USC Dornsife
Dana and David Dornsife
College of Letters, Arts and Sciences
Spatial Sciences Institute

SSCI 573 (35627D and 35663D), Principles and Practices of Geodesign

Syllabus

Units: 4

Term Day Time: Fall 2025, Monday & Wednesday 10:00 – 11:50 am

Location: AHF145D and DEN@Dornsife

Instructor: Guoping Huang, D.Des.
Office: AHF B57B
Regular Office Hours: Thursday 9:30-11:30am. Also available by appointment via email.
Contact Info: guopingh@usc.edu, (213) 740-5192

Library Help: Andy Rutkowski
Office: VKC 36B
Office Hours: Thursdays 10 a.m.-12 p.m. PT or by appointment
Contact Info: arutkows@usc.edu see contact page on BRIGHTSPACE for Zoom Room

IT Help: Spatial Support
Contact Info: spatial_support@usc.edu

Course Scope and Purpose

A young field in spatial sciences, Geodesign has gained attraction from both academia and industries in recent years. Geodesign infuses spatial decision-making with a blend of science- and value-based information to help decision-makers make better spatial decisions that change our built and natural environments. This growing field of study stresses applied research that may help us solve some of the Earth's most pressing challenges, such as climate change, urbanization, environmental degradation, and public health.

As an introductory course to the MS in Geodesign, Health and Sustainability program, this course focuses on connecting the theoretical underpinnings of Geodesign to broad practices and applications that help create healthy and sustainable communities, cities, and regions.

This course starts by tracing the history of integrating geographic knowledge in spatial decision-making in different cultures. By examining the evolution of the concept of Geodesign, this course then presents the framework of Geodesign, as well as its roots in evidence-based and scenario-based collaborative decision-making approaches. In particular, the interconnections between spatial science, health science, and sustainability science are presented and discussed.

The course then moves to explore how the Geodesign framework can be applied in different practices that involve spatial decision-making. Acquiring, organizing, analyzing, modeling and communicating location-based information are emphasized in the process to introduce students to a wide variety of Geodesign tools and platforms. The course finishes up by reviewing several case studies from around the globe that demonstrate the unique contributions Geodesign can make to create healthy and sustainable environments.

Learning Outcomes

On completion of this course students will be able to:

- Understand the evolution of Geodesign concept;
- Describe the framework of Geodesign, and its theoretical underpinnings;
- Demonstrate the importance of science-, evidence- and value-based information in making better spatial decisions;
- Describe how geospatial data can be analyzed, modeled and visualized to inform stakeholder engagement and decision-making;
- Discuss the broader context in which the research issues and the practice of Geodesign are positioned.
- Synthesize the principles of Geodesign and how these can be used as a force for good in building healthy, livable, and sustainable communities;

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 class 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

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

As a graduate level course, you should expect this class to be both academically robust and intellectually challenging. As a graduate student, 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. Learning arises from active engagement with the knowledge found in the reading materials and with one another. As in any graduate level class, the instructor's role is that of a guide who keeps you on a path of discovery and you will find that you will learn much from your fellow classmates. The main theoretical concepts will be provided through class presentations 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.

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).

Technological Proficiency and Hardware/Software Required

ArcGIS is provided online via the SSI Server; hence, you do not need to install it on your own computer. Instead, every student must have the following technology requirements:

- A computer with a fast Internet connection.
- A functional webcam and a microphone.
- An up-to-date web browser to access the Server

If a student does not have access to any of these, please speak with the instructor at the start of the semester. Also, see the USC ITS Student Toolkit here: https://keepteaching.usc.edu/students/student-toolkit/

A limited number of computers with all the necessary software is available in the SSI Suite (AHF B55) during regular business hours, Monday through Friday 9 am to 5 pm. To reserve a computer, please use this link https://calendly.com/usc-ssi/the-ssi-suite-ahf-b55-student-computers-1. These computers are available to any student in an SSCI or GSEC course and can be used as a resource if you experience difficulties in accessing the SSI server or using the GIS software on your personal computer.

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. 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.

Required Readings and Supplementary Materials

Please acquire the texts listed below. All are available at the USC Bookstore. All other supplementary reading listed in the syllabus are available as electronic resources in USC Libraries or under the tab marked "Readings" on the course Brightspace.

The required textbooks for this course are:

Steinitz, C. (2012). A Framework for Geodesign: Changing Geography by Design. Redlands, CA: Esri Press.

Supplementary readings for this course are:

Dangermond, J. 2010. *Geodesign and GIS–designing our futures*. Proceedings of Digital Landscape Architecture, 502-514.

Debnath, R., Pettit, C., and Leao, S. Z. 2022. Geodesign approaches to city resilience planning: a systematic review. *Sustainability*, 14(2), 938.

Eikelboom, T., and Janssen, R. 201). Collaborative use of geodesign tools to support decision-making on adaptation to climate change. *Mitigation and Adaptation Strategies for Global Change*, 22(2), 247-266.

Ervin, S. 2011. *A system for GeoDesign*. Proceedings of Digital Landscape Architecture, 145-154.

Fonseca, E. D. S., Avery, R. H., and Ramos, V. D. V. 2018. A research initiative on the use of Geodesign for public health in South America: An innovative approach. *DISEGNARECON*, 11(20)

Forsyth, A., Slotterback, C. S., and Krizek, K. J. 2010. Health impact assessment in planning: Development of the design for health HIA tools. *Environmental Impact Assessment Review*, 30(1), 42-51.

Forsyth, A. 2020. What is a healthy place? Models for cities and neighborhoods. *Journal of Urban Design*, 25(2), 186-202.

Goodchild, M.F. 2010. *Towards Geodesign: Repurposing cartography and GIS?* Cartographic Perspectives*,* 66, 7-22.

Goodspeed. R. 2020. *Scenario Planning for Cities and Regions.* Cambridge, MA: Lincoln Institute of Land Policy

Hopkins, L. D. 1977. *Methods for Generating Land Suitability Maps; A Comparative Evaluation*, Journal of the American Institute of Planners 43, Oct. 1977, pp. 386·400.

Huang, G., Zhou, N. 2016. *Geodesign in Developing Countries: The example of the Master Plan for Wulingyuan National Scenic Area*, Landscape and Urban Planning, upcoming, Vol. 156, 81-91

Kim, M. 2017. *Teaching coastal resilience using Geodesign:* A study of Virginia Beach. Journal of Digital Landscape Architecture, 279-286.

Kolen, J., van Manen, N., de Kleijn, M. 2014. *History Matters: The Temporal and Social Dimension of Geodesign*. In: Lee, D., Dias, E., Scholten, H. (eds) Geodesign by Integrating Design and Geospatial Sciences. GeoJournal Library, vol 111. Springer, Cham. https://doi.org/10.1007/978-3-319-08299-8_11

Koomen, E., Rijken, B. 2014. Recent Applications of a Land-use Change Model in Support of Sustainable Urban Development. In: Lee, D., Dias, E., Scholten, H. (eds) Geodesign by Integrating Design and Geospatial Sciences. GeoJournal Library, vol 111. Springer, Cham. https://doi.org/10.1007/978-3-319-08299-8_6

Li, W., & Milburn, L. A. 2016. *The evolution of Geodesign as a design and planning tool. Landscape and Urban Planning*, *156*, 5-8.

Lio, E. 1979. Chinese Geomancy, Times Book International. Singapore. pp. 30-32. 38-55,

McHarg, I. 1969. Design with Nature. New York, NY: Doubleday Books.

Miller W. 2012. *Introducing GeoDesign: The Concept.* Redlands, CA, Esri Press

Newman, G., Malecha, M., Yu, S., Qiao, Z., Horney, J. A., Lee, J., ... & Berke, P. 2020. *Integrating a resilience scorecard and landscape performance tools into a Geodesign process*. Landscape research, *45*(1), 63-80.

Rosa, A. A., Moura, A. C. M., & Fernandes Araújo, B. M. 2022. *Geodesign Teaching Experience and Alternative Urban Parameters: Using Completeness Indicators on GISColab Platform*. In International Conference on Computational Science and Its Applications (pp. 194-209). Springer, Cham.

Ruddell, D. and K. Foster. 2018. *GIS&T and Geodesign.* The Geographic Information Science & Technology Body of Knowledge (3rd Quarter 2018 Edition), J.P. Wilson (ed) DOI: 10.22224/gistbok/2018.3.3.

Schneider, D. M., Godschalk, D.R., and Axler, N. 1978. *Carrying Capacity Concept as a Planning Tool*, Report #338, American Planning Association, pp.1-10.

Slotterback, C. S., Runck, B., Pitt, D. G., Kne, L., Jordan, N. R., Mulla, D. J., ... & Reichenbach, M. 2016. *Collaborative Geodesign to advance multifunctional landscapes*. Landscape and Urban Planning, 156, 71-80.

Steiner, F. 2014. *Landscape Ecological Urbanism: Origins and Trajectories*, In: Ndubisi (Ed) The Ecological Design and Planning Reader, pp. 533 – 540

Tran, D. X., Pearson, D., Palmer, A., Dominati, E. J., Gray, D., & Lowry, J. 2023. *Integrating ecosystem services with geodesign to create multifunctional agricultural landscapes: A case study of a New Zealand hill country farm*. Ecological Indicators, *146*, 109762.

Tulloch, D. L. 2019. *Geohealth Meets Geodesign: The Multidisciplinary Challenges of Informing the Regional Design Studio with Human Health Research*. Journal of Digital Landscape Architecture, 2019(4), 300-307.

Description and Assessment of Assignments

Summary Reports – 4 worth 40 points

Throughout the semester, students will produce four summaries of books or articles on principles and practices of Geodesign used in class and how the readings have influenced their view of the role that planning, science, engineering, and spatial decision-making might play in shaping our built and natural environments. Students should use these writing assignments strategically to explore existing interests and build background knowledge for concentration.

Exercises - 3 worth 30 points

In addition to regular attendance and class participation, there is a set of three in-class exercises spread across the semester. These exercises are designed to introduce you to the concepts and tools of Geodesign as well as to give you practical experience in implementing these concepts and tools to explore various problems (and solutions) within the framework of Geodesign. The primary goal of the exercises is to enable students to understand the value of spatial knowledge, maps, and the spatial representation of natural and human phenomena. **No make-**

up opportunities will be offered for missed in-class exercises, so mark the appropriate dates on your calendars! If you have a legitimate conflict, speak with the instructor as soon as possible.

Midterm Exam - 1 worth 20 points

The midterm exam is closed book and will include content from course readings, lectures, and in-class exercises. **No make-up opportunities will be offered for a missed exam,** so mark the appropriate dates on your calendars! If you have a legitimate conflict, speak with the instructor as soon as possible.

Final project - 1 worth 10 points

In this final project, students will use one case study in the course as a prototype and develop strategies to adapt the methodology in the case study to a Geodesign project in the greater Los Angeles Metropolitan area. Students will be divided into small teams (3 students per team) and these teams will prepare presentations that offer a critical review of the workflow and the spatial concepts and tools that are needed to synthesize scientific understanding. The final format of the project is an Esri storymap that integrates scientific evidence, Geodesign methodology, and plans to engage stakeholders.

Grading Breakdown

The following table shows the breakdown of the assignments and their contributions to the final grade. The emphasis is on regularly completing a number of short assignments as well as solid performance on the story map presentation and the final examination.

Assessment	Number	Points Each	Total Points (% of Grade)
Summary reports	4	10	40
Exercises	3	10	30
Midterm Exam	1	20	20
Final Project	1	10	10
Total	9	-	100

In addition, it is important to note from the outset that:

- You are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines documented in the Course Schedule.
- I will deduct one letter grade for late postings and assignments, and no credit will be assigned for postings or assignments turned in more than one week late.

Grading Scale

Assignments in this and other SSCI courses, are graded on the letter grade scale where A is exemplary, B is very good, C is satisfactory, D is unsatisfactory, and F needs improvement. Final grades use the same letter grade scale with C being the minimum passing grade for credit at the graduate level. The grading scale follows:

A	> 93 points		B-	80-82 points		D+	67-69 points
A-	90-92 points		C+	77-79 points		D	63-66 points
B+	87-89 points		C	73-76 points		D-	60-62 points
B	83-86 points		C-	70-72 points		F	<60 points

Assignment Submission Policy

Assignments must be submitted via Brightspace by the due dates specified in the Course Schedule. Attention to on-time assignment submission is essential. The instructor will aim to return feedback before the next assignment is due.

Strict penalties apply for late assignments as follows:

- All assignments will be penalized 2 points 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 p.m. PT on the last day of classes.

Grading Timeline

My goal is to provide grading and feedback no later than one week on small assignment and two weeks on major mapping project 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 Schedule

	Topic	Readings	Assignments/Deliverables
Module 1 Introduction			
Week 1 8/25 & 8/27	Introduction What is Geodesign?	Goodchild (2010) Dangermond (2010) Ruddell&Foster (2018)	
Week 2 9/3 *Monday, 9/1 is university holiday (Labor Day)	History: Influential ideas from Geomancy to Geodesign	Li & Milburn (2016) Loi (1979) Miller (2012) Kolen, van Manen, de Kleijn (2014)	Summary report 1: Concept and history
Module 2 Theories and Methods			
Week 3 9/8 & 9/10	The Steinitz Framework	Steinitz (2012) Ch. 1, 2 & 3	
Week 4 9/15 & 9/17	People, Geography, Place, and Technology	Ervin (2011) Steinitz (2012)	Summary report 2: System of Geodesign
Week 5 9/22 & 9/24	Representation and process Evidence-based approach	Steinitz (2012) Ch. 4 Huang (2016) Hopkins (1977)	
Week 6 9/29 & 10/1	Evaluation and change Scenario-based approach	Steinitz (2012) Ch. 5 Goodspeed (2020)	
Week 7 10/6 & 10/8 *10/9-10/10 is university holiday (Fall Recess)	Impact and decision Collaborative approach	Steinitz (2012) Ch. 6 Eikelboom & Janssen (2017)	Summary report 3: Framework of Geodesign

	Topic	Readings	Assignments/Deliverables
Week 8 10/13 & 10/15	Midterm review Midterm Exam		Exercise 1: The Geodesign Framework
Module 3 Practice of Geodesign			
Week 9 10/20 & 10/22	Geodesign and health I: EIA, health assessment	Rosa, Moura & Fernandes Araújo (2022) Forsyth (2010)	
Week 10 10/27 & 10/29	Geodesign and health II: Health and built environment	Fonseca, Avery & Ramos (2018) Forsyth (2020) Tulloch (2019)	Exercise 2: Geodesign and health
Week 11 11/3 & 11/5	Geodesign and sustainability I: EIA and Carrying capacity	Steiner (2014) Schneider, Godschalk and Axler (1978)	
Week 12 11/12 *Monday, 11/10 is university holiday (Veterans Day)	Geodesign and sustainability II: Design with nature	McHarg (1969) Huang (2016) Tran et al. (2023)	Exercise 3: Geodesign and sustainability
Week 13 11/17 & 11/19	Geodesign and resilience	Kim (2017) Newman et al. (2020) Debnath, Pettit, Leao (2022)	

	Topic	Readings	Assignments/Deliverables
Week 14 11/24 *11/26-11/28 is a university holiday (Thanksgiving)	Case study	Steinitz (2012) Ch. 7,8,9	Summary report 4: Case study
Model 4 Conclusion			
Week 15 12/1 & 12/3 Friday, 12/5 is the last day of class, 12/6-12/9 study days	Final project presentation Conclusion and reflection		Final project and presentations
Final Project Due (TBD)			

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.

Culture Journey - (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.