USC Marshall
School of Business

BAEP-561: ENTREPRENEURSHIP IN INNOVATIVE INDUSTRIES: LIFE SCIENCE

Fall 2023

1.5 units, ~~Thursdays 2:00-3:20p, JF~~

NOTE THIS IS 2023 SYLLABUS – THERE WILL BE MINOR CHANGES MADE FOR FALL 2024, INCLUDING SOME LIKELY CHANGES TO GRADING SCHEME.
2024 CLASS WILL BE HELD JKP-112, ON WEDS 12:30-1:50

Instructor: *Molly B. Schmid, PhD*
Office: *Fertitta Hall, 5th floor*
Office Hours: *~~Thursdays 12:30-1:30p~~ and by appointment*
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Email: *Molly.Schmid@marshall.usc.edu*

COURSE DESCRIPTION

This course focuses on new venture creation in the life science industry. The course will provide an overview of the breadth and makeup of the industry, the challenges that new entrants into this industry face and their opportunities for successful new venture creation. This is a business course that examines entrepreneurship in an industry that creates technical goods and services, as well as consumer products and services, based on innovations in the biological sciences.

While an understanding of the underlying biological sciences can be extremely valuable in this industry, it is not required for this course. Nonetheless, you will be encouraged to begin learning the language and fundamental concepts of the biological sciences. To be successful in this industry, especially in entrepreneurship in the life sciences, you must have some degree of fluency in the language of the life scientist.

Many new products based on innovations in the life sciences have long, risky, and expensive product development cycles, rely heavily on intellectual property protection to create competitive barriers, may be regulated by governmental agencies, and/or have very large product revenue expectations. These distinguishing features of the products create unique challenges and opportunities for life science entrepreneurial ventures.

This is a lecture and case-based course with guest speakers to highlight aspects of the curriculum.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Describe the typical timelines, risks, and costs for the development of new products in the life science industry. Apply this knowledge to create the initial plans for the successful launch of a new life science ventures, based on early stage life science technologies.
2. Explain the importance of intellectual property protection in creating barriers that allow new ventures to fend off competitors. Also understand the importance of other's intellectual property, and how that intellectual property may influence business decisions of the new life science venture.
3. Describe the role of governmental agencies in regulating certain types of life science products. Apply this knowledge in formulating strategic plans about how to build a new life science venture based on early stage life science technologies.
4. Recognize the ethical responsibilities that often accompany leading life science enterprises.
5. Work in interdisciplinary teams.

COURSE MATERIALS

Required Readings

PLEASE SEE THE CLASS SCHEDULE, and READ REQUIRED MATERIALS BEFORE CLASS. When we have cases, please create notes and be prepared to answer questions, and/or to be called upon.

1. *Two of the three required cases* are available through Harvard Business School Publications: https://hbsp.harvard.edu/import/1082788 (Cost less than $10)

   Course Reader (HBS Cases)

   Week 2: CASE (CR) Stan Lapidus: Profile of a Medical Entrepreneur HBS 9-805-087 (2014)

   Week 9: CASE (CR) Genomic Health: Launching a Paradigm Shift...and an Innovative New Test (2006) OIT49-PDF-ENG

   On Blackboard

   Week 11: CASE: (BB) Theranos – this is a series of news articles available on Blackboard that we will use to create a discussion of Theranos.
2. *Life Science Entrepreneurship* – I have written up a number of the topics we cover into chapters that are required reading. This pdf is provided in Blackboard in the Content folder.

   Week 1: Chapter 1, p 5-9; Chapter 3, p. 15-16.
   Week 4: Chapter 2, p. 11-14; Chapter 4, p. 17-24.
   Week 5: Chapter 5, p. 24-30; Chapter 6, p. 31-36.
   Week 7: Chapter 7, Chapter 8, Chapter 9
   Week 10: Chapter 10, Chapter 11, Chapter 12

Supplementary and Reference Materials

Supplementary reading materials are provided for future reference, for those interested, and for possible use in your written assignments or final project. These materials are all posted on Blackboard, and are either public domain, or available through the USC libraries.

There is also a list of useful databases and websites for evaluating life science ventures that is posted on Blackboard. This Supplementary list will be continually updated.

Course Notes

Lecture notes and slides will be posted on Blackboard. Faculty slides will be available after class, and guest lecture slides may be available after the guest lecture, at the discretion of each guest.

Course Communication

Course communication will take place through announcements in class, emails, and on Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore it is imperative that you have a fully operational Blackboard account with a current and correct email address posted. By default, Blackboard uses your USC email address (username@usc.edu). If this is not your primary email account, please make sure to forward your USC email to the primary email account that you use. You are responsible for ensuring that you receive email messages, including assuring that messages will not bounce back due to your storage quota being full.

If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or HelpDesk@marshall.usc.edu Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.

GRADING

Final grades represent how you perform in the class relative to other students. Your final grade will be assigned based on your total points from the various assignments and other course evaluation components (listed in the table below), the overall average points within the class, and your ranking among all students in the class.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

The target course GPA for this elective graduate course is 3.5. (Note: A-minus 3.7; B-plus 3.3)

Assignments - details for the written assignments and presentations are provided in Blackboard	**Points**	**% of Grade**
QUIZZES – **in class**, testing your understanding of key aspects of specific knowledge. Four quizzes will be given, each worth 100 points. Your top three scores will count in your final grade. There are NO makeup quizzes – you can skip one without penalty, but you cannot skip two without penalty. The quiz schedule is listed in the class schedule.	300	30%
INDIVIDUAL CLASS PARTICIPATION. See notes below for more information on class participation grading.	100	10%
TEAM WRITTEN ASSIGNMENTS – your team is to submit three team memos (each worth 50 points), and one final written assignment (150 points). The topic of each written assignment and criteria for evaluation are provided in separate assignment sheets.	300	30%
TEAM PRESENTATIONS – your team has two presentations to me – one during Week 10, which will be by Zoom, and is to review financial plans for your business concept. All team members are expected to attend. (50pts) The second presentation is a pitch and Q&A session during Exam week, during our scheduled final exam – Dec 7, 2-4p; appointments will be made for each team. All team members are expected to attend. (150pts) Details of both presentations and evaluation criteria are given in separate assignment sheets.	200	20%
TEAM PARTICIPATION – your individual contributions to your team will be evaluated by me throughout the course. **A peer evaluation will be required at the end of the course, in order for you to provide your feedback directly to me on your and other team member participation**. See end of syllabus for the team participation form	100	10%
TOTAL	1000	100%

NOTE THIS IS 2023 SYLLABUS – GRADING SCHEME LIKELY TO CHANGE THE IN-CLASS QUIZZES TO OPEN BOOK, TAKE HOME QUIZZES. STILL TBD.

Note that an additional 20 points will be added to each individual student's score who provides constructive feedback on the Mid-point course evaluation form by Oct 11, 5pm. See Midpoint Course Evaluation at end of syllabus. (Thus total points available are 1020).

CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectations and those of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

If you have not previously participated in case discussions in class, please find one or more of the excellent guides to student preparation for case discussions online, such as:
https://www.youtube.com/watch?v=tauV48IEcgc (very short, very basic).

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

To underscore the importance of participation, overall, 10 percent of the course grade or 100 of 1000 points are allocated to class participation. For each in-class session ten (10) points will be awarded to a student for relevant and meaningful participation, five (5) points for modest contributions to the class and zero (0) points for no/minimal participation or absence. The maximum individual participation grade will be 100 points.

To provide clarity on the expectations for class participation, the following behavioral rating scale is provided:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class

- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

HOMEWORK

You are expected to prepare for class with required readings, and case preparation. In general, I expect that you likely will spend 2-4 hours outside of class each week. The way this roughly breaks down would be:

- Team memo (weeks 3, 6, 8) – 1h each team member
- Team meeting time and/or activity (each week) – 1h each team member, except during weeks 12,13 when I expect 2h each team member in preparation for final presentation, final writeup.
- Quiz prep (weeks 2, 4, 5, 7) – 0.5h, reviewing class notes and required readings.
- Case reading and preparation (weeks 2, 9, 11) 2h
- Required reading (weeks 1, 4, 5, 7, 10) – 1h, *if it takes you less than that to read, please use the time to make sure you understand the material, explore some of the additional supplementary resources, websites, etc*.

TEAM PROJECT

During Week 1, I want you to self-select into teams that will create a business concept plan for a real life science technology as your team project. *As long as we have enough technology or medical students, I want at least one technology or medical student on each team.* I recommend that you consider whether you would like to work on a medical device, diagnostic, or pharmaceutical biomedical product prior to Week 1, and sort yourself onto a like-minded team. Some of your projects may imagine a non-FDA regulated product, though I would like your plans to include FDA-regulated product planning, so that you explore both the costs and timelines and likely requirements that will accompany FDA regulation of products before they reach the US market.

During Week 2, I want you to organize the team and find a US-based university technology to work on during the course. Please make sure that you start to imagine how the technology will be used to create a product, and that at some point in the future, there will be an FDA regulated product that is planned. Send me an email listing your team name, team members, and the technology you have selected to work on.

Week 3 - Team memo #1 due - initial team hypothesis on the type of product your technology can create; who the customers are; what the competitor products; why a new product incorporating this technology will be a superior product. (2p max)

Week 4 - Test market hypothesis - review secondary market reports; interview potential customers. Do the customers you have imagined want/need a new product?

Week 5 - Identify competitor products and features – use the library, internet searches, and/or market reports to identify key competitor companies, competitor products and the features of competitor products. Start to differentiate the product you imagine using your technology.

Week 6 - Team memo #2 due - Redraft Memo #1 - add differentiating features of your new product; Create a competitor matrix of your new product, existing competitor products, and features that each product has. Summarize any market data you have gathered. This is refining your product-market fit. IT IS HARD. (3p. max)
Week 7 – **Continue refining product-market fit.** Continue to explore the customers – do you have multiple customers? Customer types may include those who will use the product; who will benefit from the product; who will pay for the product; who will decide whether your product or a competitor product is used. These customers may be the same person/group or different persons/groups. How does each type of customer view the value of your new product? I know this is a VERY big job, but the starting point is knowing that these different customer types exist, then trying to understand whether they will or will not value your proposed new product.
Week 8 - Team memo #3 due - what activities will be needed to bring the product to market? What will it cost? How long will it take? (2p max)
Week 9 - Create a 5 year financial plan for the company you imagine. Go beyond 5 years, if the product will take longer to reach the market. This is expected to be a very rough Profit & Loss statement. Do not go crazy – this intended just as a ballpark estimate so you know roughly how much money you will need, and when, and can make plans to get that money from grants, investors, corporate partners, or from actual sales of products. You will talk with me next week about your projections – I want them to pass the initial "sniff test" – they can be ambitious plans, but shouldn't be completely unrealistic. That's the feedback I want to give you in Week 10.
Week 10 – **Create a plan to raise money**. Talk with me in a 30 min Zoom call re: your financial projections for expenses and plans for raising money.
Week 11-13 – **Refine thinking, prepare final deliverables.** Final written concept plan (7p max, Due Dec 1, 5pm) and 10 min Investor presentation with Q&A session (Dec 7, 2-4p, time tbd for each team, 30 min).

QUIZZES & EXAMS

There is certain knowledge that you would be well-served to know as you engage in life science entrepreneurship.

There will be four closed-book quizzes given in-class that are intended to test your acquisition of knowledge from the readings, the class sessions and guest lectures. In general, the quizzes will be short – 5-10 questions, 10-15 minutes, straightforward, fact-based, and multiple-choice or very short answer. Quizzes may cover any material up to that point in the course, including material based on readings for class on the day of the quiz.

Your top three quiz scores will be counted, allowing you to miss or skip one quiz. There will not be any make-up quizzes.

Your top three quizzes will comprise 30% of your final grade, or 300 total points.

There are NO MAKEUP QUIZZES that will be given. If you miss one quiz, all of your quizzes will count. If you miss two, one of your quiz grades will be a zero.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations. Please make sure to provide constructive feedback – including topics that you would like to see more of or less of in the course - in your electronic course evaluation.
There will be a final, formal course evaluation.
There is also an informal course evaluation. There are 20 points available to those who complete a mid-course evaluation and submit it before the due date. See the form at the end of the syllabus. These will not be graded and are for my use only. You do not need to answer all questions to receive your 20 points.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (https://emergency.usc.edu/) will provide safety and other information, including electronic means by which

instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

USE OF RECORDINGS

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

COURSE OUTLINE AND ASSIGNMENTS (next page). Note that the course schedule may be adjusted slightly, depending on guest speaker availabilities.

Class #	Date	General class topic	Team Activities	Team Deliverables (due by 12:00pm day of class, unless otherwise noted)	Other events in class
Week 1	24-Aug-23	**Life Science Industry Overview** **READING: Blackboard**	**Select a technology** for the team project		
Week 2	**31-Aug-23**	**Bringing biomedical products to market** **CASE: Stan Lapidus: Profile of a Medical Entrepreneur (HBS 9-805-087 (2014))**	**Organize team.** Have one 30 min meeting, by Zoom or in person. Set team norms; decide on team name. (Team name can change during semester, just make sure to tell me)	**Send team name, team members to Prof Schmid**; by email, with cc: to all team members	***QUIZ #1*** **[100pts]**
Week 3	**7-Sep-23**	**Follow the money – grants, venture funding, corporate partnerships, public markets, M/A**	**Work on finding the market** for a new product that incorporates your technology -	**Team memo #1 due** - initial team hypothesis on the type of product your technology can create; who the customers are; what the competitor products; why a new product incorporating this technology will be a superior product. (2p max)	***Guest 1:Milton Greenberg, Vivreon Biosciences***
Week 4	**14-Sep-23**	**Intellectual Property Basics; timelines, costs, process** **READING: Blackboard**	**Test market hypothesis** - review secondary market reports; interview potential customers. Do they want/need a new product?		***QUIZ #2 [100pts]***
Week 5	**21-Sep-23**	**US Regulation of biomedical products – pharmaceuticals, medical devices** **READING: Blackboard**	**Identify competitor products and features**		***QUIZ #3*** **[100pts]**
Week 6	**28-Sep-23**	**Pulling it all together**	**Continue: Product-market fit**	**Team memo #2 due** - Redraft Memo #1 - add differentiating features of your new product; Create a competitor matrix of your new product, existing competitor products, and features that each product has. (3p. max)	***TENTATIVE Guest 2: Robert Gellibolian, CellectGen***
Week 7	**5-Oct-23**	**Pricing, Clinical & Economic Values, and Reimbursements for Biomedical products** **READING: Blackboard**			***QUIZ #4 [100pts]***
	12-Oct-23	***FALL RECESS (no class)***			
Week 8	**19-Oct-23**	**Investor pitches**		**Team memo #3 due**: what activities will be needed to bring the product to market? What will it cost? (2p max)	
Week 9	**26-Oct-23**	**Building Diagnostics Business** **CASE: Genomic Health (Stanford GSB OIT-49)**	**Create a 5 year financial plan for the company**		
Week 10	**2-Nov-23**	**Finding & following biotech deals** **READING: Blackboard**	**Create a plan to raise money**	**Each team - 30 min Zoom meeting with Prof Schmid** to review financial plans	***TENTATIVE Guest 3: Amanda Mason Rose, Amgen***
Week 11	**9-Nov-23**	**Ethics, Leadership in Biotech Organizations** **CASE: THERANOS (Articles on Blackboard)**	**IF INVESTOR MONEY IS PLANNED: Create a plan to exit the business**		***TENTATIVE Guest 4: Caryn Bradley, NeoCare***
Week 12	**16-Nov-23**	**Catch-up day - topics tbd**			
	23-Nov-23	**THANKSGIVING! (No class – enjoy!!)**			
Week 13	**30-Nov-23**	**Q&A, Wrap up, preparations**		***Final Business Concept Plan (7p max) Due Dec. 1, 5pm***	
	7-Dec-23	**EXAM WEEK - our scheduled exam time Dec 7, 2-4p**		**Each team**: 10 min Investor pitch. 10 min Q&A. to Prof. Schmid - during exam time. Each team to be scheduled.	

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement."

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).

This applies to individual and team assignments. The team will be collectively held accountable in the case of team assignments.

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.

pla·gia·rism [ˈplājəˌrizəm] NOUN. the practice of taking someone else's work or ideas and passing them off as one's own; literary theft. (https://www.oed.com/search/dictionary/?scope=Entries&q=plagiarism)

PLEASE DO NOT PLAGIARIZE. It is not acceptable to take the work of others and claim authorship, EVEN if those works are in the public domain.

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.

POLICY FOR THE USE OF AI GENERATORS IN THIS COURSE:

AI is permitted on specific assignments – BUT AI/GENERATIVE TOOLS ARE NEVER ALLOWED TO BE USED ON QUIZZES IN THIS COURSE.

In this course, I neither encourage nor discourage your use of artificial intelligence (AI)-powered programs to help you with certain assignments. I consider generative AI a tool that may help you with certain assignments, or alternatively may be a distraction to producing a quality work product.

You should also be aware that AI text generation tools may present you with incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course.

In fairness to your team, be clear with them when you have and have not used AI on drafts that you are producing.

To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. See the guidance provided by the USC Libraries Home - Using Generative AI in Research - Research Guides at University of Southern California (usc.edu)

Learning to use AI is an emerging skill.

PLEASE keep in mind the following:

- AI tools are permitted to help you brainstorm topics, write initial drafts or revise work you have already written. BUT, when you submit your assignment whether individual or team, YOU are responsible for the work product. If
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. **You will be responsible for any errors or omissions or nonsense provided by the tool**. The tools work best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI – what AI tool you used, and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance.

COLLABORATION AND TEAM WORK.

In this class, there are opportunities for both individual contribution and evaluation, as well as for collaboration and evaluation of team work products. Team work products generally receive a team grade. Occasionally, there are modifications of the team grade for individuals who have clearly demonstrated substantially greater or lesser contributions to the team work product.

Please strive to work together on your team. Working effectively on a team is perhaps one of the greatest professional skills that you can develop, and is especially important in the life sciences, where team projects often involve tens or hundreds of individuals, and are often multi-year, sometimes multi-decade, projects.

In this course, as well as in your professional lives, individuals may have different levels of commitment to the team goals, depending on their individual circumstances. And these circumstances and commitments can change over time. I encourage you to talk with each other about your commitments to the team as the semester progresses.

My general counsel about this course is that we are covering a LOT of material, and that the more effort you put in, the more you will get out of this course.

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

STUDENTS AND DISABILITY ACCOMMODATIONS:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) USC Office of Student Accessibility Services - A Division of Student Affairs 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 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.

PEER EVALUATION FORM – Due by Dec 1 2023, 5pm REQUIRED

1. Please add your team name and name of each team member for the class project that you worked on.
2. Rate all your team members, *including yourself,* based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria.
3. Add up the points for each person - the maximum number of points for each person is 10.
4. In the comment box below, describe the specific contributions of each team member, including yourself.

TEAM NAME:_____

Team Members/ Assessment Criteria of Team Contributions	**Team Member 1**	**Team Member 2**	**Team Member 3**	**Yourself**
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

COMMENT BOX

Contribution details:

MIDPOINT COURSE EVALUATION QUESTIONS – due by Oct. 11, 5pm (20pts) OPTIONAL

Student feedback is for instructor use only and not a part of the formal performance review process.

In order to continuously improve the effectiveness of our class, could you please take a few moments to answer the following questions:

1. How well do the course objectives support your general business knowledge and personal career goals?

2. What have you liked about this course so far?

3. Do you have any suggestions for improving the course experience?