SSCI 576, Remote Sensing Applications and Emerging Technologies

Syllabus

Units: 4

Term: Spring 2025

Day Time: Wed/Fri, 9:00-10:50am

Location: AHF 145D (Section 35707) and DEN@Dornsife (Section 35708)

Instructor: Yi Qi, PhD
Office: AHF B55J
Office Hours: Thu, 1:00-3:00pm or by appointment
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Office: LIPA B40-A
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Office: AHF B56B
Contact Info: spatial_support@usc.edu, 213-740-4415

Course Scope and Purpose

This course is a required course for the Graduate Certificate in Remote Sensing for Earth Observation (RSEO) program, and an elective course for the Master's Degree in Geographic Information Science & Technology (GIST), Master's Degree in Human Security and Geospatial Intelligence, Graduate Certificate in Geospatial Leadership, and Graduate Certificate in Geospatial Intelligence.

This course serves those who want to understand the remote sensing as a cornerstone in geospatial world. This course is appropriate to those who have no prior knowledge in this domain and want to pick up the principles, as well as those who have relevance experiences and aspire to envision the value and future of modern imagery and sensing technology. The first part of the course focuses on the foundations of remote sensing. We will explain the key components in remote sensing systems, image characteristics, and image analytic processes.

The second part of the course will explore emerging trends in which remote sensing technology provides critical geospatial information that is relevant, accurate, timely, accessible, available in appropriate and cost-effective ways. Recent developments in sensors and artificial intelligence such as imaging radar, LiDAR, hyperspectral sensors, SmallSats, unoccupied autonomous systems (UASs) and internet of things (IoT) are increasing the wealth of information for Earth observations, human securities, geospatial intelligence and more diverse applications. Consequently, numerous new GIS applications that rely on advanced remotely sensed data sources have emerged at local, regional and global scales.

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. 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.

Learning Outcomes

On completion of this course, students should be able to:
- Explain the principles of remote sensing and the technical characteristics and constraints of various remote sensing technologies.
- Generate geographical information by processing digital remotely sensed data and critically evaluate its use for human security and/or environmental applications.
- Specify and critically evaluate some of the current trend, future opportunities and threats in remote sensing.

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
Concurrent Enrollment: None
Recommended Preparation: SSCI 581: *Concepts for Spatial Thinking, or SSCI 588 Remote Sensing for GIS*

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

All course materials will be organized through Brightspace and will generally unfold on a weekly basis, with the week's material posted at the start of the week. The main theoretical concepts will be provided through course notes and assigned readings, and at times recorded video presentations. Hands-on practical exercises will use various software products accessible over the Internet. Assignments will give you an opportunity to internalize and apply the concepts

and theory learned from readings. Some assignments require student interaction; all will benefit from it.

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

Technological and Communication Requirements

All software this course will use 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.

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?month=2024-09. 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.

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/

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. 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 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.

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 that can replicate the face-to-face contact you may have experienced in traditional classrooms. Here students can provide support to each other while working on your assignments, sharing hints and helpful tips, as you would in a classroom laboratory. 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 two textbooks for this course. The first by Esri Press is required and can be purchased from online outlets such as Amazon, accessed via VitalSource.com or purchased from the USC Bookstore. The second book by Campbell is optional but recommended for those who have not taken SSCI 588 or a previous remote sensing course.

- Green, K., Congalton, R.G., and Tukman, M. 2017. *Imagery and GIS – Best Practices for Extracting Information from Imagery.* Redlands, California, Esri Press.

- Campbell, J.B. 2023. *Introduction to Remote Sensing,* 6th edition. New York, Guilford Press.

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

Supplemental Readings **–** The following book chapters and journal articles will be posted to Brightspace under Course Documents (additional articles may be added as the semester progresses):

- Belgiu, M. and Csillik, O., 2018. Sentinel-2 cropland mapping using pixel-based and object-based time-weighted dynamic time warping analysis. *Remote Sensing of Environment,* 204, 509-523.

- Blaschke, T., Hay, G.J., Kelly, M., Lang, S., Hofmann, P., Addink, E., … Tiede, D., 2014. Geographic Object-Based Image Analysis: Towards a new paradigm. *ISPRS*

Journal of Photogrammetry and Remote Sensing, 87, 180-191.

*   Benkelman, C., 2015. Ingesting, Managing, and Using UAV (Drone) Imagery in the ArcGIS Platform, Version 2. Esri draft document.

*   Boyd, D.S. and Danson, F.M., 2005. Satellite remote sensing of forest resources: Three decades of research development. *Progress in Physical Geography* 29: 1-26.

*   Burnett, C. and Blaschke, T., 2003. A multi-scale segmentation/object relationship modeling methodology for landscape analysis. *Ecological Modelling* 168: 233-249.

*   Carter, J., Schmid, K., Waters, K., Betzhold, L., Hadley, B., Mataosky, R. and Halleran, J. 2012. Lidar 101: An Introduction to Lidar Technology, Data, and Applications. National Oceanic and Atmospheric Administration (NOAA) Coastal Services Center, Charleston, South Carolina. *Charleston, SC*.

*   Clark, R.N. 1999. Spectroscopy of rocks and minerals, and principles of spectroscopy. *Manual of remote sensing*, *3*(3-58), pp.2-2.

*   Claverie, M., Ju, J., Masek, J. G., Dungan, J. L., Vermote, E. F., Roger, J.-C., Skakun, S. V., and Justice, C., 2018. The harmonized Landsat and Sentinel-2 surface reflectance data set. *Remote Sensing of Environment,* 219, 145-161.

*   Colomina, I. and Molina, P., 2014. Unmanned aerial systems for photogrammetry and remote sensing: A review. *ISPRS Journal of photogrammetry and remote sensing*, *92*, pp.79-97.

*   Deilami, K., Kamruzzaman, Md., and Liu, Y., 2018. Urban heat island effect: A systematic review of spatio-temporal factors, data, methods, and mitigation measures. *International Journal of Applied Earth Observation and Geoinformation,* 67, 30-42.

*   Frantz, D., Haß, E., Uhl, A., Stoffels, J., and Hill, J., 2018. Improvement of the Fmask algorithm for Sentinel-2 images: Separating clouds from bright surfaces based on parallax effects. *Remote Sensing of Environment,* 215, 471-481.

*   Gao, F. and Zhang, X., 2021. Mapping Crop Phenology in Near Real-Time Using Satellite Remote Sensing: Challenges and Opportunities. *Journal of Remote Sensing*, *2021*.

*   Gilliespie, T.W., Chu, J., Frankenberg, E., and Thomas, D., 2007. Assessment and prediction of natural hazards from satellite imagery. *Progress in Physical Geography* 31: 459470.

*   Hansen, Matthew C., and Thomas R. Loveland., 2012. A review of large area monitoring of land cover change using Landsat data. *Remote sensing of Environment* 122: 66-74.

Description and Assessment of Assignments

Weekly Assignments

There are several different kinds of assignments with at least one due weekly. These are described in the Weekly Folders on Brightspace. Due dates are shown in the summary that follows.

Resume Assignment – 1 worth total of 3 points. We require all current students to post and maintain a public resume, short biography and recent photo on our shared SSI Student Brightspace site. Please prepare your resume in the SSI template which will be provided to you. Unless you opt out, your resume will be included in the Spatial Sciences Institute Graduate Programs Resume Book. This resume book is compiled annually and, along with our web presence, is used to promote our programs, and more importantly, your skills, experience and professional aspirations.

R*eading Assignments - 5 worth total of 15 points* – Each student is required to complete all reading assignments for this class. The reading assignments will focus on the theory portion of the course as presented in the weekly readings. The objective of the reading is to help you evaluate and integrate the information you have acquired from the course readings. Some of these will involve discussions and collaborative work and some will be individual efforts.

Lab - 5 worth total of 40 points – These will be scheduled throughout the semester and will require you to work through various individual exercises during the weeks they are assigned. To demonstrate that you have completed all parts of the exercises, you will have specific deliverables which you will turn in as a digital output or brief text response.

Mid-Term Exam – 1 worth of a total of 10 points. The mid-term will cover material learned in the first half of the semester. It may be mixed format and may consist of multiple choice, short answer, and hands-on calculations.

Final Exam – 1 worth a total of 10 points. The final exam will cover material learned over the duration of the semester. It may be mixed format and may consist of multiple choice, short answer, and hands-on calculations.

Class Activities – 1 worth a total of 3 points. The class activities will include in-class exercises, online discussions, and various forms that promote active engagement and participation.

Final Project

The final project will provide you the opportunity to integrate learning from various aspects of the course through the practice of a more in-depth assignment. The final project will require independent thoughts and synthesis. You will choose one of the two options to craft a written document: 1) report a case study where you design and complete a full chain of analysis using remotely sensed data; 2) conduct a literature review on one topic of your interests. More detailed instruction on the final project will be discussed in the class.

Final Report - 1 worth 10 points – The final report is a professional writing of your finished research project.

Presentation - 3 worth a total of 9 points. 3 separate presentations are required to report the status of important milestones.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to successfully navigate the various deliverables in this course. The table below summarizes the SSCI 576 course assignments and their point distribution:

Assignments	Number	Points Per Assignment	Total Points
Lab	5	8	40
Reading Assignments	5	3	15
Resume Assignment	1	3	3
Final Project Written Report	1	10	10
Final Project Oral Presentations	3	3	9
Mid-Term Exam	1	10	10
Final Exam	1	10	10
Class Exercise	1	3	3
Totals	**18**		**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, all assignments must be submitted via Brightspace *by 11:59 pm Pacific Time (PT) on due dates specified in* the Course Schedule below. Your attention to on-time

assignment submission is essential if I am to meet my goal to return comments on your submitted assignments before the next one is due. Sometimes this is impossible, so I will post a notice on anticipated delays if needed.

Strict penalties apply for late assignments as follows:

- All assignments will be penalized 25% points/day 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 pm PT on the last day of classes.

Any exceptions to these turn-in assignments are only made by me in coordination with individual students. An example of an exception would be a student's illness or injury that reasonably prohibits course involvement/participation.

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 no later than two weeks after the assignment was submitted.

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

Date	Topic	Readings	Deliverables
Module 1: Principles of Optical Remote Sensing			
Week 1 1/13	**Discovering Imagery, Part I:** Introduction to Imagery and Thinking About the Possibilities.	Green 1, 2; Reuter (2012) (optional); Campbell 1, 2 (optional)	
Week 2 1/20* *Monday, 1/20 is university holiday	**Discovering Imagery, Part II:** Imagery Fundamentals and Choosing and Accessing the Right Imagery	Green 3, 4	Resume assignment (1/24)
Week 3 1/27	**Using Imagery:** Working with Imagery and Imagery Processing	Green 5, 6	Reading assignment #1 (1/31)
Module 2: Data to Information			
Week 4 2/3	**Extracting Information from Imagery, Part I:** Importance of the Classification Scheme; Linking Variation in the Imagery to Variation on the Ground; Unsupervised Classification	Green 7, 9, 10; Mishra (2017) (optional)	Lab #1 (2/7)

Week 5 2/10	**Extracting Information from Imagery, Part II:** Supervised Classification; Accuracy Assessment;	Green 12; Campbell 14 (optional)	Reading assignment #2 Oral Presentation #1 (2/14)
Week 6 2/17* *Monday, 2/17 is university holiday	**Extracting Information from Imagery, Part III:** Object-Based Classification; Change Detection	Green 11	Lab #2 (2/21)
Module 3: Multi-modal Remote Sensing			
Week 7 2/24	**LIDAR:** Processing LIDAR Image Data; Digital Elevation Models; Slope and Aspect	Green 8; Carter et. al (2012); Campbell 8 (optional)	Reading assignment #3 (2/28)
Week 8 3/3	**Microwave** SAR, InSAR, Landscape Change	Retuer (2012); Campbell 15	Lab #3 (3/7)
Week 9 3/10	**Thermal** Land surface temperature, urban heat island	Colomina and Molina (2014); Kakaes et. al (2015); Benkelman (2015)	Mid-term (3/14)
3/17 *3/17-3/21 is Spring Recess			
Week 10 3/24	**Hyperspectral** Dimensionality, vegetation traits	Reuter et. al (2012); Pasquarella et. al (2016);	Reading assignment #4 (3/28)
Module 4: Emerging Applications in Remote Sensing			
Week 11 3/31	**Drone Image Collection** UAV system and image correction	Kulbacki et. al (2018); Campbell 17 (optional)	Lab #4 Oral Presentation #2 (4/5)
Week 12 4/7	**Digital Twin and Reality Capture** Photogrammetry, indoor mapping	Clark (1999); Campbell 18; Planet (2018)	Reading assignment #5 (4/11)

Week 13 4/14	**Convergent Remote Sensing** Big data, satellite constellation	Hansen and Loveland (2011); Huang et. al (2017); Nguyen et. al (2019)	Lab #5 (4/18)
Week 14 4/21	**Geo-AI and Remote Sensing** Machine learning, deep learning	Li (2015); National Academy of Sciences (2019)	
Week 15 4/28 Friday, 5/2 is the last day of class	**Course Review**	Sharifi (1999); Gao and Zhang (2021)	Final Report Oral Presentation #3 (5/2)
Final Exams 5/7-5/14	Final Exam (5/9, 8-10am)		

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.

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.