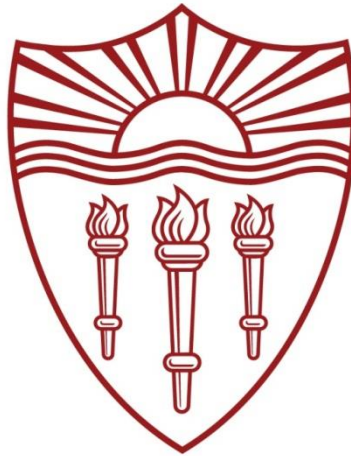


**USC** Mrs. T.H. Chan Division of  
Occupational Science and Occupational Therapy



**POST-PROFESSIONAL MASTERS IN  
OCCUPATIONAL THERAPY PROGRAM**

**STUDENT GUIDELINES  
2025-2026**

# Post-Professional MA Curriculum and Degree Requirements

## OVERVIEW

The one-year Master of Arts (MA) program is designed for the individual who is already a certified or board-eligible occupational therapist, or an international therapist who has completed a baccalaureate degree in occupational therapy from an accredited college or university, or a program approved by the World Federation of Occupational Therapy® (WFOT). The MA program in occupational therapy requires 32 units: 18 units of core courses and 14 units of elective courses. All students must complete OT 500b Clinical Problems in Occupational Therapy, which includes the completion of a Summative Experience that integrates theory and clinical reasoning with application of intervention principles.

The MA degree is under the jurisdiction of the USC Graduate School. Students should also refer to the Graduate School section of the USC catalogue for general regulations. All courses applied toward the degree must be courses accepted by the Graduate School.

## COURSEWORK

The Post-Professional MA (PP MA) curriculum includes a combination of core courses and elective courses.

All students within the program must successfully complete all core courses. Core courses in the PP MA curriculum emphasize three curriculum threads: 1) occupational science, 2) global leadership, and 3) clinical scholarship and research application. Core courses follow the [USC Academic Calendar](#).

The elective courses allow students to customize their own learning experience by selecting courses that are of particular interest to the student. USC Chan will offer a range of elective courses in the Fall and Spring semesters. Students may also take up to 4 units of elective course work from outside the Chan Division. Elective courses taken outside the Chan Division must be at the 500 level or above. Chan Division elective courses follow the [Chan Entry-Level OTD program calendar](#).

All courses and/or schedules are subject to change. The Division will provide specific details regarding schedules and courses as they become available.

### Course Sequence

Fall Semester: 14-18 units	Spring Semester: 14-18 units
OT 500a: Clinical Problems in Occupational Therapy (2 units)	OT 500b: Clinical Problems in Occupational Therapy (3 units)
OT 512: Survey of U.S. Health Systems (2 units)	OT 536: Practice Scholar: Applying Qualitative Evidence (3 units)
OT 519: Foundations in Occupational Science and Occupational Therapy (3 units)	OT 540: Leadership Capstone (2 units)
OT 526: Practice Scholar: Applying Quantitative Evidence (3 units)	Elective Courses (6-10 units)
Elective Courses (4-8 units)	

## **SCHOLASTIC STANDARDS**

Students are required to maintain a minimum grade point average (GPA) of 3.0 for all course work. Students who fail to achieve a 3.0 GPA for any semester will be placed on academic probation and must achieve a semester GPA of 3.0 or higher in all remaining semesters in order to continue in the program.

The minimum passing grade in all core courses is C. Students who earn a C- or below in any core course will be required to repeat that course. Students who earn a C- or below in an elective course will not be able apply those units to the elective units degree requirement.

To be eligible for graduation, students must achieve a final cumulative GPA of 3.0 or above AND a GPA of 3.0 or above for all courses applied to the MA degree.

## **SUMMATIVE EXPERIENCE REQUIREMENT**

In the final semester of the program, students will complete OT 500b (3 units), which includes the completion of a Summative Experience. The Summative Experience integrates theory and clinical reasoning with application to clinical practice. The Summative Experience will include an evidence-based deliverable. Examples of evidence-based deliverables may include an evidence synthesis, a case-study review, or development of an occupation-based program.

## **USC Policies**

The [USC Student Handbook](#) describes the rights, responsibilities, and obligations of students in the PP MA program. Specific sections of the USC Student Handbook that are of particular relevance to PP MA students are included below.

### **ACADEMIC INTEGRITY (USC Student Handbook pp. 11-13)**

USC's Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one's education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Instructors may include additional classroom and assignment policies, as articulated on their syllabus.

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

- Plagiarism
  - The submission of material authored by another but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
  - Re-using 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, 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, or assignments submitted by another student as their own work.
- Cheating
  - Submitting material that was substantively drafted or revised by another.
  - Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination; or, any behavior that defeats the intent of an examination or other classwork or assignment, unless expressly permitted by the instructor. Examples of unacceptable behaviors include communicating with fellow students during an exam period; soliciting or providing information about an exam during an exam period; accessing online resources or learning platforms during an exam; copying or attempting to copy material from another student's exam; allowing another student to copy from an exam or assignment; possessing or using unauthorized notes, materials, calculator, cell phone/other device during exams; and/or, removing or sharing without authorization exam materials.
  - Submission of work altered after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to dispute a grade and/or gain credit.
  - Obtaining for oneself or distributing any academic work, such as solutions to homework, a project or other assignment, or a copy of an exam or exam key, without the knowledge and expressed consent of the instructor.
  - Unauthorized collaboration on any academic work, such as an exam, a project, homework, or other assignment. Collaboration will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.
  - Taking a course or completing any coursework or exam for another student, or allowing another individual to take a course, complete coursework or a portion of a course, or exam in one's stead.
  - Accessing, altering, and/or using unauthorized information.
- Other Violations of Academic Integrity
  - Fabrication: Submitting material for lab assignments, class projects, or other assignments which is wholly or partially falsified, invented, or otherwise does not represent work accomplished or undertaken by the student.
  - 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 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 any information, created by another, 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 method. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited (Also see Class Notes on page 53.)

- 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, thus, infringe on the academic freedom of other students as well as the instructor.
- Failure to comply with testing protocols, policies, procedures, or instructions as it applies to exams or other academic work.
- Falsification, alteration, or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, résumés, academic documentation, letters of recommendation, admissions applications, or related documents.
- Any act that gains or is intended to gain an unfair academic advantage may be considered a violation of academic integrity.
- Furnishing false information to any university official, faculty member, or office. This includes but is not limited to furnishing false information in academic petitions or requests, financial aid documents, student employment documents, applications, financial statements or other documents, or intentionally evading university officials and/or obligations to the university. Students are responsible for verifying the accuracy of any information submitted to the university by any third party on their behalf.
- Any attempt to hinder the academic work of another student or any act which may jeopardize another student's academic standing, including but not limited to tearing pages out of a library book, tampering with or removing another student's academic work (either physically or electronically), or manipulating electronic systems to gain an advantage in class registration or other academic status.

### **RESOLUTION OF ALLEGATIONS OF ACADEMIC INTEGRITY VIOLATIONS (USC Student Handbook pp. 41-46)**

USC empowers and expects its faculty to respond to suspected acts of academic dishonesty that occur in their courses. Academic dishonesty undermines the integrity of the learning and evaluative process for not only the student who engages in dishonesty, but for the other students in the course. Both the instructor and the university have a vested interest in responding to such alleged misconduct: the instructor through assessment of the student's performance (i.e., grading) and the university through its disciplinary process for a violation of the university's expectations for its students. Such an approach respects the academic freedom of faculty in their classroom while also holding all students accountable to the Unifying Values of USC through fair and impartial means.

Instructors are encouraged to submit a report (up to one year after the date of discovery of the alleged incident) with the Office of Academic Integrity (OAI) if either they, an academic unit, or an appropriate university official has reason to believe, based on observation or other information, that a student has violated the university's academic integrity standards. This timeframe may be extended at the discretion of the Vice Provost for Academic Programs. The Office of Academic Integrity manages reports of alleged academic misconduct for all undergraduate and graduate students, except those involving a student in either the Herman Ostrow School of Dentistry or the clinical programs at the Keck School of Medicine.

Allegations of academic dishonesty are typically resolved by OAI, unless resolved informally between faculty and student through a Faculty-Student Resolution (FSR).

#### **Informal Resolution**

**Faculty-Student Resolution (FSR).** A faculty-student resolution is an opportunity for an instructor to resolve academic dishonesty directly with a student if the student accepts responsibility for the allegation and the instructor's proposed resolution. OAI will confirm completion of the FSR once all documents have been signed and received. If the student has previously been held accountable for academic dishonesty at the university through the formal or informal process, then OAI will contact the student to consider outcomes in addition to the FSR.

Some appropriate examples for the FSR process may include but are not limited to: minimal plagiarism; turning in an assignment with minimal unauthorized collaboration or unauthorized access to resources; submitting the same assignment to more than one instructor without instructor approval; use of an online translator in foreign language courses; or, indicating attendance/participation in a course on behalf of an absent student.

OAI staff and the college's/school's Academic Integrity Ambassador (AIA) are available to consult with faculty on the appropriateness of an FSR and possible resolutions. Resolutions in an FSR should include a grade penalty (either a reduced grade on the assignment or in the course) and may additionally re-do of the assignment, additional assignments, and/or educational initiatives, as agreed to between instructor and student. Instructors are not required to consult with OAI or their AIA before implementing a FSR, but are encouraged to consult if the extent of the violation warrants an "F" in the course.

The instructor should complete the FSR form available on the OAI website. The FSR form and any relevant documents must be submitted to OAI when the matter is resolved. OAI will then check its records to determine if the student has any prior academic or nonacademic violation of university policy (including a previous faculty-student resolution).

If the student has a prior academic dishonesty violation, OAI will contact the student to consider outcomes in addition to the FSR. If an agreement cannot be reached between the student and OAI regarding the outcomes, OAI may convene a review panel. The review panel will assess the student's entire disciplinary history and determine outcomes that may impact the student's status and/or involve educational initiatives.

### **Formal Resolution**

Referral to OAI. FSRs are not applicable if any of the following criteria are met:

- The student denies responsibility for the alleged violation.
- The student does not agree to the instructor's proposed outcome(s).
- The student has previously been determined responsible for a violation of academic integrity at the university, including the FSR process.

In such an instance, instructors are expected to complete a formal report available on the OAI website and include an explanation of the circumstances surrounding the alleged violation, any supporting documents, and/or relevant information. An instructor may not issue a grade penalty for an academic integrity violation unless or until a determination of responsibility is made. If OAI determines the student is not responsible, the instructor may not assign any grade penalty.

OAI Response to Report. When a report of an alleged academic integrity violation has been submitted to OAI and it has not been resolved through an FSR (or is ineligible for such), the office will evaluate the report and notify the student of the allegation in writing. A copy of the notification will be sent to the

involved instructor. Academic units will be provided with information regarding the number and scope of academic integrity issues in their school throughout the academic year.

**Administrative Review.** The student will be invited to meet with OAI staff (an “administrative review”) to discuss the incident and answer questions. The student has an opportunity to submit a written account of their perspective to staff in advance of the meeting. At the meeting, the student can present any information regarding the incident. This review may take place over the course of multiple meetings at the discretion of OAI staff. OAI staff may consult with the instructor or any other relevant parties at any time during this process. The student is not permitted to create a recording or transcription of any meeting.

If the student accepts responsibility for the alleged violation(s), OAI staff may seek to reach an agreement with the student during the administrative review as to (an) outcome(s). If such agreement is reached, the matter is considered resolved and no appeal is available. If such agreement is not reached and an outcome proposed by OAI staff includes suspension, expulsion, revocation of admission, or revocation of degree, the matter will be referred to a review panel for its consideration of (an) outcome(s). Otherwise, OAI staff will decide (an) outcome(s). The student may appeal as described below.

If the student does not accept responsibility for the alleged violation(s), and there is no potential outcome of suspension, expulsion, revocation of admission, or revocation of degree, OAI staff will use a preponderance of evidence standard to determine if the student is responsible for the allegation(s). (There is no option for a review panel.) If so, OAI staff will decide (an) outcome(s). The student’s previous disciplinary record will be considered in determining (an) appropriate outcome(s). The student may appeal as described below.

If the student does not accept responsibility for the alleged violation(s), and an outcome could include suspension, expulsion, revocation of admission, or revocation of degree, OAI staff will refer the matter to a review panel for its determination of responsibility and outcome(s), if applicable. The student’s previous disciplinary record will be considered in determining (an) appropriate outcome(s). A student may appeal as described below.

If the student fails to respond to the written notice or chooses not to participate in the administrative review process, OAI staff may decide responsibility and outcomes (considering a student’s previous disciplinary record in deciding outcomes) in the student’s absence so long as the outcome does not result in the issuance of suspension, expulsion, revocation of admission, or revocation of degree. Otherwise, OAI staff will refer the matter to a review panel for its consideration. The student may appeal as described below.

OAI staff or the student may move the matter forward to a review panel at any time during the administrative review process. Prior to a review panel’s meeting, the student or OAI staff may choose to resolve the case without a review panel (if, for example, a student accepts responsibility and outcomes or OAI staff determines through additional information that a violation did not occur). Any information gleaned by OAI staff during the administrative review may be shared with the review panel.

**Review Panel.** In a review panel, OAI staff will convene three to five members, designated by the Vice Provost for Academic Programs or designee, comprised of any combination of faculty, staff, and

students, to consider the report/documentation and to hear from/ask questions in real time of the student, instructor (if available) and any relevant identified parties. The review panel shall determine by a preponderance of evidence standard if the student is responsible for the alleged violation, and, if applicable, outcomes. A review panel will be informed of a student's previous disciplinary record should the review panel find the student responsible for the allegation, which will then be considered in determining (an) outcome(s). Decisions of responsibility and outcomes are determined by a majority vote of the review panel. The review panel shall be facilitated by a trained staff member from OAI or OCE, who, although not a voting member of the panel, may offer guidance and recommendations to the panel regarding the findings and outcomes.

**Outcomes.** If a student is found responsible for a violation, the student may receive any of the outcomes listed in this student handbook. Grade penalties are determined and assigned by instructors after a decision is final. Any challenge to a grade penalty should follow the grade dispute process (page 62).

**Appeals.** Information related to the grounds and process for appealing determinations of responsibility and (an) outcome(s) in academic and non-academic cases is described under the Appeals section below.

### **DISCRIMINATION, HARASSMENT, AND RETALIATION (USC Student Handbook p. 17)**

Conduct that involves discrimination or harassment, including sexual misconduct, based on a protected characteristic or related retaliation, falls under the Policy on Prohibited Discrimination, Harassment, and Retaliation and should be reported to the Office for Equity, Equal Opportunity and Title IX (EEO-TIX). Reports can be made by emailing [eeotix@usc.edu](mailto:eeotix@usc.edu); calling (213) 740-5086, or visiting the EEO-TIX Office at King Hall, 1025 W. 34th Street, Suite 101. EEO-TIX offers a variety of services, including supportive measures (such as academic accommodations), through its Intake, Outreach, and Care Team. For more information, please visit the [EEO-TIX website](#).

### **LEAVE OF ABSENCE (USC Student Handbook p.64)**

USC recognizes that students occasionally have needs that interfere with their ability to remain in their academic program. It is the university's goal to support students in these circumstances so that they can address their needs and return to complete their program. For more information about a leave of absence, see <https://loa.usc.edu>.

## **USC Chan Division Policies**

### **CHAN STUDENT SUPPORT SERVICES**

Students are encouraged to use office hours and interact with members of the teaching team outside of regularly scheduled class times. Students should review the [Chan Division Student Resource Guide](#) to help navigate available resources.

Student support services are offered daily (Monday through Friday) in the Student Lounge, located in the Center for Health Professions (CHP), rooms 137 and 139, during the mid-day break from 12:15 – 1:15 pm. Services include educational support tailored to various courses, resources for developing effective studying and learning strategies, peer mentoring for program navigation, pathways for making connections with instructors and University resources, community building, and practice exploration. Additionally, student support services provides asynchronous evidence-based resources like infographics and videos, including writing tips, APA formatting, and study techniques. Students have the flexibility to

“drop-in” to the Student Lounge during the midday break or schedule meetings in-person, via Zoom, or in group formats ranging from large gatherings to 1-on-1.

The following faculty and staff comprise the student support services team:

Tessa Milman, Director of Student Support and Engagement, [tmilman@chan.usc.edu](mailto:tmilman@chan.usc.edu)

Ryan Pineda, Student Support Advisor III, [ryan.pineda@chan.usc.edu](mailto:ryan.pineda@chan.usc.edu)

Ann Cassar, Student Service Assistant, [ann.cassar@chan.usc.edu](mailto:ann.cassar@chan.usc.edu)

PP MA students also have access to an academic peer mentor. The academic peer mentor is part of the Global Initiative office, and is available to provide peer-level academic support. This may include sending updates and communications, hosting office hours, leading workshops, and individual support.

## **STUDENTS WITH DISABILITIES**

Office of Student Accessibility Services (OSAS): The OSAS staff is responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS assists in creating an accessible USC environment through reasonable accommodations, training, and collaboration. Services for students with disabilities include:

- Assistance in providing readers, scribes, note-takers, and interpreters
- Advocacy with faculty
- Special accommodations for test-taking needs
- Auxiliary aid and equipment loans
- Assistance with architectural barriers
- Information on accessible seating at USC sporting events
- Assistive technology
- Support for individual needs
- Information on various disabilities

Students requesting academic accommodations based on a disability are required to register with OSAS each semester. OSAS will provide a letter of verification for approved accommodations when adequate documentation is filed. In order to utilize accommodations, students must submit a copy of the verification letter to their course instructors or to the Director of the Professional Program.

With documentation of disability, students may request accommodations for coursework, including exams. Should a student have approved accommodations through OSAS and wish to utilize them for course exams, the student should notify the faculty member a minimum of two (2) weeks prior to the exam. The Division will make a good faith effort to implement all accommodation requests; however, some accommodations may require additional time to put in place.

OSAS is located on UPC, Grace Ford Salvatori Hall (GFS) Room 120. Telephone: 213.740.0776.

Information can be obtained and students can register online at the OSAS website: [osas.usc.edu](http://osas.usc.edu); or send an email to: [OSASFrontDesk@usc.edu](mailto:OSASFrontDesk@usc.edu).

## **STUDENT CONCERNS, ISSUES, OR GRIEVANCES**

At times, students may experience conflict or concerns with a member or members of the Chan Division. If such instances arise, the Chan Division will make efforts to resolve the problem in a timely and appropriate fashion. The first recourse to resolve concerns, issues, or grievances is open discussion between the individuals. Should a student not feel comfortable discussing concerns directly with the

individual, or have concerns that are unresolved following the discussion, the student should seek out guidance from the PP MA Program Director or the Associate Chair for Academic, Faculty, and Student Affairs.

## **STUDENT ORGANIZATIONS AND GROUPS**

Registered Student Organizations (RSOs) are recognized by the University and self-governed by Chan students with advisement by Chan faculty.

The Occupational Therapy and Science Council(OTSC) represents OS/OT student interests to the division and the university; provides students with opportunities to network and interact with students of other programs; and provides access to volunteer and fundraising opportunities around the world.

The Interdisciplinary Community Outreach (ICO) – Occupational Therapy’s mission is to offer volunteer opportunities for students to get involved in interprofessional health teams (PharmD, PA, PT, and MD) to promote health education and access to comprehensive care to the chronically ill and underserved communities of Los Angeles

Asociación Hispanohablante de Terapia Ocupacional (AHTO)

The mission of the Asociación Hispanohablante de Terapia Ocupacional (Spanish-speaking Occupational Therapy Association) is to improve the educational experience of Latinx and/or Hispanic-identifying occupational therapy students, serve as a resource for community members to support one another and to advance clinical care for Spanish-speaking/Latin American populations.

In addition to RSOs, the following Chan Student Groups, supported by Chan faculty, provide opportunities for student involvement in special areas of interest or represent local student chapters of national organizations.

The goal of USC’s Coalition of Occupational Therapy Advocates for Diversity (COTAD) chapter is to build diversity and inclusion within the Chan Division by increasing the profession’s visibility and accessibility to underrepresented groups and increasing cultural humility by sharing and learning about different lived experiences.

## **NATIONAL BOARD CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT®)<https://usc.zoom.us/j/5650270764>**

PP MA alumni who plan to practice occupational therapy in the United States must apply for the [Occupational Therapist Eligibility Determination \(OTED®\) process](#) through the National Board for Certification in Occupational Therapy® (NBCOT®). The OTED process is used to determine if an applicant’s education is comparable to current entry-level occupational therapy educational standards in the United States.

NBCOT® is the final determinant of eligibility. Students should visit the NBCOT website for information on the application process and related fees. Please be aware that a felony conviction *may* affect a graduate's eligibility for the NBCOT examination or attain state licensure.

## STATE LICENSURE

All states require a license in order to practice occupational therapy in the United States of America. NBCOT certification is a prerequisite for licensure in all states. Students are responsible for researching and abiding by the licensure processes of each state. Students may access current information for the California Board of Occupational Therapy (CBOT) at [www.bot.ca.gov](http://www.bot.ca.gov). For additional information, please contact the California Board of Occupational Therapy, 1610 Arden Way, Suite 121, Sacramento, CA 95815; Telephone: 916.263.2294

Please be aware that the Occupational Therapy Practice Act (California Business and Professions Code, Section 2570-2571) includes a specific section on representation to the public, California Occupational Therapy Practice Act (Business and Professions Code, Section 2570.18). This section also applies to international students who are trained as occupational therapists outside of the United States.

The section states:

- “(a) A person shall not represent to the public by title, by description of services, methods, or procedures, or otherwise, that the person is authorized to practice occupational therapy in this state, unless authorized to practice occupational therapy under this chapter. 29
- (b) Unless licensed to practice as an occupational therapist under this chapter, a person may not use the professional abbreviations “O.T.,” “O.T.R.,” or “O.T.R./L.,” or “Occupational Therapist,” or “Occupational Therapist Registered,” or any other words, letters, or symbols with the intent to represent that the person practices or is authorized to practice occupational therapy.
- (c) Unless licensed to assist in the practice of occupational therapy as an occupational therapy assistant under this chapter, a person may not use the professional abbreviations “O.T.A.,” “O.T.A./L.,” “C.O.T.A.,” “C.O.T.A./L.,” or “Occupational Therapy Assistant,” “Licensed Occupational Therapy Assistant,” or any other words, letters, or symbols, with the intent to represent that the person assists in, or is authorized to assist in, the practice of occupational therapy as an occupational therapy assistant.
- (d) The unauthorized practice or representation as an occupational therapist or as an occupational therapy assistant constitutes an unfair business practice under Section 17200 and false and misleading advertising under Section 17500.” Retrieved from [http://www.bot.ca.gov/board\\_activity/laws\\_regs/cc\\_regulations.shtml#4125](http://www.bot.ca.gov/board_activity/laws_regs/cc_regulations.shtml#4125)).

## IMPORTANT WEBSITES AND TELEPHONE NUMBERS

<b>Department of Public Services (DPS)</b>		
<u>Health Sciences Campus (HSC)</u>		<a href="https://dps.usc.edu/">https://dps.usc.edu/</a>
EMERGENCY ONLY	(323) 442-1000	
Normal Business	(323) 442-1200	
<u>University Park Campus (UPC)</u>		<a href="https://dps.usc.edu/">https://dps.usc.edu/</a>
EMERGENCY ONLY	(213) 740-4321	
Normal Business	(213) 740-6000	
<b>USC Chan Division Offices</b>		
Chan Division Main Office	(323) 442-2850	<a href="https://chan.usc.edu/">https://chan.usc.edu/</a>

Occupational Therapy Faculty Practice	(323) 442-3340	<a href="https://chan.usc.edu/patient-care/faculty-practice">https://chan.usc.edu/patient-care/faculty-practice</a>
Keck Hospital OT Office	(323) 442-5370	<a href="https://chan.usc.edu/patient-care/usc-hospitals">https://chan.usc.edu/patient-care/usc-hospitals</a>
<b>Registration Services</b>		
Registration and Records (UPC)	(213) 740-8500	<a href="https://arr.usc.edu/">https://arr.usc.edu/</a>
One Stop Express at HSC (SRH)	(323) 442-2110	<a href="https://mycard.usc.edu/hsc/">https://mycard.usc.edu/hsc/</a>
Degree Progress (JHH 010, UPC)	(213) 740-7070	<a href="https://arr.usc.edu/students/degree-progress/">https://arr.usc.edu/students/degree-progress/</a>
The Graduate School (STU 301, UPC)	(213) 740-9033	<a href="https://graduateschool.usc.edu/">https://graduateschool.usc.edu/</a>
<b>Student Services</b>		
USCard Services (PSX 1336, UPC)	(213) 740-8709	<a href="https://mycard.usc.edu/">https://mycard.usc.edu/</a>
Office of Student Accessibility Services (GFS 120, UPC)	(213) 740-0776	<a href="https://osas.usc.edu/">https://osas.usc.edu/</a>
Office of International Services (Royal St. Parking Structure, Suite 101)	<a href="mailto:ois@usc.edu">ois@usc.edu</a>	<a href="https://ois.usc.edu/">https://ois.usc.edu/</a>
Student Activities Center (SKS 410, UPC)	(213) 740-5693	<a href="https://campusactivities.usc.edu/">https://campusactivities.usc.edu/</a>
The Testing Bureau (STU 300, UPC)	(213) 740-1188	<a href="https://campusactivities.usc.edu">https://campusactivities.usc.edu</a>
The Writing Center (THH 216, UPC)	(213) 740-3691	<a href="https://dornsife.usc.edu/writingcenter">https://dornsife.usc.edu/writingcenter</a>
USC Kortschak Center for Learning and Creativity (STU 311)	(213) 740-7884	<a href="https://kortschakcenter.usc.edu/">https://kortschakcenter.usc.edu/</a>
Financial Aid (KAM 100B, HSC)	(323) 442-1016	<a href="https://financialaid.usc.edu/">https://financialaid.usc.edu/</a>
Transportation, Parking Services (HSC)	(323) 442-1201	<a href="https://transnet.usc.edu/">https://transnet.usc.edu/</a>
<b>Health Services</b>		
USC Student Health Line	(213) 740-9355	<a href="mailto:studenthealth@usc.edu">studenthealth@usc.edu</a>
Student Health Insurance Office	(213) 821-1550	<a href="https://studenthealth.usc.edu/">https://studenthealth.usc.edu/</a>

## UNIVERSITY PUBLICATIONS SUPPLEMENTAL TO THESE GUIDELINES

USC Catalogue: <http://catalogue.usc.edu/>

The USC Student Handbook <https://policy.usc.edu/studenthandbook/>

Schedule of Classes and Registration Information: <https://classes.usc.edu/>

## ADMINISTRATIVE FACULTY

For contact information go to: <https://chan.usc.edu/people/faculty>

ASSOCIATE DEAN, CHAIR AND PROFESSOR

Grace Baranek, PhD, OTR/L, FAOTA

ASSOCIATE CHAIR FOR ACADEMIC, FACULTY, AND STUDENT AFFAIRS

Julie McLaughlin Gray, PhD, OTR/L, FAOTA

ASSOCIATE CHAIR OF OPERATIONS, COMMUNITY PARTNERSHIPS AND DEVELOPMENT

Sarah Bream, OTD, OTR/L, FAOTA

ASSOCIATE CHAIR FOR RESEARCH

Mary Lawlor, ScD, OTR/L, FAOTA

ASSOCIATE CHAIR FOR DIVERSITY, ACCESS, AND EQUITY

Jesús Díaz, OTD, OTR/L

ASSOCIATE CHAIR FOR OCCUPATIONAL THERAPY CLINICAL SERVICES

Chantelle Rice Collins OTD, OTR/L, CDCES

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DIRECTOR OF POST-PROFESSIONAL OCCUPATIONAL THERAPY CLINICAL DOCTORATE PROGRAM

Sarah Bream, OTD, OTR/L

DIRECTOR OF POST-PROFESSIONAL MASTER'S PROGRAM

Emily Ochi, OTD, OTR/L

DIRECTOR OF MINOR IN OCCUPATIONAL SCIENCE PROGRAM

Ashley Uyeshiro Simon, OTD, OTR/L

DIRECTOR OF STUDENT SUPPORT AND ENGAGEMENT

Tessa Milman, OTD, OTR/L

## USC ACADEMIC CALENDAR

All PP MA core courses follow this calendar

### Fall Semester 2025

Open Registration	August 18-22
Move-In	August 20
Classes Begin	August 25
Labor Day Holiday	September 1
Fall Recess	October 9-10
Veterans Day Holiday	November 11
Thanksgiving Holiday	November 26-30
Classes End	December 5
Study Days	December 6-9
Finals	December 10-17
Winter Recess Holiday	December 18 – January 11

### Spring Semester 2026

Open Registration	January 8-9
Classes Begin	January 12
Martin Luther King's Birthday Holiday	January 19
President's Day Holiday	February 16
Spring Recess	March 15-22
Classes End	May 1
Study Days	May 2-5
Finals	May 6-13
Commencement	May 15

## CHAN E-OTD, GRADUATE CERTIFICATE, AND ELECTIVE COURSES ACADEMIC CALENDAR

PP MA elective courses follow this calendar\*

### Fall Semester 2025

Classes Begin	September 8
Veterans Day Holiday	November 11
Thanksgiving Holiday	November 26-30
Classes End	December 12
Finals	December 15 - 19

### Spring Semester 2026

Classes Begin	January 12
Martin Luther King's Birthday Holiday	January 19
President's Day Holiday	February 16
Spring Recess	March 15-22
Classes End	April 24
Finals	April 27 – May 1
Commencement	May 15

\*Elective courses taken outside the Chan Division will typically follow the USC Academic Calendar