



PPD361: Sustainable Communities, Policy & Planning

Units: 4.0

Spring 2025. Fridays 9:00am-12:20pm

Location: VPD 112

Instructor: Heather Repenning

Office Hours: By appointment immediately after class; virtual meetings available at other times.

Contact Info: repennin@usc.edu; m: (323) 373-7881. I will respond to emails within 48 hours.

Course Description

This course provides a foundation for understanding, assessing and practicing the fundamentals of creating sustainable communities through policy and planning. We will study concrete examples of how this work is unfolding at the city and subnational level- with an emphasis on Los Angeles and California- and we will undertake experiential learning through projects on and near our campus.

We will begin the course by looking at the history and evolution of environmental policy in the U.S. We will spend the following weeks discussing the foundational elements of sustainability- including water, parks and green space, waste and recycling, transportation, housing and economic/workforce policy. In the second half of the course, we will study climate change, climate action planning, ESG, decarbonization, resilience and adaptation. The questions of equity and environmental justice will be central to how we understand and discuss each of these topics.

This course is by nature interdisciplinary- students will read selections from books, news stories on current events (e.g. readings from the *LA Times* Climate Section), and policy documents. As social scientists, we will also work with data as a means to understand problems and forecast and assess policy outcomes.

Because this course is also intended to teach sustainability as a practice, students will work in groups on an experiential learning project in partnership with the USC Office of Sustainability and the USC Dornsife Public Exchange. In addition, classes will include several guest speakers who are experts and practitioners, and we will continually reflect on sustainability and climate as evolving fields offering many pathways for careers and personal or community involvement.

Learning Objectives

- Understand and define the foundations and features of a sustainable community
- Discuss literature that examines public policy and planning strategies to address various environmental challenges and increase sustainability in communities
- Apply the theoretical foundations, literature, and statistical knowledge to real-life examples of sustainable community policies
- Evaluate a recently proposed environmental or climate policy using the foundations established in the class; or, propose a new policy aimed at solving a problem faced by specific communities and advancing sustainable or environmentally just outcomes
- Participate in a team project that will have students understanding, participating in, and evaluating Sustainability efforts on and around the USC community.

There are no prerequisites for this course and no required textbook. All required readings will be posted and/or online links will be provided. Please come to class having completed all of your reading. In class quizzes on the reading will be part of your participation grade.

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.

Technological Proficiency and Hardware/Software Required

Laptops with an internet connection and access to Blackboard are required for this course. To ensure digital equity, students may access the [USC Computing Center Laptop Loaner Program](#). Please also be aware of USC Technology Support: [Zoom information for students](#), [Brightspace help for students](#), [Software available to USC Campus](#).

Required Readings and Supplementary Materials

All required readings are due to be read *in advance* of the week they are listed for. Please complete all readings assigned and be prepared to discuss them both via discussion boards and in class. Please note that required reading assignments are subject to change.

Description and Assessment of Assignments

There are two main assignments for this course. One of the assignments will ask students to work in small teams on an experiential learning project developed in partnership with the USC Office of Sustainability or the USC Dornsife Public Exchange. For these projects, students will do hands-on work on one of five topics proposed by community partners and produce a project together that they will present at the end of the term. Students will be evaluated by their work on these projects both in terms of their participation as individuals (and as defined in a work plan), and on the strength of the team's work. This assignment will require ongoing work over the spring term (both in class and outside of class) and will count for 25% of your grade.

For the second assignment, students will be assigned a date when they will make a presentation on a topic being discussed in class and help lead that week's discussion. The presentation will consist of 5-7 slides/5-10 mins length with questions to help support the class discussion. This assignment will count for 15% of your grade.

Participation

A percentage of your grade (15%) will be based on participation- including participating in class discussions and digital discussion board, and coming prepared to class. Please be in class! And complete all reading assignments and come to class prepared. Students may be asked to complete occasional pop-up quizzes based on readings.

Exams

20% of your grade will be based on the midterm exam, and 25% will be based on the final exam.

Grading Breakdown

Table 1 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Participation	15	15%
Student Presentation & Discussion Lead	15	15%
Group Project	25	25%
Mid-Term Exam	20	20%
Final Exam	25	25%
TOTAL	100	100%

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Attendance

In person class attendance is required, and unexcused non-attendance may negatively impact your grade. For excused absences, including student athletes with approved Travel Request letters and students who give advance notice of religious observations, alternative course work including written assignments may be given.

Classroom norms

Our classroom will be an inclusive space for learning and discussion. Please be alert and involved, and avoid any behaviors that may be perceived as disrespectful to others, or that may disrupt the learning and discussion process. We will develop a community agreement together in our first class.

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](#).

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

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](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. 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).

Course Evaluations

Course evaluations occur at the end of the semester university-wide.

Course Schedule

Jan 17

Week 1: Defining Sustainability: the Global and the Local

- Introductions
 - Overview of the Course, Expectations, Assignments and Grading
 - Review of Syllabus

- Draft Community Agreement
- Take Student Survey
- Review student assignments. Show examples of successful assignments.
- Defining our terms
 - Environmentalism, Sustainability, Climate Action and Climate Resilience
 - The Political nature of Sustainability/Climate Policy
 - Global, Subnational and Local Policy

Readings:

“The Three Epochs of the Environmental Movement,” Daniel A. Mazmanian and Michael E. Kraft. *Toward Sustainable Communities: Transitions and Transformations in Environmental Policy*. 2009 Massachusetts Institute of Technology. pages 3-32.

United Nations Sustainable Development Goals: <https://sdgs.un.org>

UN SDGs 2024 Progress Report

<https://unstats.un.org/sdgs/files/report/2024/SG-SDG-Progress-Report-2024-advanced-unedited-version.pdf>

LA’s Green New Deal (2019): <https://plan.mayor.lacity.gov/>

Jan 24

Week 2: Brief History of Environmental Policy in the US & Introduction to Water

- Roots of Environmental Movement & Clean Water Act
- Introducing Environmental Justice
- Discuss results of Student Survey
- California’s Water Systems: Imported vs Local Water

GUEST SPEAKER: Juan Diaz Carreras

Readings:

Silent Spring (Excerpt), Rachel Carson.

<https://www.newyorker.com/magazine/1962/06/16/silent-spring-part-1>

CBS Documentary <https://www.youtube.com/watch?v=kVxMuQgRuzs> (watch first 10 mins)

“The Discovery of Climate Change,” Michael Oppenheimer. *The Climate Book*, Thunberg.

“History of DDT ocean dumping off L.A. coast even worse than expected, EPA finds.” *LA Times*, Aug 8, 2022.

<https://www.latimes.com/environment/story/2022-08-04/ddt-ocean-dumping-in-l-a-even-worse-than-expected>

Why Are Families in Boyle Heights and Southeast L.A. Still Being Poisoned by Lead? Battery Recycling Plant Leaves Behind ‘a Chernobyl-Level Event’, *LA Taco*, Sept 23, 2019.

<https://lataco.com/exide-boyle-heights-and-southeast-l-a-chernobyl-level-event>

California Water Plan (Draft for Public Review). Sept 2023. Read Executive Summary and Chapter 1.

<https://water.ca.gov/-/media/DWR-Website/Web-Pages/Programs/California-Water-Plan/Docs/Update2023/PRD/California-Water-Plan-Update-2023-Public-Review-Draft.pdf>

Jan 31

Week 3: Water (Part 2)

- Water Recycling
- Water Conservation
- Stormwater
- Green Infrastructure
- Water Infrastructure and Disadvantaged communities

Readings:

Perilous Bounty: the Looming Collapse of American Farming and how we can Prevent it. Tom Phipott, 2020. Chapter 1: “High and Dry.”

The Dreamt Land: Chasing Water and Dust Across California. Mark Arax, 2019. Chapter 2: “Agrarian Revolt.”

Brown Acres: An Intimate History of the Los Angeles Sewers. Anna Sklar, 2008. Chapter 11: The Clean Water Battle. Anna Sklar

“California prepares to transform sewage into pure drinking water under new rules,” *LA Times*, Dec 17, 2023
<https://www.latimes.com/environment/story/2023-12-17/california-sewage-potable-reuse>

“Finding a new path for water conservation,” Peter Gleick. *LA Times*, June 12, 2023.

<https://www.latimes.com/opinion/story/2023-06-12/water-conservation-industrial-use-dams>

Feb 7

Week 4: Introducing Experiential Learning Group Projects

Class will take place this week at the USC Sustainability Hub.

- Introducing Project Partners from Office of Sustainability & Dornsife Public Exchange
- Break into groups and develop Workplans

Readings:

Please take the Student Sustainability Training: <https://sustainability.usc.edu/student-sustainability-training/>
(created by USC Office of Sustainability. approx 45 mins long)

<https://portal.safecleanwaterla.org/scw-reporting/map> (Explore portal)

Feb 14

Week 5: Parks and Urban Greening

- Parks in the context of urban planning
- Benefits of parks and open space
- Benefits of urban forest
- Disparities in urban canopy coverage and heat island effect

GUEST SPEAKER

Readings:

“The Uses of Neighborhood Parks,” *The Death and Life of Great American Cities*, Jane Jacobs. 1961. pp 89-111

Madrid Rio Project: https://www.youtube.com/watch?v=aOgo4o_afnU

The Power of Parks to Promote Health, Trust for Public Land Report.

<https://www.tpl.org/wp-content/uploads/2023/05/The-Power-of-Parks-to-Promote-Health-A-Trust-for-Public-Land-Special-Report.pdf>

“How LA’s urban tree canopy reveals hidden inequalities.” *National Geographic*,

<https://www.nationalgeographic.com/magazine/graphics/how-los-angeles-tree-canopy-reveals-hidden-inequalities-feature>

USC Urban Trees Initiative <https://publicexchange.usc.edu/urban-trees-initiative/>

Feb 21

Week 6: Sanitation, Waste and Recycling

- Sanitation and Public Health
- Landfills and Environmental Impact of Waste
- Recycling Markets
- Food Waste & Methane Emissions
- Composting and Food Recovery

Time in Class to Work on Group Projects

Readings:

“He cleaned the Streets and Left the Presidency to Others,” *New York Times*, Oct 1, 2009.

<https://archive.nytimes.com/cityroom.blogs.nytimes.com/2009/10/01/he-cleaned-the-streets-and-left-the-presidency-to-others/>

“Your trash is emitting methane in the landfill.” *NPR*, July 3, 2021.

<https://www.npr.org/2021/07/13/1012218119/epa-struggles-to-track-methane-from-landfills-heres-why-it-matters-for-the-climate>

“China tried to keep foreign rubbish out,” *The Economist*. Aug 3, 2017.

<https://www.economist.com/china/2017/08/03/china-tries-to-keep-foreign-rubbish-out>

EPA Wasted Food Scale: <https://www.epa.gov/sustainable-management-food/wasted-food-scale>

“Is California’s Waste Recycling a Failure?,” *Calmatters*.

<https://calmatters.org/newsletters/whatmatters/2023/05/california-recycling-organic-waste/>

“How South Korea’s Composting System Became a Model for the World,” *LA Times*. Aug 4, 2023.

<https://www.latimes.com/world-nation/story/2023-08-24/how-south-koreans-composting-system-became-a-model-for-the-world>

Feb 28

Week 7: Housing and Land Use

- Housing affordability & homelessness
- Inclusionary zoning & anti-displacement strategies
- Renting vs. Homeownership as Public Policy

Guest Speaker

Readings:

Excerpt from *A Paradise of Small Houses: The Evolution, Devolution, and Potential Rebirth of Urban Housing*, Chapter 7: The Los Angeles Dingbat. Max Podemski.

Daniel Flaming, Patrick Burns, and Jane Carlen (2018). “Escape Routes: Meta Analysis of Homelessness in Los Angeles County”, *Economic Roundtable*. Executive Summary: pages 9-18.

“Opinion: California housing and the environment are often at odds. They don’t have to be.” Liz O’Donoghue and Melissa Breach. *LA Times*. March 23, 2023.

<https://www.latimes.com/opinion/story/2023-03-23/california-housing-climate-environment-legislation>

“A Home for Every Californian.” 2022 Statewide Housing Plan. California Dept of Housing and Community Development. <https://storymaps.arcgis.com/stories/94729ab1648d43b1811c1698a748c136>

March 7

Week 8: Transportation

- Public Transit
- Highways
- Electric vehicles
- Active Transportation
- Vehicle Miles Traveled

Time in Class to Work on Group Projects

Readings:

UC-ITS, “Driving California’s Transportation Emissions to Zero”, 18 pages. SCAG, “Connect SoCal - The 2020-2045 Regional Transportation Plan / Sustainable Communities Strategy”,

https://scag.ca.gov/sites/main/files/file-attachments/0903fconnectsocial-plan_0.pdf?1606001176, pages 1-10; 46-53

Dan Burden and Peter Lagerwey, "Road Diets - Fixing the Big Roads",
https://nacto.org/docs/usdg/road_diets_fixing_big_roads_burden.pdf, pages 1-4

"Can Removing Highways Fix America's Cities?" *New York Times*, May 21, 2021.
<https://www.nytimes.com/interactive/2021/05/27/climate/us-cities-highway-removal.html>

"Closing the Climate Investment Gap: California Must Prioritize Climate Smart Transportation Projects,"
NRDC Report. Oct 2023
<https://www.nrdc.org/sites/default/files/2023-09/ca-transportation-investment-report.pdf>

"Top 10 Cities with the Best Public Transportation."
<https://www.weforum.org/agenda/2022/12/top-10-cities-with-best-public-transport/>

VIDEO: "The Buses of Bogota." *New York Times*. <https://www.youtube.com/watch?v=cU6ImWY4IBc>

March 14

Midterm Exam (in class)

March 21

Week 10: Spring Recess (No class)

March 28

Week 11: Energy

- Renewable Energy
- Energy Efficiency
- Alternative Fuels
- Building Decarbonization

Guest Speaker: Nicholas Cain

Readings:

United Nations. "Renewable energy – powering a safer future."
<https://www.un.org/en/climatechange/raising-ambition/renewable-energy>

The Grid: The Fraying Wires Between Americans and Our Energy. Chapter 1 - The Way of the Wind. pages 1-24. Gretchen Bakke. 2017. http://bakkeconsolidated.org/things/the_Grid.pdf

COP28: Tracking the Energy Outcomes. International Energy Agency (IEA).
<https://www.iea.org/topics/cop28-tracking-the-energy-outcomes>

U.S. Energy Information Administration (eia). *Annual Energy Outlook*. 2023.

<https://www.eia.gov/outlooks/aeo/narrative/>

Lori Bird. "State of the US Clean Energy Transition: Recent Progress, and What Comes Next." World Resources Institute. 2024. <https://www.wri.org/insights/clean-energy-progress-united-states>

Isabel Hilton. "How China Became the World's Leader on Renewable Energy." *Yale Environment 360*. 2024. <https://e360.yale.edu/features/china-renewable-energy>

April 4

Week 12: Air Quality

- History of Air Quality Regulation
- Causes of Air Pollution
- Public Health Impacts
- Air Quality Regulators: EPA, CARB, and AQMD
- Cap and Trade

Time in Class to Work on Group Projects

Readings:

"Los Angeles' Clean Air Saga— Spanning the Three Epochs," Daniel A. Mazmanian. *Sustainable Communities: Transitions and Transformations in Environmental Policy*. 2009 Massachusetts Institute of Technology. pages 89-113/

Selections from *The Climate Book* (Thunberg): "Health and Climate," Tedros Adhanom Ghebreyesus; "Heat and Illness," Ana M Vicedo-Cabrera; "Air Pollution," Drew Shindell.

Video Interview: Robert Bullard: How Environmental Racism Shapes the US. *PBS*. March 3, 2020.

<https://www.pbs.org/wnet/amanpour-and-company/video/robert-bullard-how-environmental-racism-shapes-the-us/>

April 11

Week 13: Climate Action Planning & ESG

- Global Emissions Goals and Progress
- California Emissions Inventory and Goals

Guest Speaker

Readings:

Bill Gates. *How to Avoid a Climate Disaster*. 2022. Chapter 1 - Why Zero? pages 18-36.

CARB 2022 Scoping Plan: <https://ww2.arb.ca.gov/sites/default/files/2023-04/2022-sp.pdf>

Read Executive Summary and Chapter 1: Introduction

IPCC Climate Change 2023 Synthesis Report

Read Summary for Policymakers

https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf

AB 32, the California Global Warming Solutions Act of 2006, "Summary Overview",

<http://www.arb.ca.gov/cc/ab32/ab32.htm>, 7 pages

"Cap and Trade Is Supposed to Solve Climate Change, but Oil and Gas Company Emissions Are Up," 12 pages

<https://www.propublica.org/article/cap-and-trade-is-supposed-to-solve-climate-change-but-oil-and-gas-company-emissions-are-up>

April 18

Week 14: Climate Change Resilience and Adaptation

- Community Vulnerabilities
- Building Resilience
- Nature Based and Indigenous Solutions

Time in Class to Work on Group Projects

Readings:

Alexandra Witze, "Racism is magnifying the deadly impact of rising city heat." *Nature*. July 14, 2021.

<https://www.nature.com/articles/d41586-021-01881-4>

Architectural Digest, "Most Climate Resilient Cities"

<https://www.architecturaldigest.com/reviews/solar/most-climate-resilient-cities#:~:text=Denver%2C%20CO%20is%20the%20most,clean%20energy%20such%20as%20solar.>

"How Medellin is Beating the Heat with Green Corridors," *BBC*, Sept 22 2023

<https://www.bbc.com/future/article/20230922-how-medellin-is-beating-the-heat-with-green-corridors#>

"A Tropical Storm Came to the Desert and Migrants Faced a New Danger." *LA Times*, Aug 20 2023.

<https://www.latimes.com/california/story/2023-08-20/storm-sidebar>

"Latinos have been raising the flag on Climate Change. Now it's Time to Listen." *LA Times*, Nov 3, 2023.

<https://www.latimes.com/delos/story/2023-11-03/climate-change-latinos>

"Changing Climate and the Maya." *National Geographic*.

<https://education.nationalgeographic.org/resource/changing-climate-and-maya/>

Broken Land: Climate Change and Migration in Guatemala, *Revista: Harvard Review of Latin America*.

<https://revista.drclas.harvard.edu/brokenland/>

"What Exactly are Nature Based Solutions?" World Research Institute, Dec 4, 2023.

<https://www.wri.org/insights/what-exactly-are-nature-based-solutions>

"Mending our Relationship with the Earth," Robin Wall Kimmerer. *The Climate Book*, Thunberg.

“How Native Tribes are Taking the lead on Planning for Climate Change,”

<https://e360.yale.edu/features/how-native-tribes-are-taking-the-lead-on-planning-for-climate-change>

April 25

Week 15: Sustainability & Climate- Jobs and the Economy

- Features of a Sustainable economy
- Intro to labor policy
- Economic Impacts of environmental policies
- Green jobs & just transition

Readings:

“Putting California on the High Road: A Jobs and Climate Action Plan for 2020,” Carol Zabin. June 2020.

Read Executive Summary:

<https://laborcenter.berkeley.edu/wp-content/uploads/2020/08/Executive-Summary-Putting-California-on-the-High-Road.pdf>

Selections from *The Climate Book* (Thunberg): “A Just Transition,” Naomi Klein. “What does Equity Mean to you?,” Nicki Becker, Disha Ravi, Hilda Flavia Nakabuye, Laura Veronica Munoz, Ina Maria Shikongo, Ayisha Siddiq, Mitzi Jonelle Tan. “Women and the Climate Crisis,” Wanjira Mathai. “Decarbonization Requires Redistribution,” Lucas Chancel and Thomas Piketty. “Climate Reparations,” Olufemi O.Taiwo.

May 2

Week 16: Experiential Learning Project Presentations

- Teams to Present on their Completed Projects
- Review of Material for Final Exam

Friday May 9 (Need to double check exam schedule)

Final Exam

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, compromises 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.

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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.