

Course ID and Title: CSCI 444 Natural Language Processing

Units: 4

Instructor: Jesse Thomason

Teaching Assistant: Lee Kezar

Course Description

Natural Language Processing (NLP) is an area of computing research and practice that aims to enable machines to reason over human text and speech. High profile technologies like ChatGPT brought NLP to the forefront of public discussion both inside and outside academia. But what underpins such technologies? This course will explore how natural language can serve as an interaction medium between users and machines with a focus on the history and development of language models (LMs). Students will become familiar with concepts and methods in NLP like distributional semantics, and see how those concepts feed into the architectural design of modern LMs trained using deep learning, and will get hands-on experience with building and evaluating small-scale LMs. The class will also explore details and variants of the real-world consequences of deploying large-scale LMs and NLP technologies more generally, such as the ethics and harms associated with them.

Learning Objectives

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

- **O1:** Apply key pieces of modern natural language processing pipelines, such as recurrent and Transformer-based sequence-to-sequence models.
- **O2:** Explain concepts underlying natural language processing in their own words.
- **O3:** Identify structures, conventions, and algorithmic details underpinning natural language processing technologies.
- **O4:** Design and carry out a research project that aims to answer a question in natural language processing.

Prerequisite(s): Students are required to have either: 1) taken CSCI-270 Introduction to Algorithms and Theory of Computing (4.0 units) as well as one of: CSCI-360 Introduction to AI or CSCI-467 Introduction to Machine Learning; or 2) obtain explicit instructor approval.

Recommended Preparation: Fluency with Python programming.

Course Notes

Lecture notes will be made available online after each class.

Course Schedule

All deliverables are due on 11:59pm PT of the due date supplied here. Due dates will correspond to the Friday of each week at 11:59pm of the day the deliverable is listed here.

	Topics/Daily Activities	Helpful Preparation	Deliverables
Module 1: Representing Word Meaning			

Aug 26	Introduction and Course Overview; CARC and Google Cloud tutorial <i>Led by Lee Kezar</i> <i>No office hours today</i>		
Aug 28	Text Processing & ML 101 for NLP	J&M Chap 4	Homework 1 <i>released</i> on Brightspace
Sep 2	Labor Day - No class <i>No office hours today</i>		
Sep 4	Text Processing & ML 101 for NLP		
Sep 9	N-Grams & DL 101 for NLP <i>Led by Lee Kezar</i> <i>No office hours today</i>	J&M Chap 3	
Sep 11	N-Grams & DL 101 for NLP	J&M Chap 5 & 7	Homework 1 <i>due Sep 13</i>
Sep 16	Distributional Semantics & Lexical Embeddings Project Proposal Briefing	J&M Chap 6	
Sep 18	Distributional Semantics & Lexical Embeddings Homework 1 Debrief Homework 2 Briefing		Homework 2 <i>released</i> Project proposal <i>due Sep 20</i>
Module 2: Processing with Sequences and Structures			
Sep 23	Sequence-2-Sequence Modeling Quiz: Module 1	J&M Chap 8; J&M Chaps 13,14,15,16 if interested	
Sep 25	Sequence-2-Sequence Modeling		
Sep 30	LM Decoding and Transformer Networks	J&M Chap 11, Chap 9	
Oct 2	LM Decoding and Transformer Networks	J&M Chap 10	
Oct 7	DL 102 for NLP; Pretraining and Finetuning		

Oct 9	DL 102 for NLP; Pretraining and Finetuning		Homework 2 Part 1 due Oct 11
Oct 14	Homework 2 Lab		
Module 3: Wrangling LLMs with Supervision			
Oct 16	RL 101 for NLP		
Oct 21	RL 101 for NLP Quiz: Module 2		
Oct 23	Instruction Tuning with RL Homework 2 Part 1 Debrief		
Oct 28	Project Discussions - Flipped Classroom Project “Quizzes” 1 & 2 <i>Jesse traveling</i> <i>No office hours today</i>		
Oct 30	Gradient-free: Prompting, In-context Learning, Retrieval Augmented Generation <i>Jesse traveling</i>	J&M Chap 12, 14	Homework 2 Part 2 due Nov 1
Module 4: The Floodgates – LLMs to Multimodal LPTMs to Societal Impact			
Nov 4	Language Processing and Society; Multilingual Models and Biases Quiz: Module 3 <i>Jesse traveling</i> <i>No office hours today</i>	Hovy & Spruit, 2016 Bloom-BigScience	
Nov 6	Homework 2 Part 2 Debrief Project Discussions - Flipped Classroom Project “Quiz” 3a,4a (take-home) <i>Jesse traveling</i>		Project midterm report due Nov 8
Nov 11	Veterans Day - No Class - No office hours		

Nov 13	Modeling Unwritten Language: American Sign Language Project “Quiz” 3b,4b <i>Lee to lead</i>		Paper review assignment <i>released</i>
Nov 18	Language and Vision and Actions and		
Nov 20	Language and Vision and Actions and Language-guided Robots: Abrar Anwar		Paper review <i>due Nov 22</i>
Final Project Presentations			
Nov 25	Student Project Presentations [schedule] Module 4 Quiz <i>No office hours today</i>		Project Presentations <i>due</i>
Nov 27	Thanksgiving Holiday; <i>no class</i>		
Dec 2	Student Project Presentations [schedule] Course Evaluations <i>No office hours today</i>		Project Presentations <i>due</i>
Dec 4	Student Project Presentations [schedule]		Project Presentations <i>due</i>
Final Exam			
FINAL	<p>Project Final Report <i>due</i> on the University-scheduled final exam date for the course, Monday, December 16, 11:59pm; the project final report serves as the final exam, and can be turned in until 11:59pm on the final exam date.</p> <p>You may only extend this deadline to Dec 18, 11:59pm (e.g., up to 2 Late Day Tokens or a 10% late penalty) due to the University final grade processing deadline imposed on me, your instructor. Reports turned in after Dec 18, 11:59pm will receive a zero and it will break my heart please don't make me do that.</p>		

Readings and Supplementary Materials

The reading includes chapters from the textbooks below. All reading material is freely and publicly available online. Class-specific readings are mentioned under the Course Schedule.

- [Jurafsky and Martin. “Speech and Language Processing.” 3rd Ed.](#) (J&M) This textbook contains chapters on the fundamentals of natural language processing and is freely and publicly available online through the above link.

Supplementary Material includes these textbooks (freely and publicly available online):

- [Eisenstein. “Natural Language Processing.”](#) This textbook contains an overview of machine learning approaches for NLP and is freely and publicly available online through the above link.
- [Goldberg. “Neural Network Methods for Natural Language Processing.”](#) This textbook provides a deep learning perspective towards NLP and is freely and publicly available online through the above link.

Description of Assignments and How They Will Be Assessed

Homeworks (3 assignments; 30% of final grade):

Through coding homework assignments, students will apply key pieces of modern natural language processing pipelines, such as recurrent and Transformer-based sequence-to-sequence models (Learning Objective **O1**). Homework coding assignments that will involve implementing core concepts using frameworks like PyTorch, then training and executing corresponding machine learning models on real natural language processing data. These coding assignments will be graded based on code correctness in terms of producing expected output, as well as through a written report documenting the code design choices and results of the training and evaluation experiments associated with the assignment.

Paper review (10% of final grade):

Students will write a research paper review to explain concepts underlying natural language processing in their own words (Learning Objective **O2**). Students will select one reading option and submit a two page summary review of that reading. Reviews will be assessed based on answering a small set of questions, to be released at the time of the paper assignment, clearly and correctly. In most cases, each question will warrant at minimum a paragraph to answer. Options for the Fall 2024 run follow:

Module 1	Enriching Word Vectors with Subword Information. Piotr Bojanowski, Edouard Grave, Armand Joulin, Tomas Mikolov. TACL 2017
Module 1	A Structured Vector Space Model for Word Meaning in Context. Katrin Erk & Sebastian Padó. EMNLP 2008.
Module 2	Attention Is All You Need. Ashish Vaswani, Noam Shazeer, Niki Parmar, Jakob Uszkoreit, Llion Jones, Aidan N. Gomez, Lukasz Kaiser, Illia Polosukhin. NeurIPS 2017.
Module 2	Exploring the limits of transfer learning with a unified text-to-text transformer. Colin Raffel, Noam Shazeer, Adam Roberts, Katherine Lee, Sharan Narang, Michael Matena, Yanqi Zhou, Wei Li, Peter J. Liu. JMLR 2020.
Module 3	Google's Neural Machine Translation System: Bridging the Gap between Human and Machine Translation. Yonghui Wu, Mike Schuster, Zhifeng Chen, Quoc V. Le, Mohammad Norouzi, Wolfgang Macherey, Maxim Krikun, Yuan Cao, Qin Gao, Klaus Macherey, Jeff Klingner, Apurva Shah, Melvin Johnson, Xiaobing Liu, Łukasz Kaiser, Stephan Gouws, Yoshikiyo Kato, Taku Kudo, Hideto Kazawa, Keith Stevens, George Kurian, Nishant Patil, Wei Wang, Cliff Young, Jason Smith, Jason Riesa, Alex Rudnick, Oriol Vinyals, Greg Corrado, Macduff Hughes, Jeffrey Dean. 2016.
Module 3	Training language models to follow instructions with human feedback. Long Ouyang, Jeff Wu, Xu Jiang, Diogo Almeida, Carroll L. Wainwright, Pamela Mishkin,

	Chong Zhang, Sandhini Agarwal, Katarina Slama, Alex Ray, John Schulman, Jacob Hilton, Fraser Kelton, Luke Miller, Maddie Simens, Amanda Askell, Peter Welinder, Paul Christiano, Jan Leike, Ryan Lowe. 2022.
Module 4	The Social Impact of Natural Language Processing . Hovy & Spruit. ACL 2016
Module 4	Why AI Is WEIRD and Should Not Be This Way: Towards AI For Everyone. With Everyone. By Everyone. Rada Mihalcea, Oana Ignat, Longju Bai, Angana Borah, Luis Chiruzzo, Zhijing Jin, Claude Kwizera, Joan Nwatu, Soujanya Poria, Thamar Solorio. AAAI 2025.

A rubric for the summary review follows (10% total of final grade):

- Conforms to the 2 page limit, uses 11 or 12pt font, and no more than 1 inch margins (01%)
- What is the paper trying to do or argue? Articulate its objectives using absolutely no jargon (02%)
 - Note how this question is worth two points. This summary statement is one of the hardest things to synthesize from someone else's, and from your own, work.
- At the time of writing, how was related work done, and what were the limits of that practice? (01%)
- What is new in the paper approach and what basis of confidence did the authors provide that it would be successful? (01%)
- What are the core findings of the paper? (02%)
- Who cares? What difference do the findings of the paper make? (01%)
- What's next? What unanswered questions does the paper open that are important or interesting *to you* and why? You may connect the work to your ongoing project. (02%).

In-Class Quizzes (15% of final grade):

In-class quizzes will evaluate students' ability to identify structures, conventions, and algorithmic details underpinning natural language processing technologies (Learning Objective **O3**). Quizzes will occur in a subset of class periods and will involve questions about recently covered topics.

Semester Project (40% of final grade):

Students will design and carry out a research project that aims to answer a question in natural language processing (Learning Objective **O4**). Students will work individually or in small teams (e.g., 2-3). The class project can be research-focused or application-focused. A research-focused project will develop models and analyze data of an existing problem in NLP, or formulate a new problem altogether. An application-focused project will train (possibly only fine-tuning) and deploy NLP models to new application areas, while not necessarily developing any novel research question to be answered. Students will leverage tools, concepts, and techniques presented in the class. The project involves identifying a communication or exploration need that language could resolve, data sources available to inform the problem and method, and the techniques needed to approach it. The grading distribution for deliverables of the course project as well as expectations for each deliverable are detailed below. The deliverables include a project proposal (1-2 pages single space), a mid project report (4-8 pages single space), final presentation (timed, with time for questions), and a final report (~8 pages single space for the main document, up to 15 with references and appendix). The final report will be due on the day of the University-scheduled final examination. Reports will be graded based on clarity and completeness. The project is total 40% of final grade with the following breakdown:

Proposal (5% of final grade)

Project Mid Report (10% of final grade)
Final Presentation (10% of final grade)
Project/Final Paper (15% of final grade)

Details about each project deliverable follow:

The *project proposal* (about 2 pages) should outline the type of project (research-focused or application-focused), and then answer the following questions clearly in a sentence and/or a few paragraphs each, as appropriate: What are you trying to do? Articulate your objectives using absolutely no jargon. How is it done today, and what are the limits of current practice? What is new in your approach and why do you think it will be successful? Who cares? If you are successful, what difference will it make? What are the risks? What could go wrong, and how will you pivot early on if that happens? How much will it cost? That is, what resources will you need in terms of time and computation? Are these reasonable for a semester and what access you have? Identify two milestones along the way to your finished project.

The *project midterm report* (about 4 pages) should cover these questions in detail: What are you trying to do? Articulate your objectives using absolutely no jargon. Who cares? If you are successful, what difference will it make? Additionally, it should cover related work in detail, as well as document the proposed method and what is new in that approach, as well as how you plan to conduct experiments, what hypotheses these experiments test, and how you will evaluate the quality of the results. If you have preliminary results to report, they should be discussed here. Additionally, you should revisit your milestones from the proposal and document your progress with respect to these, and propose updated milestones for the remainder of the semester. A rubric follows (10% of grade total):

- Conforms to the ACL style templates [here](#) with a 4 page limit excluding references. (01%)
- Contains an *Introduction* section that succinctly and clearly answers [Heilmeier questions](#) 1–4. (03%)
- Contains a *Related Work* section that indexes related literature relevant for the proposed work. (01%)
- Contains a *Preliminary Methods* section outlining the high level hypothesis or claim and at least one testable hypothesis with dependent and independent variables identified alongside the metric by which the dependent variable will be measured. The hypothesis should be stated as a truth condition, and the associated statistical or other concrete evaluation test planned to reject or accept the hypothesis should be included. (02%)
- Contains a *Preliminary Results and Next Steps* section outlining any experiments conducted so far aligned to the stated hypotheses. Lays out weekly or biweekly milestones up to the final report date and an associated division of responsibilities among team members. (03%)

The *project final presentation* will be given by your team in class and graded on clarity, completeness, and presentation quality. Each member of the group should present for about equal time. Your slides should be numbered so that you can receive detailed feedback from the instructor and to help with guiding the Q&A session after your talk. Your presentation slot is 30 minutes, with up to 10 additional minutes for Q&A. Your presentation should convey:

- What your project aimed to do, articulating your objectives using absolutely no jargon.
- What was done before and what your key insight was to go beyond those approaches in your course project.

- Your findings, each presented as: a hypothesis, the methodology you used to evaluate the hypothesis, your experiments and results, and a brief discussion of whether your findings support the hypothesis. (The bulk of your presentation time should be here.)
- What next steps you intend to accomplish before the final report deadline.
- What next steps your work leaves open for future research that are not in scope for the course project.

Your final project presentation grade will additionally incorporate your engagement with your classmates' projects. You should aim to engage projects with meaningful, incisive questions.

Rubric (10% of final grade):

- Final project presentation clarity (appropriate level of project detail) (02%)
- Final project presentation completeness (containing all required elements) (03%)
- Final project presentation quality (including balancing time between members) (02%)
- Meaningful and incisive question/discussion about another team's project (01.5%)
- Meaningful and incisive question/discussion about another, different team's project (01.5%)

The *project final report* (about 8 pages) should answer all the following questions in detail, and is expected to include revised content from the midterm report based on feedback your team received at that time. Rubric (15% of final grade):

- Conforms to the ACL style templates here with an 8 page limit. The page limit excludes: references, the ACL-required Limitations section, and optional Appendix. The Limitations and References sections post-page-limit are required, as in ACL requirements. (01%)
- Contains an Introduction section that succinctly and clearly answers Heilmeyer questions 1–4. (03%)
- Contains a Related Work section that indexes related literature in both the immediate research background and the intellectual/philosophical/linguistic context background and school(s) of thought at play in the submitted work. This section should contain updates since the midterm report. (03%)
- Contains a Methods and Experiments section outlining the high level hypothesis or claim and at least one testable hypothesis with dependent and independent variables identified alongside the metric by which the dependent variable will be measured. The hypothesis should be stated as a truth condition, and the associated statistical or other concrete evaluation test planned to reject or accept the hypothesis should be included. The experimental protocol for testing these hypotheses should be described clearly in this section. (04%)
- Contains a Results and Conclusions section outlining any experiments conducted aligned to the stated hypotheses and how these results support or contradict those hypotheses. Where applicable, appropriate statistical tests and corrections should be run to make quantified claims. (03%)
- Contains a Future Work section divided into two parts:
 - What Future Work could be built on this work, similar to what one would see in a published research paper. (01%)
 - What Future Work you, the team, are actually considering, if any. If you are not planning to continue the work in any way, state that. (00%; this section is just for planning)

Participation

Class participation (5% of final grade):

To encourage students to explain concepts underlying natural language processing in their own words (Learning Objective **O2**), we will evaluate each student's engagements in course discussions during class and through online platforms like Brightspace. Points are earned by

asking insightful questions during lecture and during project presentations, volunteering to present group work results during lecture activities, providing details and constructive answers to online questions on platforms like Brightspace, and otherwise contributing to productive class discussions.

Grading Breakdown

Assessment Tool (assignments)	% of Grade
Homeworks (x3)	30%
Paper review	10%
In-class quizzes	15%
Final Project	40%
Class participation	5%
TOTAL	100%

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

Assignments may be turned in until 11:59pm on the due date, after which they are considered 1 day late for every additional 12am-11:59pm period that passes.

Course-Specific Policies

The course will employ a Late Day Token system that enables some flexibility with homework and project deliverables that are not in-class presentations. Note that, regardless of the use of Late Day Tokens, any assignment turned in 10 days late or more will receive an automatic zero.

The course will allow for a budget of 5 Late Day Tokens per student. These tokens can be expended on homeworks, the paper review, and project deliverables (NOT quizzes or presentations) to extend the deadline, one day at a time, for a student without incurring a late penalty. These tokens should be used with no justification or explanation for taking the late time required (i.e., you do not need to explain your reason). Going over budget (e.g., turning things in late with no Late Day Tokens to expend) will incur grade penalties of 5% per day late. To ensure reasonable grading turnarounds and discussions of solutions, any assignment turned in 10 days late or more will receive an automatic zero regardless of the use of Late Day Tokens.

For project teams, Late Day Token expenditures are on a per-student basis (i.e., if a team of 2 turns in their midterm report one day late, a member expending a Late Day Token will receive a 0% late penalty, while a member not expending a Late Day Token will receive a 5% late penalty).

There are no refunds for late days. Unused late days cannot be converted into credit of any kind.

Academic Integrity

Unless otherwise noted, this course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). The general USC guidelines on Academic Integrity and Course Content Distribution are provided in the subsequent “Statement on Academic Conduct and Support Systems” section.

For this class, unless specifically designated as a ‘group project,’ all assignments are expected to be completed individually.

Violations of academic integrity will be taken seriously and result in a formal report to the Office of Academic Integrity as well as a reduction of the associated assignment grade, potentially to zero.

Please ask the instructor or TA(s) if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

You may not record this class without the express permission of the instructor and all other students in the class. Distribution of any notes, recordings, exams, or other materials from a university class or lectures — other than for individual or class group study — is prohibited without the express permission of the instructor.

Use of Generative AI in this Course

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

Additionally, note that generative AI tools are trained, often without appropriate license, on text and images from folks whose intellectual property you do not own and may not license. The text and images that are generated by such tools are inherently plagiarized content; by the end of this course, we hope that you have a clear understanding of why that is.

Course Evaluations

The course will follow the standard protocol for end of semester course evaluations. Time will be taken out of the final or penultimate week of class to enable students to complete these evaluations during class time under proctoring by a student volunteer. The instructor and TAs will not be present during the completion of these evaluations during class time, in accordance with University policy.

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.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all

information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Students and Disability Accommodations:

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

Support Systems:

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

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

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

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

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

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

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

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

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

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

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

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

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

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

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

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

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

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

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

Non-emergency assistance or information.

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

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

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

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