**JOURNALISM 490/590 – DIGITAL DIRECTED RESEARCH GUIDELINES**

The purpose of JOUR 490/590 – Directed Research is to offer students an opportunity to delve into a new area of study or to pursue a subject area in more depth. The directed research project should include the academic rigor worthy of the credits assigned.

**One unit**

The work could include an interactive graphic, a timeline with embedded video or audio, or both.

**Two units**

The work could be a website project with several elements, including text, multimedia and interactives.

**Three units**

Projects could include developing an interactive data visualization presentation;

OR developing a web, mobile or tablet application including content;

OR creating and maintaining a regular blog featuring multimedia and social media elements;

**Four units**

Projects could include developing a social media strategy and implementing that strategy through journalistic content development and audience engagement. This would involve an analysis of analytics and creating video, audio, graphics around the strategy.

OR project could involve developing a tablet app, such as a magazine app including development of content.

OR project could involve creating an emerging technology project, such as producing an app and content for an augmented reality project OR a virtual reality project OR other emerging format approved by instructor.

Only juniors and seniors or graduate students in good academic standing may register for Directed Research.

**Only a full-time journalism faculty member may be an adviser for a JOUR 490/590 project.**

## Please meet with the faculty member you would like to work with to discuss your Directed Research proposal and to create a syllabus for your course using the template below. No Directed Research proposal will be reviewed without a syllabus.

A JOUR 490 or 590 Directed Research proposal will also not be approved if it substantially duplicates an existing course.

**All JOUR 490 or 590 Directed Research proposals are due by the third Wednesday of the fall and spring semesters.**

Once your syllabus has been reviewed and approved by your proposed instructor, please email the individuals below and ***CC: your academic adviser***. It is recommended that your syllabus be submitted early to avoid delays in course registration and additional charges.

|  |  |
| --- | --- |
| **1. Department Contact** | **2. Faculty Contact by Program** |
| **Annie Mateen**Academic Program ManagerUSC School of Journalismmateen@usc.edu | **Undergraduate Journalism** **Rebecca Haggerty,** Associate Professor of Professional Practice/Associate Director, Undergraduate Journalism Programrhaggert@usc.edu**M.S. in Journalism****Lisa Pecot-Hébert,** Associate Professor of Professional Practice/Associate Director, Graduate Journalism MS Programpecotheb@usc.edu  |

Once your syllabus has been approved, you will be notified and given departmental clearance by an adviser in the School of Journalism so that you may officially register for this course.

**JOUR 490 or 590: Directed Research**

**Insert Topic**

**Number of Units: Insert Units**

Directed Research projects are typically 1-4 units.

**Spring 2026 – Day – Time**

**Section:** Five‐digit section number from the Schedule of Classes

**Location:** Classroom and/or course‐related URLs, etc.

[See Schedule of Classes for assigned classroom.]

**Instructor: Name**

**Office:** Room or meeting area

**Office Hours:** General guideline: 1 weekly office hour for each 4-unit class taught.

**Contact Info:** Email, phone number (office, cell), Skype, etc.

**Pronouns:**

**Student: Name**

**Student ID:** Ten-digit USC ID number

**Major:** Program of study

**Contact Info:** Email and phone number

**Course Description**

***Student/Instructor:*** Describe the focus of the research that will be conducted throughout the semester.

**Student Learning Outcomes**

***Student/Instructor:*** List the specific learning objectives/outcomes to be achieved by this research project and the methods and tools that will be used to achieve them.

**Description and Assessment of Assignments**

***Instructor*:** Briefly describe the major assignments that will contribute to student’s overall grade. Provide a grading breakdown to the student in the next section.

**Grading**

**a. Grading Breakdown**

Description of assessments and corresponding points and percentage of grade.

***Instructor:*** You do not need to use this table below, but please indicate how students will be graded overall, including the assignments you listed above. Must total 100%.

| Assignment | Points | % of Grade  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  | **100%** |

**b. Course Grading Scale**

Letter grades and corresponding point value ranges.

***Instructor*:** The grade scale below was approved by the Faculty Council.

|  |
| --- |
| **Letter grade and corresponding numerical point range** |
| 95% to 100%: A | 80% to 83%: B‐ | 67% to 69%: D+ (D plus) |
| 90% to 94%: A‐ (A minus) | 77% to 79%: C+ (C plus) | 64% to 66%: D |
| 87% to 89%: B+ (B plus) | 74% to 76%: C | 60% to 63%: D‐ (D minus) |
| 84% to 86%: B | 70% to 73%: C‐ (C minus) | 0% to 59%: F |

Students must earn a grade of C- or better in JOUR 490 in order to receive major credit. Students must earn a grade of B or better in JOUR 590 in order to receive “Credit” (CR) towards the major.

### **c. Grading Standards**

***Instructor****:* In addition to the grading breakdown / grading scale above, please describe the type and quality of work that is needed from the student in order to earn each letter grade.

**Sample grading standards for journalism syllabi are provided below. Not all standards may apply to your course, but similar explanations of grading standards should be provided.**

***Journalism***

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy and truthfulness in their stories. Good journalism prioritizes transparency, context and inclusivity. All stories should be written in AP style unless Annenberg style conflicts, in which case students can follow Annenberg style.

The following standards apply to news assignments.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story. Sources are varied, diverse and offer a complete view of the topic.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required. Sources are mostly varied, diverse and offer a complete view of the topic.

“C” stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color ‐ only information that could be better told in the reporter’s narration. Sources are repetitive or incomplete.

“D” stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements. Sources are repetitive or incomplete.

“F” stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

* Fabricating a story or making up quotes or information.
* Plagiarizing a script/article, part of a script/article or information from any source (this includes presenting the work of an AI as your own).
* Staging video or telling interview subjects what to say.
* Creating fake video or audio through the use of AI tools.
* Using video shot by someone else and presenting it as original work.
* Shooting video in one location and presenting it as another location.
* Using the camcorder, phone or any other video/audio recording device to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
* Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
* Missing a deadline.

For assignments other than conventional news reporting, quality of research and clarity of expression are the most important criteria. In research papers, good research should be presented through good writing, and good writing should be backed up by good research. Clarity of expression includes thoughtful organization of the material, insight into the subject matter and writing free from factual, grammatical and spelling errors. Research should draw on a diverse range of sources.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit <http://bit.ly/SubmitAnnenbergMedia> for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch work to the campus newspaper.

### **d. Grading Timeline**

***Instructor****:* *Announce a standard timeline for grading and feedback.*

## **Assignment Submission Policy**

***Instructor:*** Describe how, and when, assignments are to be submitted. Examples:

A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.

B. Assignments must be submitted via [Brightspace, Multimedia Asset Management (MAM) system, email, etc.]

**Description and Assessment of Assignments**

**Required Readings and Bibliography of Sources**

***Instructor:*** Include required readings, websites, journals, and supplementary materials.

***Student:*** Include a bibliography of sources you plan to use for your research project.

**Add/Drop Dates for Session 001**

**(15 weeks: 1/12/2026 – 5/1/2026; Final Exam Period: 5/6-13/2026)**

Link: <https://arr.usc.edu/academic-calendar/#spring>

**Last day to add:** Friday, January 30, 2026

**Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund:** Friday, January 30, 2026

**Last day to change enrollment option to Pass/No Pass or Audit:** Friday, January 30, 2026 [All major and minor courses must be taken for a letter grade.]

**Last day to add/drop a Monday‐only class without a mark of “W” and receive a refund or change to Audit:**

Tuesday, February 3, 2026

**Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade:** Friday, February 27, 2026 [Mark of “W” will still appear on student record and STARS report and tuition charges still apply.

\*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

**Last day to drop with a mark of "W":** Friday, April 10, 2026

**Course Schedule: A Weekly Breakdown**

A weekly schedule of the topics, readings, and deliverables for the course.

***Instructor:*** Provide a detailed course calendar that provides a thorough list of deliverables - readings, assignments, examinations, etc., broken down on at least a weekly basis. You do not need to use this table below, but please include:

* Subject matter (topic) or activity
* Required preparatory reading, or other assignments (i.e., viewing websites, videos) for each class session, including page numbers
* Assignments or deliverables

IMPORTANT:

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.

Please be mindful of spring 2026 university holidays when creating your course schedule:

<https://www.usc.edu/academic-calendar/>

Also consider holy days when scheduling an exam or an assignment that cannot be made up afterwards. Please see the university’s policy here: <https://orsl.usc.edu/life/absences/>

Note that the observation of Jewish holy days begins the evening before the holy days. A list of holy days can be found here: <https://orsl.usc.edu/life/calendar/>

***Important note to students:*** *Be advised that this syllabus is subject to change ‐ and probably will change ‐ based on the progress of the class, news events, and/or guest speaker availability.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics/Daily Activities** | **Readings and Homework** | **Deliverable/Due Dates** |
| **Week 1** **Dates: 1/12-1/16** |  |  |  |
| **Week 2****Dates: 1/19-1/23** |  |  | [**Martin Luther King Day:** Monday, January 19] |
| **Week 3****Dates: 1/26-1/30** |  |  |  |
| **Week 4** **Dates: 2/2-2/6** |  |   |  |
| **Week 5** **Dates: 2/9-2/13** |  |  |  |
| **Week 6****Dates: 2/16-2/20** |  |  | [**Presidents’ Day:** Monday, February 16] |
| **Week 7****Dates: 2/23-2/27** |  |  |  |
| **Week 8****Dates: 3/2-3/6** |  |  |  |
| **Week 9****Dates: 3/9-3/13** |  |  |  |
| **Spring Break****Dates: 3/16-3/20** | **No Class** |  |  |
| **Week 10****Dates: 3/23-3/27** |  |  |  |
| **Week 11****Dates: 3/30-4/3** |  |  |  |
| **Week 12****Dates: 4/6-4/10** |  |  |  |
| **Week 13****Dates: 4/13-4/17** |  |  |  |
| **Week 14****Dates: 4/19-4/24** |  |  |  |
| **Week 15****Dates: 4/27-5/1** |  |  |  |

# **Policies and Procedures**

## **Additional Policies**

***Instructor:*** Add any additional policies specific to your class that students should be aware of: missed classes, attendance expectations, checking USC email, use of technology in the classroom, dress code, etc.

## **Communication**

***Instructor:*** Include a line that encourages students to contact the instructor outside of class and if they cannot come to office hours to arrange a meeting time by whichever method you prefer (email, text, etc.). In addition, include a timeline for replying to emails or calls (e.g., within 48 hours).

## **Classroom Policies**

***Instructor:*** Classroom policies set the tone for how a course operates. An anti-racist curriculum takes into consideration how racism tends to be part of the structures and mechanism of course content, grading, teacher feedback, and what is valued. Professors can make a difference by creating a culture of respect and addressing microaggressions, which research shows can affect students’ ability to learn. Please add language about expectations for discussions in classrooms, and mediating disputes and review these policies with students. Refer to the CET resource, [a menu of discussion norms](https://cet.usc.edu/teaching-resources/a-menu-of-discussion-norms/). Also, view the sample syllabus language on the ASCJ Excellence in Teaching on the Brightspace organization and Faculty Resources websites.

## **Classroom Norms**

Classroom norms, also referred to as discussion norms or community agreements, describe the behaviors that are encouraged and discouraged during class. They can be a powerful tool for establishing a supportive learning environment. Refer to the CET resources on [creating community agreements](https://cet.usc.edu/teaching-resources/).

## **Course Evaluations**

At the end of the semester, students will complete a university-wide course evaluation to provide feedback on their experience in this class. This evaluation is an important opportunity to reflect on the course and help improve its structure and content for future students.

## **Internships**

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non‐paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations 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 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](https://policy.usc.edu/studenthandbook/), 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](https://policy.usc.edu/studenthandbook/), page 13).

## **Statement on Academic Conduct and Support Systems**

## **Academic Conduct**

The USC Student Handbook (https://policy.usc.edu/studenthandbook/)

## **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 contrary to this fundamental mission and includes any act of dishonesty in the submission of academic work (either in draft or final form), as well as 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. Students are expected to uphold the highest standards of academic integrity in all coursework.

This course follows the expectations for academic integrity as stated in the [USC Student Handbook](https://policy.usc.edu/studenthandbook/). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students 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 academic misconduct will be reported to the Office of Academic Integrity.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university, such as suspension or expulsion.

For more information about academic integrity see the [Student Handbook,](https://policy.usc.edu/studenthandbook/) the [Office of Academic Integrity’s website](https://academicintegrity.usc.edu/), and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/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.

**USC School of Journalism Policy on Academic Integrity** https://catalogue.usc.edu/preview\_entity.php?catoid=20&ent\_oid=4369

“Since its founding, the School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an “F” on the assignment to dismissal from the School of Journalism.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Academic Integrity violations (academic dishonesty) include, but are not limited to: Plagiarism and Cheating

* The submission of material authored by another person or entity (such as an AI tool – see below) but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near‐verbatim form.
* Reusing any portion of one’s own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
* Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
* Acquisition of academic work, such as term papers, articles solutions, or other assignments, from any source and the subsequent presentation of those materials as the student’s own work, or providing academic work, such as term papers, solutions, articles or assignments that another student submits as their own work.
* You can keep this bullet point as is, update the text to reflect your class, or remove it. Change the purple text to black if you decide to keep or update this bullet point. The USC Annenberg Journalism program views generative AI as an addition to USC's digital literacy tools that students are encouraged to experiment with and use inside and outside the classroom. In this course, students may use generative AI tools to brainstorm, search for sources, aid in reporting, etc. but must disclose that use in a note that is included with the assignment when it is turned in. Students MAY NOT use any form of AI to structure or write an assignment in the classroom, for homework, or during their Media Center shift. Doing so, will be considered as presenting someone else’s work as your own (since AI are trained on libraries of previous pieces of journalism) or some other entity’s work as your own (the AI-generated text) and will be treated as acts of plagiarism. Students should also be aware of the danger of false information created by AI as students are solely responsible for the accuracy of their documents and stories, regardless of whether they were completed with the aid of generative AI. An error created or introduced by an AI is grounds for an “F” on the assignment (as stated in the above grading rubric). A finding of plagiarism may be also result in an “F” in the course and potential academic program dismissal.

**Generative AI Policy**

### Creating a policy for the use of AI Generators in your course

[Note to Faculty: Review the considerations and sample options below to include language in your syllabi regarding the use of AI in your courses.

Considerations when crafting a policy for AI/Chat GPT use in your course:

* Does your department, program, or school have an existing policy?
* Under what circumstances is AI use permitted in the course and/or for specific assignments?
* How should students cite or credit AI-generated material? ([USC Libraries Citing Generative AI](https://libguides.usc.edu/generative-AI/citing-generative-ai).)
* How will students be held accountable for AI’s tendency toward [hallucination](https://en.wikipedia.org/wiki/Hallucination_%28artificial_intelligence%29) (i.e., deceptive data)?
* What are the ethical considerations of using AI in general and in your discipline?
* How can AI be used as an effective learning tool, rather than a content creator for course assignments?

**Sample Option A–not permitted**

This course aims to develop creative, analytical, and critical thinking skills. Therefore, 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 text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

**Sample Option B–permitted on specific assignments**

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

**Sample Option C–encouraged use**

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

* AI tools are permitted to help you brainstorm topics or revise work you have already written.
* If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
* Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
* AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
* Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.]

[Note to Faculty: Include common examples of activities and assignments that might occur in your class. See the following example.

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

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

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

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

[Note to Faculty: Include information regarding grade outcomes a student may expect if found in violation. See the following example.

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

## **Students and Disability Accommodations:**

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

**Student Financial Aid and Satisfactory Academic Progress:**

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

## **Support Systems:**

[Counseling and Mental Health](https://sites.usc.edu/counselingandmentalhealth/) - (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](http://988lifeline.org/) - 988 for both calls and text messages – 24/7 on call

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

[CARE-SC: Confidential Advocacy, Resources, and Education Support Center](https://sites.usc.edu/clientservices/) - (213) 740-9355(WELL) – 24/7/365 on call.

Confidential advocates, prevention educators, and professional counseling teams work to promote a universal culture of consent, and prevent and respond to gender- and power-based harm. Services available to all USC students at no cost.

[Office of Civil Rights Compliance](http://eeotix.usc.edu/) - (213) 740-5086

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

[Reporting Incidents of Bias or Harassment](https://report.usc.edu/) - (213) 740-2500

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

[USC Campus Support and Intervention](http://campussupport.usc.edu/) - (213) 740-0411

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

[USC Emergency Information](https://emergency.usc.edu/)

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](https://dps.usc.edu/)

For 24 hour emergency assistance or to report a crime: UPC: (213) 740-4321, HSC: (323)-442-1000.

For 24 hour non-emergency assistance or information: UPC: (213) 740-6000, HSC: 323-442-1200.

[Office of the Ombuds](http://ombuds.usc.edu/) - (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](http://chan.usc.edu/patient-care/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.

Annenberg Student Success Fund

https://annenberg.usc.edu/current‐students/resources/annenberg‐scholarships‐and‐awards

The Annenberg Student Success Fund is a donor‐funded financial aid account available to USC Annenberg undergraduate and graduate students for non‐tuition expenses related to extra‐ and co‐curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

https://annenberg.usc.edu/current‐students/resources/annenberg‐scholarships‐and‐awards

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full‐tuition expenses, but rather serve as bridge funding to guarantee students’ continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

## **About Your Instructor**

Please insert your bio here - 150 words or less.