

**SSCI 382L, Geographic Information Science:
Spatial Analytics**

Syllabus

Units: 4

Term Day Time: Spring 2024, MW, 2:00-3:20pm

Location: DMC 201

Lab Section:

- 35658R: Fri. 10:00-11:50am, THH 203
- 35659R: Tu. 4:00-5:50pm, THH B9

Instructor: Katherine Lester, PhD

Office: AHF B55A

Regular Office Hours: TBA. Also available by appointment via email.

Contact Info: lesterk@usc.edu, (213) 821-0672

Library Help: Andy Rutkowski

Office: LIPA B40-A

Office Hours: Thu 10 am-12 pm

Contact Info: arutkows@usc.edu, see contact page on Brightspace 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 is the first of the two courses that provide a deeper examination of Geographic Information Science (GIScience) with a focus on database modeling, theoretical foundations of spatial statistics, and spatial data analytical methods. The course aims to provide students with the knowledge and skills necessary to manage and analyze geospatial data. As the second or third (following SSCI 301L, or SSCI 301L and SSCI381, respectively) in a four-course sequence in the SSCI 300 series about geographic information, this course elucidates how spatial analytics provide a gateway to the natural and social sciences via their ability to solve many of the societal and environmental problems we face in today's ever-changing world.

Learning Objectives

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

- Describe the key theoretical concepts that support spatial analytics.
- Explain how to use geodatabases and related methodologies to model the complex geographic world in digital forms.
- Analyze vector and raster datasets using relevant geospatial techniques to help solve social and environmental problems.

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): SSCI 301L

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

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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 is a four-credit course comprised of lectures (two per week) and lab (one per week). The lecture sessions are organized into learning modules that build upon the core principles of GIScience, spatial analysis and the use of various software systems to support the exploration of these topics. The weekly lab meetings and lab assignments are designed to deepen your understanding of the available data management and geoprocessing techniques, broaden your practical experience with geographic information systems (GIS), and enhance your problem-solving skills within the framework of the scientific method. The lectures and lab sessions are designed to complement each other to provide you with sound theoretical reasoning and the technical skills to investigate various physical and/or social processes. Your weekly laboratory reports will be graded and returned via Brightspace, and the mid-term and final exams will cover both the lecture and laboratory components. It is required that you register for both the lecture and one laboratory session for this course.

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

Technological and Communication Requirements

ArcGIS is provided online via the GIST 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 for use whenever a presentation or meeting is scheduled.
- 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://keep Teaching.usc.edu/students/student-toolkit/>

Brightspace – This course will utilize the Brightspace learning management system which allows students to access course content, upload assignments, participate in discussion forms, among other learning experiences.

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

Communications – All assignments given and all materials to be handed in will be submitted via 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(s) as soon as possible. Also, students who do not regularly use their USC email accounts should double-check to be sure that mail sent from both the 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 period of 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.

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.

Required Readings and Supplementary Materials

All readings will be made available through Brightspace. This course relies primarily on the UCGIS&T Body of Knowledge Living Textbook and peer-reviewed articles. There is no textbook to purchase.

Description and Assessment of Assignments

Your grade in this class will be determined on the basis of several different assessments as follows:

Reading Quizzes– 10 points total: Each week you will be responsible for answering a brief quiz covering the readings for the upcoming lectures. The quiz will be available on Brightspace will close at class time on Wednesday. You will only have 5 minutes to complete the questions, so do not assume you will have time to research answers.

Discussion – 5 worth a total of 10 points: Discussion posts and responses related to course concepts and readings will be required throughout the course period via the Discussion Forum on Brightspace.

Laboratory Reports – 12 worth a total of 60 points: This course includes mandatory weekly laboratory meetings to develop technical competency with geospatial software platforms and spatial analytic techniques. The interactive laboratory sessions will run 1-2 hours and will entail discussions of the previous and the current week’s lab assignments linking the technical exercises to the lecture materials (but not replicate them).

Absences from lab sessions must be requested and approved via emails to the laboratory instructor *prior to the lab session you will miss*. Excused absences from lab sections will be granted only for valid reasons via email.

Midterm and Final Exams – 2 exams worth 10 points each: The midterm and final exams and will use a mix of formats and cover both lectures and lab contents. Students are expected to take the exams at the indicated times.

Grading Breakdown

Assessment	Number	Points Each	Total Points
Reading Quizzes	10	1	10
Discussion Forums	5	2	10
Laboratory reports	12	5	60
Midterm exam	1	10	10
Final exam	1	10	10
Total	29	--	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. 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 Brightspace by the due dates specified in the Course Schedule below and on the assignment instructions.

Strict penalties apply for late assignments as follows:

- All assignments will be penalized 1 point per day up to FOUR days late. No points will be given for submissions more than FOUR days late. Note that all assignments worth 1 point will receive 0 points if submitted late.
- Additionally, no written work will be accepted for grading after 5 p.m. PT on the last day of classes.

Grading Timeline

My goal is to provide grading and feedback on each course assignment no later than one week after the assignment was submitted.

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 purposes 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).

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.

Course Schedule

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 1			
1/13	Intro and Review of 301	<i>UCGIS&T Body of Knowledge:</i> <ul style="list-style-type: none"> Welcome to the GIST Body of Knowledge The Evolution of Geospatial Reasoning, Analytics, and Modeling Philosophical Perspectives 	Discussion #1: 1/17
1/15	Spatial Data Engineering	<i>Other:</i> <ul style="list-style-type: none"> 7 Tips to Help You Achieve Academic Success, Penn State, Online Learning Resources 	
Module 1. Data modeling and database management			
Week 2			
1/20*	*University Holiday: No Class	<u>Lab 1: Spatial Data Engineering</u>	None
1/22	Entity-Relationship Diagrams	<i>UCGIS&T Body of Knowledge:</i> <ul style="list-style-type: none"> Conceptual Data Models Logical Data Models Raster Formats and Sources Vector Formats and Sources Changes in Geospatial Data Capture Over Time: Part 1, Technological Developments 	
Week 3			
1/27	SQL and Relationships	<u>Lab 2: SQL and Relationships</u>	Reading Quiz #1: 1/27 Lab #1: 1/28
1/29	Geodatabase data integrity and standards	<i>UCGIS&T Body of Knowledge:</i> <ul style="list-style-type: none"> Relational Database Management Systems (DBMSs) and their Spatial Extensions. Spatial Data Infrastructures Spatial Queries Structured Query Language (SQL) and Attribute Queries <i>Other</i> <ul style="list-style-type: none"> Sec. 2.2 (Spatial Relationships) and 2.4 (Spatial Data Infrastructure) in <i>Geospatial Analysis 7th Edition</i>, 2024 - de Smith, Goodchild, Longley et al. 	

	Topic	Readings and Assignments	Deliverables/Due Dates
Module 2. Finding Patterns			
Week 4			
2/3	Exploratory Data Analysis	<p style="text-align: center;"><u>Lab 3: ESDA</u></p> <p><i>UCGIS&T Body of Knowledge</i></p> <ul style="list-style-type: none"> • Statistical Mapping (Enumeration, Normalization, Classification) 	<p style="text-align: center;"><i>Reading Quiz #2: 2/3</i></p> <p style="text-align: center;"><i>Lab #2: 2/4</i></p>
2/5	Exploratory Spatial Data Analysis (ESDA)	<p><i>Other:</i></p> <ul style="list-style-type: none"> • Salvati, L., & Carlucci, M. (2014). Urban Growth and Land-Use Structure in Two Mediterranean Regions: An Exploratory Spatial Data Analysis. <i>SAGE Open</i>, 4(4) • Sec. 5.2 (Exploratory Spatial Data Analysis) in <i>Geospatial Analysis 7th Edition, 2024</i> - de Smith, Goodchild, Longley et al. 	
Week 5			
2/10	Density-Based Point Analysis	<p style="text-align: center;"><u>Lab 4: Domains and Subtypes</u></p> <p><i>UCGIS&T Body of Knowledge</i></p>	<p style="text-align: center;"><i>Reading Quiz #3: 2/10</i></p> <p style="text-align: center;"><i>Lab #3: 2/11</i></p>
2/12	Distance-Based Point Analysis	<ul style="list-style-type: none"> • Point Pattern Analysis • Kernels and Density Estimation • Distance Operations • Proximity and Distance Decay 	
Week 6			
2/17	University Holiday: No Class	<p style="text-align: center;"><u>Lab 5: Clustering</u></p> <p><i>UCGIS&T Body of Knowledge</i></p>	<p style="text-align: center;"><i>Reading Quiz #4: 2/17</i></p> <p style="text-align: center;"><i>Lab #4: 2/16</i></p> <p style="text-align: center;"><i>Discussion #2: 2/19</i></p>
2/19	LISA and Hot Spots	<ul style="list-style-type: none"> • Spatial Autocorrelation • Global Measures of Spatial Association • Local Measures of Spatial Association <p><i>Other:</i></p> <ul style="list-style-type: none"> • Basak, S. M., Wierzbowska, I. A., Gajda, A., Czarnoleski, M., Lesiak, M., & Widera, E. (2020). Human–wildlife conflicts in Krakow city, Southern Poland. <i>Animals</i> (Basel), 10(6), 1–16. • Hot Spot Analysis (Getis-Ord G_i^*) (Spatial Statistics), Esri ArcGIS Pro Documentation 	

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 7			
2/24	Space-Time Analysis 1	<u>Lab 6: Space-Time</u>	
		<i>UCGIS&T Body of Knowledge</i>	
2/26	Space-Time Analysis 2	<ul style="list-style-type: none"> • Time • Relationships between Space and Time • Spatiotemporal Representation <i>Other</i> <ul style="list-style-type: none"> • Osman, A., Owusu, A. B., Adu-Boahen, K.; Atamey, E. (2023). Space-time cube approach in analysing conflicts in Africa. <i>Social Sciences & Humanities Open</i>, 8(1). 	Reading Quiz #5: 2/24 Lab #5: 2/25
Week 8			
3/3	Applications and Review	No Lab, No Readings	Lab #6: 3/4
3/5	Midterm		
Module 3. Methods for Continuous Data			
Week 9			
3/10	Grid Operations 1	<u>Lab 7: Raster Functions and Overlay</u>	
		<i>UCGIS&T Body of Knowledge</i>	
3/12	Grid Operations 2	<ul style="list-style-type: none"> • Resolution • Grid Operations and Map Algebra • Neighborhoods <i>Other:</i> <ul style="list-style-type: none"> • Mulrooney, T., Mcginn, C., Branch, B., Madumere, C., & Ifediora, B. (2017). A New Raster-Based Metric to Measure Relative Food Availability in Rural Areas: A Case Study in Southeastern North Carolina. <i>Southeastern Geographer</i>, 57(2), 151–178. 	Reading Quiz #6: 3/10 Discussion #3: 3/12
Spring Recess (3/17-3/21)			
Week 10			
3/24	Overlay	<u>Lab 8: Site Suitability</u>	
		<i>UCGIS&T Body of Knowledge</i>	
3/26	Site Suitability	<ul style="list-style-type: none"> • Overlay • Cartographic Modeling • Terrain Representation <i>Other</i> <ul style="list-style-type: none"> • Sec. 6.1-6.3 (Modeling surfaces, surface geometry, and visibility) in <i>Geospatial Analysis 7th Edition, 2024</i> - de Smith, Goodchild, Longley et al. 	Reading Quiz #7: 3/24 Lab #7: 3/25

	Topic	Readings and Assignments	Deliverables/Due Dates
Module 4. Remote sensing & spatial interpolation techniques			
Week 11			
3/31	Earth observation & remote sensing	<u>Lab 9: Remote Sensing Applications</u>	
4/2	Remote Sensing Applications	<p><i>UCGIS&T Body of Knowledge</i></p> <ul style="list-style-type: none"> • Light Detection and Ranging (LiDAR) • Fundamentals of Aerial Photo Interpretation • Unmanned Aerial Systems • GIS&T and Archaeology <p><i>Other:</i></p> <ul style="list-style-type: none"> • Kim, C. (2016). Land use classification and land use change analysis using satellite images in Lombok Island, Indonesia. <i>Forest science and technology</i>, 12(4), 183-191. 	<p><i>Reading Quiz #8: 3/31</i></p> <p><i>Lab #8: 4/1</i></p> <p><i>Discussion #4: 4/2</i></p>
Week 12			
4/7	Access, Catchments, and Partitioning	<u>Lab 10: Catchments</u>	
4/9	Network and Locational Analysis	<p><i>UCGIS&T Body of Knowledge</i></p> <ul style="list-style-type: none"> • Location and Service Area Problems • Location-allocation Modeling and GIS • The Classic Transportation Problem <p><i>Other:</i></p> <ul style="list-style-type: none"> • Webster, K., Arroyo-Mora, J. P., Coomes, O. T., Takasaki, Y., & Abizaid, C. (2016). <i>A cost path and network analysis methodology to calculate distances along a complex river network in the Peruvian Amazon</i>. <i>Applied Geography</i> (Sevenoaks), 73, 13–25. 	<i>Lab #9: 4/8</i>
Week 13			
4/14	Job Hunt/Internship Discussion	<u>Lab 11: Deterministic Interpolation</u>	
4/16	Intro to Interpolation	<p><i>UCGIS&T Body of Knowledge</i></p> <ul style="list-style-type: none"> • Areal Interpolation <p><i>Other:</i></p> <ul style="list-style-type: none"> • Ch. 9 (9.1-9.3) Describing and Analyzing Fields. In O’Sullivan, D., & Unwin, D. J. (2014). <i>Geographic information analysis</i>, 2nd edition (2nd ed.). Wiley. 	<p><i>Reading Quiz #9: 4/14</i></p> <p><i>Lab #10: 4/15</i></p> <p><i>Discussion #5: 4/16</i></p>

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 14			
4/21	Deterministic Interpolation Methods	<u>Lab 12: Kriging</u>	Lab #11: 4/21
4/23	Geostatistics	<p><i>UCGIS&T Body of Knowledge</i></p> <ul style="list-style-type: none"> • Kriging Interpolation <p><i>Other:</i></p> <ul style="list-style-type: none"> • How Kriging Works, Esri: • Harman, B. I., Koseoglu, H., & Yigit, C. O. (2016). Performance evaluation of IDW, Kriging and multiquadric interpolation methods in producing noise mapping: A case study at the city of Isparta, Turkey. <i>Applied Acoustics</i>, 112, 147–157. • Gilewski, P. (2021). Impact of the grid resolution and deterministic interpolation of precipitation on rainfall-runoff modeling in a sparsely gauged mountainous catchment. <i>Water (Basel)</i>, 13(2), 230-. 	
Week 15			
4/28	Spatiotemporal big data analytics and visualization	<p><i>UCGIS&T Body of Knowledge</i></p> <ul style="list-style-type: none"> • Problems of Large Spatial Databases • An Introduction to Spatial Data Mining • Big Data Visualization • GIS and Critical Ethics 	Reading Quiz #10: 4/28 Lab #12: 4/29
4/30	Applications and Review	<p><i>Other:</i></p> <ul style="list-style-type: none"> • Li, W., Batty, M., & Goodchild, M. F. (2020). Real-time GIS for smart cities. <i>International Journal of Geographical Information Science</i>, 34(2), 311-324. 	
Final Exam	Monday, May 12 @ 2:00-4:00pm		

Statement on Academic Conduct and Support Systems

Academic Integrity

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

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

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

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

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

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

Students and Disability Accommodations:

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

Support Systems:

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

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

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

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

8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

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

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

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

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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

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

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

Non-emergency assistance or information.

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

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

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or 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.

Last Revised on 10/12/24

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