

**SSCI 402, Geospatial Technology Management for  
Sustainability Science and Sustainable  
Development**

*Syllabus*

**Units:** 4

**Term:** Fall 2025

**Lecture:** Mondays and Wednesdays, 4:00 - 5:50 p.m.

**Location:** THH 119

**Instructor:** Bitu Minaravesh, PhD

**Office:** AHF B55

**Office Hours:** TBA

**Contact Info:** [minarave@usc.edu](mailto:minarave@usc.edu)

**Library Help:** Andy Rutkowski

**Office:** LIPA B40-A

**Office Hours:** Thursdays 10 a.m.-11:50 p.m. PT or by  
appointment

**Contact Info:** [arutkows@usc.edu](mailto:arutkows@usc.edu) see contact page on  
Brightspace for Zoom Room

**IT Help:** Spatial Support

**Contact Info:** [spatial\\_support@usc.edu](mailto:spatial_support@usc.edu)

## Course Scope and Purpose

This course is designed to be the final course in USC's GIS and Sustainability Science minor. Following the SSCI 301L, SSCI 382L, and SSCI 383L course suite, students who enter this course will have foundational knowledge in cartographic principles, spatial analysis, design of spatial data, and techniques of programming and customization to streamline GIS workflows. The aim of SSCI 402 is to provide students with an opportunity to apply their spatial reasoning and research skills to design and develop a series of proposed spatial interventions that can introduce timely city-scale sustainability measures through the development and use of geospatial models.

Environmental sustainability in the context of ongoing global economic development is among the most pressing challenges of our time, and there is a well-established field of sustainability science that produces the knowledge needed to meet this challenge. The advancements in the spatial sciences, the accompanying technologies, and geospatial information present opportunities to improve linkages between human and natural systems, to formulate, execute, and measure the performance of sustainable solutions (i.e., as recognized in the UN's initiative on Global Geospatial Information Management). Throughout the course, students will be introduced to various sustainability initiatives that range from global to local in scale, including the UN's Sustainable Development Goals and the C40 City Network, as well as policy perspectives, such as Health in All Policies (HiAP). Sessions will cover environmental, economic, and equity concerns across major cities to highlight the role in which GIS plays to geo-enrich our understanding of a city's ability to withstand new challenges.

However, to realize these opportunities, it is not enough to "know GIS" – successful professionals must know how to manage spatial technologies and geospatial information that describes social, economic, and political contexts of sustainable development to help guide sustainability transitions, support adaptive management in specific places, and enhance the ability of society to realize sustainable outcomes.

The volume, variety, and velocity of spatial data and the capabilities to manage, analyze, and share such data are accelerating. This geospatial information is crucial in linking natural and human and natural systems to understand how humans create stress on ecosystems and make informed decisions on alleviating or restoring damaged ecosystems. With appropriate analysis and database design, we can understand how human economic activity links to natural systems at various scales across the globe. Students in this course will take on the development of geospatial models for a directed project assessing the sustainability and resiliency of cities within the continental United States. A portion of each session will be dedicated to exploring Esri's applications, including ArcUrban, ArcEarth, and CityEngine – all of which will be utilized in the model development. By creating a virtual representation of their city through ArcGIS applications, students can utilize their GIS skills to understand the demographic and environmental qualities of major cities that can be modified through various directed scenarios to evaluate feasible paths toward sustainability.

## ***Learning Outcomes***

On completion of this course, students should be able to:

- Apply concepts of sustainability science and sustainable development in developing and managing geospatial information and technologies.
- Identify and analyze the issues involved in organizing, planning, implementing, and monitoring geospatial technology projects in support of sustainability science.
- Perform implementation, decision-support, and risk analysis to build the case for and ensure the success of using geospatial technology for sustainable development.
- Produce a geospatial model that evaluates and proposes feasible methods of achieving sustainability at the city scale.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

**Prerequisite(s):** None

**Co-Requisite(s):** None

**Recommended Preparation:** Either SSCI 165Lgw or SSCI 265Lg, and the SSCI 301L, SSCI 382L, and SSCI 383L suite of courses

## **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](mailto: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 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

This course serves as a capstone for students with the minor in GIS and Sustainability Science where students will work on a semester-long geospatial project centered around the development and subsequent iterations of digital spatial models. Students will first be introduced to the foundational concept of modeling before entering discussions on project management, data acquisition, and sustainability concerns. Students will complete a series of assignments that are designed to aid their project's progression throughout the semester.

*Workload* – This is a four credit, 15-week semester course. The course will meet twice each week for 1-hour and 50-minutes. In addition, students will need to plan for 6-7 hours per week of work time outside of 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 and Communication Requirements

ArcGIS Pro is provided online via the SSI Server (via a virtual machine); hence, students do not need to install it on their own computer. Instead, every student must have the following technology requirements:

- A computer with a fast internet connection
- An up-to-date-web browser to access the SSI server

If a student does not have access to any of these, please speak with the instructor at the start of the semester. And see the USC ITS Student Toolkit here:

<https://keep teaching.usc.edu/students/student-toolkit/>

*SSI Server and Tech Support* – This course utilizes the SSI Server, which is a virtual desktop that allows access to different types of professional software. If students are unable to connect to the server or experience technical issues, they should send an email (via their USC account) to

SSI Tech Support at [spatial\\_support@usc.edu](mailto:spatial_support@usc.edu), making sure to copy (cc) the instructor on the email. Assignment specific questions should be directed to the instructor.

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 <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.

**Communications** – All materials to be handed in will be submitted via Brightspace. It is each student's responsibility to stay informed about what is going on in our course. In addition to email about time-sensitive topics, important announcements will be posted on the Announcement page in Brightspace. Be sure to check these each time you log onto Brightspace. Students should read all emails sent from Brightspace or the course instructor as soon as possible. Students who do not regularly use their USC email accounts should double-check to be sure that emails sent from both the Brightspace page and 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 during weekdays. In the rare case that an instructor is off-line for an extended period of time, an announcement will be posted to the Brightspace page.

## Required Readings and Supplementary Materials

The required texts will be provided on Brightspace. The required texts for this course are:

- United Nations. (2022). *The Sustainable Development Goals Report 2022*.
- United Nations Statistical Commission. (2019). *The Global Statistical Geospatial Framework*.
- United Nations Committee of Experts on Global Geospatial Information Management. (2015). *Future Trends in geospatial information management: the five to ten year vision, Second Edition December 2015*.

Supplementary readings will be assigned from various sources including but not limited to:

- Bunruamkaew, K., & Murayama, Y. (2012). Land use and natural resources planning for sustainable ecotourism using GIS in Surat Thani, Thailand. *Sustainability*, 4(3), 412-429.
- Cai, G., Wang, H., & MacEachren, A. M. (2003). Communicating vague spatial concepts in human-GIS interactions: A collaborative dialogue approach. In *International conference on spatial information theory* (pp. 287-300). Springer, Berlin, Heidelberg.
- Clark, W. C., & Dickson, N. M. (2003). Sustainability science: The emerging research paradigm. *Proceedings of the National Academy of Sciences* 100, no. 14: 8059-8061.

- Cochran, F., Daniel, J., Jackson, L., & Neale, A. (2020). Earth observation-based ecosystem services indicators for national and subnational reporting of the Sustainable Development Goals. *Remote Sensing of Environment*, 244, 111796.
- Cooley, H., Phurisamban, R., & Gleick, P. 2019. The cost of alternative urban water supply and efficiency options in California. *Environmental Research Communications* 1: 042001.
- Friedlander, A. M., Brown, E. K., & Monaco, M. E. (2007). Coupling ecology and GIS to evaluate efficacy of marine protected areas in Hawaii. *Ecological Applications*, 17(3), 715-730.
- Gao, S., Mioc, D., Anton, F., Yi, X., & Coleman, D. J. (2008). Online GIS services for mapping and sharing disease information. *International Journal of Health Geographics*, 7(1), 8.
- Hussey, K., & Pittock, J. 2012. The energy-water nexus: Managing the links between energy and water for a sustainable future. *Ecology & Society* 17(1): 3.
- Janelle, D. G., & Gillespie, A. (2004). Space–time constructs for linking information and communication technologies with issues in sustainable transportation. *Transport Reviews*, 24(6), 665-677.
- Khomenko, S., Nieuwenhuijsen, M., Ambros, A., Wegener, S., & Mueller, N. (2020). Is a liveable city a healthy city? Health impacts of urban and transport planning in Vienna, Austria. *Environmental research*, 183, 109238.
- Koh, L. P., & Ghazoul, J. (2010). Spatially explicit scenario analysis for reconciling agricultural expansion, forest protection, and carbon conservation in Indonesia. *Proceedings of the National Academy of Sciences*, 107(24), 11140-11144.
- L.A.'s Green New Deal – Sustainable city plan. (2019). (This document will be provided on Brightspace.)
- Lim, S. S., Allen, K., Bhutta, Z. A., Dandona, L., Forouzanfar, M. H., Fullman, N., & Kinfu, Y. (2016). Measuring the health-related Sustainable Development Goals in 188 countries: a baseline analysis from the Global Burden of Disease Study 2015. *The Lancet*, 388(10053), 1813-1850.
- Opoku, A. (2019). Biodiversity and the built environment: Implications for the Sustainable Development Goals (SDGs). *Resources, conservation and recycling*, 141, 1-7.
- Ramirez-Rubio, O., Daher, C., Fanjul, G., Gascon, M., Mueller, N., Pajín, L., ... & Nieuwenhuijsen, M. J. (2019). Urban health: an example of a “health in all policies” approach in the context of SDGs implementation. *Globalization and Health*, 15(1), 1-21.
- Schleicher, J., Schaafsma, M., & Vira, B. (2018). Will the Sustainable Development Goals address the links between poverty and the natural environment? *Current opinion in environmental sustainability*, 34, 43-47.
- Turner, B. L., Kasperson, R. E., Matson, P. A., McCarthy, J. J., Corell, R. W., Christensen, L., ... & Polsky, C. (2003). A framework for vulnerability analysis in sustainability science. *Proceedings of the national academy of sciences*, 100(14), 8074-8079.
- Yue, C. D., & Wang, S. S. (2006). GIS-based evaluation of multifarious local renewable energy sources: a case study of the Chigu area of southwestern Taiwan. *Energy*

## Project Overview and Requirements

The following assignments will be described in detailed instructions posted to the Brightspace page. Students will work on independent projects. At the end of the semester, every student will present their sustainable geospatial model to the class through a StoryMap that will include the digital city structure, research to support their arguments on the most pressing local sustainability concerns, and an evaluation of the feasibility of the interventions.

*SDGs and Urban Sustainability Evaluation Pt.1 – 1 worth a total of 10 points.* Students will provide an assessments of the SDGs in how they relate to urban sustainability efforts. They will apply the concepts to their prospective project cities to consider the opportunities and challenges for sustainable development in the United States. The instructor will provide a detailed assignment outlining the precise evaluation aspects to be covered and the expected structure of the writing.

*Literature Review & Project Proposal– 1 worth a total of 20 points.* Students will conduct background research on their chosen city to assess the state and future of sustainability across environmental, economic, and equity considerations. The literature review will primarily consist of peer-reviewed literature and public reports, but students will be encouraged to explore local news and social media to ground-truth the top concerns across the city. The project proposal element of the submission will include the research questions and proposed data sources that will allow for the development of their sustainable geospatial model.

*Discussions – 5 worth a total of 25 points.* Across the semester, students will provide updates to the class on their research and geospatial model's development, reflecting the week's topics through a discussion board post. These discussion posts aim to build project communication and evaluation skills. In each discussion, every student will produce one post responding to the prompt and then respond to at least two posts from other students.

*Final Project – 30 points.* The final project in this course will consist of assessing and evaluating the three most critical sustainability concerns within the city and introducing proposed measures or interventions that will create the most 'sustainable geospatial model' feasible. Students will create an Esri Story Map to communicate their sustainable geospatial model, with 2000-4000 words, maps, and figures. The instructor will provide a detailed assignment outlining the precise planning aspects to be covered and the expected structure of the writing. The project will build upon the iterations created across the semester and will reflect upon the direction taken since the project's initial proposal.

*Final Project Presentation – 1 worth a total of 15 points.* Students will produce a 20-minute oral presentation of their sustainable geospatial model, to be delivered in the final week of classes, sharing their findings with the class.

*SDGs and Urban Sustainability Evaluation Pt. 2 – 1 worth a total of 10 points.* Having spent the semester creating a more sustainable city, the students will now reflect on the challenges and opportunities they explored through their proposed interventions. They will further reflect on the feasibility of such changes and how the city would need to evolve to become the most sustainable twin.

## Grading Breakdown

| Assessment                           | Number | Points Each | Total Points |
|--------------------------------------|--------|-------------|--------------|
| SDGs and Urban Sustainability Pt.1   | 1      | 10          | 10           |
| Literature Review & Project Proposal | 1      | 20          | 20           |
| Discussions                          | 5      | 5           | 25           |
| Final Project Story Map              | 1      | 25          | 25           |
| Final Project Presentation           | 1      | 10          | 10           |
| SDGs and Urban Sustainability Pt.2   | 1      | 10          | 10           |
| Total                                | 10     | -           | 100          |

## Grading Scale

Assignments in this and other SSCI courses, are graded on the letter grade scale where A is exemplary, B is very good, C is satisfactory, D is unsatisfactory, and F needs improvement. 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. Assignments are due by the start of class on the date announced. 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.

## SSI Policy on the Creation of Original Work and Use of Generative AI

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not have another person or entity complete any substantive portion of an assignment or reuse work prepared for courses without obtaining written permission from the instructor(s). Developing strong competencies in research, writing, and the technical execution of geospatial technologies are foundational to SSI academic programs that are designed to prepare you for success in the workplace. Therefore, using generative AI tools – unless explicitly specified otherwise – is strictly prohibited in this course, will be identified as

plagiarism, and will be reported to the Office of Academic Integrity.

## Schedule

### Modules

|          |                    |
|----------|--------------------|
| <b>1</b> | Guiding Principles |
| <b>2</b> | The Three Es       |
| <b>3</b> | Sustainable Cities |

|          | Date                   | Topics                                               | Readings                                                | Deliverables/Due Dates and Times                                       |
|----------|------------------------|------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------|
| <b>1</b> | <b>Week 1</b><br>8/25  | Introduction to Course                               | United Nations. (2022)                                  |                                                                        |
|          | 8/27                   | Introduction to Geospatial Models & GIS Applications | Clark and Dickson (2003)<br>Miller & Tolle (2016)       |                                                                        |
|          | <b>Week 2</b><br>9/1   | <i>Labor Day</i>                                     |                                                         |                                                                        |
|          | 9/3                    | UN Sustainable Development Goals (1)                 | Schleicher et al. (2018)                                |                                                                        |
|          | <b>Week 3</b><br>9/8   | UN Sustainable Development Goals (2)                 | Sachs et al. (2019)                                     | SDG Evaluation Pt.1<br>Due 9/12 by 11:59 pm                            |
|          | 9/10                   | C40 Networks                                         | Cai et al. (2003)                                       |                                                                        |
|          | <b>Week 4</b><br>9/15  | Exploring Urban Sustainability                       | Janelle and Gillespie (2004)                            | Literature Review & Project Proposal<br>Due 9/19 by 11:59 pm           |
|          | 9/17                   | Remote Sensing Applications                          | Cochran et al. (2020)<br>Yadav et al. (2012)            |                                                                        |
|          | <b>Week 5</b><br>9/22  | Health in All Policies (1)                           | Ramirez-Rubio et al. (2019)                             | <i>No deliverable – work on gathering data &amp; developing model.</i> |
|          | 9/24                   | Health in All Policies (2)                           | Lim et al. (2016)                                       |                                                                        |
| <b>2</b> | <b>Week 6</b><br>9/29  | Climate Change                                       | Zscheischler et al. (2018)<br>Bunruamkaew et al. (2012) | Discussion 1 due 10/3 by 11:59 pm,<br>Responses due by 10/6 by 4 pm    |
|          | 10/1                   | Coastal Uncertainty                                  | Friedlander et al. (2007)                               |                                                                        |
|          | <b>Week 7</b><br>10/6  | Water Security                                       | Cooley et al. (2019)<br>Hussey & Pittcock (2012)        | Discussion 2 due 10/10 by 11:59 pm,<br>Responses due by 10/13 by 4 pm  |
|          | 10/8                   | Biodiversity & Ecosystems                            | Opoku (2019)                                            |                                                                        |
|          | <b>Week 8</b><br>10/13 | Circular Economies                                   | Selvaggi & Valenti (2021)                               | Discussion 3 due 10/17 by 11:59 pm,<br>Responses due by 10/20 by 4 pm  |
|          | 10/15                  | Unemployed & Unhoused                                | Lin et al. (2021)                                       |                                                                        |
|          | <b>Week 9</b><br>10/20 | Social Equity                                        | Turner et al. (2003)<br>Mosammam et al. (2017)          | <i>No deliverable – work on gathering data &amp; developing model.</i> |
|          |                        | Public Health                                        | Ali et al. (2021)<br>Sakar et al. (2015)                |                                                                        |
|          | 10/22                  |                                                      |                                                         |                                                                        |

|                                                                                              |                         |                                          |                                                           |                                                                      |
|----------------------------------------------------------------------------------------------|-------------------------|------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------|
|                                                                                              | <b>Week 10</b><br>10/27 | Energy Infrastructure                    | Yue and Wang (2006)                                       | Discussion 4 due 10/31 by 11:59 pm,<br>Responses due by 11/3 by 4 pm |
|                                                                                              | 10/29                   | Transportation Infrastructure            | Khomenko et al. (2020)                                    |                                                                      |
|                                                                                              | <b>Week 11</b><br>11/3  | Walkability                              | Taleai & Yameqani (2017)                                  | Discussion 5 due 11/7 by 11:59 pm,<br>Responses due by 11/12 by 4 pm |
|                                                                                              | 11/5                    | Agriculture                              | Asrol et al. (2023)<br>Koh & Ghazoul (2010)               |                                                                      |
| 3                                                                                            | <b>Week 12</b><br>11/10 | <i>Guest Lecture TBA</i>                 |                                                           | <i>No deliverable – work on model development.</i>                   |
|                                                                                              | 11/12                   | Globalization                            | Whitesell & Faria (2020)                                  |                                                                      |
|                                                                                              | <b>Week 13</b><br>11/17 | Lessons and Challenges of Sustainability | Muenchow et al. (2019)<br>Brousseau, Stern, Hansen (2024) | <i>No deliverable – work on model development.</i>                   |
|                                                                                              | 11/19                   | State of Los Angeles                     | L.A.’s Green New Deal (2019)<br>Wilson & Willette (2022)  |                                                                      |
|                                                                                              | <b>Week 14</b><br>11/24 | StoryMap Working Session                 |                                                           | <i>No deliverable – work on StoryMap</i>                             |
|                                                                                              | 11/26                   | <i>Thanksgiving Holiday</i>              |                                                           |                                                                      |
|                                                                                              | <b>Week 15</b><br>12/1  | StoryMap Presentations                   |                                                           | Final Project Story Map link submission due 12/2 by 4:00 pm          |
|                                                                                              | 12/3                    | StoryMap Presentations                   |                                                           |                                                                      |
| SDG Evaluation Pt.2 Due during Final Exam Time – Wednesday, December 10, 2025, by 6:30 pm PT |                         |                                          |                                                           |                                                                      |

## Statement on Academic Conduct and Support Systems

### *Academic Integrity*

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others (including AI generated) or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

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

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

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

### **Students and Disability Accommodations:**

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