USC Dornsife
Dana and David Dornsife
College of Letters, Arts and Sciences
Spatial Sciences Institute

SSCI 577 (35613D and 35623D), Human Security and Disaster Management

Syllabus

Units: 4

Term Day Time: Spring 2025 – M/W 11:00-12:50pm PT

Location: AHF 145A and DEN@Dornsife

Instructor: Laura C Loyola, PhD
Office: AHF B55C
Regular Office Hours: Thursday 1:00-3:00pm PT. Also available by appointment via email.
Contact Info: loyola@usc.edu, 213-740-5612

Library Help: Andy Rutkowski
Office: LIPA B40-A
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, 213-740-4415

Course Scope and Purpose

This course is the introductory course to the Master of Science Degree in Human Security and Geospatial Intelligence, the Graduate Certificate in Geospatial Intelligence, and the Master of Arts in Global Security Studies. It is designed to provide students with the requisite baseline knowledge of the discipline that ultimately will translate into informed effective decision-making in a variety of human security settings. Threats to human security come in many forms – military operations, terrorist attacks, genocide, political violence, natural disasters, humanitarian crises, environmental risks, public health issues and food/resource accessibility challenges, among others – and this class leverages a variety of exposures to geospatial solutions for the intelligence community and intelligence products that support national security, disaster response, and humanitarian relief efforts.

Managing chaos and addressing complex emergencies are critical to global security. For example, major natural disasters (earthquakes, floods, hurricanes, etc…) increasingly impact large populations as people are living in either more remote regions or in higher density environments that align with regions of the world where hazards exist. This course examines the complex relationship between human security concerns (population growth, urbanization, stabilization, and conflict, among other processes) and disasters – both manmade and natural – where resulting emergencies are increasingly impactful to human populations throughout the world. Students utilize quantitative and qualitative methods – including geospatial technologies – to gain insight into physical geography (where natural hazards exist), the subsequent impacts disaster events have on the human geographies (social world), and the importance of spatial sciences to help understand the interdependencies of both.

This a graduate level course, so you should expect this class to be both academically robust and intellectually challenging. As graduate students, 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 our 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 this path of discovery and you will find that you will learn much from your fellow classmates.

All course materials will be organized through D2L. The main theoretical concepts will be provided through course presentations, discussions, and assigned readings. Assignments will give students an opportunity to internalize and apply the concepts and theory learned from readings.

Learning Outcomes

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

- Demonstrate an understanding of the underlying processes that give rise to disasters such as earthquakes, floods, hurricanes, and more.
- Measure how society evaluates and confronts the dangers posed by these processes from political, social, and ethical perspectives.
- Utilize geospatial technologies to visualize and analyze the sites of disasters along with the populations affected by these events.
- Evaluate the efficacy of technological innovations that are allowing an increasingly large human population to monitor, predict, and warn society about impending disasters.

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

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 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

This course aims to engage students in many dynamic processes, focused primarily on the relationships between disaster events and human populations. Student learning experiences are achieved through a combination of presentations, course readings, class assignments, technical exercises, and discussions. No make-up dates will be offered for assignments, so mark the appropriate dates on your calendars. If there is a legitimate conflict, speak with the course instructor as soon as possible so we can make alternative arrangements.

Workload – This is a four credit, one semester course. Students should expect to spend 10-15 hours per week dedicated to this course.

Course Content Distribution and Synchronous Session Recordings Policies

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

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of 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).

Technological and Communication Requirements

ArcGIS is provided online via the SSI Server; hence, you do not need to install it on your own computer. Instead, 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 Server

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

A limited number of computers with all the necessary software is available in the SSI Suite (AHF B55) during regular business hours, Monday through Friday 9 am to 5 pm. To reserve a

computer, please use this link: https://calendly.com/usc-ssi/the-ssi-suite-ahf-b55-student-computers-1. These computers are available to any student in an SSCI or GSEC course and can be used as a resource if you experience difficulties in accessing the SSI server or using the GIS software on your personal computer

Brightspace – This course will utilize the Brightspace learning management system which allows students to access course content, upload assignments, and participate in discussion forums, among other learning experiences. The Brightspace 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 disseminated and all materials to be handed in will be submitted via Brightspace. 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 Brightspace or from course instructor 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 Brightspace 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 periodof time, an announcement will be posted to the class Brightspace 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 course. In addition to email, students are expected to login to Brightspace regularly to check for announcements.

Discussion forums – On the Brightspace site, I will post a series of discussion threads relevant to various sections of the course. Discussions provide a key means for student-to-student discussion and collaboration. Here students can provide support to each other while working on your assignments, sharing hints and helpful tips, as you would in a classroom setting. 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

Textbooks – There are three required texts for this course. Some are available online and some are available from the USC Bookstore or online outlets such as Amazon. We encourage you to

acquire or purchase these books quickly since you will need these materials from the opening day of class.

- Lanclos, R. and Artz, M. 2021. Applying GIS: Dealing with Disasters. GIS for Emergency Management. Redlands, CA: Esri Press.
- Smith, K. 2024. Environmental Hazards: Assessing Risk and Reducing Disaster, 7th Edition. NY, NY: Routledge.
- Sui, D. 2008. Geospatial Technologies and Homeland Security (DO NOT PURCHASE - selected readings will be provided). College Station, TX: Springer.
- United States Geospatial Intelligence Foundation (USGIF 1). 2017. Trajectory Magazine – Public Safety Edition. Reston, VA: USGIF Press.
- United States Geospatial Intelligence Foundation (USGIF 2). 2018. Building Resilient Communities Through Geospatial Intelligence. Reston, VA: USGIF Press.

These texts will be supplemented with a mixture of readings from academic journals, professional reports, and authoritative websites.

Supplemental Readings – The following book chapters, journal articles, white papers, etc., will be posted to D2L:

- Alcántara-Ayala, I., Altan, O., Baker, D., Briceño, S., Cutter, S., Gupta, H., Holloway, A., Ismail-Zadeh, A., Jiménez Díaz, V., Johnston, D., McBean, G., Ogawa, Y., Paton, D., Porio, E., Silbereisen, R., Takeuchi, K., Valsecchi, G., Vogel, C., Wu, G., and Zhai, P. 2015. Disaster Risks Research and Assessment to Promote Risk Reduction and Management. ICSU-ISSC Press.
- Crooks, A., Croitoru, A., Stefanidis, A., and Radzikowski, J. 2013. "#Earthquake: Twitter as a Distributed Sensor System." Transactions in GIS, 17(1): 124-147.
- Cutter, S. 2013. "Building Disaster Resilience: Steps Toward Sustainability." Challenges in Sustainability, Volume 1; Issue 2, 72-79. • Esri. 2012. ArcGIS for Emergency Management, An Esri White Paper – May 2012. Redlands, CA: Esri Press.
- Esri. 2014. GIS Platform for National Security, An Esri White Paper – July 2014, Redlands, CA: Esri Press. • Esri. 2007. GIS Supporting the Homeland Security Mission, An Esri White Paper – May 2007, Redlands, CA: Esri Press. SSCI 577 Syllabus, Page 6 of 13.
- Gillespie, T., Chu, J., Frankenberg, E., Thomas, D. 2007. "Assessment and prediction of natural hazards from satellite imagery." Progress in Physical Geography, 31(5): 459-470.

Description and Assessment of Assignments

There are different kinds of assignments with at least one due weekly. These are described in the Weekly Modules and the Assignments Module in Brightspace. Due dates are shown in the summary that follows.

Introduction – 1 worth a total of 1 point – Take a moment and introduce yourself to the class

by posting a thread on the D2L course website that shares your background, experience, and interest in Geospatial Intelligence.

Resume – 1 worth a total of 2 points – We require all current students to post and maintain a public resume, short biography and recent photo on our shared SSI Student Hub on D2L. With your permission, your photo and resume will be posted to the Spatial Sciences Institute website and your resume will be included in the SSI Resume Book. The latter is compiled annually and along with our web presence used to promote our programs and more importantly, your skills, experience, and professional aspirations. (See Resume Assignment for Resume Book Opt-out instructions)

Reading Assignments – 4 worth a total of 20 points – Students will be required to complete five reading assignments comprised of quantitative and/or qualitative analysis to gain insight into the processes underlying disasters as well as examine the impact these events have on human populations.

Technical Exercises – 4 worth a total of 20 points – Students will complete four required exercises that will utilize Esri's ArcGIS Online or other technologies to gain insight and experience observing, mapping, analyzing, and interpreting spatial data on natural hazards and disasters.

Disaster Log – 1 worth a total of 20 points – Students will be required to keep a journal of four significant disaster events that happened over the course of the semester that make media headlines. This assignment will require students to locate and evaluate technical information from online agency sites such as the National Geospatial-Intelligence Agency, the U.S. Geological Survey (USGS), and the National Oceanic and Atmospheric Administration (NOAA). The Disaster Log will be built and presented in the Esri StoryMaps application.

After Action Report – 1 worth a total of 12 points – Students will complete an After-Action Report on one specific disaster event of their choice. Additional background and exploration regarding these types of events will be reinforced by participating in virtual field trip(s) in the California area. The report will draw upon course lectures, discussions, readings, and outside sources to organize and deliver a summary of the disaster event and its associated impacts on the affected human population. The report is limited to 10 pages in length (with 12-point font, 1-inch margins, single-spacing for text) and will be comprised mostly of maps, tables, and other graphics as well as a list of references.

Group Project – 1 worth a total of 25 points – The cumulative final project will consist of an integrative project that will require students to reflect on all aspects of the course, which include course readings, online discussions, class assignments, and technical exercises. Student teams will be expected to use unique, new software in completing this project and then Esri's StoryMap application to deliver an oral presentation of their project.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to successfully

navigate the various deliverables in this and other SSCI courses. The table below summarizes the SSCI 577 course assignments and their point distribution:

Assessment	Number	Points Each	Total Points
Introduction	1	1	1
Resume Assignment	1	2	2
Reading Assignments	4	5	20
Technical Exercises	4	5	20
Disaster Log	1	20	20
After Action Report	1	12	12
Team Project	1	25	25
Total	14	-	100

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:

A	> 93 points		B-	80-82 points		D+	67-69 points
A-	90-92 points		C+	77-79 points		D	63-66 points
B+	87-89 points		C	73-76 points		D-	60-62 points
B	83-86 points		C-	70-72 points		F	<60 points

Assignment Submission Policy

Unless otherwise noted, assignments must be submitted via D2L by the due dates specified in the Course Schedule below and on the assignment instructions. 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.

SSI Policy on the Creation of Original Work and Use of Generative AI

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. Students may not have another person or entity complete any substantive portion of an assignment or reuse work prepare for courses without obtaining written permission from

the instructor(s). Developing strong competencies in research, writing, and the technical execution of geospatial technologies are foundational to SSI academic programs that are designed to prepare you for success in the workplace. Therefore, using generative AI tools – unless explicitly specified otherwise – is strictly prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Grading Timeline

My goal is to provide grading and feedback on each course assignment in a timely fashion. Depending on the enrollment, number of graders, and deadlines, this will be in within 2-3 weeks.

Learning Experience Evaluations

Please note Learning Experience Evaluations for the course take place at the end of the semester and are facilitated by the University. These evaluations provide an important review of student experiences in the course.

Schedule

Week	Topic	Readings / Assignments	Deliverables/Due Dates
Module 1: Introduction to Human Security and Disasters			
Week 1 1/13	**Introduction to Human Security and Disasters** The chaotic world we live in and how we manage it are introduced and discussed.	Readings: Smith – Intro _____ Introduction	
1/15	**Human Security and Disaster Management – Part II**		
Week 2 1/20* *Monday, 1/20 is a university holiday	**No Class**	Readings: Smith - Ch. 1; USGIF 2 – Foreword and EXSUM. _____ Reading Assignment 1	Introduction
1/22	**Introduction to Natural Hazards** Natural hazards and associated impacts on society		
Week 3 1/27	**Hazards in the Environment** Environmental Hazard Paradigm and exploring data on ArcGIS Online	Lanclos and Artz, Part 1; Supplemental Reading _____	Reading Assignment 1

Week	Topic	Readings / Assignments	Deliverables/Due Dates
1/29	**Hazard and Disaster Perspectives**	Technical Exercise 1	
Week 4 2/3	**Disaster and Emergency Management**	Readings: Smith - Ch. 2; Supplemental Reading. _____ Reading Assignment 2 Disaster Log – Entry 1	Technical Exercise 1
2/5	**Dimensions of Disasters**		
Module 2: Risk Assessment and Disaster Management			
Week 5 2/10	**Sustainability, Complexity, and Vulnerability I**	Readings: Smith - Ch. 3; Lanclos and Artz, Part 2 _____ Technical Exercise 2	Reading Assignment 2
2/12	**Geospatial Technologies and Location Intelligence for Disaster Management**		
Week 6 2/17* *Monday 2/17 is a University holiday	**No class**	Supplemental Reading. _____ Reading Assignment 3 Disaster Log – Entry 2	Technical Exercise 2
2/19	**Use Case in Complexity Science**		
Week 7 2/24	**Risk Assessment and Management**	Readings: Smith - Ch. 4 & 5; Lanclos and Artz, Part 3 _____ Technical Exercise 3	Reading Assignment 3
2/25	**Reducing the Impacts of Disaster/Recovery**		
Module 3: The Nature of Disasters			
Week 8 3/3	**Earthquakes**	Readings: Smith Ch. 6 (minus section on tsunamis) & 7 _____	
3/5	**Volcanic Eruptions**		

Week	Topic	Readings / Assignments	Deliverables/Due Dates
Week 9 3/10	**GEOINT Framework and Emergency Management Priorities**	Virtual Field Trip #1: Earthquakes _____ Disaster Log – Entry 3 Assignment of After Action Report (AAR)	Technical Exercise 3 Disaster Log "Azimuth Check"
3/12	**Tropical Storms**	Readings: Smith Ch. 10	
Week 10 3/24	**Floods and Tsunamis**	Readings: Smith Ch. 8 & 11; Supplemental Reading. _____ Reading Assignment 4 Technical Exercise 4	
3/26	**Final Project Introduction**	_____ Disaster Log – Entry 4 Assignment of the Final Team Project will be made by the end of Week 10	
Week 11 3/31	**Wildfires**	Readings: Smith Ch. 13;	Reading Assignment 4
4/2	**Wildland Urban Interface and HDL Workshop**	Readings: Smith Ch. 14; Supplemental Reading; USGIF 1. Virtual Field Trip #2: Wildfires and Hurricanes. _____	
Week 12 4/7	**Wildfires and Weather Extremes: Maui Case Study**	Supplemental Reading Virtual Field Trip #3: Drought.	Technical Exercise 4 Disaster Log
4/9	**Workshop for AAR**		
Module 4: Social Disasters and Societal Impacts			
Week 13 4/14	**Drought**	Reading: Smith Ch. 12	After-Action Report

Week	Topic	Readings / Assignments	Deliverables/Due Dates
4/16	**Environmental Disasters in a Changing World**	Reading: Smith Ch. 15 & 18 Selected readings from Sui; USGIS 2 (pp.4-17)	
Week 14 4/21	**Technological and Environmental Disasters I**	Reading: Smith Ch. 16 & 17	Final Project (Team Data Report due)
4/23	**Technological and Environmental Disasters II**		
Week 15 4/28	**Terrorism, Armed Conflict, and WMD**	Selected readings from Sui; USGIS 2 (pp.18-29)	Final Project Written Report **Due FRIDAY by 5:00pm**
4/30	**The Future of Human Security**		
	Final Exam Period – Project Presentations		

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 (including AI generated) 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 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.

Resources for Online Students

The Course D2L page and the SSI Student Hub on D2L 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.