CMPM 118

Mattia (Biagio) La Rosa
Spring, 2025

COURSE INFORMATION

The Collaborative Research Experience in Engineering course allows students to gain hands-on experience in research projects conducted by the AIEA lab at CSE. The goal is to help students learn how to perform research and how to find and present research results.

This course is also the onboarding/auditor program required for joining the lab.

Research projects are conducted in small teams (2-3 persons) and the topics change each quarter based on ongoing lab projects. The topics for this quarter include:

- XAI Autograder (if you have taken CSE 140): create a tournament video summary with top matches and strategies.
- Robustifying Autonomous Vehicles (AV): document and set up an AV simulation environment and benchmark RL algorithms (either from scratch or from a repository), and analyze the results.
- LLM logic: learn how to use and access LLMs, learn logical programming, and analyze the results.
- Neural Explanations: compute explanations across different layers in Deep Neural Networks and analyze similarities and differences between them.
- Self-Explainable Deep Neural Networks: error analysis and correction of outputs in self-explainable deep neural networks based on memory.

INSTRUCTOR INFORMATION

Mattia (Biagio) La Rosa, Postdoctoral Researcher of CSE
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Office: E2 485

I am a postdoctoral researcher at UCSC working with Prof. Leilani Gilpin in the AIEA laboratory. My research expertise lies in techniques for explaining opaque deep neural networks. In the past, I have delivered lectures on Explainable AI, Explainable Deep Neural networks, and on the key phases of the research process for writing scientific reviews on novel topics.

Course Name	**Days/Times**	**Location**
CMPM118	See “COURSE STRUCTURE, ASSIGNMENTS & ASSESSMENT” Section	Virtual + Variable Location

LEARNING OUTCOMES

Students completing this course should be able to:

- identify and describe the main research phases of a research project;
- document and self-manage a research project in terms of tasks, results, and findings;
- present research results, explain their findings, and critically read papers on the chosen topic;
- understand and use cloud computing systems (Nautilus);
- understand and use common version control software/platforms (Git).

PREREQUISITES/COREQUISITES

Students should have working knowledge of basics of AI and ability to program in Python.

- For learning python, one good resource is Think Python (the first few chapters).
- If you are unfamiliar with AI (e.g., you have not taken CSE 40, 140, or 142), we suggest reviewing key chapters of Russell and Norvig, Artificial Intelligence, A Modern Approach (Links to an external site). Prentice-Hall, Fourth Edition. ISBN 0-13-604259-7 is the recommended text (aka the Purple Book). You may also use the third edition (the Blue Book). You may, at your own risk, use the Second edition (2E - aka the Green Book). The second edition has most of what you need; the third and fourth editions have improved pseudo-code and better sections on learning. The first edition (the Red Book) is too different to use
- Even if this is not a strict requirement for the course, having a basic knowledge of versioning control programs like Git, will help you to earn additional points during the quarter (See Grading Policy).
    - A fun and easy way for learning Git is to play the "OhMyGit!" game (External Link). Completing the game will grant you all the basic knowledge you need for this course (and beyond).

Specific projects may have additional requirements that should be satisfied by at least one of the members of the group.

- XAI Autograder
    - You must have taken CSE 140
    - Good knowledge of git and version control
- Robustifying AVs:
    - CSE 140 or CMPM 15 (AVs reading group) is recommended.
- LLM logic:
    - CSE 140 is recommended.
    - Familiarity with first order logic (Chapters 7-9 of Russel and Norvig's book).
    - Familiarity with python and using APIs.
    - Knowledge of prolog is recommended.
- Neural Explanations Project:

    - Familiarity and knowledge with search algorithms (Chapters 3 and 4 of Russel and Norvig's book).
    - Familiarity with basic data pipelines for neural networks (e.g., how to provide inputs to neural networks, how to get outputs, how do activations look like, etc.)
- Self-Explainable Deep Neural Networks
    - Familiarity and knowledge about training pipelines for neural networks (e.g., loss functions, attentions, batch training, etc.)

These specific requirements will be also discussed in Weeks 1 and 2.

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

Books and resources required are specified in the previous section about the pre-requisite. There is no additional shared material across all projects. However, each specific project may have its own referenced literature (e.g., papers) that you will need to read, study, and refer to throughout the course of the project. See the previous section for some resources useful to study before joining this course.

COMMUNICATION

We are excited to meet with you! There are many ways to contact and interact with us (the Lab Manager, the Instructor, the Project Managers (PMs) and the Tutors). For technical questions or issues, the best approach is to attend one of the weekly working sessions, where at least one of the Tutors, PMs, the instructor, or the Lab Manager will be available to assist you. For virtual communication, **Discord will be the main form of communication for the course.**

For this quarter, this is the complete list of the teaching staff and their associated Discord Username:

- Mattia (Biagio) La Rosa (Instructor): biagiolarosa
- Leilani (Lab Manager): leilani9567
- Jonathan Morris (PM): jonathanmorris
- Farinha (PM): annis.snp
- Ujwala (PM): ujwala_net
- Thomas Jackson (PM): tommy_tuna02
- Nataniel Jayaseelan (PM): novah07
- Vishrut Shah (PM): vishyfishy_

For organizational matters or other inquiries, you may request a one-on-one meeting with me (the Instructor - Mattia) by reaching out via email or Discord messages. I try to reply to all emails within 24 hours on weekdays and 48 hours on weekends/holidays. When you email me, please include your problem in the subject and be as specific as possible with whatever you need help with. This helps me prioritize your emails/messages so I can respond in less time.

COURSE STRUCTURE, ASSIGNMENTS & ASSESSMENT

Course Structure and Completion

The course is structured around a set of deliverables and meetings. Students will work in small teams of 2-3 persons to complete a set of 10 tasks over the 10-weeks quarter. The expected commitment is ~10 hours per week. Each task will require a set of deliverables to be submitted (e.g., presentation, report, code, results).

Each task (and active participation in meetings) grants you points that you can accumulate through the quarter. Points are propaedeutic to the following goals:

- Students who earn at least 10 points will automatically **pass the course or receive an A**.
- The two students with the highest point totals will be featured in the lab's "**Auditor Hall of Fame**". Being featured in the Hall of Fame, or more in general, collecting more points than average could help us to write better and more specific **Letter of Recommendation for you in the future**, especially if you will not join the lab after this course.

Note that completing all the 10 tasks (and submitting all the deliverables associated with these tasks) before the end of the quarter is enough to gain 10 points. This means that submitting all the deliverables associated with the 10 tasks is enough to pass the course, get an A, or join the lab. For more details on the point system, see the "Grading Policy and Rubric" Section.

Students interested in joining the lab must complete all the tasks of their chosen project, regardless of the number of points earned, as these tasks are the basics of the research projects carried on by our lab. All the students who complete the 10 tasks by the end of the quarter will be invited to become **permanent lab members of the AIEA lab**.

Format

This is a **hybrid** course. Most of the deliverables will be submitted virtually. However, some meetings (working sessions) offer additional participation points for in-person attendance. See the "Grading Policy" and Rubric Section for more details.

Meeting Schedule and Format:

There are three types of meetings:

- (**Mandatory**) *Standup meetings*. There is one standup meeting per week. This standup includes short updates where everyone says what they are doing, what they are doing next, and if they are stuck. It is also used to "evaluate" or discuss the deliverables (e.g., small presentations, feedback on written deliverables, etc.). These meetings are always **remote**. Tentatively scheduled for: Th 9:15am

- (**Mandatory**) *Halfway meeting*. This is a checkpoint meeting, held at Week 6, where each team showcases their progress so far and outlines the plan for the second half of the quarter.
- (Optional) *Working sessions*. These weekly meetings (1 or 2 per week) are optional but **highly encouraged**. These are 1-2 hours working sessions where the lab reserves a conference room (also hybrid on zoom), where lab students can work together on tasks. These are unstructured, and there will be a project lead available to help answer questions. Tentatively scheduled for 5-7pm on T/Th

Course communication

We will use Discord for general course communication and we will keep you posted if that changes. There are a few baselines for good Discord etiquette:

- Please be respectful and constructive in all communications, whether to students or to teaching staff. Please **read pinned posts** and **recent posts** -- you are responsible for reading posts, important logistics information and more will be published on Discord. Further, before asking a question, check to see if it has already been answered, and if so, remember to link to previously posted useful answers.
- Further, please be sure to take some time to think about your problem or issue before posting. Consider using the "30 minute rule": spend at least 30 minutes trying to figure things out on your own before posting. We definitely want you to get the help you need, as soon as possible, but occasionally we see students who post as soon as they have some small issue or hiccup. The point of doing a research project is for you to have to think, and often that's hard (but most of all, it's fun too!)
- On the other hand, clarification questions, etc. are totally welcomed, and should be asked immediately.

Excused Absences

Any student who needs to be excused for a prolonged absence (2 or more consecutive weeks), should contact the Instructor by email or Discord.

GRADING POLICY AND RUBRIC

The following rules apply both if you are taking the course as a pass/no pass course or as a graded course. If graded, meeting the passing threshold will guarantee you an **A**.

As explained in the "COURSE STRUCTURE, ASSIGNMENTS & ASSESSMENT" Section, each team is required to submit a set of **deliverables** in order to pass the course or to join the lab. There are a total of 10 tasks to be completed over the 10-week quarter. Each task will require a set of deliverables to be submitted (e.g., presentation, report, code, results).

To pass the course (and get an A) you need to (alternatives):

- complete all the 10 tasks before the end of the quarter **or**
- earn at least 10 points throughout the quarter
    - all the mandatory tasks for that project + a bonus point for each "replaceable" task you want to avoid (more info in the "point system" section)

The grade of A+ will be awarded if you accumulate if you complete all the 10 tasks AND you can at least 2 bonus points.

To join the lab you need to complete all the 10 tasks before the end of the quarter.

Point System

Points can be accumulated by submitting set deliverables, participating actively to the lab, being consistent across the quarter or exceeding expectations (e.g., using Git, performing additional tasks, etc.). Points gained through deliverables are shared among all the team members (i.e., every member earns the same amount of points for the same deliverables). Some bonus points can be earned at the individual level.

Deliverables: Each set of deliverables associated with a task will be evaluated based on their quality and adherence to expectations and will grant you a given amount of points if its quality is good enough.

- 1 point is awarded when the deliverables meet or nearly meet the expectations.
- Half points (0.5 points) are awarded when the work does not meet most of the expectations but is still considered sufficient or a good step in the right direction.
- Zero (0) is used for all the other cases (no show, lack of progress, no submission, absence, etc.).
- **Exceptionally**, you may earn more than 1 point per task if it exceeds expectations.

Note that the points are associated with tasks (and their set of deliverables) rather than specific weeks. This means that if you submit all the previous deliverables at once, you can still obtain the maximum number of points for those deliverables. However, consistently submitting each deliverable within its associated week will earn you additional bonus points (see below). **Points accumulate over the full quarter.**

Bonus points: In addition to the points earned for deliverables, students can also earn bonus points throughout the quarter for non-mandatory activities. These points contribute to the ranking for the Auditor Award (see "Quarterly Auditor Award" paragraph below) and can be used to replace specific tasks within each project if permitted by the project. Note that not all projects allow the use of bonus points to replace tasks, and each project has its own rules. To verify whether your project permits the use of bonus points, please visit the project page linked at this LINK and check if it includes a policy on bonus points similar to the one below.

(CMPM 118 Only) Policy on Bonus Point Replacements: You can use bonus points to replace a maximum of two deliverables of this project. You may use bonus points for replacing Week 5, Week 6, or only one between Week 7 and Week 9

You can gain additional points by completing the following activities:

- +0.5 added to the team points for uploading the code AND the final report to a public GitHub (or similar service) repository
- +0.5 added to the individual points if the repository shows meaningful commits over time (at least over 3 of the last 5 weeks!) done by the specific individual
- + 0.25 added to the individual points each time you help other teams to solve their problems in-person during working sessions (more info about this later)
- + 1 point added to the team point if the team missed 0 or 1 tasks by the date of the halfway meeting
- + 2 points added to the team points for delivering all the derivables by the scheduled time (i.e., week by week)

Re-grading Policy

This policy applies exclusively to the points earned for deliverables. The majority of them will be awarded directly by the Program Managers (PMs) during the standup sections. If you think there has been a mistake in awarding points (i.e., an error in reporting the awarded amount in the Ranking Sheet or you feel you received fewer points than deserved), please submit a regrade request, explaining in writing, precisely and concisely, the mistake that has occurred, to the PM. Such a request must be made no later than 1 week after the Ranking Sheet was updated or the point to the class. Any request to have a deliverable regraded may result in the entire set of deliverables submitted so far being regraded, possibly resulting in an overall loss of points.

Quarterly Auditor Award

At the end of each quarter, the top 2 students who have accumulated the most points will be elected as proud members of the "Hall of Fame" of our auditor program (yay!). The names of these outstanding students will be permanently featured in our lab's website (if they agree to do so) and will receive a well-earned reward: a slice of pizza!!
Beyond the glory, this achievement could be useful as a quantitative item for your CV/resume and can help us to write a stronger reference letter for you in the future if needed.
Note that students who have joined the lab or the project in the past cannot compete for the Auditor Award (these cases should be rare).

Joining the Lab

All students that *complete all* the tasks and fulfill the expectations will be invited to join the AIEA lab as full members.

AI POLICY

Our course and projects allow the use of AI under specific circumstances, but always with clear and transparent attribution. Please read this policy carefully if you plan to make use of AI resources. Failure to comply with any of these policies will result in a score of 0 for the affected set of deliverables.

Caution: These tools are not always reliable and can often hallucinate! In fact, one of the goals of our lab is to improve the trustworthiness of these tools. Therefore, always approach AI-generated content with a critical mindset by analyzing, double-checking, and questioning every answer provided.

Authorized Uses of AI Tools

General

- Personalized tutoring: Asking for alternative explanations of concepts.
- Brainstorming.

Coding:

- Explaining pieces of pre-existing code.
- Searching for library functions that perform a specific operation (e.g., finding a PyTorch function to sum all columns of a vector).
- Always verify the function in the official documentation.
- Assisting with debugging and configurations (e.g., installing and downloading packages).
- You are responsible for every piece of code you submit or show us, and you must understand its functionality.

Reports

- Editing for grammar, writing mechanics, and punctuation.
- Improving readability, clarity, or writing style.
- There is no need for perfection: a simple, clear language is preferred. Only use AI for writing improvements if you feel it is truly necessary.
- If AI is used, clearly state the name and version of the AI, the prompt used, and the response received in your submitted report (this information does not count toward page limits).

Unauthorized Uses of AI Tools

General

- Generate images/videos that need to be provided as deliverables
- Generate entire deliverables

Coding

- Using AI to generate entire functions that you are expected to create yourself.

    - For example, asking “Generate a function that sums two vectors element-wise and then prints the result” is considered unauthorized.
    - If you are unsure whether your prompts fall under authorized or unauthorized usage, please consult the teaching team before submitting your deliverable.
- Using AI to create the general workflow or overall structure of your code.
- Any usage that follows this pattern: **ask a question, copy the answer, paste the answer without understanding or reflecting on it**.

Reports

- Asking AI to draft an outline or skeleton.
- Asking AI to write the report based on an outline you provided.
- Using AI to make edits to your writing in ways that substantively change the voice of your work (in other words, using AI to write in ways that you cannot write on your own)
- Using AI to hide plagiarism or to mislead readers about the provenance of your submitted work

If you are unsure whether your intended use of AI falls into authorized or unauthorized categories, please consult the teaching team before submitting your deliverables.

INSTRUCTOR FEEDBACK

The majority of the feedback and points will be done and assigned by the PMs and Tutors. Students will have access to a shared spreadsheet where they can check their current amount of earned points.

STUDENT FEEDBACK

At the middle of the quarter, you will be asked to complete an informal course feedback form. This will be reviewed by the teaching team. This feedback will help us consider modifications during the last half of the course to make the learning experience more effective.

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

COURSE SCHEDULE

The table below outlines the general schedule of the course. Each week is associated with a specific task. Each task requires a set deliverables to be submitted by the following week. Task 1, Task 2, and Task 3 are common to all the available projects. All the other tasks depend on the chosen project. To view the complete list of tasks for each project, please refer the following pages:

- XAI Autograder
- Robustifying Autonomous Vehicles
- LLM Logic
- Neural Explanations
- Self-Explainable Neural Networks

Week	Tasks and Activities	(Set of) Deliverables
1	Welcome and Structure Introduction (Task 1)	Lab Onboarding
2	Project Selection (Task 2)	Project OnBoarding
3	Task 3 (In most of the projects this task corresponds to Nautilus Setup)	Deliverables 3
4	Task 4	Deliverables 4
5	Task 5	Deliverables 5
6	Task 6 + Halfway Meeting	Deliverables 6
7	Task 7	Deliverables 7
8	Task 8	Deliverables 8
9	Task 9	Deliverables 9

10	Task 10 (Usually it is just a wrap-up of the project)	Final Report

FINAL EXAM DATE AND TIME

There will be no final exam. However, the final report must be submitted by June 12th.

COVID-19 INFORMATION:

This is a **hybrid** course. Most of the deliverables will be submitted virtually. However, some meetings (e.g., working sessions and the halfway meeting) are designed for in-person attendance. Therefore, we ask you to read the following information related to COVID and health guidance:

- **What we can expect from each other:** Each individual at UC Santa Cruz should behave with the best interests of the community. Please take care to comply with the university guidelines about masking in indoor and outdoor settings, testing as required by the campus vaccine policy, self-isolating in the event of an exposure, and respecting others' comfort with distancing.
    - If you are ill or suspect that you may have been exposed to someone who is ill, or if you have symptoms that are consistent with those of COVID-19, please err on the side of caution: stay home until you are well and/or have tested negative after an exposure.
- **What you can expect from me**: I have designed our course following the campus guidance and with current public health guidelines in mind. However, these guidelines may change with changes in infection rates or the emergence of new variants. If updated public health recommendations and university requirements make our current course format unfeasible, or if I experience a need to self-isolate, I will alter the course format. This may include moving in-person sessions to Zoom, modifying course assignments to work in a remote format, and reconfiguring exams (if applicable). I will communicate clearly with you via email or Discord announcement about any changes that occur. I will provide as much advance warning as possible and give you all the information you need to transition smoothly to the new format. If you have questions about the changes, please reach out to me so I can answer them.
- **What I expect from you:** If you experience an illness or exposure that requires you to miss in-person sessions or to attend remotely, please communicate with me as soon as possible and I will provide you with Zoom links for the session and alternative assignments to allow you to continue making progress in the course.

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.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- 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
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- 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.

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 affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

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 the 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 RESTROOMS

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

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 course 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 the texts we are studying. Refer frequently to the texts 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.

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.

STUDENT SERVICES

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.