Syllabus

Units: 4

Term Day Time: Spring 2025, Wednesday, 2:00-5:50pm

Location: THH 203

Instructor: Diana Ter-Ghazaryan, PhD, GISP
Office: AHF B55K
Regular Office Hours: Wednesdays 11:00am-1:00pm
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Contact Info: spatial_support@usc.edu, 213-740-4415.

Course Scope and Purpose

The Human Security and Geospatial Intelligence Practicum is designed to provide students a hands-on problem-solving opportunity that requires them to employ knowledge and GEOINT skills to provide decision-makers an informed recommendation involving 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.

The outline that follows provides the structure and rules that should be necessary to embark on this ambitious 15-week project. For a successful project, it is important that:

- Students operate as a professional team with the support and guidance of the faculty instructor;
- All parties develop a high level of trust and spirit of collaboration;
  students and faculty are responsive to clients while conducting independent research;
- Communication between parties is professional and frequent; and students feel comfortable to make decisions, make mistakes, and learn from the experience.

Learning Outcomes

When you have completed this course, you will be able to:

- Reinforce the understanding of geospatial intelligence applications of Human Security and GEOINT as related to government, industry, and academe.

- Design and implement strategies for capturing or sourcing geospatial intelligence data and any accompanying metadata.

- Critically evaluate the potential impacts of data quality on spatial analysis and decision making to the intelligence community.

- Apply critical thinking, collaboration, and communication skills.

- Synthesize learning by preparing and presenting a project report on Geospatial Intelligence, tailored to a specific, real-world human security application.

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 401L: Geospatial Intelligence
Co-requisite(s): None
Concurrent Enrollment: None
Recommended Preparation: SSCI 301L: Maps and Spatial Reasoning

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

Academic Units and Grading

Students will work in groups but will be graded separately. It is *not* required that all students in a project receive the same grade.

At the end of the semester, students are required to complete self-evaluations and peer evaluations and submit them to their instructor by the last day of classes. The faculty instructor will consider these evaluations in assigning grades.

Grades will not be assigned until the group has submitted and the faculty instructor has approved the final report.

Student Time Commitment

Students should expect to devote, on average, 10 hours a week to the Group Project. This time includes class meeting time and field trips as appropriate for each project. Progress on Group Projects should be evenly allocated over the semester to avoid excess workload during the last few weeks.

Required Work Products

The required work products for each group include:

- A literature review and project proposal
- Proposal presentation
- Draft report
- Final report, including an executive summary
- Presentation of the final report
- Peer evaluations.

Authorship/Ownership

Each member of the group, along with the faculty instructor for that group, is an equal owner of the data collected during the project. That means that each member of the group can use the data even after the project has ended. Papers, posters, presentations, and other derivative products that arise from the data collected during the project must acknowledge every member of the group in a manner that is appropriate to the group's contribution to the derivative product.

Data Distribution

Datasets and processed datasets that may have been obtained/derived during your work may be licensed or copyrighted or confidential. You should *not* make them available to third parties without authorization from your faculty instructor, Group Project advisor, *and* the original source of data. Also, data should not be placed online unless your faculty instructor, Group Project advisor, and the owner of data have properly approved doing so.

Use of Human Subjects

Faculty and students that engage in research involving human subjects must first obtain prior approval from the Institutional Review Board (IRB). "Human Subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (i) data through intervention or interaction with the individual or (ii) identifiable private information. This means that even if you are just going to be conducting a survey, you MUST obtain IRB approval in advance. Approval is required no matter with whom you will be interacting — even your friends or family!

Technological and Communication Requirements

ArcGIS is provided on the SSI Virtual Machines; hence, you do not need to install it on your own computer.

Technological Proficiency and Hardware/Software Required

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 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://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/hilaryj-usc/the-ssi-suite-ahf-b55-student-computers. 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

Textbooks – There are two required texts for this course. Some (of the optional texts) are available online and some are available from the USC Bookstore or online outlets such as Amazon. It is best to acquire these materials quickly since you will need them from the opening day of class.

- Clark, R. 2020. *Geospatial Intelligence – Origins and Evolution.* Georgetown Washington, DC: University Press (find at: http://press.georgetown.edu/book/georgetown/geospatial-intelligence).
- NGA (National Geospatial-Intelligence Agency, Office of Geospatial-Intelligence Management). 2018. *National System for Geospatial Intelligence: Geospatial*

Intelligence (GEOINT) Basic Doctrine. Washington, DC: National Geospatial-Intelligence Agency Publication No. 1-0 (FREE download at https://www.nga.mil/ProductsServices/Pages/GEOINT-Basic-Doctrine-Publication.aspx)

The textbooks will be supplemented with course notes, videos, and a mixture of planned readings from academic journals, professional reports, and authoritative websites. The list below is a sample of some of the readings that may be used. Additional readings not in the list below may also be provided.

- 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.

- Evans, Howard, James Lange, and James Schmitz. 2015. *The Phenomenology of Intelligence-focused Remote Sensing (selected readings).* Beavercreek, OH, Riverside Research.*

- 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.

- Lowenthal, M.M. (2016) *Intelligence: From Secrets to Policy* (7th Edition). Washington, DC, CQ Press.

- NRC (National Research Council) (2007) *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management.* Washington, DC, National Academies Press.

- 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.

- United States Geospatial Intelligence Foundation (USGIF 3). 2019 (and previous years). *The State and Future of GEOINT.* USGIF, Herndon, VA, USGIF Press.

Individual and Group Requirements for the Semester-Long Group Project

Group Members

Each student is assigned to a group for the duration of the course. These groups will be selected by the faculty instructor on the basis of expressed preferences and skills of the students.

Project Advisor

The faculty instructor acts as the group advisor, and will actively monitor progress and provide technical assistance, expertise, and project evaluations. The faculty instructor also may arrange for professionals from the GEOINT community to serve as group advisors. Project leadership and management and the quality of the final product are the students' responsibilities. The advisor meets with the group each week during the project development class period. The advisor may arrange for travel and facilitate interactions with the client and help to guide the scope of the projects. The advisor may offer reactive advice, reacting to activities in the group and giving advice when asked. The advisors may also give proactive advice regarding possible productive avenues for progress or regarding deficiencies and deadlines. It is important that students understand the role of the advisors and the limited, though important, role they play in directing the project.

Stakeholders and Clients

Projects will involve stakeholders (government agencies, industry, non-profits) and clients who have a considerable interest in the project and/or the resulting data. There may be confidentiality, proprietary data, legal, intellectual property, and/or political issues that will need to be carefully addressed by the groups. Students must respect the privacy of these stakeholders in a professional manner.

Required Deliverables

Literature Review

One of the most important sections of the proposal is the background literature review. A considerable amount of the effort on the project should focus on obtaining relevant information, becoming extremely knowledgeable about the current state of knowledge related to a topic, and preparing a review of the literature as it relates to the project. The literature review should focus on peer-reviewed literature (journal articles, chapters from edited books, scholarly books) and government reports (which are often not peer-reviewed but are performed by credible scientists).

It is important that the literature review not be too narrowly focused. For example, if the group is analyzing improvements to a GEOINT technique, it will need to review literature related to that topic. In addition, if the group is going to be using scenarios as a tool for projecting future GEOINT needs, the literature search and review will also need to explore the use of this tool, even if the tool has never been used in GEOINT applications studies before.

Project Proposal

Each group prepares a proposal for the project based on the needs of the client, their skills and aptitudes, and the available data. The elements of the project proposal will be:

- Title Page
- Introduction
- Literature Review (see above)
- Research Question(s)/Project Approach
- Methods
- Deliverables and Timeline
- Management Plan (see below)
- Literature Cited

The project proposal is limited to 20 single-spaced pages. This limit does not include the title page and literature cited. Further details and revisions of the proposal format may be provided by the group advisor.

Management Plan

The Management Plan outlines a group's management structure and general plan for the form and function of their group. Ideally, the management plan will be completed within the first two weeks of the semester. Specifically, it should include:

Group structure and management: Includes a definition of the various "jobs" necessary to execute the project (e.g., publications manager, data/computing manager, project director, etc.). An organization chart is useful.

Meeting structure: How will meetings be run? Who calls meetings? Will some meetings include advisors and others not? Will minutes be taken and, if so, by whom?

Responsibilities of group members: Includes duration of positions in the case of rotating roles.

Systems to ensure deadlines are met.

Conflict resolution process: A common problem in groups is the problem of the "slacker." It is better to decide on ways to deal with a slacker before anyone becomes a slacker. The starting point for dealing with a slacker is for the group to assume all or some of the responsibility for the problem. If there is a slacker, it is likely that the group is failing in some way to motivate that individual. The group's plan should first focus on motivating the individual. Methods for dealing with this problem include peer review, division of responsibilities, documentation of slacking behavior, and even the "firing" of a person from the group (though this action would need to be taken in concert with the faculty instructor for the course).

Procedures for documenting, cataloging, and archiving information: Documents, contact information, messages, calendar, website, budget projections, and expenditures must be accessible to all Group Project members. This is an important task. If there are delays or failures, the entire project can be adversely affected.

Guidelines for interacting with advisors, clients, or consultants: What role will the advisors play? Do they want written progress reports? Do they want drafts of sections of the report? How

much time do they require for document review? How frequently will you meet with your client? How will you keep your client informed of your progress? How will you deliver your product to advisors and clients— electronically or in hardcopy?

<u>Overall expectations of group members and advisors:</u> It is strongly recommended that you discuss expectations with your advisors. It will be useful to include in the management plan the expectations of the advisor, the expectations of students with regard to advisor involvement, and the grading criteria.

Proposal Presentation

At the scheduled time, each group will present their project proposal to the class and the client. The purpose of the review is for groups to gain critical feedback regarding their project's scope, the importance of the project, the proposed plan of work, and the potential implementation implications of the results. This review process will improve the real-world nature of the problems and solutions Group Projects pursue.

The proposal presentation should be approximately 20 minutes long with time for questions afterwards. One or two students should present; it is neither necessary nor advisable for every group member to speak.

Final Report

By the end of the spring semester, students must submit a final report of their group project. The deadline for the final report is firm. The final report provides a complete discussion of the project's goals, objectives, methodologies, and accomplishments.

Students should keep in mind that it is doubtful that they will be able to complete their reports by the end of spring semester if they do not present a high-quality draft to the advisors by the time specified. Some advisors will expect drafts earlier and may require longer periods for review and comment than others. In general, students should expect that their advisors will require at least one week, but as many as two weeks, to complete a thorough review. It is likely that more than one iteration will be necessary before the advisors find the report to be acceptable. Thus, it is critical that students and advisors discuss and agree upon a realistic timeline and have consistent expectations in terms of turn-around time. The final report should not include information restated from the group's Management Plan.

The final report typically includes the following:

- Title
- Abstract (not to exceed 250 words)
- Introduction
- Methods
- Results
- Discussion
- Literature Cited

Final reports must be free of typographical, formatting, and other errors. More details on final report format may be provided.

The final report should reflect that the group has 1) the ability to clearly articulate the problem orally and in writing; 2) the ability to clearly articulate the scope of the work; and 3) the ability to clearly articulate how their work is related to larger related issue(s).

Conclusions and recommendations in the report are to be based only on 1) original interpretation and synthesis of the work of others; 2) original data and interpretations of that data; and/or 3) a combination of 1 and 2. The unsupported expression of opinion in the final report is not appropriate.

When monetary support has been provided, acknowledgement must be made to individuals and/or organizations for their support of the project. Individuals or organizations that have contributed non-monetary support in the form of time, information or useful advice, should also be acknowledged if the Group Project members and advisors agree it is warranted.

Individuals and organizations have the right to refuse being acknowledged. Prior to finalizing acknowledgements, the group must inform any person to be acknowledged of its intent to do so in the report.

Adherence to accepted rules of citation is required. Groups should use the citation format established by the Spatial Sciences Institute for its graduate programs. Only readily retrievable sources are acceptable.

Final Presentation

Groups will present their final results to those interested in the topic of Human Security and Geospatial Intelligence near the end of Spring semester. These presentations should be polished, professional, and accompanied by high-quality and error-free graphics.

Client Presentation

A presentation of the project will be scheduled at the client's convenience. Groups will work with the client to arrange the scope, length, and format of this presentation (oral, written, poster, workshop, etc.).

Self and Peer Evaluation

Each individual in the group must complete a self-evaluation and peer evaluations and submit them to the instructor by the last day of classes of the semester. Templates for these reviews will be posted to the course website.

Project Evaluation

Student performance in a Group Project is evaluated and graded based on demonstrated depth of understanding, critical thinking, interdisciplinary approach, originality, resourcefulness, professionalism, and communication skills. Specific criteria that faculty advisors will use in assigning project grades include:

- A working understanding of the published literature and facts immediately relevant to the project. A literature review should be completed as part of the project proposal.

- A critical perspective on the quality and shortcomings of prior work relevant to the project. This should include an identification of attempts to answer similar questions in other contexts.
- A working understanding of the dimensions of the spatial, regulatory, scientific, and design issues of the project and an aggressive plan for integration of these perspectives into the project.
- Originality of analysis, problem formulation, and scope of work. This should be demonstrated throughout the project.
- Formation of working relationships with stakeholders and clients outside of USC. In some cases, outside advisors will be identified when the Group Project is proposed. In other cases, the students will have to identify stakeholders, sources of information, outside consultants, and/or experts who can provide benefit to the Group Project.
- Resourcefulness. Throughout the project, students are expected to demonstrate initiative in finding information, identifying tools necessary to achieve their scope, seeking outside advisors, acquiring necessary funding, and establishing internships for themselves as appropriate.
- Punctuality. Students are expected to deliver intermediate and final products on schedule.
- Communication skills. Oral presentations and written reports should be well organized, scholarly, and well communicated.
- Participation. Students are expected to participate and actively contribute in meetings, training sessions, and events.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to successfully navigate the various deliverables in this and other courses. This table summarizes the SSCI 420L course assignments and percentage weight of the final grade:

Assignments	Points
Literature Review	15
Project Proposal	20
Management Plan	10
Proposal Presentation	5
Draft Report	10
Final Presentation/Client Presentation	10
Final Report	20

Self and Peer Evaluation	10
Total:	**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

Assignments will be submitted for grading via Brightspace using the due dates specified in the Course Schedule below.

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 time for you to take my feedback into consideration as the course progresses. Generally, this means that you can expect feedback within 1 week after a given assignment's due date.

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 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).

Course Schedule: A Weekly Breakdown

	Topic	Assignments and Readings	Deliverables/Due Dates
Week 1 1/13	**Introduction** What is Human Security and Geospatial Intelligence?	Reading: NGA Basic Doctrine; NRC Successful Response Assignment: Brainstorm GEOINT topics for final project	No deliverables
Week 2 1/20 *Monday, 1/20 is university holiday	**Semester Outlook** Human Security and Geospatial Intelligence as Collaborative Decision-making Framework Project Definition and Details	Reading: USGIF EBK (2019) Assignment: None	No deliverables
Week 3 1/27	**Client Introduction/Visit** Meet client and learn background and context for the semester-long project. Group discussion on various aspects of organizing, managing, and executing a research project.	Reading: Assignment: Scope of Work	Due: GEOINT Topics for Investigation
Week 4 2/3	**Project Overview** Discuss project overview, brainstorm required skills, and project approach(es).	Reading: Assignment: Literature Review	Due: Scope of Work
Week 5 2/10	**Project Update** Provide reports on literature review and projects; citation management; and brainstorm screening criteria.	Reading: Assignment: Management Plan	Due: Literature Review
Week 6 2/17* *Monday, 2/17 is university holiday	**Project Update** Continued	Reading: Assignment: Project Proposal and Annotated Bibliography	Due: Management Plan

	Topic	Assignments and Readings	Deliverables/Due Dates
Week 7 2/24	**Project Proposal Presentations** Present project proposal and discuss peer proposals.	Reading: Assignment: Final Presentation and Report	No deliverables
Week 8 3/3	**Project Constraints** Discuss project constraints, literature reviews, assign stakeholder advocates, define stakeholder data topics, and stakeholder participation.	Reading:	Due: Project Proposal and Annotated Bibliography
Week 9 3/10	**Client Update** Meet with client to discuss progress on design challenge project. Discuss constraint and opportunity models	Reading:	No deliverables
3/17 *3/17-3/21 is Spring Recess	None	None	No deliverables
Week 10 3/24	**Project Update** Applying Human Security and Geospatial Intelligence as Collaborative Decision-making Framework		Due: Intermediate Report
Week 11 3/31	**Project Update** Continued		No deliverables
Week 12 4/7	**Project Work Session** Students work in groups on their research project.		No deliverables
Week 13 4/14	**Presentation and Discussion of** **Draft Reports**		Due: Rough Draft Final Report

	Topic	Assignments and Readings	Deliverables/Due Dates
	Students present and discuss their draft reports.		
Week 14 4/21	**Project Work Session** Students work in groups on their research project.		Due: Peer and Self-Reviews due
Week 15 4/28 Friday, 5/2 is the last day of class	**Final Presentation/Client Presentation**		Due: Final Presentation
Final Exams 5/7-5/14	**Final Project Report**		Due: Final Report

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 Brightspace page and the SSI Student Hub on Brightspace 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.