

USC Price

Sol Price School
of Public Policy

PPD 558 Multivariate Statistical Analysis

4 Units

Fall 2024

Tuesdays, 6:00-9:20pm

Location: VPD 106

Professor: Juan Machado

Email: castanhe@usc.edu

*When sending an email to ask questions about course material, assignment instructions, etc., **please include both me and our course assistant as recipients** to ensure a timely response. You should expect to receive a response to emails by the end of the following business day. If your question requires a lengthy or complicated response to address via email, we may instead ask you to come to office hours or make an appointment. Please don't hesitate to contact me with questions or feedback about the course.*

In-person office hours:

Tuesdays, 4:30-5:30pm
Courtyard between RGL and VPD

Zoom office hours:

Mondays, 3:00-4:00pm (exc Holidays), and
Thursdays, 10:00-11:00am
<https://usc.zoom.us/j/6359151369>
(or enter Meeting ID 635 915 1369)

No appointments are required to attend office hours (these are drop-in times), but I am also available by appointment outside my designated office hours.

Teaching Assistant: Aileen Zhou

Email: mengrugh@usc.edu

Zoom "office": <https://usc.zoom.us/j/93549462910?pwd=JxSUZhMKKeBKulZLd08gJCZqqIbWxTc.1>
(or use Meeting ID 935 4946 2910 and Passcode 598485)

Office Hours (Zoom): Mondays 5:00-6:30pm (exc Holidays)

IT Help: USC Information Technology Services Customer Support Center

Hours of Service: (phone) 24 hours/day, 7 days/week; (email) Monday – Friday, 8am – 6pm (excl. holidays)

Contact Info: 213-740-5555, consult@usc.edu **More Info:** <https://itservices.usc.edu/contact/>

For Price-specific IT help, contact USC Price ITS at (213) 740-2174 or sppdmis@usc.edu

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Course Description

This course will provide you with the skills required to conduct applied statistical research and to think critically about methodology and proper interpretation of results. The ultimate goal of this course is to equip you with a toolkit to thoroughly evaluate empirical research, and to produce high-quality research of your own, in order to inform evidence-based policy decisions. While the course will cover methods that not specific to any particular policy area, we will apply these tools in a variety of policy contexts such as education, labor, and health.

The foundation of this course is multivariate regression analysis. We will begin with the Ordinary Least Squares (OLS) model and then expand our coverage to related topics such as panel data methods and limited dependent variable models. We will discuss common problems with these methods, techniques for diagnosing and addressing these problems, and selection of the appropriate econometric tools.

This course will train students to be capable practitioners and sophisticated consumers of quantitative research methods for policy analysis. This course has a strong applied (rather than theoretical) orientation, so our coverage of econometric theory will be limited to those elements that contribute to the objective of enabling students to be successful users of empirical analysis. This goal will be achieved through lectures, in-class analysis exercises and discussions, problem sets, and an analysis project. We will implement the tools of the course using Stata, a statistical software package used by empirical researchers and policy analysts. Proficiency with Stata and familiarity working with large real-world datasets are valuable outcomes in their own right and will be cultivated through both direct instruction and frequent hands-on application.

The materials for this course, including this syllabus, draw largely on content developed by Professor T.J. McCarthy.

Prerequisites

PPD 504 or PPD 570 (or approved equivalent coursework).

Learning Objectives and Outcomes

By the end of the course, students should be able to:

1. Explain the mechanics, identifying assumptions, and key properties of the ordinary least squares regression model.
2. Design a multivariate regression model to explore a causal relationship between variables.
3. Interpret and evaluate the results of a multivariate regression.
4. Explain, design, and interpret analyses using each of the related methods covered in the course (limited dependent variable models, panel data methods, etc.).
5. Use Stata to implement all of the econometric tools covered.

Classroom Conduct

All individuals involved in this course are expected to conduct themselves professionally and engage respectfully and inclusively with one another, both in person and through other forms of communications such as email. Expectations for conduct follow the standards established by both the University (e.g., [USC Code of Ethics](#)) and the Price School (e.g., the USC Price Strategic Plan for Equity, *Inclusive Excellence at Price: Equity, Diversity, Opportunity and Access*).

Textbooks and Supplementary Resources

The lecture slides will be sufficiently detailed and comprehensive that you do not need to rely on a textbook. Nevertheless, you may want to use a textbook to supplement materials with additional discussion and practice problems. Two options are listed below for those who optionally choose to purchase a textbook. Suggested readings are recommended for each week below. If you choose to use a textbook, I recommend that you do the readings prior to class so that you already have some exposure to that week's materials. A textbook could also prove useful after class meetings to review the material we just covered. You may also find it a handy reference for future work.

- A.H. Studenmund (2016), *Using Econometrics: A Practical Guide* (7th Edition), Pearson.
 - 7th edition is recommended, but 6th edition is also fine.

- Jeffrey Wooldridge, *Introductory Econometrics: A Modern Approach (7th Edition)*, Cengage.
 - Wooldridge’s textbook provides a deeper dive into the course material than does Studenmund, accompanying the conceptual discussion with more formal (but still accessible) mathematical treatment. Wooldridge is typically more expensive but is still a very good option. Some changes have been made since the 6th edition, but for our purposes 6E is pretty comparable. If you plan to do more advanced econometric study after this course, 7E may be more relevant.

The Studenmund textbook has a free online Stata companion (accessible whether or not you buy the book), available at https://media.pearsoncmg.com/ph/bp/bp_studenmund_econometrics_7/Using_Stata/UsingStata.html.

A small number of articles from academic journals will also be provided as supplemental readings throughout the semester to illustrate applications and extensions of the material presented in class. All non-textbook readings will be made available via Brightspace. All of the textbooks are available through Amazon and the publishers’ websites.

Additional supplemental textbooks that some students may find useful include:

- (Recommended for PhD Students) Angrist, Joshua D., and Jorn-Steffen Pischke (2009), *Mostly Harmless Econometrics*, Princeton University Press.
- Khandker, Shahidur R., Gayatri B. Koolwal, and Hussain A. Samad (2010), *Handbook on Impact Evaluation: Quantitative Methods and Practices*, World Bank. <https://openknowledge.worldbank.org/handle/10986/2693> (License: CC BY 3.0 IGO).
 - This book (freely available as a pdf from the World Bank) provides more advanced coverage of post-midterm topics such as experimental methods and difference-in-difference estimation, and also provides a useful reference for students looking to learn about material beyond that covered in PPD 558, such as propensity score matching and regression discontinuity methods (covered in PPDE 668).

Class Format, Asynchronous Instructional Resources, and Additional Materials

All course materials will be posted on Brightspace (<http://brightspace.usc.edu>).

We will use a partially “flipped” classroom model in which some instruction (particularly that involving Stata) is delivered asynchronously via pre-recorded videos. This format allows class meetings to have greater focus on interactive application and enables students to digest this material at their own pace.

Lecture slides for each class meeting will be made available in advance so that you can print them out for more effective notetaking. To reduce paper usage, I suggest printing double-sided with multiple slides per page. This approach to notetaking has been found to be more effective than typing notes in terms of facilitating learning/comprehension/retention.

Description and Assessment of Assignments

Students will complete a midterm exam and a final exam, along with several problem sets, many in-class exercises (frequent short ICEs and a few extended analysis exercises), and an analysis project. Overall scores for the course will be calculated from these components using the weights specified below. Detailed instructions, point breakdowns, and (when relevant) grading rubrics will be provided via Brightspace for all graded items.

Policy Analysis Project

Working in small groups, you will use the analysis techniques studied in this course to address a policy-relevant issue. Each group must choose a research question, obtain suitable data, perform the analysis, and write up the results. Students will present their in-progress work in class before submitting the final paper, allowing you to revise your projects after receiving feedback from me and from your classmates. Additional information about the project will be made available on Brightspace, and we’ll have more detailed discussions of the project as the semester progresses.

If a doctoral student wishes to work alone in order to use the project as part of their dissertation research, I am willing to consider this possibility. Note that you will **not** be able to satisfy the project requirement for this course by using research that is already in progress (beyond the very preliminary stages). You’re certainly welcome to analyze a topic that you’ve begun to explore already (lit review, data searches, etc.), but if you’ve already begun the analysis, that won’t work – your project needs to be substantially new, so you can’t double-count work that you’ve already done. If you are considering pursuing this option, please contact me by the end of class in Week 2.

Attendance, Participation, and Illness

This course will be held in person. This course uses an applied approach that integrates lecture material with substantial amounts of hands-on in-class analysis and discussion, and students are expected to attend all class meetings and participate fully in class activities. Because this is the minimum expected of all students, class participation is not included directly in the grading breakdown below; instead, a student's overall score in the course may be increased or decreased by up to 3 percentage points to reflect particularly outstanding contributions to class discussions or failure to meet expectations. There is no explicit class attendance requirement for the course, with the caveat that you cannot participate if you are not present, and your participation grade will suffer from frequent absences. You are still responsible for the course material of any class meeting that you miss. That being said, **you should not attend class if you are ill**. If you miss more than a couple of classes for health-related reasons or another emergency and are worried about your participation grade, please contact me to discuss make-up assignments to compensate for your absences.

Grading Breakdown

Assignment	% of Grade
Problem Sets	25
Analysis Project	25
Midterm Exam	25
Final Exam	25
TOTAL	100

Assignment Submission Policy

Assignments will be submitted via Brightspace (with the exception of in-class exercises and exams).

Students are expected to complete all assignments on time. Unless otherwise specified, all assignments are due at the beginning of class on the date indicated. Do not wait to the last minute to upload your assignments; if you encounter technical difficulties and submit late, that will be viewed as poor planning on your part, not a basis for an extension. Late assignments will incur a penalty of 10% to the maximum score if submitted late but still on the due date, 20% if submitted the following day, and 30% if submitted the day after that; after that point, the assignment will no longer be accepted.

As assignments will be submitted electronically via Brightspace, attendance is not required for submission and absence (illness-related or otherwise) will not generally be a valid excuse for late submission. If exceptional circumstances will prevent you from completing an assignment on time, contact me immediately so that we can determine an appropriate way to handle the situation.

Assignment Rubrics and Answer Keys

Detailed instructions, point breakdowns, and/or grading rubrics for each assignment will be provided on Brightspace when the assignment is posted. Answer keys for problem sets, in-class exercises, etc. will be posted on Brightspace following submission of these assignments.

Grading Timeline

Graded work will be returned within one week after it is submitted, with both scores and written grader feedback provided via Brightspace. One exception is the analysis project, which may require additional grading time.

Grading Scale

Final grades for the course will be determined using the following minimum thresholds (percent of weighted total score). I reserve the right to lower (but not raise) the cutoffs for any or all categories. In other words, I may assign higher grades than suggested by this scale, but not lower grades.

A	94	B-	80	D	60
A-	90	C+	77	F	below 60
B+	87	C	73		
B	83	C-	70		

Stata Software Requirements

The Stata software package is required for problem sets, some in-class exercises, and the final project. There are several versions of Stata; the minimum required version is Stata/BE (“Basic Edition”). *Stata 17 will be fine if you already own it; you do not need to upgrade to the latest release (Stata 18) for this course.*

If you do not already own a copy of Stata, you can either purchase your own copy of Stata or access a virtual copy of Stata for free through USC’s Virtual Lab Computers (CloudApps). Accessing Stata through CloudApps is substantially less convenient than using a personal copy of the software, and previous students have commented that Stata sometimes runs slowly through CloudApps (and have at times encountered various problems that required technical support from USC ITS to resolve), but this should be a viable option for those who strongly prefer not to purchase a Stata license.

Option 1: Purchase a personal copy of Stata

- You may choose between a six-month license, a one-year license, and a perpetual license. **For many students, purchasing a six-month license for Stata/BE for \$48 will be the best choice**, but you may wish to buy a perpetual license for \$225 if you will use Stata extensively after completing this course.
- You should purchase Stata via the Stata Campus-wide Group Plan website, <http://www.stata.com/order/new/edu/gradplans/student-pricing/>. **[Annual licenses are displayed by default but clicking on the “6-month” or “Perpetual” tabs will take you to those options.]**
 - Be sure to use the link above, as it will give you a heavily discounted price (the non-student prices start at nearly \$1,000!).
 - You will need to verify that you are a USC student by providing your student ID number or USC email address and will need to pay using a credit card.
- If you run into any problems, please email me for assistance.

Option 2: Access Stata through CloudApps

- **Important note:** *Neither the instructor nor the teaching assistant have any particular expertise relating to CloudApps. This platform is managed by USC ITS (not by us or anyone else at the Price School), and we will probably not be able to provide much assistance if you encounter problems relating to CloudApps (we will do our best, but we’re really only equipped to assist with Stata issues). If you need tech support relating to CloudApps, please contact USC ITS [online](#) or at (213) 740-5555.*
- Instructions for setting up CloudApps can be found [here](#). Additionally, a brief tutorial video can be viewed [here](#).
- You should install and use the VMWare Horizon client rather than accessing CloudApps through your browser, as you will need to access local storage while using Stata (for example, to open and save datasets on your own computer rather than in the virtual computer – this is critical, as you will lose your work otherwise).
 - Alternatively, if you need to use the browser version for some reason: You can keep all of your Stata files in a cloud storage folder (Google Drive, OneDrive, etc.) and download the entire folder to the CloudApps desktop each time you log in (this way you won’t have to re-download each file individually, and could also upload any newly-created files to your cloud folder before logging off). This is not recommended, particularly if you’re working with large files (for example, for project work), but it is a possible workaround if you must use the browser version.
- It may take a bit of time to acclimate to the CloudApps interface, implement the appropriate settings, figure out how to access your local storage to open/save files, etc., but everything should work fine once you learn how to use it.
- Once you have granted CloudApps access to local storage (*by selecting “Allow” when asked “Do you want to share your removable storage and local files when using remote desktops and applications?”*), your local storage will be accessible from within Stata, designated as a network drive. You can also specifically share an individual folder to allow easier access to this particular location; individually-shared folders will appear as separate network drives within the CloudApps environment.

Additional Technology Requirements and Resources

You will submit assignments electronically via Brightspace, and you may be required to watch prerecorded videos made available through Brightspace.

USC Technology Rental Program: If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an [USC Technology Rental Program Application](#).

Policy on Electronic Devices

Cell phone use is prohibited during class time (though it's fine during breaks, of course, and you can leave your phone turned on in your pocket or backpack so that you can still receive emergency alerts). If you need to use your phone during class for any reason, please step outside first. Research has shown that the presence of smartphones creates a distraction for oneself and others and negatively impacts cognitive capacity and performance (even if the phone is not in use; e.g., [Ward et al., 2017](#)).

Laptops will be necessary for in-class Stata work. When we are not doing Stata work, laptop use is strongly discouraged, but will be permitted for course-related purposes (viewing lecture slides, taking notes, etc.) only. **In order to minimize distraction for other students, anyone wishing to use a laptop when we are not working in Stata must sit in a designated section of the classroom.** *[Note: Use of a tablet device for handwritten notetaking is permitted anywhere in the room.]*

This policy allows students to opt into a no-laptop environment, and I strongly recommend that you do so. In addition to distractions created by off-task use (email, social media, etc.), there is substantial evidence that even on-task laptop use (e.g., typing notes rather than writing them by hand) is detrimental to student performance (see, for example, [discussion in the New York Times](#) by education researcher Susan Dynarski). In other words, **if you choose to use a laptop in class, you do so knowing that this should be expected to adversely affect your performance in the course even if you manage to stay on task** (relative to taking notes by hand). This is especially true in this particular course, as typed notes are not well-suited to the nature of the content in this course. As a former student who took this course under a similar policy on laptop use, I can say that my learning experience benefited from the absence of electronic devices.

Lecture slides for each class meeting will be made available in advance so that you have plenty of time to print them out for notetaking.

Policy on Use of Generative AI

The use of generative artificial intelligence (AI) tools such as ChatGPT is prohibited in this course; it will therefore be viewed as academic dishonesty and reported to the Office of Academic Integrity. Though generative AI has potential as a resource for both academic and professional work in certain settings, my current assessment (*at this specific point in time, and in the context of PPD 558 in particular*) is that use of generative AI is more likely to interfere with your learning than to enhance it (particularly with respect to development of analytical and critical thinking skills, which are central to the learning outcomes of this course).

Academic Integrity

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

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

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Course Content Distribution

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

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited and is considered an academic integrity violation under USC policy. 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 distributed to students or in any way displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Schedule

	Topics/Daily Activities	Deliverables (<i>due by beginning of class unless otherwise specified</i>)
Week 1 Aug 27	Introduction to econometrics	
Week 2 Sep 3	Regression analysis: introduction to multivariate regression	
Week 3 Sep 10	Regression analysis: properties and classical assumptions	Problem Set 1
Week 4 Sep 17	Regression analysis: model specification and evaluation (I)	Problem Set 2
Week 5 Sep 24	Regression analysis: model specification and evaluation (II)	Project: Proposal
Week 6 Oct 1	Regression analysis: practical challenges and diagnostics	Problem Set 3
Week 7 Oct 8	Categorical dependent variable models (I); <i>In-class analysis exercise</i>	
Week 8 Oct 15	Midterm exam	
Week 9 Oct 22	Categorical dependent variable models (II)	Project: Data and Methods
Week 10 Oct 29	Experimental and quasi-experimental methods	Problem Set 4
Week 11 Nov 5	Panel data methods	Project: Preliminary Results
Week 12 Nov 12	<i>Project presentations/workshop</i>	
Week 13 Nov 19	Additional topics/extensions	Problem Set 5
Week 14 Nov 26	Additional topics/extensions; <i>In-class analysis exercise</i>	
Week 15 Dec 3	<i>Final thoughts & course review</i>	Project: Final Paper
Exams Dec 17	Final exam 7-9 p.m.	Peer Evaluations by noon on Monday, December 9

Readings by Topic

Optional textbook readings are listed below. A small number of supplemental readings will be added throughout the semester.

Introduction to econometrics (readings provide review of statistical foundations)

Studenmund 6E Ch. 17 (available [here](#))

Wooldridge Ch. 1, 2.1-2.6, Math Refresher A-C (excluding A.5)

Regression analysis: introduction to multivariate regression

Studenmund Ch. 1-3.2, 5

Wooldridge Ch. 3.1-3.2, 4.2-4.6

Regression analysis: properties and classical assumptions

Studenmund Ch. 4, 9, 10

Wooldridge Ch. 3.3-4.1, 4.7, 8, 12.1-12.3

Regression analysis: model specification and evaluation

Studenmund Ch. 3.3, 6-7

Wooldridge Ch. 2.7, 6, 7.1-7.4, 9.1-9.2

Regression analysis: practical challenges and diagnostics

Studenmund Ch. 8, 11

Wooldridge Ch. 3.4a, 9.5

Categorical dependent variable models

Studenmund Ch. 13

Wooldridge Ch. 7.5, 7.7, 17

Experimental and quasi-experimental methods

Studenmund Ch. 16.1, 14

Wooldridge 2.7a, 9.4, 15, 16.1-16.3

Panel data methods

Studenmund Ch. 16.2-16.3

Wooldridge Ch. 13-14

APPENDIX: Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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.