autonomous system (UAS)-derived imagery data.
- Describe and demonstrate the methods to collect and process UAS-derived imagery.
- Design and implement a strategy for capturing or sourcing geospatial data and any accompanying metadata.
- Assess the impact of national and international data standards on the sourcing and availability of geospatial data.
- Critically evaluate the potential impacts of data quality on spatial analysis and decision making.
- Demonstrate the ability to use one or more of the commonly utilized systems employed today for the capture of location-based data so you can acquire, organize, store, analyze, model, visualize, and share your own spatial data going forward.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

**Prerequisite(s):** None

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

**Concurrent Enrollment:** None

**Recommended Preparation:** SSCI 581: Concepts for Spatial Thinking

**Class Conduct**

*Harassment, sexual misconduct, interpersonal violence, and stalking* are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly ([titleix@usc.edu](mailto:titleix@usc.edu) or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and
Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours)

**Diversity and Inclusion** – It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful to everyone, and you are also expected to respect of others regardless of their race, ethnicity, gender identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

**Course Structure**

As a graduate level course, you should expect this class to be both academically robust and intellectually challenging. As a graduate student, you are expected to engage with the information you are learning and to explore the heady cauldron of ideas, opinion, and analysis that describe our collective effort to thoroughly interrogate the subject at hand. Learning arises from active engagement with the knowledge found in the reading materials and with one another. As in any graduate level class, the instructor’s role is that of a guide who keeps you on path of discovery and you will find that you will learn much from your fellow classmates. The main theoretical concepts will be provided through class presentations and assigned readings, and at times recorded video presentations. Hands-on practical exercises will use various software products accessible over the Internet. Assignments will give you an opportunity to internalize and apply the concepts and theory learned from readings. Some assignments require student interaction; all will benefit from it.

**Workload** – This is a four credit, one semester graduate level course. Students should expect to spend 10-15 hours per week to complete the work in this class. Please note that in addition to the weekly workload, there is a required weeklong field excursion to the Philip K. Wrigley Marine Science Center on Catalina Island. Note: There is a required room and board fee for the Catalina trip of approximately $360 that is supplemental to the regular tuition cost.

**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 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 purposed
other than individual or group study is prohibited. 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 has been distributed to students or in any way has 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 and Communication Requirements**

ArcGIS is provided online via the GIST Server; hence, you do not need to install it on your own computer. In addition, we will provide laptops with image processing software and a variety of GPS and related data capture devices for the Catalina field component. At their home workspaces, every student must have the following technology requirements:

- A computer with a fast Internet connection.
- A functional webcam and a microphone.
- An up-to-date web browser to access the SSI server.

If a student does not have access to any of these, please speak with the instructors at the start of the semester. And see the USC ITS Student Toolkit here: [https://keepteaching.usc.edu/students/student-toolkit/](https://keepteaching.usc.edu/students/student-toolkit/)

**Desire2Learn (D2L) –** This course will utilize the Desire2Learn (D2L) learning management system which allows students to access course content, upload assignments, participate in discussion forms, among other learning experiences. The D2L platform provides flexibility in the learning experience where students can participate in the course residentially or remotely, synchronously (meeting together at the same time) or asynchronously (accessing videos and course content outside of class).

**SSI Server and Tech Support –** This course utilizes the SSI Server which is a virtual desktop giving access to many different professional software. If you are unable to connect to the server or experience any type of technical issues, send an email using your USC account to SSI Tech Support at spatial_support@usc.edu, making sure to copy (cc) me on the email.

**Communications –** All assignments given and all materials to be handed in will be submitted via D2L. The instructor will also create and monitor discussion forums through which students can discuss issues and assignments as needed. Students should read all email sent from D2L or from course instructor(s) as soon as possible. Also, students who do not regularly use their USC email accounts should double-check to be sure that mail sent from both the D2L accounts and the instructor’s account (noted above) to your USC account is forwarded to an address used regularly and does not go into junk mail. The instructor will endeavor to respond to all email within 24 hours of receipt, aiming for no more than 72 hours delay. In the rare case that an instructor is off-line for an extended period of time, an announcement will be posted to the class D2L site. Due to the synchronous and asynchronous nature of this course, it is each student’s responsibility to stay informed and connected with others in our
In addition to email, students are expected to login to D2L regularly to check for announcements.

**Discussion forums** – Discussion forums provide a key means for student-to-student discussion and collaboration that can replicate the face-to-face contact you may have experienced in traditional classrooms. Here students can provide support to each other while working on your assignments, sharing hints and helpful tips, as you would in a classroom laboratory. Please post your questions about assignments there, as you would ask them publicly in the classroom. I monitor the discussion threads and offer comments when necessary, but more importantly, consider the discussion board a key way to connect with your classmates and share your discoveries.

**Required Readings and Supplementary Materials**

The required textbook for this course is:


This textbook, which is also used in SSCI 581: *Concepts for Spatial Thinking*, will be supplemented with class presentations and a mix of readings from academic journals, professional reports and authoritative websites.

Supplemental Readings – The following journal articles will be posted to D2L under the Course Readings:

- Barrington-Leigh, C., Millard-Ball, A. 2017. The world’s user-generated road map is more than 80% complete. *PloS ONE, 12*(8), e0180698.


• Fisher, P., Wood, J. 1998. What is a mountain? Or the Englishman who went up a Boolean geographical concept but realised it was fuzzy. *Geography, 83*(3), 247-256


• Goodchild, M.F. 2000. Communicating the results of accuracy assessment: Metadata, digital libraries, and assessing fitness for use. In T.M. Mowrer, R.G. Congalton (Eds.),
Quantifying spatial uncertainty in natural resources: Theory and applications for GIS and remote sensing (pp. 3-15). Ann Arbor Press.


The following supplemental materials will be posted to D2L for Project Assignments:


Description and Assessment of Assignments

Assignments

There are different kinds of assignments throughout the semester that build competencies in data acquisition and evaluation, as well as written communication. These are described in the Assignments module in D2L. Due dates are shown in the Schedule below.

Resume Assignment – 1 worth 3 points. In addition to the submission via D2L, we require all current students to post and maintain a public resume, short biography, and recent photo on our shared SSI Student Community site. Please prepare your resume in the SSI template that will be provided to you. Unless you opt out, your resume will be included in the Spatial Science Institute Graduate Programs Resume Book. This resume book is compiled annually and, along with our web presence, is used to promote our programs, and more importantly, your skills, experience, and professional aspirations. This assignment is due at the end of the term so that you can incorporate your newly gain skills.

Writing Responses – 3 worth 6 points. In collaboration with the Writing Center, three instructional videos on writing will be provided. A short quiz at the end of each video will evaluate your understanding of the major points of the video.

Projects – 3 worth 45 points. The projects will be the major tool used to evaluate your learning in this course. These assignments will integrate key concepts and ideas require and require students to complete the basic types of data acquisition and integration asked of professional spatial analysts in real-world settings through independent thought. Prompts will list helpful information, such as software tutorials, for becoming familiar with ways that concepts learned in the course are implemented in various software packages. Each project has two deliverables: a workflow diagram and a written report that describes project goals, methods, data, and results. The workflow diagram is due one week prior to the final deliverable and is worked in an online forum or during a synchronous class session with classmates and the instructor.

Reading and Research Discussions – 3 worth 12 points. These assignments call on students to identify relevant research case studies employing the methodologies and concepts we cover in class and to discuss them with the instructor and their classmates during course meetings and in online discussion forums.

Summative Assignment – 1 worth 4 points. A final summative written assignment to be completed during the final examination period is required. In this assignment, you will reflect on the course learning outcomes and explain how the assigned work completed during the semester address these.

Catalina Field Component

For this part of the course, you will be divided into small teams to undertake your field work together. In addition to completing the data collection project, each team will deliver two oral presentations and a poster summarizing your project and results.
**First Presentation – 1 worth 5 points.** This 10-15 minute presentation will take place at the start of the week and will describe your team’s proposed research project.

**Second Presentation – 1 worth 13 points.** This 15-20 minute presentation will take place at the end of the week and will summarize your team’s methodology, results and findings.

**Poster/Storymap – 1 worth 12 points.** The poster will present a summary of your project and visualization of results. The posters must be submitted for grading to D2L before leaving the island.

### Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to navigate the various deliverables in this course. The table below summarizes the SSCI 587 course assignments and their point distribution.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points Each</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume Assignment</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Writing Responses</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Reading and Research</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td>3</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Summative Assignment</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Catalina Island Excursion</td>
<td></td>
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<tr>
<td>First Presentation</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Second Presentation</td>
<td>1</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Poster/Storymap</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>14</td>
<td><strong>--</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In addition, it is important to note from the outset that:

- You are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines documented in the Course Schedule. The move of this SSCI 587 course to the DEN model means that you may participate in-person or remotely and synchronously or asynchronously – you will choose the modalities to best fit your own circumstances and therefore participate in each class session in one or other of the following combinations of these modalities (i.e., in-person and synchronous, remote and synchronous, or remote and asynchronous).

- I will deduct one letter grade for late postings and assignments, and no credit will be assigned for postings or assignments turned in more than one week late.

### Grading Scale

Assignments in this and other SSCI courses, are graded on the letter grade scale where A is exemplary, B is very good, C is satisfactory, D is unsatisfactory, and F needs improvement. Final
grades use the same letter grade scale with C being the minimum passing grade for credit at the graduate level. The grading scale follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>&gt; 93 points</td>
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<tr>
<td>A-</td>
<td>90-92 points</td>
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<tr>
<td>B+</td>
<td>87-89 points</td>
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<tr>
<td>B</td>
<td>83-86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 points</td>
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<tr>
<td>C</td>
<td>73-76 points</td>
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<tr>
<td>C-</td>
<td>70-72 points</td>
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<tr>
<td>D+</td>
<td>67-69 points</td>
</tr>
<tr>
<td>D</td>
<td>63-66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60-62 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60 points</td>
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</tbody>
</table>

**Assignment Submission Policy**

Assignments must be submitted via D2L by the due dates specified in the Course Schedule. Attention to on-time assignment submission is essential. The instructor will aim to return feedback before the next assignment is due. Strict penalties apply for late assignments as follows:

- All assignments will be penalized 2 points up to four days late. No points will be given for submissions more than four days late.
- Additionally, no written work will be accepted for grading after 5 p.m. PT on the last day of classes.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Deliverables / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>**Module 1</td>
<td>Introduction and Spatial Data**</td>
<td></td>
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<tr>
<td>Week 1</td>
<td>1/8</td>
<td><strong>Introduction to Course</strong></td>
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<tr>
<td></td>
<td>Introduction to class, expectations, and data acquisition</td>
<td>Resume Assignment</td>
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<tr>
<td></td>
<td><strong>Fitness-for-use</strong></td>
<td>Chrisman (1984, 2017)</td>
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<tr>
<td></td>
<td>The representation of spatial phenomena and fitness-for-use</td>
<td>Fisher and Wood (1998)</td>
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<td></td>
<td></td>
<td>Goodchild (2000)</td>
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<td></td>
<td></td>
<td>Case study:</td>
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<tr>
<td></td>
<td></td>
<td>Fisher et al. (2004)</td>
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</tr>
<tr>
<td>Week 2</td>
<td>1/15*</td>
<td><strong>Scale</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Monday, 1/15 is university holiday</td>
<td>Frank (2010)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Goodchild (2011)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Case Study:</td>
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<tr>
<td></td>
<td></td>
<td>Strominger et al. (2016)</td>
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<tr>
<td></td>
<td></td>
<td>Writing Response #1 RRD 1</td>
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<tr>
<td></td>
<td></td>
<td>Resume Assignment</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Assignments &amp; Readings</td>
<td>Deliverables / Due Dates</td>
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</tr>
</tbody>
</table>
|      | Uncertainty and error | Couclelis (2021)  
Sources of error, data standards, data quality and uncertainty  
Fisher et al. (2010)  
Bolstad et al. (1990) | Writing Response #1 |
| Week 3 | Digital World | Chrisman (2017)  
What’s New in the digital World?  
Goodchild (2018) | |
| 1/22 | RRD 1 | RRD 1 (synchronously, in class; asynchronously, before and after class session) | |

**Module 2 | Administrative and Textual Data Sources**

| Week 4 | Administrative Data | Spielman et al. (2014)  
U.S. Census, American Community Survey, and IPUMS Demo  
Spielman & Folch (2015)  
Spielman & Singleton (2015) | Writing Response #2 |
| 1/29 | Geocoding | Goldberg et al. (2007)  
The geocoding process and practice  
Zandbergen (2008)  
Jones et al. (2014)  
Bader et al. (2016) | Writing Response #2; |
|      | Writing Response #2 | |
| Week 5 | Project 1 workflow | Project 1 Workflow |
| 2/5 | Guest Talk: Mike Goodchild | |
|      | NLP | Southall et al. (2011)  
Spatializing data using natural language processing  
Murrieta-Flores et al. (2015)  
Porter et al. (2015)  
Hu (2018) | |

**Module 3 | Terrestrial and Non-Terrestrial Data Acquisition**

| Week 6 | GNSS | Jankowska et al. (2015)  
Global Navigation Satellite Systems, Regional Navigation Systems and complementary systems for terrestrial data acquisition  
Yi et al. (2019)  
Yi et al. (2022) | Project 1 Due |
| 2/12 | Surveying & Field Data Collection Workshop | Johnson and Barton (2004)  
Surveying, coordinates, and field data collection; workshop of ArcGIS FieldMaps and hosted feature layers  
Lippitt (2020) | ArcGIS FieldMaps access |
|      | VGI | Stefanidis et al. (2013)  
Citizen science, volunteered and ambient geographic information  
Barrington-Leigh & Millard-Ball (2017)  
Stockwell and Gallo (2017)  
RRD 2 | |

*Monday, 2/19 is university holiday
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Deliverables / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VGI</td>
<td>Introduction to Project 2</td>
<td>RRD 2 (synchronously, in class; asynchronously, before and after class session)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Project 2 workflow workshop</td>
<td></td>
<td>Project #2 Workflow</td>
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<td></td>
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<td></td>
<td>Project #2, Due SUNDAY, 3/19</td>
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<td></td>
<td></td>
<td>*3/12-3/19 is Spring Recess</td>
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</tbody>
</table>

**Module 4 | Field Practicum**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th>Deliverables / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/18*</td>
<td>Catalina Field Excursion</td>
<td></td>
<td>First Presentation, Tuesday Second Presentation, Sunday Poster, Sunday</td>
</tr>
<tr>
<td>*3/11-17 is Spring Recess</td>
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<td></td>
</tr>
</tbody>
</table>

**Module 5 | Non-GNSS Data Acquisition / Spatial Sampling / Spatial Estimation**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Indoor mapping and positioning</td>
<td>How to measure and position indoor and without GNSS</td>
<td>Wirola et al. (2010) Kunhoth et al. (2020) El-Sheimy &amp; Lu (2021)</td>
</tr>
</tbody>
</table>

| ArcGIS Indoor demo | Writing Response #3 | |

*3/12-3/19 is Spring Recess

Last Revised on September 13, 2023

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Statement on Academic Conduct and Support Systems

**Academic Integrity:**

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

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

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.
The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct.

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

**Students and Disability Accommodations:**

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

**Support Systems:**

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

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

*988 Suicide and Crisis Lifeline* - 988 for both calls and text messages – 24/7 on call

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

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

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).
Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

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

USC Campus Support and Intervention - (213) 740-0411

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

Diversity, Equity and Inclusion - (213) 740-2101

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

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

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

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

Non-emergency assistance or information.

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

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

Occupational Therapy Faculty Practice - (323) 442-2850 or otpf@med.usc.edu

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

Resources for Online Students

The course D2L site and the SSI Community Blackboard page have many resources available for distance students enrolled in our graduate programs. In addition, all registered students can access electronic library resources through the link https://libraries.usc.edu/. Also, the USC Libraries have many important resources available for distance students through the link: https://libraries.usc.edu/faculty-students/distance-learners. These include instructional videos, remote access to university resources, and other key contact information for distance students.