

UCSC Crown 70B

Intro to Broadcast Media and Podcasting

Summer 24 Syllabus

Class Instructor: Shavit Melamed	Class Dates: 8 weeks: June 24 - August 16, 2024
Email: shmelame@ucsc.edu	Class Times: Tuesdays and Thursdays
Phone: 310-956-8993	Hours: TBD

General Course Description

This is a 5-unit course that teaches creative audio storytelling and journalism through the collaborative production of podcasts to be published online. Students will explore the many potential stories in and around Santa Cruz such as notable local persons in academia, politics, or the arts, or local topics of general interest. This course prepares students to represent their interests through audio within various UCSC media outlets and professional opportunities within the fields of podcasting, journalism, and radio. In turn, this will produce quality projects representing UCSC's campus and the surrounding communities that are accurate, relevant, and well-produced.

This class has no pre-requisites, will be taught asynchronously online (remotely), and fulfills the Image and Interpretive Media (IM) general education credit. Crown 70B also fulfills two of the three requirements for becoming staff members at the KZSC radio station. The outstanding requirement is a 2-unit KZSC lab course, CRWN 70L. Interest in enrollment in CRWN 70L can be emailed to shmelame@ucsc.edu, class@kzsc.org, and volunteer@kzsc.org, with the email subject as: 'Podcast and Broadcast Media - 70L class interest'.

COURSE OVERVIEW

This is a 5-unit, project-based course on a subject of interest and will include theoretical instruction, guided training on techniques of media creation, and editing of text and audio, and an analysis of the strategies used in the creation of notable podcasts and local radio broadcasts and journalistic publications. This is a 5-unit course that fulfills the Interpreting Arts and Media (IM) general education requirement, which explores the presentation of information through a variety of formats.

In order to effectively train students to engage in the creative process and to think critically about the media they consume, the format of the class is modelled after the collaborative atmosphere of a newsroom in which students share expertise and pitch and workshop stories. Students will read and listen to local radio, podcast, and journalism sources in order to gain familiarity with local campus and community media outlets that they can engage with and analyze in the future.

Students will learn storytelling, sound gathering, interviewing, scriptwriting, audio editing, and developing a “radio voice.” Students will also learn how to adapt their research to different time formats and how to give constructive feedback on audio projects.

Each student will compose one story with two formats, one feature-length podcast and a 7-minute NPR-like version for radio broadcast. All podcasts will be published on the class website, and particularly strong podcasts will be played on KZSC.

Course requirements

Course Requirements with Grade Weight - Credits 5 for Letter OR Pass/Fail - Lower Level Course

KEY LEARNING GOALS/OUTCOMES & CONCEPTS

This course teaches students to improve their communication, public speaking, and research skills by rendering into the audio medium a research project. This involves theoretical/critical thinking skills, practical, and technical skills:

Theoretical/critical thinking skills (journalism):

- Understand the function of noncommercial radio and other media outlets as a public service, their roles at UC Santa Cruz, and noncommercial radio stations’ contract with the FCC.
- Distinguish between (a) noncommercial and commercial language, (b) trustworthy and/or unbiased sources for research/reporting, and (c) FCC indecency, profanity and obscenity.
- Techniques of media creation and different time formats

Practical skills:

- Research a topic suitable for a short podcast and design a work plan and timeline for project completion.
- Sound gathering
- Adapting research to different time formats
- Record an engaging interview using smartphones with key subjects related to the research topic.
- Identify and use the classic storytelling structure and build an arc of tension, conflict, climax, and solution to successfully create a script using storytelling techniques.
- Learning to work in the collaborative, dynamic environment of a newsroom.

Technical skills:

- Editing raw recordings using the free software Audacity, to quickly and professionally produce high-quality audio clips.
- Mixing the recordings weaving narrations, interviews, music, and sound effects into an engaging podcast.

Commented [1]: can we offer them amadeus codes?
@advisor@kzsc.org

- [Learning about how to submit podcasts to RSS feed platforms such as iTunes, Spotify, Bandcamp, Stitcher, TuneIn and others.](#)

Commented [2]: @advisor@kzsc.org

TIME COMMITMENT

In order to meet this 5-unit course requirements, you must plan to meet a total of 18 h and 45 min in weekly commitments over the eight weeks of the session as follows:

- Class time: 3h 15 min (2 meetings per week)
- Readings: 3h 30 min
- Audio assignment listening: 4h 30 min
- Podcast assignments (including research): 7h 30 min

REQUIRED CLASS MATERIALS

The following are the three items that are required for this class:

- [Sound Reporting: The NPR Guide to Audio Journalism and Production](#) by Jonathan Kern
- [Out on the Wire: The Storytelling Secrets of the New Masters of Radio](#) by Jessica Abel.
- [Starting Your Podcast: A Guide For Students](#) from NPR

LOGISTICS

Course organization

This class meets twice a week, Tuesdays and Thursdays, and its format is modelled after the dynamic and collaborative atmosphere of a newsroom. Sessions will include theoretical instruction, group discussions, guided training on techniques of media creation, and editing of text and audio.

Canvas: Note that this course relies heavily on Canvas Announcements and email. It is your responsibility to check your UCSC email and Canvas account regularly. I will aim to respond within 36 hours to a message.

Please note, I do not respond to emails asking for information contained in the course syllabus, other handouts, or on Canvas. All class handouts, articles and required readings will be on the Class Canvas.

Zoom etiquette: students are expected to join live and have cameras on for full engagement and participation. Class meetings will incorporate breakout rooms and use of the meeting chat, and active participation in these settings is expected as part of the attendance & participation grade. If you face

difficulty with this format (ex: wifi problems, no quiet/private space to speak in class, etc) you are expected to communicate with me as soon as possible and I will provide accommodations as necessary.

Having our cameras on helps students get to know one another, demonstrates active participation in class, and ensures that I can gauge students' comprehension of course material.

Class participation and engagement

Each class member is expected to contribute to the dialogue or discussion. Your opinions and concerns are important, and you are encouraged to share them with the group. You are encouraged to listen carefully to what others have to say to build a positive learning dialogue for all. As a class, we will learn how to evaluate, critique, and give feedback on each others' drafts and final projects.

Attendance

By taking this class you are agreeing to be present in class at every meeting. If you miss more than two classes throughout the quarter, you will receive an F grade in the class. If you do need to miss any class, you must email us at least 24 hours prior to the class you will be missing. If you fail to do so, you will not get credit for any make-up assignment(s) for the missed class, which, if not completed, will jeopardize your final grade in the class.

ACADEMIC COMPONENTS

Exams & Finals

This course is project-based and does not have any exams. Students will finish the quarter with one feature-length podcast. All student podcasts and blog posts will be published and promoted on the class website and on the KZSC Blog.

Assignments

This class is a project-based course on a subject of interest. Each student will compose one story with two formats, one feature-length podcast and a 7-minute NPR-like version for radio broadcast due at the end of the quarter. This final project incorporates the various elements of auditory media that students will study in the course, including sound recording, script writing, audio editing, public speaking, and recording techniques. All podcasts will be published on the class website, and particularly strong podcasts will be played on KZSC.

This final project builds on four types of assignments that are completed at different times throughout the quarter (see weekly schedule) :

1. Weekly readings and audio listenings: introduce students to established radio broadcasts and podcasts. Podcast episodes are distinctly selected to highlight diverse topics, interview styles, and storytelling arcs in contemporary auditory media.
2. Five Sound Field Recording Collection: students will determine which background noise/sound they would like to implement into their final podcast and collect/record five sounds to submit in a preliminary assignment to review sound quality and proof of completion.
3. Completion of Script: submission of a script is expected as an early element of the final podcast project. The script should act as an outline of the final project's structure and flow.
4. Journal Assignments: Journal assignments will incite reflection on weekly readings and audio listening assignments. Students will analyze strengths and weaknesses of relevant sources and consider the responsibility of each source. These technical and ethical reflections will help students note which elements of weekly readings/listenings they plan to incorporate into their own work.

Grades Breakdown

- Completion of five sound field recording collection - 5%
- Attendance & Participation - 10%
- Completion of script - 10%
- Completion & quality of journals - 15%
- Completion of draft podcast - 20%
- Completion & quality of final podcast - 40%

The quality of both the final podcast and broadcast will be graded in the following categories: introduction, content, delivery, interview, graphics and music enhancements, and technical production.

Students visiting my **office hours** will get a **1% grade boost as extra credit**. Even after the extra credit boost is received; students are invited to attend my office hours as many times as desired).

Late Work: Every calendar day an assignment is late will result in a **10% grade deduction** from that assignment (i.e. if an assignment is due at 11:59pm and it is turned in at 12:00am the following day, the grade will be marked down 10%). All late work turned in after 12/1/2023 will be **marked down by 50%**! If you need an extension, email the instructor at least 24 hours in advance. Communication is important!

COURSE WEEKLY SCHEDULE

Week 1: Introductions and Project Presentations

Topic	Presentations and Activities:	Assigned
Research and planning/ Basics of Writing for Radio/Planning your podcast Introduction to Class and Project Topics	Tuesday: <ul style="list-style-type: none"> - Review Syllabus - Class Discussion: <ul style="list-style-type: none"> • Background/interest in Podcasts, Radio, Journalism, etc. • Write down goals, expectations, fears for class. • Email me any details you'd like me to know as your instructor (ex: I don't have DRC accommodations but need them, I am unfamiliar with audio editing, I am interested in radio, etc) - Brief History of Media Technology & Communication Thursday: <ul style="list-style-type: none"> - FCC, Copyright & Media Law • Discuss different responsibilities (legal, moral, ethical) across different mediums 	<ul style="list-style-type: none"> - Read 📖 <ul style="list-style-type: none"> - A Short History of Radio - Beyond the 5 Whys, What should you ask before starting a podcast - Starting Your Podcast: A Guide For Students - Listen 🎧 <ul style="list-style-type: none"> - Delilah (37 min) - Show evaluation for KZSC (1 hour) - Write 📝 <ul style="list-style-type: none"> - Tell Me About Yourself - submit on canvas - Journal #1

Commented [3]: add to DRC section of syllabus

Week 2: Journalism and Civic Responsibility

Topic	Presentations and Activities:	Assigned
Journalism and Civic Responsibility	Tuesday: <ul style="list-style-type: none"> - Journalism and Civic Responsibility • Discuss sound quality and different format of different outlets/sources Thursday: <ul style="list-style-type: none"> - Advertisements and Underwriting • Audio editing workshop #1 	<ul style="list-style-type: none"> - Read 📖 <ul style="list-style-type: none"> - Campfire Tales: The essentials of writing for radio - Listen 🎧 <ul style="list-style-type: none"> - Radio Diary on KSQD (30 min) - Radio Diary on Democracy Now (30 min) - The Alibi - Serial ep. 1 (52 min) - Write, Record, Produce 📝 <ul style="list-style-type: none"> - Journal #2 <p>(Extra) Suggested Readings:</p> <ul style="list-style-type: none"> - Lessons for writers from Serial's year in

Commented [4]: edit pres: add more info about ethics, about advertisements vs UW

		the courthouse
--	--	--------------------------------

Week 3: Your Message

Topic	Presentations and Activities:	Assigned
Your Message	Tuesday: <ul style="list-style-type: none"> - Podcasting 101 • Audio editing workshop #2 Thursday: <ul style="list-style-type: none"> - Discussion on how to convey a message • Choosing a topic, considering what you bring to the table, exploring platforms and associated values • Think back to Tell Me About Yourself Assignment • In class work 	<ul style="list-style-type: none"> - Read 📖 <ul style="list-style-type: none"> - Understand How Your Listeners Listen - Write for your Voice - Adjust your interview style - Listen 🎧 <ul style="list-style-type: none"> - Beyond Blood Quantum, All My Relations - E Ola Ka 'Olelo Hawai'i, Code Switch - Listen to 5 minutes of any commercial radio station - Write, Record, Produce 🎤 <ul style="list-style-type: none"> - Journal #3

Commented [5]: To yourself, write down a list of 3-5 topics you could be interviewed on. This could be something you're knowledgeable about, a skillset you have, an interest of yours, etc. It should be something you are interested in sharing and speaking about, and relate in some way to your personal interests and/or experiences. (ex: I am a coin collector, I love to make movies, I can walk on a tightrope, etc) Rank your topic choices from 1-5, with 1 as your favorite/the one you're most comfy with/knowledgeable about/interested in.

Week 4: Interview Techniques

Topic	Presentations and Activities:	Assigned
Interview Techniques	Tuesday: <ul style="list-style-type: none"> • Blog Posts Copyright • Pitching 101 • Script writing Thursday: <ul style="list-style-type: none"> • Interviewing 101 (CRWN 70 pres) • Audio editing workshop #3 	<ul style="list-style-type: none"> - Read 📖 <ul style="list-style-type: none"> - How to talk to people according to Terry Gross - Beware dependent clauses - Narrow your story's focus - Restorative Radio <ul style="list-style-type: none"> - Listen to: Calls From Home - Listen 🎧 <ul style="list-style-type: none"> - Alok Vaid-Menon: The Urgent Need for Compassion, The Man Enough Podcast - Write 🎤

Then I'll put students in breakout rooms to discuss their topics

Commented [6]: include question about what phrases they heard on the commercial radio station that go against legal UW language -- discussion of commercial vs noncommercial

		<ul style="list-style-type: none"> - Journal #4 - Question list for your podcast interviews - A sound wish list for your podcast - Record 🎙️ <ul style="list-style-type: none"> - 5 recordings of sounds you could incorporate <ul style="list-style-type: none"> - Confused? Read this: Sound gathering
--	--	---

Week 5: Using Sound in Digital Storytelling

Topic	Presentations and Activities:	Assigned
Using Sound in Digital Storytelling	<p>Tuesday:</p> <ul style="list-style-type: none"> • Play the 5 types of sound you gathered for the class. What makes a good sound? What were your obstacles and discoveries? Top ten rookie mistakes. • Where do good stories come from? What elements do you need to tell a compelling narrative? • Differentiating between a topic and a story, developing story focus. Class discussion on access, workflow, narrative arc, developing an audio wish list for your story. Is your story a good fit for sound? Does it make good noise? <p>Thursday:</p> <ul style="list-style-type: none"> • Pitching podcast story idea to class with a script outline that includes potential interviews. 	<ul style="list-style-type: none"> - Read 📖 <ul style="list-style-type: none"> - What does a radio script look like? - Audio Editing - Write 📝 <ul style="list-style-type: none"> - Come to Thursday class ready to pitch your podcast story idea to class with a script outline that includes interviews. - Record <ul style="list-style-type: none"> - Write and record a narration from your project with your five sounds. - Interviews for your podcast episode

Week 6:

Topic	Presentations and Activities:	Assigned
Storytelling	<p>Tuesday:</p> <ul style="list-style-type: none"> Panel: someone from KZSC, KSQD, Slugcast, CHP, KAZU <p>Thursday:</p> <ul style="list-style-type: none"> Digital editing/audio storytelling techniques for natural sound. 	<ul style="list-style-type: none"> Read 📖 <ul style="list-style-type: none"> How do you tell a story in 3 acts? Focus Sentence versus X+Y=Story Listen 🎧 <ul style="list-style-type: none"> Nice White Parents ep. 1 <i>The Book of Statutes</i> Record <ul style="list-style-type: none"> Final Podcast Project Drafts - at least 75% finished - submit on canvas Revise Listen to each other's Draft Podcast for in-class discussion and evaluations continues

Commented [7]: tutorial from kzsc studios? and/or on campus recording studios in mchenry digital commons?

Audio Editing Lesson - Instructor Office Hour Work Class editing lessons continue

Week 7:

Topic	Presentations and Activities:	Assigned
	<ul style="list-style-type: none"> Writing - Writing for the ear. Log the interviews you have conducted for your podcast, and begin selecting the quotes you want to use and lining them up in Audacity. Begin writing, recording and uploading your narration that will go in between the quotes. Lesson on podcast workflow. Discuss the main points that Julie Snyder talks about, in particular, good broadcasting "style and structure tells a story and reflects on what it means. Tells another anecdote then reflects on what it 	<ul style="list-style-type: none"> Read 📖 <ul style="list-style-type: none"> How to decide what to cut (or not) in an interview Best practices for using music in audio storytelling Listen 🎧 <ul style="list-style-type: none"> N/A Write, Record, Produce 🎧 <ul style="list-style-type: none"> FINISH PODCAST PROJECT! The project is Due and uploaded to the class canvas site at end of week 7

	means - actual performance."	
--	------------------------------	--

Week 8:

Topic	Presentations and Activities:	Assigned
Avenues and careers	<p>Futures at UCSC and in Santa Cruz + how to get involved</p> <ul style="list-style-type: none"> • KZSC • KSQD • Slugcast • City on a Hill Press <p>Live DJ mixing tutorial (Virtual DJ)</p> <p>Sample job applications for jobs in radio</p> <ul style="list-style-type: none"> • Listen to Professionalism, <i>The Speakeasy</i> <p>Marketing your brand</p> <ul style="list-style-type: none"> • How to Brand and Promote Your Broadcast with Marketing & Branding using Social Media and Public Relations. Creating Marketing Materials. 	<ul style="list-style-type: none"> - Listen to each other's podcasts to give constructive feedback for how they are going to render their podcasts for terrestrial radio broadcasts. - Write, Record, Produce 🎧 - Reflection: Journal #5

UNIVERSITY POLICIES

8-Week Summer Session Schedule
 June 24 – August 16, 2024

Deadlines

- **Add/Swap** - Thursday, June 27
- **Drop** - Monday, July 8 (tuition reversed)
- **No classes** are held in observance of Independence Day July 4
- **Request "W" Grade** - Sunday, July 28 (no tuition reversal)
- **Change Grade Option** - Sunday, August 11
- **Grades Due** - Thursday, August 22

Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

For this class, academic integrity includes:

- Incorporating proper citation of all sources of information
- Submitting your own original work with citations from the other team members
- Academic misconduct includes, but is not limited to, the following:
 - Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own.
 - Plagiarism, including use of Internet material without proper citation.
 - Utilizing any other person's audio editing skills to edit your work.

Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

You can find further examples of accessibility and inclusivity statements in [CITL's Sample Syllabus Language](#).

Intellectual property

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

Religious Accommodation

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable

accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

All Gender Bathrooms

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

Principles of Community

Instructors may want to involve students in the preparation of principles of community for your course. This allows students to be partners in deciding what guidelines you will collectively follow to ensure free, open, and respectful discussions. A sample of such principles appears below:

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment, or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others.
- consider the possibility that your views may change over the course of the term ● be aware that this course asks you to reconsider some “common sense” notions you may hold.
- honor the unique life experiences of your colleagues.
- appreciate the opportunity that we have to learn from each other.
- listen to each other’s opinions and communicate in a respectful manner.
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in what we are studying. Refer frequently to the texts, workshops and experiences and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

[Title IX](#) / Care Advisory

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under [Title IX](#). If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation

granted to counselors and [CARE](#) advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact [CARE](#) at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

Difficult Conversations

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

Report an Incident of Hate or Bias

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

Counseling and Psychological Services

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all

students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.

Land Acknowledgement

"The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma."

