



MUIN 430: Artist Management & Development

Units: 4

Spring 2025 – Tuesday–Time: 6:30-10:00PM

Location: Glorya Kaufman International Dance Center RM

Instructor: Amy Blackman

Office: Zoom or Phone

Office Hours: BY APPOINTMENT ONLY.

Email: amy.blackman@usc.edu

Mobile: (213) 999 - 2692

Instructor: Michael Kaminsky

Office: Zoom or Phone

Office Hours: BY APPOINTMENT ONLY.

Email: kaminskm@usc.edu

Mobile: (805) 807-1714

Please contact us via email - we will endeavor to return your email within 24 hours (excluding weekends and holidays) Most e-mail correspondence from us to the class will be sent via Brightspace, which defaults to using your USC e-mail account. Please whitelist us as emails often get flagged as spam.

IT Help:

Brightspace / IT Help: [Brightspace Student Guides](#)

Brightspace Technical Support Line: (888) 895-2812.

Brightspace Email Support: usc@d2l.com

Course Description:

Change is the only constant in the music industry, and successful artist managers are experts at navigating it. This course delves into the evolving world of artist management, equipping students with the key skills needed to be leaders in their field. Students will develop capacity in:

- **Strategic Thinking & Reasoning**
- **Leadership Communication & Influence**
- **Innovation & Ideation**
- **Critical Analysis & Creative Problem Solving**

Throughout the course, students will learn how to apply these skills to grow and lead artist organizations, tackle the complexities of the current music industry, and design effective, forward-thinking strategies. The future of the industry will be shaped by bold thinkers, and this is your opportunity to become one of them. Welcome to Artist Management 2.0—where tomorrow's leaders are made.

Learning Objectives:

By the end of this course, students will be able to:

- **Demonstrate Strategic Thinking and Reasoning in Artist Management**

Students will develop and present comprehensive strategic plans for managing an artist's career, showcasing their ability to analyze industry trends, set long-term goals, and design actionable plans that adapt to an evolving music landscape.

- **Exhibit Leadership and Influence in Guiding Artist Careers**

Students will demonstrate leadership skills by articulating a vision for an artist's career, guiding a team to execute key initiatives, and managing relationships with key stakeholders (e.g., agents, labels, sponsors) developing strategies to build consensus, manage conflicts, and ensure alignment with the artist's goals and career trajectory.

- **Apply Creative Problem-Solving, Innovation and Ideation to Address Industry Challenges**

Students will tackle real-world challenges in artist management (e.g., marketing strategies, revenue diversification, organizational challenges) by using creative problem-solving techniques to propose innovative and practical solutions.

Requirement:

A basic proficiency in the structure of the music industry, including the key entities and standard agreements is required. While we will touch on these concepts as needed, this course will focus on advancing your ability to lead in an industry that demands new ways of thinking and acting.

Prerequisite(s): MUIN 270 or MUIN 272x

Recommended Course Preparation: MUIN 410, MUIN 420, MUIN 425, MUIN360, MUIN372

Course Notes:

Course materials, assignments, due dates, documentation and grades will be posted on Brightspace at <https://brightspace.usc.edu/d2l/home>.

In-class Participation:

Participation, communication and collaboration are essential. Therefore, we want you to feel comfortable asking questions and giving us feedback on this course just as your faculty and your classmates will be providing you with feedback on your assignments and participation. If you have questions or comments, please feel free to schedule an appointment with us. See header for contact info.

Technological Proficiency and Hardware/Software Required:

All assignments must be submitted in either Microsoft PowerPoint (if it is a presentation) Microsoft Word (if it is a writing assignment) or an Adobe PDF document. Proficiency in these platforms is required for this class. Google Docs will NOT be accepted. Any assignments submitted via Google docs will receive a zero. This class requires the use of an internet enabled device to complete in-class assignments, take-home assignments and presentations.

Technology Assistance Statement:

We realize attending classes online and performing coursework remotely requires access to technology that not all students may possess. If you need resources to successfully participate in your classes, such as a laptop or

internet hotspot, you may be eligible for the University's equipment rental program. To apply, please fill out this form and our Student Basic Needs team will partner with you to evaluate your options.

Required Readings & Supplementary Materials:

Syllabus, consulting project overview, Topics 1-4, assessment criteria

Grading Components and Assessment of Assignments

- Your grade will consist of 4 components:
- Participation 15%
- Group Project 50%
- Team Leadership 15%
- Individual Assignments 25%

Details below:

Component 1: Participation - 15%

As a record of active participation, you are expected to positively engage with the instructors, the class and guests by asking questions and contributing to discussions in-class. If you are not in attendance, you are not able to participate. Class Attendance is taken each day. Furthermore, we may require the completion of in-class work products individually or in teams. In-class work may be assigned at any point during the class; students who miss the assignment due to arriving late or leaving early (15 min.), or not arriving at all, will not have an opportunity to make up the work. See Attendance Policy below.

Component 2: Team Project: 50%

There will be a semester-long team project worth 50% of your grade. All team members will receive the same grade. The project consists of two 8-minute presentations, one for the mid-term and one for the final (25% each). Both will be presented live in front of the class and special guests.

The first presentation (mid-term) will be 8 minutes and consist of topics one and two listed below. The second (final) will be a 16-minute presentation, which includes a recap of the first two topics plus topics three and four.

*Note: The presentation dates are mandatory and cannot be made up. Below is a top-level overview of the topics and assignments. You will receive detailed instructions for each of the four topic assignments.

Topics for Team Project

Topic 1: Articulate Brand, Vision & Create Culture/ Enhance Leadership Communication & Influence Team Project Assignment for mid-term presentation:

Brand and Vision Articulation: Students will clearly articulate an artist's brand position, long-term vision, forge an organizational culture, create action steps to build trust and confidence with their artist, and ensure consensus across all team members and stakeholders (agents, lawyers, business managers)

Topic 2:

Develop and Apply Strategic Thinking in Artist Management

Team Project Assignment for mid-term presentation:

Strategic Plan Creation: Students will create a comprehensive strategic plan for an artist's career, incorporating target market, growth strategies, and success objectives.

Market & Trend Analysis: Students will conduct a detailed analysis of current market trends, competitive landscape, and consumer behavior to inform their artist management strategies.

Topic 3:

Utilize Critical Analysis and Complex Problem-Solving Skills

Team project assignment for final presentation:

Critical analysis: Students will identify a real-world challenge their artist is currently contending with.

This could involve issues like dependence on streaming income, lack of live performance opportunities, market positioning or branding issues, audience engagement in a saturated digital space.

Topic 4:

Foster Innovation in Artist Development

Team project assignment for final presentation:

Creative Campaign Design: Students will design a creative marketing campaign for an artist, incorporating innovative techniques like new avenues for content distribution, partnerships and community collaborations, and social strategies.

Component 3: Individual Essays - 20%

There are three individual essays, each worth 5% of your grade, making up a total of 20%. The essays will correspond to the four topics in the team project. They help ensure you demonstrate individual proficiency in each topic. Detailed instructions for each essay will be provided.

Essay Topics:

Individual Assignment - short essay – 6.6%

TOPIC 2: Develop and Apply Strategic Thinking in Artist Management

SWOT Analysis: Students will apply SWOT analysis to identify an artist's strengths, weaknesses, opportunities, and threats, and use this insight to shape their artist's strategic direction.

Individual Assignment - short essay – 6.6%

TOPIC 3: Utilize Critical Analysis and Complex Problem-Solving Skills

Problem-Solving Case Study: Students will analyze a case study of a real-world artist facing significant obstacles and propose a comprehensive, creative solution to overcome these challenges.

Individual Assignment - short essay – 6.6%

TOPIC 4: Foster Innovation in Artist Development

Business Model Exploration: Students will analyze and propose new business models (e.g., direct-to-fan platforms, brand collaborations, livestreaming) that could enhance an artist's revenue and fan engagement.

Component 4: Team Leadership - 15%

Each week, project teams will select a leader. The leader's job is to manage team schedules and communication and submit a brief progress report to the faculty and share it with the class. The report includes key findings, accomplishments, plans for the next week, and team member assignments. As the assignments progress, the team leader will also submit presentation outlines. Each student will have at least 1 opportunity to be the team leader during the semester. A report template will be provided.

Grading Breakdown:

Assignment	% of Grade
In-Class Activities / Participation	15%
Group Project - 7.5-minute mid-term Presentation: 2 topics	25%
Individual Essays (Three Essays, 6.6% ea)	20%
Team Leadership (Written and in-class reports)	15%
Final Project – 15-minute final presentation: two topics from mid-term plus two additional, total of four topics	25%
TOTAL	100%

Grading Scale (final course grade):

A = 100-94; A- = 93-90

B+ = 89-87; B = 83-86; B- = 80-82

C+ = 79-77; C = 73-76; C- = 70-72

D+ = 69-67; D = 63-66; D- = 60-62

F = 59 or below

Assignment Submission Policy:

In class activities/ group presentations: In-class activities / group presentations must be taken or attended during the scheduled days and times and may not be made up at an earlier or later date.

All assignments must be submitted in either Microsoft PowerPoint (if it is a presentation) Microsoft Word (if it is a writing assignment) or an Adobe PDF document. Proficiency in these platforms is required for this class. Google Docs will NOT be accepted. Any assignments submitted via Google docs will receive a zero.

MLA Formatting: All in-class assignments will be submitted per MLA style guidelines, which shall include, but not be limited to, in- text parenthetical citations, page numbering, double-spacing, with one (1) inch margins and 12 pt. Times New Roman font, a title/cover page and a properly formatted works cited. The USC Libraries has created a valuable [MLA citation guide](#) to familiarize you with the MLA format.

Late Assignments: Due dates for every assignment are provided on the course syllabus, assignment description, and posted in Brightspace. Assignments are due by the stated due date and time, except in the case of a verifiable emergency (subject to instructor/department approval, documented proof, and applicable USC policies.) Technology / Brightspace issues, personal plans, employment, minor illnesses, weekenders,

music festivals and vacation plans are not considered verifiable emergencies. Take care when making your plans. If you are experiencing “technical” problems submitting an assignment, please send your assignment as an attachment directly to email - amy.blackman@usc.edu

Day, Date & Time:

All assignment due days, dates and times will be based on Pacific Time. Unless otherwise stated or amended, all Brightspace Journal Posts, Asynchronous assignments, Quizzes, Exams, Term/Research Papers, and Presentations will be due on the day listed in the syllabus and assignment description by 11:55pm – Pacific Time.

Grading Timeline:

We will endeavor to have all individual assignments graded and returned within two weeks of submission. Additionally, your presentation/group project will be graded within two weeks of class presentation date.

In-Class Use of Technology Policy

Students are required to bring an internet-enabled device with browser and Brightspace capabilities, such as a cell phone or a laptop to class. We are all adults joining in the class environment for the purpose of learning. It will be the policy that use of electronic devices while in session will be limited to in-class assignments (FYI team calls, etc).

Note taking needs to be done with analogue notebook and pen.

Personal emailing, text messaging, web browsing, Instagramming, Facebooking, Tiktoking, Snapchatting, video gaming and phone calls are not permitted during class under any circumstances.

Food and Drink Permitted with the following requirements:

We understand it is dinner hour- we encourage you to bring something healthy to eat so that you can stay present and focused throughout class. Out of respect for our shared space, be mindful of food with strong odors- use common sense.

All food and drink must be transported and packaged in a quiet and courteous manner (no loud plastic wrapping or paper bags allowed).

Wipe down your desk, be mindful of the floor around your chair and throw away all trash.

If these policies are not adhered to after week 2 of class, they will be re-assessed and or suspended.

Classroom Norms:

Inappropriate behavior also includes having distracting discussions beyond the context of our activities. In the event you are asked to leave class for any such reason you must make an appointment with the program chair to discuss the matter before you will be readmitted to class.

Actual positive participation in class is the goal.

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or constructively criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.

- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

Attendance Policy and Participation Grade impact:

This course is being offered in an in-person modality ONLY. Attendance will be taken each day. We do like to know in advance if you are not able to attend class; however, it is not mandatory to notify us of an absence. Regardless, if you provide advance notice or not, we allow you to miss up to, and including two (2) classes for your own personal reasons, including illness and medical appointments, etc., before point deductions are taken from your participation score (except for mandatory presentation days, March 11 and May 13). Remember if you are not present, you cannot participate. This policy allows you to monitor your own time as an adult. Therefore, we do not need doctor's notes, travel receipts, etc. to prove why you were out.

However, beginning with your third (3rd) absence, your Participation grade will be reduced by twenty (25) points, and your fourth (4th) absence, your Participation grade will be reduced by fifty (50) points and so on until you miss (5) or more classes at which point your Participation grade will equal zero (0).

Additionally, there are a few dates that attendance is mandatory- presentation(s), etc. Please make a note of them again. (mandatory presentation days, March 11 and April 29). If you find yourself in a long-term medical condition, please let us know, or notify one of the campus support systems identified at the end of this syllabus. We will work with various campus support organizations to determine if you should remain or withdraw from the course.

Please be attentive to this class attendance policy and stay home when you are feeling ill, or have a fever. You can receive notes or lecture information from your fellow colleagues, as **lectures will not be recorded, slides will not be provided.**

Zoom Etiquette:

If the university should require our class to be taught virtually, we will utilize Zoom. If we utilize zoom, we will expect you to adhere to USC's netiquette guide. "Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. We will post our netiquette guide once virtual learning has been required.

Statement on Academic Conduct

Academic Integrity:

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

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

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

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university 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 instructors if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution. MUNI 425 Fall 2024 Syllabus Page 7

Use of AI Generators:

In this course, we encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

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 Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook)

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. 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 had been distributed to students or in any way had 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).

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

Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.

Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.

Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, or in the course.

Course evaluation

Student feedback is **critical** to the success and continuous improvement of this course. You are **expected** to provide honest, thoughtful, and constructive comments on the official USC course evaluation survey at the end of the semester. Your input is not only valued, but it will directly influence how the course is shaped and delivered in the future.

Course Schedule: A Weekly Breakdown:

Instructors reserves the right to revise these specific dates/topics at any time in order to meet the greater class priorities, as the course progresses:

Week #	Day/Date	Topics/Activities	Readings/Preparation	Deliverables
			<i>Due by the following week's class unless noted as in-class</i>	<i>Due by the following week's class unless noted as in-class</i>
1	Tue – Jan. 14 th Amy/Mike	Lecture (Amy): The Four C's of 21st Century Skills Syllabus review, class introduction, semester project review	Read in-class- syllabus	In-class: Download the FYI.ai app, set up profile
2	Tue – Jan 21 st Amy/Mike	Deep dive into semester project, Topics, FYI onboarding (in class demo), project team assignments, artist assignments, Q & A	Read by Jan 28: consulting project overview/Topic 1	In-class: Create team leader schedule for semester
3	Tue – Jan 28 th Mike/Amy	Mike: Artist Manager Relationships- The Foundations (Artists come in)	Read by Feb 4: Topic 1 Do: First topic project work	<u>Due Feb 4: Team leader to submit and present in class:</u> Topic 1 project update-progress report, initial findings, plan for next week
4	Tue – Feb 4 th Amy/Mike	Lecture Topic 1: Culture eats strategy for Breakfast- leadership and culture building based in Consensus, Coalitions, Confidence	Read by Feb 11: Topic 2 Do: First topic team project work	<u>Due Feb 11: Team leader to submit and present in class:</u> Topic 1 project update-progress report, initial findings, plan for next week
5	Tue – Feb 11 th Amy/Mike	Lecture Topic 2: Strategically led and creatively driven, not the other way around. Everything you need know about strategic thinking and planning	Read by Feb 18 - Review Topic 2 Do: Second topic team project work	<u>Due Feb 18: Team leader to submit and present in class:</u> Topic 2 project update-progress report, initial findings, plan for next week PLUS Topic 1 presentation outline <u>Due Feb 18 Individual:</u> Short Essay, 1 page <i>Develop and Apply Strategic Thinking in Artist Management</i> SWOT Analysis: Students will apply SWOT analysis to identify an artist's strengths, weaknesses, opportunities, and threats, and use this insight to shape their artist's strategic direction.

Week #	Day/Date	Topics/Activities	Readings/Preparation	Deliverables
			<i>Due by the following week's class unless noted as in-class</i>	<i>Due by the following week's class unless noted as in-class</i>
6	Tue – Feb 18 th Mike/Amy		Do: Second topic team project work	Due Feb 25th: Team Leader to submit one page summary of team's findings for Topics 1 and 2 week PLUS Topic 2 presentation outline
7	Tue – Feb 25 th Amy/Mike	Lecture: Synthesis: creativity + strategy + leadership = winning	Do: In class Topics 1 and 2 team project work	Due March 4th: Team leader to present and submit slide wireframe and outline for presentation
8	Tue – Mar 4 th Amy/Mike	Presentation Workshop	Learn your script	Due March 11th: All team to update and finalize presentation for mid-term
9	Tue – Mar 11 th Amy/Mike	Presentations	Due Date March 25: AFTER BREAK Read Topic 3	** March 25 (after break): <u>Team leader to submit and present in class:</u> Topic 3 project update - progress report, initial findings, plan for next week
10	Tue – Mar 18 th	SPRING BREAK		
11	Tue – Mar 25 th Amy/Mike	Lecture Topic 3: "Challenge Challengers"- critical thinking and problem solving	Due Date April 1: Re-read Topic 3	Due April 1: Team leader to <u>submit and present in class:</u> Topic 3 project update- progress report, initial findings, plan for next week Due April 1 Individual short essay 1 page Utilize Critical Analysis and Complex Problem-Solving Skills Problem-Solving Case Study: Students will analyze a case study of a real-world artist facing significant obstacles and propose a comprehensive, creative solution to overcome these challenges
12	Tue – April 1 st Mike/Amy		Due Date April 8: Read Topic 4 Do: Topic 4 project work	Due April 8: Team leader to <u>submit and present in class:</u> Topic 4 project update- progress report, initial findings, plan for next week

Week #	Day/Date	Topics/Activities	Readings/Preparation	Deliverables
			<i>Due by the following week's class unless noted as in-class</i>	<i>Due by the following week's class unless noted as in-class</i>
13	Tue – April 8th Amy/Mike	Lecture Topic 4: Money and Magic- Where Business Strategy and Creative Strategy meet	Read by April 15: Re-Read Topic 4 Do: Topic 4 project work	Due April 15: Team leader to <u>submit and present in class:</u> Topic 4 project update-progress report, initial findings, plan for next week Due April 15 Individual short essay 1 page <i>Foster Innovation in Artist Development</i> Business Model Exploration: Students will analyze and propose new business models (e.g., direct-to-fan platforms, brand collaborations, livestreaming) that could enhance an artist's revenue and fan engagement.
14	Tue – Apr 15 th Mike/Amy		Do: Topics 3 and 4 project work	Due April 22: Team Leader to present and submit slide wireframe and outline for presentation
15	Tue – Apr 22 nd Amy/Mike	Presentation Practice	Learn your script	Due April 29th: All Team update and finalize presentation for Final
16	Tue – Apr 29 th Amy/Mike	Presentations Artists, FYI team and Julie Pilat in class		Bring your best self!

Statement on University Academic and Support Systems

Students and Disability Accommodations:

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

Student Financial Aid and Satisfactory Academic Progress:

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

Support Systems:

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

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

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

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

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

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

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

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

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

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

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

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

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

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

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

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

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

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

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

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

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

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.