



UC Santa Cruz

Coastal Science and Policy Program

Graduate Student Handbook

Version Date: September 2023

The Coastal Science and Policy Program would like to acknowledge that the land on which we gather for our courses and programs is the traditional and unceded territory of the Uypi Tribe of the Awaswas Nation. Today these lands are represented by the Amah Mutsun Tribal Band who are the descendants of the Awaswas and Mutsun Nations whose ancestors were taken to Mission Santa Cruz and Mission San Juan Bautista during Spanish colonization of the Central Coast. Today the Amah Mutsun are working hard to fulfill their obligation to the Creator to care for and steward Mother Earth and all living things through relearning efforts and the Amah Mutsun Land Trust.

The above acknowledgement has been modified from a statement developed by the tribal chairperson of the Amah Mutsun Tribal Band, in collaboration with Rick Flores.

UCSC COASTAL SCIENCE & POLICY GRADUATE STUDENT HANDBOOK

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SECTION I: GENERAL INFORMATION FOR CSP STUDENTS

The purpose of this guide is to present **UC Santa Cruz Coastal Science and Policy Program** (UCSC CSP) policies and procedures and other relevant information for CSP students. While this guide references some University of California policies and procedures applicable to all graduate students, it does not duplicate the [UCSC Graduate Student Handbook](#). Please contact the Coastal Science and Policy Assistant Director, Sarah Eminhizer at csp@ucsc.edu with any questions or concerns.

MISSION

The interdisciplinary graduate program in Coastal Science & Policy at UC Santa Cruz prepares students to design and implement solutions to the complex social, ecological, and technological problems facing the world's coastal communities and ecosystems.

DIVERSITY & INCLUSIVITY VALUES

Coasts, from land to the sea, are ground zero for sustainability challenges. Climate change is multiplying social and environmental vulnerabilities of coastal communities. Approximately 40% of Americans living in coastal counties fall into an elevated coastal hazard risk category. These include children, the elderly, households where English isn't the primary language, and those in poverty. Communities of color and other vulnerable populations are on the front lines of these challenges and bring unique perspectives and talents to develop effective, just, and scalable solutions.

The need for inspiring leaders who innovate, implement, and champion effective solutions to today's biggest environmental and social challenges has never been greater. The Coastal Science and Policy program believes that we need leaders who reflect the full diversity of our communities in order to find solutions that are effective, socially just, and equitable. The Coastal Science and Policy program is making a concerted effort to provide inclusive training to our students who, as a result of this training, graduate well-equipped to take on leadership positions and contribute perspectives from the full range of society's diversity (including, but not limited to, ethnic, racial, socioeconomic, and gender).

CSP seeks to attract students, faculty and staff who reflect varied perspectives of people from diverse backgrounds, whether in terms of their disciplinary expertise, tradition, heritage, race, ethnicity, religion, sexual orientation, gender identity, age, socioeconomic status, disability status, or experience. We affirm the inherent value of diversity and its power to help us creatively and effectively pursue our mission.

WHO'S WHO IN THE CSP

FACULTY

A list of CSP core and affiliated faculty is located on the CSP website under [Faculty](#).

Core Faculty lead course instruction, serve as faculty advisors on capstone projects, and participate in governance of the program.

Affiliated Faculty are those who have expressed interest in mentoring CSP students on capstone projects and contribute their expertise to the program in a range of ways.

CSP faculty are deeply committed to educating students and being superb instructors. However, it is important that students calibrate their expectations of faculty appropriately. UCSC, like other University of California campuses, is a research university, as such, faculty are expected to invest at least half of their time to research thus building their reputation as scholars and researchers and to publish their research findings. CSP's education is shaped by such faculty. In addition, faculty earn sabbatical leave

during their service to the University. It is possible that a particular faculty member may not be in residence for all or part of a year. This academic year, we do not anticipate any faculty to be on full year sabbatical.

In addition, faculty are periodically presented with opportunities that are mutually beneficial for them and the University which require them to spend a quarter or more on leave from the University. This academic year, we do not foresee any faculty to be on administrative leave.

Adjunct Faculty are individuals who have their main affiliation elsewhere and are not part of the UC Academic Senate but are involved in mentoring, research, or teaching at UCSC. CSP is in the process of building its roster of adjunct faculty. **Note:** adjunct faculty can co-advise on capstone projects with a core or affiliated faculty member but may not serve as the only faculty capstone advisor.

At times, CSP will also hire **lecturers and/ or bring in visiting scholars** who are either professionals in the field or are working at other universities, and who teach courses to enhance our curriculum and students' educational experiences. **Note:** These scholars may not serve as the official faculty capstone advisor but can informally advise on capstone projects.

STAFF

CSP staff provide services to faculty, researchers, and graduate students in the areas of administration, academic programs, financial services, career services, communications and outreach, computing services, development, events, facilities, and special programs. A list of CSP staff is located on the CSP website under [People>Staff](#). All CSP staff are located on UCSC's Coastal Campus at the Coastal Ocean Health Building (referred to as COH or OHB).

Name	Title	Office	Office Phone	Email
Anne R. Kapuscinski	Director Coastal Science and Policy Program	COH 250A	831-502-8722	akapusci@ucsc.edu
Sarah Eminhizer	Director of Programs and Workforce Development	COH 250B	831-459-2705	seminhiz@ucsc.edu

REGISTRATION, ENROLLMENT & GRADES

It is the student's responsibility to keep track of registration pass times, enroll in courses accurately and on time, and pay fees by the deadlines posted on the UCSC [Academic Calendar](#). Failure to meet the deadlines may result in late fees.

If any student has questions or concerns related to registration or grades, she/he/they should contact Sarah, the Assistant Director for the Program.

ACADEMIC CALENDAR

CSP courses follow the Registrar's [Academic Calendar for Fall, Winter, and Spring Quarter](#). CSP courses, seminars and workshops begin on the first day of instruction and continue through Final Exam week. **Students should be present for the duration of the academic quarter unless they are on an approved Leave of Absence.**

Campus holidays and break periods may be found on the Registrar's [Key Dates](#) page. Campus typically closes between the third or fourth week of December through January 1 (labs and other campus building will be closed during this period of time). Students living in Family Student Housing and Graduate Student Housing may stay in residence during all academic breaks.

ENROLLMENT IN CLASSES WITH DISCUSSIONS/LABS

For classes with more than one instructional component (i.e., discussion/lab section), students should enroll in the discussion/lab that best suits their schedule. Because CSP is a small cohort-based program, at times discussions and labs times may be revised by the faculty/lecturer following discussion with the students.

APPROVAL CODES

An approval code is required to enroll in a course with restricted registration or if a student is adding a course **after the first full week** of the quarter. When registering, students will be prompted for a code. These codes are course-specific and can be used only once. Approval codes may be obtained from Sarah csp@ucsc.edu for CSP led courses or from the faculty/lecturer leading the course (if the from a different department/division).

INSTRUCTOR CODES

Instructor codes are unique numbers assigned to faculty in a given department, generally for the purpose of tracking independent Study projects. If students are enrolling in an independent study, they will require a course code. If you are an MS student seeking to enroll in an independent study, please work with Sarah and your faculty advisor to ensure enrollment in the independent study is aligned to your capstone pursuits and your program of study. For CSP independent studies, please complete the [independent study form](#).

AUDITING A COURSE

To “sit in” on a course, a student must obtain the instructor’s approval. If a student “sits in” on a course, they should not register, and the course will not appear on the student’s transcript.

SCHEDULE ADJUSTMENTS

Specific dates for Add/Dropping courses may be found in the Registrar’s Academic Calendar. After the first week of classes, an approval code is required to add a class using [MyUCSC](#). Students may request an approval code from Sarah for CSP courses or from their instructor if a student wishes to add a non-CSP course. Approval codes can be used on [MyUCSC](#) until the 3rd week of the quarter, any additions between the third and sixth week of classes must be made by petition. Students typically do not add courses after the 3rd week of the quarter unless they have been keeping up with the coursework and have permission of the instructor. After the Add/Drop/Swap deadline students may add a course through the Add By Petition process. Graduate students cannot request a Withdraw (W) grade, so they must request an exception in order to drop a class after the Add/Drop/Swap deadline. Please speak with Sarah if you need to withdraw from a class after the drop deadline. Please note there is a \$10 fee.

NUMBER OF UNITS

Please see Section III and Section IV below for specific course requirements for the CSP MS and DE programs. The MS degree is an intensive program that has directed coursework in Year 1 and focuses on real-world experiential learning via a capstone project in Year 2.

VERIFYING CLASS SCHEDULE

Each quarter, students should verify their schedule on [MyUCSC](#) before the 3rd week of classes and again during the last week of instruction. Students may inadvertently register for the wrong number of units or forget to add or drop a course. If these problems are not addressed, they can result in failing

grades, missing requirements, or fees.

COURSE EVALUATIONS

Course evaluations are administered online during weeks nine and ten of the quarter through UCSC's [Student Experience of Teaching Surveys \(SETs\)](#) system called Blue. To ensure fairness, evaluations are shared with instructors and TAs only after grades have been assigned and comments are not associated with student names.

Students are asked to provide thorough and constructive feedback for each instructor, teaching assistant (if relevant) and course. Students should keep the following in mind when providing feedback:

- Give feedback that describes specific behaviors or actions in the classroom, rather than your inferences.
- Give feedback that reflects on positive behaviors (what worked well?), and that suggests solutions or alternatives to any challenges that arose (what didn't work well, why, and how could it have gone differently?).
- Avoid emotionally charged language or comments about the identities (or perceived identities) of the instructor. These kinds of comments severely limit or even halt your communication of constructive feedback.

GRADES

UCSC graduate students do not receive letter grades. Rather, students receive non-letter grades: S (satisfactory) and U (unsatisfactory) for graduate level courses (200-599), P (passed) and NP (not passed) for undergraduate level courses (1-199), I (incomplete), IP (in progress), and NG (no grade).

STUDENT STATUS

ACADEMIC STANDING/STANDARDS OF SCHOLARSHIP

To remain in good academic standing, a student must make timely progress toward degree completion and satisfactorily meet the standards of scholarship outlined in the [Graduate Student Handbook](#). Examples include:

- Maintain satisfactory progress towards degree completion.
- Keep the transcript free of excessive unfinished coursework, defined as Incomplete (I).
- Complete the CSP MS degree within two years and complete the PhD DE within acceptable terms for your department; unless under extraordinary circumstances you require and are granted an approved leave of absence (it is the responsibility of the student to speak with CSP Program staff if a leave of absence may be required).
- Register and complete any payments for the quarter of admission.

INCOMPLETE GRADES

An Incomplete grade may be assigned for work that is of satisfactory quality but is incomplete. To receive an I, however, you must make arrangements with your instructor prior to the end of the quarter. It is important that you discuss the situation with your instructor and the CSP Assistant Director as soon as it becomes apparent that you will be unable to finish the course work as it may become too late to arrange for an Incomplete, resulting in an Unsatisfactory or Fail notation on your record. If you receive an incomplete, you must take steps to remove it within one quarter from receiving the grade. You need not be registered the quarter you file the petition to remove the incomplete. If you fail to remove the incomplete grade within one quarter, the I will be entered officially and permanently as an Unsatisfactory or Fail depending on the grading option you elected.

NOT PASSED

If you fail to pass a CSP core course, you will **not** graduate and will **not** be eligible to receive a Coastal Science and Policy MS degree. If you are struggling with your coursework and believe that you may not pass a core course or an elective, it is your responsibility to speak with your instructor and the CSP Assistant Director as soon as possible to identify a resolution. Failure to identify an approach to achieve success with your instructor and the CSP Assistant Director could result in not graduating.

IN ABSENTIA – SECOND YEAR

UCSC's Local Campus Region includes the following counties: Alameda, Contra Costa, Marin, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz. If you will be based outside of this region during your second year, we will work with you to file for in absentia status.

When you are on in absentia, the total cost for your residential tuition is reduced (note, Non-Resident Tuition still applies). We must submit paperwork 30 days prior to the start of the quarter. If you will be outside the local campus region for the entire year, we can apply during the summer before your second year. If you will be outside the local campus region for one or two quarters we will need to submit before the relevant quarter.

The application for In Absentia can be found on the Graduate Division's forms page here: <https://graddiv.ucsc.edu/current-students/applications-forms/index.html>. In the section "Please outline your plan of study for the quarter(s) you will be out of the State of California," students should write the following: "Enrolled full time during the academic year in the following courses: CSP 291 (F/W/S) and 290 (A[Fall] / B [Winter] / C [Spring] and completing capstone project work."

ESTABLISHING CALIFORNIA RESIDENCY

Out-of-state US citizens and permanent residents must pay \$15,102 per year for non-resident supplemental tuition. Living in California for more than one calendar year (366 consecutive days) is usually (but not always) sufficient to establish California residency. If students are US citizens /permanent residents and intend to establish California residency, they are encouraged to take steps to establish residency upon their arrival in Santa Cruz. Please see the Registrar's website <https://registrar.ucsc.edu/fees/residency/> for the basic components of the residency determination process. A student's actions during the academic year and summer will affect the decision made regarding California residence status. Since the final authority on residency rests with the Residence Deputy at the Office of the Registrar, students seeking counseling on residency questions should contact the Residence Deputy at reg-residency@ucsc.edu.

GRADUATION & COMMENCEMENT REQUIREMENTS

The CSP MS is a Plan II comprehensive capstone project program. At the end of the second year, each candidate must deliver their written capstone report, final capstone deliverables and complete an oral presentation. The report and capstone deliverables are based on the work the student outlines in their approved capstone plan (see **Appendix 1** for Capstone Plan Guidelines and **Appendix 2** Capstone Outline). The short capstone report is submitted to a committee that includes the Program Director, their faculty advisor(s) and a third reader (see **Appendix 3** Midterm and Final Capstone Report Outline for guidance). The written deliverables will be evaluated using the written report evaluation sheet (**Appendix 4** Written Capstone Evaluation Form).

In addition, CSP students **must** complete and submit the following **Masters Application Form** (https://graddiv.ucsc.edu/current-students/pdfs/app_mas.pdf) to Sarah by the **end of March (e.g. prior to the deadline to announce candidacy)** to ensure a Spring graduation. Deadlines may be found on the Academic and Administrative Calendars here:

<https://registrar.ucsc.edu/calendar/academiccalendar.html>.

CSP will hold a small gathering to celebrate graduating students. Student must provide the following information for the CSP commencement program: student's name as it should be printed and announced during the ceremony, faculty advisor's name, and capstone project title. In addition to CSP's ceremony, UCSC holds a graduate division commencement ceremony. To learn more about UCSC's commencement please review the commencement website: <https://commencement.ucsc.edu/>. The Graduate division commencement is optional and not required to receive your degree.

ACADEMIC INTEGRITY & CONDUCT

The University of California has standards for academic conduct and the CSP program expects students to fully uphold and adhere to these standards. See here for [Official University Policy on Academic Integrity](#). The CSP program is required to report known instances of inappropriate academic conduct and there can be significant consequences for students that do not uphold the standards.

ACADEMIC MISCONDUCT

There are three general categories of academic misconduct:

CHEATING: Cheating is defined as using or attempting to use materials, information, study aids, or commercial "research" services not authorized by the instructor of the course. For most students, cheating is obviously wrong. However, some acts of cheating are less blatant than peeking at another person's test and copying answers. For example, all of the following are also cheating: working with others when independent work is expected; working with more than one other person when assigned to work in pairs; asking a roommate or peer about a question on a take-home exam.

COLLUSION: Collusion occurs when students help others to engage in academic dishonesty or willingly allow it to occur. The University makes no distinction between those that cheat and/or plagiarize versus those who willingly allow it to occur. If students witness academic dishonesty, they are responsible for reporting it to the instructor or Assistant Dean.

PLAGIARISM: Plagiarism is knowingly taking the words or ideas of another author and representing them as one's own. This is an increasing problem throughout universities, even at the graduate level. It is imperative that students thoroughly understand what it means to engage in plagiarism. Increasing numbers of incidents of plagiarism suggest that many students are unclear about what it is. If students have questions about plagiarism, they should seek help including writing resources above, review the resources available in Sarah's office on citations/writing style, and ask for help. See Academic & Writing Support section below.

USE OF HUMAN SUBJECTS

Faculty and students who engage in research involving human subjects must obtain appropriate approvals/waivers from the UCSC Office of Research Institutional Review Board (IRB). "Human Subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (i) data through intervention or interaction with the individual or (ii) identifiable private information. For CSP students, this is most likely to arise if your project involves conducting a survey or interviews with human subjects.

If your project involves research with human subjects, please work with your faculty advisor and review the Office of Research site: <https://officeofresearch.ucsc.edu/compliance/services/irb.html>. The process for obtaining approval for proposed research can take a couple months or longer, so don't leave this to the last minute.

USE OF ANIMAL SUBJECTS

Faculty and students who engage in research involving animal subjects must obtain appropriate approvals/waivers from [Environmental Health and Safety \(EH&S\)](#) and the [Institutional Animal Care and Use Committee \(IACUC\)](#), an arm of the Office of Research. Please review each unit's guidance if you plan to use animal subjects in your capstone research.

FINANCIAL SUPPORT

FINANCIAL AID

While the CSP program seeks to support its students with financial aid, we recommend that all students seek outside financial support. CSP has several resources to help students search for potential funding opportunities and staff periodically share new opportunities. It is each students' responsibility to search thoroughly for funding opportunities. The UCSC [Financial Aid Office](#) is the primary student resource for information about student loans, federal financial aid, and other financial aid opportunities. The CSP website provides links to financial aid information under [Prospective Students>Funding Sources](#). International Students may want to review financial aid opportunities listed on the ISSS website: <https://issc.ucsc.edu/resources/financial.html>.

Most CSP students fund a portion of their education with personal savings, and some have identified and secured external funding in addition to CSP fellowship funding. Since the CSP program is full time (40-60 hours per week), managing a job in addition to the academic program (including coursework, summer placement, and capstone project) has not typically been a viable option for students.

The UCSC Financial Aid website provides a [financial literacy resource](#) page, including the following:

- [Glossary of common terms](#)
- [Financial Aid brochures](#)
- [Calculators](#) to help estimate aid, payments, withdrawals, and loan repayments
- [Tutorials and Media Resources](#)
- [Money Management Tools](#)

FREE APPLICATION FOR FEDERAL STUDENT AID

Students who are U.S. citizens or residents should submit a Free Application for Federal Student Aid (FAFSA). The FAFSA is required if students want to be considered for any federal financial support. The FAFSA is used to compile a "need analysis" to determine all financial support packages, including grants, fellowships, and loans. The application is available at <http://www.fafsa.ed.gov/> and the deadline for the subsequent fall quarter is typically in early March.

STUDENT RESOURCES & CAMPUS COMMUNICATIONS

STUDENT ID CARD

Each student must obtain a student ID card from ID Card Services and are \$25. ID cards serve as your metro pass, gym pass, and can be programmed to open the gate at the coastal campus. Visit [ID Card Services](#) for more information. ID cards provide the following services:

- **Santa Cruz County Metro Bus Pass** – free with a valid quarter sticker (Sarah will distribute).
- **Recreation Facilities Pass** – with a valid quarter sticker. Entrance problems? Check with the OPERS Administration office, second floor of the East Field House. (Pool entrance)
- **Library Card** – UPC code on the front of your ID card is your library check out number.
- **Food Service/Flexi-Dollar Card** – Access to cafeteria food plans and declining balance Flexi card plans. Contract Office is in room 104, Hahn Student Services Building.

STUDENT BUSINESS CARDS

If students would like to purchase business cards, please fill out the [request form](#) and speak with Sarah to arrange purchase. Allow two business days for proof creation and ten business days for order and delivery.

G-SUITE

The CSP program uses several google-based tools to share information including Gmail, Google calendar, Google drive and Google docs. The CSP program will run a brief tutorial on G-Suite during the first week of classes/orientation. If you are struggling to use these tools after the tutorial, please reach out to Sarah to schedule a time to go over these tools. In addition, you may peruse the Academic Divisional Computing resources here: <https://www.adc.ucsc.edu/tutorials/google-apps>.

SHARED CSP GOOGLE CALENDARS:

CSP Room 252A: This room is prioritized for group meetings, capstone check-ins, CSP-related calls, other CSP needs. The room is available for outside use by request and availability. If you need orientation to the conferencing system, please reserve time with Sarah.

CSP Conference Room (Trailer 2): Room prioritized for Capstone Meetings, CSP calls, other CSP needs. Available for outside use by request and availability. Key required for access

EMAIL

The UCSC Email system is powered by [Google](#). All faculty, staff, and students have an individual UCSC Google email account (@ucsc.edu). [More Information](#). Email is used frequently to communicate among CSP faculty, staff, and students. To help reduce inefficiencies caused by excess or abundant email, please cc others only when they really need to know. In most cases, if an email is requesting action, it is best to address the email to only one person (and cc others as appropriate), so it is clear who needs to take responsibility. Please be consistently professional in email correspondence and realize that email messages may be forwarded to others. Forward emails with extreme care and respect. If forwarding email written by someone else, it is generally best to get their approval before sharing it with others. If at all possible, communicate in person (not by email) if the subject matter has the possibility of creating conflict or controversy, or has the potential to be misunderstood. Please update your closing to match the following format:

--
Name
UCSC email
Phone number (*Optional*)
Masters Candidate **or** Graduate Student
Coastal Science and Policy Program
UC Santa Cruz
Pronouns: she/her/hers; he/him/his; they/them (*Optional*)
Link to CSP Bio* | Link to LinkedIn

*To get your specific bio link, go to <https://csp.ucsc.edu/people/currentstudents/> and right click on your name and copy link.

CSP EMAIL LISTS

- csp_2022cohort@ucsc.edu: All 2022 cohort students
- csp_2023cohort@ucsc.edu: All 2021 cohort students
- csp_de@ucsc.edu: All DE students
- csp_all@ucsc.edu: All current CSP students (MS and PhD Designated Emphasis)

- CSP_alumni@ucsc.edu: All CSP alums (MS and PhD Designated Emphasis)

Prior to sharing announcements with **csp_faculty** and **csp_corefaculty** lists, please consult Sarah to assess if the announcement should be shared via these lists or an alternate method.

IMPORTANT: SCHEDULING MEETINGS WITH FACULTY & STAFF

Scheduling faculty and staff using Google Calendar should NOT be done without their permission. Students should use Google Calendar to identify possible dates/times for meetings. Please email faculty or staff to request a meeting date/time and to confirm availability. Best practice is to suggest a few possible dates/times that might work based on review of Google Calendar schedules. If a response is not received within a reasonable amount of time, please follow up as appropriate.

STUDENT ARE REQUIRED to review the CSP Meeting Best Practices [here](#). Please note, each faculty is different and you should ask your faculty advisor what their preferences are for scheduling meetings and agenda format (e.g. PowerPoint, Google document, shared in the calendar invite, etc.).

CANVAS

UCSC uses a [CANVAS](#) System (click the link to learn more about CANVAS). Instructors may post course syllabi, reading materials, assignments, etc. on a course's individual CANVAS page, and students will be able to view the pages for courses in which they are enrolled. Please note faculty use of CANVAS is **optional** and not every course will have a CANVAS page. Some professors choose to use a course website rather than the CANVAS system. If you run into any difficulties using a course CANVAS site, please contact canvas.help@ucsc.edu.

MAIL/MAILBOXES

CSP students share a mailbox located in the main office area of the Long Marine Lab (campus mail stop: LML). The mailroom is open Monday through Friday from 9:00 am - 5:00 pm. Sarah checks the mailbox daily and will alert you if there is mail.

Mailboxes for faculty and staff based at the LML are also found in this same area.

PRINTING, COPYING, & SCANNING

The copy machines at the LML are not for student use. Sarah can assist in scanning short documents to email. Students may use copiers and scanners at the Library, more information [here](https://library.ucsc.edu/services/computing/copying): <https://library.ucsc.edu/services/computing/copying> and <https://guides.library.ucsc.edu/DSC/Scanners>.

MEDIA EQUIPMENT & CONFERENCE PHONES

The CSP program has a conferencing system that may be used for school business.

The CSP lab has a phone for local calls. No international calls may be made on the phone. Campus uses Zoom for most calls and conferencing. Learn more [here](#).

If students are using a conferencing system in a classroom or the CSP office, it is imperative that they **log off the computer** and **turn the TV off** before leaving.

INFORMATION TECHNOLOGY SERVICES

The IT Services can help you with a variety of issues related to IT. Explore their services [here](#). IT Services can be reached:

- Call: 831-459-HELP (9-4357)
- Email: help@ucsc.edu
- Coastal Campus IT support provided by J Forde, please email help@ucsc.edu to be routed to the next available IT support person.
- ITS Support Drop In Center Location: Kerr Hall room 54 & Open Monday - Friday, 8AM to 5PM

To learn about the available software, click [here](#). You can access this software beginning in Fall of your first year. To open a support ticket, click [here](#).

ACADEMIC & WRITING SUPPORT

The Graduate Division has a number of trainings, certificates, resources and more to help support your professional development. Explore the many options here: <https://graddiv.ucsc.edu/professional-development/index.html>.

UCSC offers a range of writing support services. Options for finding support include:

- Division of Graduate Studies: [Writing Resources for Graduate Students](#)
- The Learning Support Services (Academic Resource Center): <https://lss.ucsc.edu/>
 - ARC drop in writing support (Drop-in Writing Tutoring available to all students at the ARCenter, room 216). Visit [Learning Support Services website](#) for the current schedule.
- English Language resources from the International Students and Scholars Services: <https://isss.ucsc.edu/resources/livinginus/english.html>.
- Academic Support: <https://isss.ucsc.edu/resources/acadsupport.html>.
- [Online Time Management Workshop](#)
- [Online Study Skills Workshop](#)
- Avoiding plagiarism resources: <https://guides.library.ucsc.edu/citesources/plagiarism> and <https://guides.library.ucsc.edu/citesources>.
- You can also check out copies of a writing style guide from Sarah.

CAMPUS RESOURCES & STUDENT DEVELOPMENT SERVICES

- [African American Resource and Cultural Center](#): Orientation, workshops, educational and cultural programming, achievement and recognition program, internship, and mentorship programs.
- [American Indian Resource Center](#): Addresses key issues of Native American peoples and tribal communities.
- [Asian American/Pacific Islander Resource Center](#): Courses, student organizations, scholarships, and internships.
- [Chicano/Latino Resource Center](#): Cultural events, mentorship.
- [Disability Resource Center](#): Advising; registration assistance; testing accommodations; equipment loans; reader, note-taker, and interpreter services, referrals.
- [Lionel Cantú Queer Center](#): Student organizations; libraries of books, films/videos, and periodicals; events; education; information and referrals.
- [International Education Office](#): International scholar and student services, Education Abroad Program, Fulbright information.
- [Women's Center](#): Workshops, cultural events, exhibits, meetings, study space.

STUDENT HEALTH & SAFETY SERVICES

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS provides UCSC students with a wide range of mental health and wellness services. We also provide preventative outreach and consultation services to the UCSC community. Counseling services are available for any registered UCSC student and are confidential. There is no out-of-pocket fee for CAPS services, and you don't need UC SHIP or CruzCare to be seen at CAPS.

CAPS services include groups, workshops, brief individual therapy, Let's Talk drop-in consultations, crisis intervention, referrals, brief couples or family counseling (depending on counselor availability), educational outreach (e.g., through workshops, our newsletter, and social media), and consultation for non-clients (e.g., staff, faculty, family members). CAPS also includes Psychiatry Services (psychotropic medication services), volunteer programs for UCSC students (Peer Education Program and Student Advisory Board), and training for masters- and doctoral-level psychology interns and residents.

The most commonly used service at CAPS is an initial consultation, where we get information about what you need and your history and then make recommendations for next steps. Additional resources below:

1. Counseling and Psychological Services (CAPS) <https://caps.ucsc.edu/index.html>
2. Therapy Assistance Online (TAO) <https://caps.ucsc.edu/resources/tao.html>
3. Grad Talk: Let's Talk is a drop-in service offering grad students a chance to stop by for a brief, confidential conversation with a professional counselor to receive consultation, support, advice, and/or referrals. <https://caps.ucsc.edu/resources/lets-talk/index.html>
4. Men's Graduate Group: Richard Enriquez Ph.D. (831) 459-4799: A support group for male graduate students who wish to come together to discuss the challenges of being a grad student. This group is participant driven, with the goal of fostering a deeper sense of community while exploring personal, academic, and professional concerns. <https://caps.ucsc.edu/groups-and-workshops/groups.html>
5. Women's Graduate Group: Audrey Kim, Ph.D. (831) 459-1373: A supportive space for female identified graduate students to talk about the stressors of being a grad student, both personal and professional. Common topics include relationship with faculty and peers, Imposter Syndrome, procrastination, and how to have a life outside of grad school. <https://caps.ucsc.edu/groups-and-workshops/groups.html>

STUDENT HEALTH CENTER & HEALTH INSURANCE

The [Student Health Center](http://www2.ucsc.edu/healthcenter) offers routine medical appointments, same day care, counseling services, psychiatry services, nutritional counseling, health promotion programs, x-ray, and full laboratory and pharmacy services on site. The facility is staffed by board certified physicians, nurse practitioners, physician assistants, and nurses. Students are seen by appointment and in Same Day Clinic. In case of emergencies, either during the day or after normal operating hours, please call 911. <http://www2.ucsc.edu/healthcenter>.

Tuition and fees covers your Student Health Insurance (Graduate Student Health Plan or GSHP), unless you choose to waive this coverage and have analogous coverage elsewhere. Your GSHP is valid from the start of fall quarter through the summer (e.g. until the day before the next academic year's fall quarter begins). If you will be traveling internationally for your capstone, please follow instructions for setting up

your out of area health insurance coverage (you are still covered with UCSHIP/GSHIP), please see subsection below “**Coverage while away from campus/outside of the immediate area**” as well as the section **TRAVEL INSURANCE & RESOURCES**.

IMPORTANT: GET YOUR ID CARDS USING THE MOBILE APP:

https://healthcenter.ucsc.edu/billing-insurance/insurance_app.html

Coverage while away from campus/outside of the immediate area:

Please see this page for where and how to get care under the UCSC insurance (covered as part of the fees paid with tuition). https://healthcenter.ucsc.edu/billing-insurance/away_from_home.html.

Setting up coverage while abroad:

You need to set up your BlueCard **BEFORE** you depart. You have a single point of contact 24/7 all year to assist when you are traveling internationally: BlueCard Worldwide. It's a part of UC SHIP and you'll need to sign up on the BlueCard website before you travel.

Referral: No referral needed for emergency or urgent care. For ongoing care, contact us for a referral.

Cost: While traveling abroad, remember that you will need to contact us for a referral before you receive non-emergency care. Chances are, you will have to use a non-network provider and pay out of pocket for care, then file a claim with UC SHIP for reimbursement. Keep in mind that UC SHIP covers most out-of-network care at 60% of maximum allowable charges. Emergency care is covered at 100% of maximum allowable charges. Any amount above the allowed charges is your responsibility.

Get started: If you're planning a trip abroad, call visit <https://www.bcbsglobalcore.com> or call 1.800.810.BLUE (2583) to make sure you're prepared. If you're calling from outside the U.S., call collect at 804.673.1177 for assistance with finding network providers abroad when you need care.

STUDENT HEALTH OUTREACH AND PROMOTION

SHOP is where students can go to learn about health and wellness in a safe, non-judgmental environment. SHOP offers information, education, resources, and support on issues such as Alcohol and other Drug Use, Sexually Transmitted Infections and Sexual Health, and College Life balance. All UCSC students are welcome and encouraged to drop in and speak with SHOP's trained staff.

<http://healthcenter.ucsc.edu/shop/>

<https://oes.ucsc.edu/>

SLUG SUPPORT

UCSC has a range of support for students facing difficult times or crisis. To learn more about Slug Support and the variety of services that they can provide please visit the slug support website: <https://basicneeds.ucsc.edu/crisis-resolution/Slug%20Support%20Program.html>. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. UCSC's Slug Support Program is a two-part, comprised of both an individual Slug Support Coordinator and the Slug Support Team. What types of support can Slug Support connect you with:

COUNSELLING AND PSYCHOLOGICAL SERVICES: While the Slug Support Program does not provide counseling directly to students, they work very closely with [Counseling and Psychological Services](#) to get students the emotional and psychological support they need.

FOOD SECURITY: Slug Support connects students facing food insecurity with options including the [Food Pantry](#).

FINANCIAL SECURITY/CRISIS SUPPORT: Slug Support can connect you with financial assistance for emergency situations, such as medical co-pays. You may [contact Slug Support](#) directly for additional information.

OFFICE OF EMERGENCY SERVICES

This group includes Fire Services and Emergency Management (including COVID response).

Note, an air quality monitoring sensor has been installed on top of the Ocean Health Building. You can check the [air quality monitoring data here](#).

TRAVEL INSURANCE & RESOURCES

The university has arranged for employees and students traveling on official university business to be covered for a wide variety of accidents and incidents while away from the campus or primary workplace at no cost to the traveler or their unit. Key benefits of the travel program include the [UC Trip Planner](#) for planning your trip, travel alerts and emergency medical services, emergency travel services, information services and security evaluation services. The [UCSC Travel Brochure](#) and the [Guidelines for UCSC Students Traveling Abroad](#) provide additional information.

If your travel involves field research, then please contact fieldsafety@ucsc.edu and refer to the [UCSC Environmental Health and Safety Field Research webpage](#) for more information.

International students traveling outside the US and returning to the US should review the following travel information: F-1 <https://isss.ucsc.edu/students/current-f-1/travel.html> or J-1 <https://isss.ucsc.edu/students/current-j-1/travel.html>.

PROBLEM & COMPLAINT RESOLUTION RESOURCES

UCSC strives to create an environment for learning and work in which all members of the campus community can thrive. If any community member's well-being is compromised, whether as a result of personal life circumstances or the misconduct of another, the University encourages them to seek out appropriate resources and assistance.

The purpose of this website is to direct students, faculty, and staff to information and resources that can help address a wide range of concerns, from interpersonal conflict to criminal wrongdoing. Some resources, such as counseling, are private and confidential; others exist to facilitate the reporting of policy violations (like discrimination or unethical conduct). In some cases, reporting can be done anonymously.

Rather than providing in-depth information about the many campus resources listed here, this website is designed to help members of the campus community identify appropriate resources, gain additional information, and contact those who can provide direct assistance. Specific resources for graduate students can be found here (<https://ombuds.ucsc.edu/graduate/index.html>) or below:

- [Academic Regulations](#)
- [Employment Issues](#)
- [Personal and Public Safety](#)
- [Health and Well-Being](#)
- [Disability Resources and Accommodations](#)
- [Conflict Resolution](#)
- [Hate/Bias](#)
- [Sexual Harassment and Sexual Violence](#)
- [Discrimination, Harassment, and Retaliation](#)
- [Bullying and Abusive Conduct](#)
- [Unethical Business Practices](#)
- [Student Grievance Policy](#)

COASTAL CAMPUS ACCESS/SAFETY

EMERGENCIES & SAFETY

If there is an emergency or security issue, call **9-911** from a campus phone. Please see table below for who to call in other non-emergency situations. For more details about getting help on the Coastal Science Campus, please see **Appendix 6**. Click [here](#) learn more about the UCSC Police Department.

Phone Number	When to Call
9-1-1	Any kind of emergency situation with serious threat to life or property
(831) 459-2345 or (831) 459-4868	If unable to dial 9-1-1 from phone, then call for any emergency situation with serious threat to life or property
(831) 459-2231	Non-emergency police related calls, 24 hours
(831) 459-2100	Campus Safety Officer Dispatch Line, 7pm-3am nightly
(831) 459-4980	Telecommunications Device for the Deaf, 24 hours

WHEN TO CALL 911 VS. DISPATCH

- If a situation “appears or feels” like an emergency or is perceived as threatening to life, safety or property then call 911.
 - 911 calls from campus land lines are directed to UCSC campus police
 - 911 calls from cell phones are routed to the closest dispatch center
 - Calls will be directed to campus or city police
- If a situation isn’t an immediate threat but could be perceived as being suspicious or leading to a potential threat to life, safety or property then call 911.
- If a situation requires officer assistance within a specific timeframe then call 911.
- If a situation is a non-emergency matter and needs to be reported to the campus police (vandalism, noise violations, non-violent trespassing, violation of dog policy, etc.) for monitoring, citation purposes or for recording incidents then call dispatch at 459-2231.
- If unsure about a situation (emergency or non-emergency) then call 911. Better to be safe than sorry.

Automated External Defibrillators (AED) are located in a few places on the coastal campus. In OHB, the AED is between the downstairs bulletin boards across from the classroom (rm 118).

WHERE TO LEARN MORE ABOUT UCSC PD ACTIONS ON CAMPUS:

- <https://www.facebook.com/UCSCPD/>
- <https://www.instagram.com/ucscpd/>
- <https://twitter.com/UCSCPolice>

SEE SAY DO:

UC Santa Cruz is committed to a safe, supportive learning and working environment for all members of the campus community. Campus safety is our top priority, and we take all threats of violence seriously to protect everyone’s health and well-being. Preventing violence on campus depends on UCSC community members identifying and communicating behaviors of concern—early identification of concerns allows administrators and staff to provide resources to students in distress to minimize harm to self or others. You can help by being aware of your surroundings on campus and reporting any unusual activity from people. We are all responsible for safety. If you see something, say and do something about it—report any concerning behavior and suspicious activity.

Learn more at: <https://deanofstudents.ucsc.edu/slug-support/see-say-do/>.

BUILDING & CAMPUS SECURITY

After regular business hours, doors to the building are locked and you will require a key to enter the building. In addition, the gate at the entrance to the Coastal Campus closes after hours to help with security on campus. The typical gate open hours are as follows (however, until all restrictions are lifted, campus will continue with limited hours of operation):

Fall Qtr (Sept - Dec)

Monday-Friday: 6:30am-8:40pm
Saturday/Sunday: 8:00am-7:40pm

Curtailment Period (Dec - Jan)

Monday-Friday: 7:00am - 8:40pm
Saturday/ Sunday: 7:00am - 7:40pm

Winter Schedule (Jan - March)

Monday-Friday: 7:00am - 8:40pm
Saturday/Sunday: 8:00am - 7:40pm

Spring Qtr & Summer (March - Sept)

Monday-Friday: 6:00am - 9:00pm
Saturday/Sunday: 6:00am - 8:00pm

To request after hour gate access (only needed for students entering by car), please see Jody Bruner (jbruner@ucsc.edu) first floor of the Coastal Ocean Health Building. Bring your student id card so that she can program the card with the appropriate access code.

STUDENT AMBASSADORS PROGRAM

Student Ambassadors are on campus after hours to ensure safety. To learn more about their role please see: <https://police.ucsc.edu/get-involved/student-ambassador.html>. Typically, their schedule during non-lockdown/restriction times:

Fall Quarter

M-TH, 7:30-9:30 pm

Winter Quarter

M-TH, 6:30-8:30 pm

Spring Quarter

M-TH, 7:30-9:30 pm

COASTAL OCEAN HEALTH BUILDING

KEYS

Students may request two keys (building access key and the key to access both the CSP Lab room 251 and 252A). Keys require a deposit that will be returned to you when you return the key at the end of the year. If you will need access to the CSP trailer 2 conference room, please reach out to Sarah. Depending on usage needs, you may be able to obtain a key to this room too.

During orientation, we will include time for you to obtain your keys to the building and labs. To pick up keys, please see Jody Bruner (jbruner.ucsc.edu) first floor of the Coastal Ocean Health Building. Note, students will need to pay a small deposit for their key. If you are locked out of the room during business hours, please first see Sarah or Anne for help. If Sarah/Anne are not present, Don Croll/Mark Carr and Pete Raimondi have access to the room as does Jody Bruner. **Doors to Coastal Ocean Health Building should NOT be propped open after regular business hours.**

CLASSROOMS/MEETING ROOMS

Long Marine Lab/ Ocean Health Building is a shared space with a number of classrooms and meeting spaces. CSP has use of the:

- Student Lab (room 251)-first year student desk space & gathering point for CSP
- CSP Group Meeting Room (room 252)-available by appointment
- Trailer 2 Conference (room 101) at the rear of the building)-available by appointment
- Trailer office space at the rear of the building)-second year student desk space

To reserve space in 252A, please use the online google calendar (ask Sarah for help if you need it). 252A should be used for collaborative work, group meetings, or conference calls rather than individual study.

For help reserving space in the conference room or the trailer, please speak with Sarah.

CSP can schedule use of the Coastal Ocean Health Library and Classroom for larger meetings, seminars, or workshops, please speak with Sarah for help reserving these spaces if needed.

KITCHEN

There is a kitchen in the CSP Lab (COH 251) for student use. It includes a microwave, coffee maker, some dishes, silverware, cups, and paper napkins. Lack of cleanliness in the kitchen can easily become a problem with so many students using one small space. Students are responsible for cleaning up after themselves, including spills in the microwave, refrigerator, or on the countertop. The refrigerator is available for use on a daily basis but is not intended for long-term food storage. Please label your food/drink with the pen provided on the fridge.

Additional dish soap and surface cleaner may be found below the sink in the kitchen. Dish towels are provided for drying CLEAN dishes and are cleaned by Sarah when we are running low (please put dirty dish towels in the box under the sink and let Sarah know if we are running low on clean towels). If you spill food or other materials and need to clean them up, please use the paper towels provided.

It is the students' responsibility to keep the kitchen and patio clean and free of trash, dirty dishes, old food, clothes, etc. Please recycle cans, bottles, plastics, office paper, newspaper, and cardboard. Recycling should be taken out routinely to the back of COH by the trailers where larger trash and recycling containers for clean (non-food container) cardboard and containers may be found. Students should organize a rotation for taking out recycling to the larger bins. Campus cleaning staff will take out the trash.

RECYCLING & WASTE

The CSP Program has a strong commitment to maintaining an effective recycling program which requires that we recycle accurately.

What it is...	Which bin it goes in....		
Blue Bins	-glass bottles -jars (all colors) -beer/wine bottles -soda cans -metals cans (loose only) -aluminum cans -food-aerosol cans -plastic containers 1,2,3,4,5,7 (excluding Polystyrene 6)		
Green Bins	-any food waste -compostable cups -bio bags -compostable take-out boxes		
Paper Bins	White Paper -copy machine paper -letterhead -computer printouts -white tablet -fax paper	Mixed Paper -colored paper -sticky notes -plain white envelopes without plastic wraps	-magazine -newspaper -ream wrappers -brochures and flyers -books
Waste Bins	-all other waste that cannot be composted or recycled		

PATIO

The patio is a common space that can be used for lunch, study sessions, etc. Many CSP events are held on the patio around the fire pit. The fire pit may be reserved by speaking with Jody Bruner (jbruner@ucsc.edu). Please keep noise levels low on the patio to minimize disruption to ongoing work conducted in the COH classroom and labs adjacent to the patio.

BICYCLES & BIKE RACKS

Use of bicycles as a mode of transportation to and from school is encouraged. Bikes should be locked in designated bike rack areas (bike areas are located at the front of the building and at the rear of the building. If you desire a more secure bike locker, there are four available at the rear of the building and may be paid for on an hourly basis using [BikeLink](#).

BUILDING MAINTENANCE

Please notify Sarah if there is an issue (burned out lights, plumbing, leaks, heating/cooling malfunctions, problems with locks, etc.) Please do not assume that someone else has reported a problem.

SMOKING

As of January 2014, the entire University of California system is smoke-free and tobacco-free. Smoking, the use of smokeless tobacco products, e-cigarettes, marijuana, and unregulated products is not allowed on UC-owned or leased properties.

HOUSING

WHEN TO LOOK FOR HOUSING

The earlier you start the better. <https://communityrentals.ucsc.edu/renters/before-you-rent/fall-housing.html>.

LEARN ABOUT YOUR HOUSING RIGHTS

[Tenant Sanctuary](#)

GRADUATE STUDENT HOUSING ON CAMPUS

The housing application period for new graduate students opens in early May. **Graduate students who apply by mid-May** will be entered into a lottery to determine order for assignment. Campus housing is not guaranteed. Campus Housing website: <https://housing.ucsc.edu/gradhousing/>. *Note some students mentioned that public transit to/from campus housing to the town can take a lot of time/may be a barrier.*

CAMPUS COMMUNITY HOUSING

<https://communityrentals.ucsc.edu/index.html>

HOUSING REGISTRY

With your UCSC email you can log in and search vetted listings.

- <https://communityrentals.ucsc.edu/search-rentals/index.html>
- <https://www.housingregistry.net/>

PLACES TO STAY WHILE LOOKING FOR HOUSING

Summer House Hunting Program: <https://housing.ucsc.edu/summer/house-hunters/index.html>. The contact emails are: utsummerhousing@ucsc.edu.

Other Places to Stay: <https://communityrentals.ucsc.edu/renters/before-you-rent/places-to-stay.html>.

YEAR-ROUND LONG MARINE LAB (LML) HOUSING LIST

LML housing list (not associated with campus community housing): email Daphne to sign up: damark@ucsc.edu to be added. Daphne curates a list and emails out a PDF document every few weeks.

CRAIGSLIST

While craigslist is a great place to look, there are **many** scams (if it seems too good to be true, it is). If the person is unwilling/unable to meet you **in person** at the property (e.g., I'm out of country at the moment, my grandma is sick, I just left for a work trip) assume it is a scam. **DO NOT** send money or a rental application to a craigslist listing with your personal details until you have seen the property.

https://sfbay.craigslist.org/search/scz/apa?search_distance=5&postal=95064&availabilityMode=0&sale_date=all+dates

GETTING AROUND

BIKING

Santa Cruz is a great city for bicyclists. TAPS operates a Bike Program that includes a variety of services, such as a bike lending library, a bike co-op and maintenance, and information on bike routes throughout Santa Cruz. The bike program also includes a popular morning bike shuttle for students that want to use their bike to commute to and from campus. The shuttle picks up on the busy Mission Street. No fare is required, but you must have your student ID and your bike to board. For more information about the bike program, visit <https://taps.ucsc.edu/commute-options/bikes/index.html>.

BCycle (an on-demand electric bike sharing program) has launched in Santa Cruz. BCycle e-bike sharing provides Santa Cruz County residents and visitors with a convenient, fun, and affordable way to get around the County. As part of TAPS' Slug Bike Life program, UCSC affiliates are eligible for significantly reduced annual BCycle membership rates as well as unlimited 60 minute trips on the system. Registered undergraduate and graduate students that meet the criteria below pay \$12 per year* for an annual membership. Employees that meet the criteria below pay \$59 per year* for an annual membership. [Click here for more information.](#)

BUS

CAMPUS TRANSIT

UCSC uses a campus bus system run by Transportation and Parking Services (TAPS). The two main routes are called the Loop and the Upper Campus. These white buses run on weekdays from about 7:30AM – 11:00PM and on weekends from about 6:00PM – 11:00PM. No fare is required; simply get on the bus. The Loop travels from UCSC's main entrance through the entire campus. The Upper Campus only travels between the East and West Remote Parking Lots.

RIDING LATE AT NIGHT?

TAPS also offers a late-night bus to and from downtown called the Night Owl. For more information visit <https://taps.ucsc.edu/buses-shuttles/night-owl.html>.

SANTA CRUZ METRO

The Santa Cruz Metro operates 5 routes that travel through campus to downtown and are a great way to get around Santa Cruz. A blue metro bus will come through campus about every 10 minutes on weekdays and every 30 minutes on weekends. Two routes serve the coastal campus (note routes are different on weekends vs. weekdays):

- Route [20](#)
- Route [22-currently not running](#)

Your student ID card is your bus pass. If you forget your card, fare is \$2.00. For route maps and schedules, visit <http://www.scmttd.com>. This information is also posted at each bus stop.

RIDEAMIGOS

UCSC has partnered with carpooling group RideAmigos. Follow these easy instructions or watch a short video on how to register.

- Go to <https://my.cruz511.org/s/ucsc>
- Click *Register* to join.
- Enter your name, email, and choose a password. You must use your UCSC email address to be verified as part of the UCSC Network. You will automatically be added to the private UCSC network.

What's Next?

You can [enter your commute](#) as soon as you register, or you can skip this step and [enter an individual trip later](#). As part of the private UCSC network, your trip details will only be visible to other UCSC affiliates. If you want to open up your options to the Santa Cruz Region, you can choose to share your commute or trip with the public network as well.

Cost Sharing

At this time, RideAmigos does not accommodate cost sharing arrangements through the platform, but you may still make arrangements to share driving costs with your fellow participants offline.

Questions & Tutorial Videos

For questions regarding getting signed up and posting trips, visit the [Cruz 511 FAQ's](#) or check out these helpful tutorials from RideAmigos.

- [Planning Trips](#)
- [Find, Contact, and Share Carpools](#)
- [Other Help Topics](#)

STUDENT CAR RENTALS

Students allowed to drive can rent a car by the day or by the hour from a company called Zipcar. Cars are located on campus and in downtown, and auto insurance and gas are included in Zipcar's rental fees. For more information, please visit either <http://www.zipcar.com/ucsc> or <http://taps.ucsc.edu/airports-travel/zipcar.html>.

SECTION II: CSP CURRICULUM

CURRICULUM & COURSE DESCRIPTIONS

UCSC operates on a quarter system (ten weeks of instruction). Please be advised that the quarter system can move quickly compared to the semester system.

See Section III: MS Program Guidelines and Section IV: PhD Designated Emphasis Program Guidelines for more detailed descriptions of each CSP Program. Information about the CSP curriculum can also be found on the CSP website under [Program>CSP MS Curriculum](#). The webpage outlines the curriculum by quarter and year and provides course descriptions. **Note: CSP MS students are expected to take an elective course in spring term of their first year** (students may satisfy this requirement with a five-unit graduate level independent study).

In addition, students may elect to take additional courses outside of the program, as long as participation in these courses does not **negatively** impact their performance in their core courses. Descriptions of courses offered by other departments at UCSC may be found in the [University Catalog](#) or may be identified in the [class search](#). Students are encouraged to explore offerings in other departments or the [cross-campus online course](#) offerings that help build depth of knowledge in areas of interest.

COURSE NUMBERING

Graduate courses at UCSC are numbered 200-599.

Undergraduate coursework will not count towards satisfying graduate degree requirements. Undergraduate courses are numbered as follows: upper-division undergraduate courses 100-199 and lower-division undergraduate courses <100.

SCHEDULE OF CLASSES

[MyUCSC](#) generally reflects the current CSP schedule but may differ and be inaccurate if a course is being offered in an unusual or intensive format. Please email msp@ucsc.edu or seminhiz@ucsc.edu to clarify any discrepancies or confirm a particular CSP class time.

Regular quarter-long courses (e.g., core and elective courses) are typically offered Monday through Friday between the hours of 9:00 am and 6:30 pm. CSP will ensure that core courses do not overlap, and you will be required to attend these courses. In spring term, when students take elective courses, CSP will try to accommodate student schedules to allow students to take courses of interest; however, we may not be able to accommodate all preferences.

SEMINARS, WORKSHOPS, & EVENTS

A core component of your CSP education includes participation in a range of activities including weekly seminars, brown bags, and workshops. The focus of these offerings may range from exposure to leading scientists and practitioners in the field of coastal science and policy to building specific skills (e.g., science communication, leadership, proposal writing, networking, and cv/cover letter development). Participation is expected and required of all current students (unless otherwise noted).

Every CSP student will be invited to workshops, seminars, and events via calendar invite. CSP will attempt to notify students well in advance to allow students to plan their schedules. Calendar invites will include information about the day, time, and location of these events. Accurate and timely responses are essential for us to plan an appropriate venue and, for some events and activities, food, and other refreshments. Please respect the time and money involved in planning events and activities for CSP. If you have an unforeseen conflict or emergency, you must notify Sarah at your earliest convenience at seminhiz@ucsc.edu.

Where possible, CSP will aim to schedule **workshops and seminars from 4-5:30 on Mondays** in the COH Classroom (118); however, CSP **may offer workshops and seminars on weekends or on other days/times** to accommodate schedules and/or special learning opportunities.

RESEARCH SEMINARS

UCSC offers a rich set of research seminars every week. CSP will occasionally offer research seminars or panels throughout the year. We will aim to hold these in the workshop/seminar time slot on Mondays from 4-5:30pm as speakers are available (*days and times subject to change*).

In addition, several other programs and departments offer seminars weekly. Sarah will post quarterly calendars of speakers and include CSP on relevant listservs for these announcements. To see up to date schedules please see the following websites:

- [Environmental Studies](#) (ENVS): 221 ISB, Mondays, 12:00 to 1:05 p.m.
- [Earth & Planetary Sciences \(EPS\)](#) -Whole Earth Seminar: Natural Science Annex 101, Tuesdays, 3:30 PM
- [Ecology and Evolutionary Biology \(EEB\)](#): Coastal Biology 110, Fridays, 10:00-11:00 AM
- [Ocean Sciences](#): A-340 Earth & Marine Sciences Building, Fridays, 10:40 a.m. - 11:45 p.m. (unless otherwise noted*)
- [Center for Agroecology Workshops](#)
- [Sociology Colloquia](#)

CAREER DEVELOPMENT

The CSP program is eager to help you launch your career, we provide support from the day you start the program and continue throughout your career. As a new program, we will be building out our alumni offerings. Some of the services we already offer include:

ONE-ON-ONE ADVISING: This includes document review, career direction guidance, job/internship search strategizing, and more. If you require document review, please send Sarah an email using a subject line to alert her to the request and its urgency. Share any documents for review using google docs and when possible, please allow more than three business days for adequate review and turn around (at certain times of year, more time may be needed).

CAREER WORKSHOPS, SPEAKERS, & NETWORKING EVENTS: Students will receive invitations to workshops and seminars that not only will develop your networking skills but also enhance your search capabilities (e.g., cover letters, networking, and job/internship search strategies).

JOB/INTERNSHIP POSTINGS: A shared doc provides job/internship lists and resources to search for open positions. In addition, as opportunities arise, staff will forward materials to students as weekly updates.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES & CLUBS

As a student at UCSC there are many opportunities to engage other young professionals and leaders on and off campus. A few examples of clubs/organizations to consider include:

- [MARINE Network](#) is administered by the CSP program and brings together graduate students from across the Monterey Bay area universities and colleges together to lead programs focused on professional development and network growth.
- [Hacking 4 Oceans](#). CSP developed a new course in 2020 with the UCSC Startup Entrepreneurship Academy, Google staff, and Stanford faculty to offer a class centered on the Lean Startup Model. This is the first course of its kind offered anywhere.
- [Graduate Student Leadership Certificate Program](#) (offered in Winter Quarter from January through March and is HIGHLY recommended for all CSP students).
- [Sustainability Certificate](#)

- [Santa Cruz—Monterey Bay Area AFS Subunit](#)
- [Society for Conservation Biology](#)
- [Women in Science and Engineering](#) (WiSE)
- **Bagel Mondays** @ Ocean Health Building (OHB) or Coastal Biology Building (CBB) happen on the first Monday of each month and draws researchers, staff, faculty, and students from across UCSC, IMS, and Seymour Center on the coastal campus.
- **Coffee Hours or Informal Happy Hour Meet Ups**-CSP and other teams on the coastal campus occasionally host coffee socials or happy hour meet ups. These are a great way to practice networking and get to know colleagues from on and off campus.
- Division of Graduate Studies offers a range of workshops: [Self-Empowerment](#), [Health and Wellness](#).
- Sustainability Office [Sustainability Certificate Program](#). Although this course is a two-year program, students may wish to participate in some of the courses that examine sustainability through multiple lenses and help graduate students and staff develop knowledge and strategies for building a more inclusive and sustainable campus. The Sustainability Office also hosts events, learn more [here](#).
- [Diversity Certificate](#) of the Office for Diversity, Equity, and Inclusion offered to faculty, staff, and graduate students over a two-year series of courses.
- [Professional Communication Certificate](#) Program (offered Fridays in Fall quarter)
- [Professional Development Program](#) which prepares scientists and engineers to be leaders in effective and inclusive education (multi-year program).

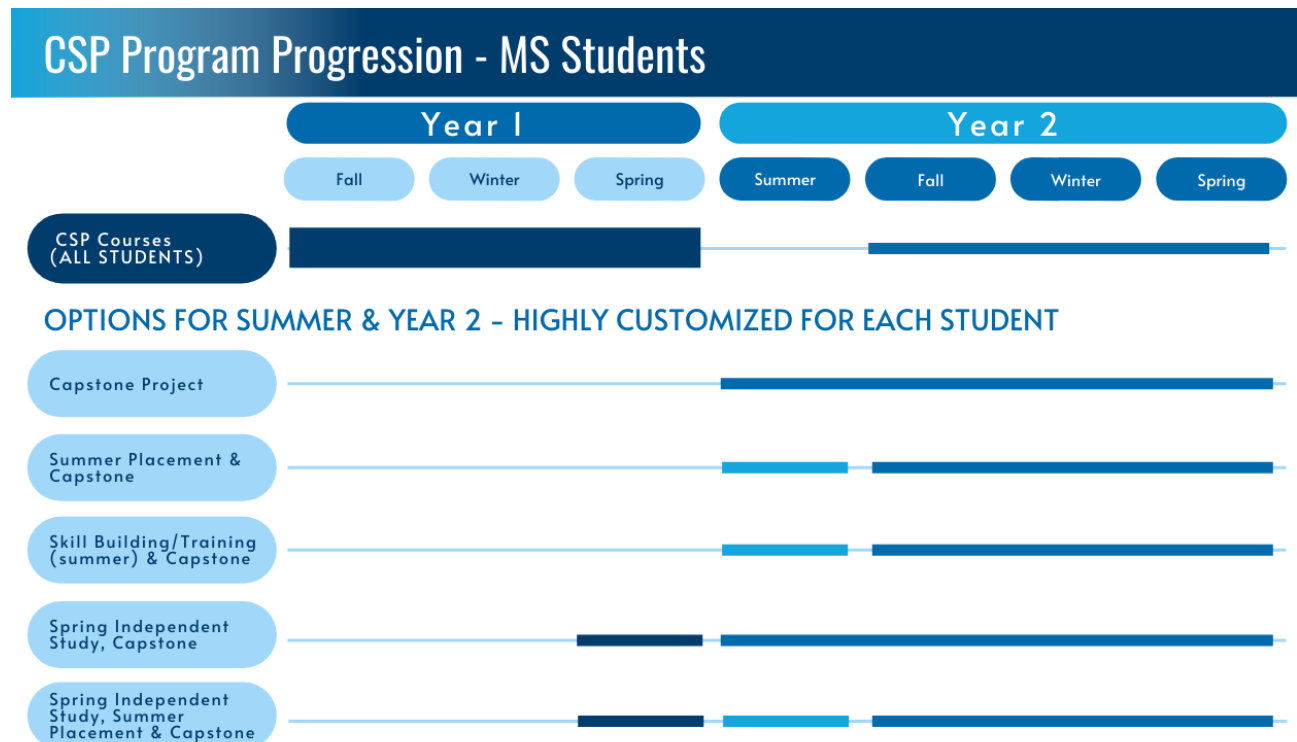
SECTION III: MS PROGRAM GUIDELINES

COASTAL SCIENCE & POLICY PROGRAM PREPARATION

Students admitted to the Master of Science (MS) in Coastal Science and Policy program will have completed a bachelor's degree at a four-year university in a field relevant to coastal sustainability. Relevant fields are diverse and include the natural sciences (e.g., biology, earth sciences, chemistry, oceanography), social sciences (e.g., economics or business, human ecology, political science, sociology), interdisciplinary programs (e.g., environmental studies and sciences) and engineering. Specific additional requirements prior to admission, regardless of undergraduate major and/or minors, include at least one course each in writing, and statistics, as well as at least one course each in at least two of three emphasis areas: biological sciences, physical sciences, and the social sciences, including policy and economics. We anticipate that competitive applicants to the program will have demonstrated leadership in coastal science and policy through additional experience, such as a combination of coursework, internships, jobs, and research, in the environmental field.

PATHWAYS THROUGH CSP

CSP has a Highly customizable approach to your learning. There are many pathways through the program.



*OTHER OPTIONS CONSIDERED BY APPROVAL OF THE CSP DIRECTOR; TO SEE REQUIRED YEAR 1 AND YEAR 2 COURSES SEE [HTTPS://CSP.UCSC.EDU/CURRICULUM/](https://csp.ucsc.edu/curriculum/)

COURSE PLAN

	Fall	Winter	Spring
1st Year	Coastal Natural Science (CSP 200)	Policy Analysis (CSP 242/ENVS 240)	Adaptation and Planning (CSP 244)
	Coastal Social Science (CSP 210)	Coastal Governance (CSP 243/ENVS 250)	Methods or Elective Course
	Coastal Economics (CSP 220)	CSP Year 1 Capstone Planning & Design Winter (CSP 231B)	Methods or Elective Course
	Integrated Problem-Based Discussion (CSP 230)	Methods or Elective Course	
	Year 1 Capstone Planning & Design Fall (CSP 231A)		
	Facilitating Change: Leadership and Communication (CSP 245/BIOE 262)- <i>PILOT 2022</i>		
2nd Year	CSP 290A (10 credits for capstone work)	CSP 290B (10 credits for capstone work)	CSP 290C (10 credits for capstone work)
	Year 2 weekly seminar CSP 291 (2 credits)	Year 2 weekly seminar CSP 291 (2 credits)	Year 2 weekly seminar CSP 291 (2 credits)

CORE COURSES

The MS program includes a core set of five foundational and five developmental courses. In addition, each student must take an elective and a methods course.

FOUNDATIONAL COURSES

Course Number	Title	Unites
CSP 200	Natural Sciences for Coastal Sustainability (Fall)	5
CSP 210	Social Sciences for Coastal Sustainability (Fall)	5
CSP 220	Economics for Coastal Sustainability (Fall)	5
CSP 231 A	CSP Year 1 Capstone Planning & Design (Fall)	2
CSP 231 B	CSP Year 1 Capstone Planning & Design (Winter)	2

DEVELOPMENTAL COURSES

These courses cut across multiple disciplines and will be taught by core faculty, partner practitioner-scientists, and specialist trainers.

CSP 230	Integrated Problem-Based Discussion (Fall)	0
CSP 242 / ENVS 240	Public Policy and Conservation (Winter)	5
CSP 243 / ENVS 250	Coastal Governance (Winter)	5
CSP244	Adaptation and Planning (Spring)	5
CSP 245 / BIOE262	Facilitating Change in Coastal Science Policy (Spring)	5

The core sequence serves many objectives, including creating and maintaining a strong program community, teaching core skills and topics, preparing for and building on the summer placement experience, linking new and returning students, and generating a lively, ongoing set of intellectual conversations to explore, define, and pursue transformative contributions to conservation and sustainability science. In order to assure a strong interdisciplinary approach, natural and social science faculty will teach courses. In addition, all coursework will strengthen practical knowledge and solutions-thinking.

METHODS AND ELECTIVE COURSES

M.S. students are also required to take one methods course and one additional elective course in their first year. The methods and elective courses can be drawn from courses currently offered across the UCSC campus. The methods course should provide training in quantitative or qualitative research design, tools, and analysis, as well as broaden the student's disciplinary knowledge. For example, incoming students with an undergraduate degree in the natural sciences (e.g., ecology) may be expected to take a graduate-level elective course in the social sciences (e.g., politics, economics).

The methods requirement can be met by taking CSP 241/241L (cross listed with BIOE 286/286L), another course from the list of approved methods courses found [here](#), or by approval of the program director. The selection of the methods and elective courses will be made in consultation with the student's faculty adviser and program, with final approval from the program director.

INDEPENDENT STUDY (CSP 297)

Students may participate in independent studies. To do so, students work closely with a faculty member to conduct a structured program of study with clear learning objectives and deliverables. An independent study cannot solely support capstone preparation but should help you dive into a particular subject or build skills that will help you advance your capstone. Students may participate in an independent study of 5 credits in lieu of a spring elective.

Requirements:

- Have an independent study faculty advisor that can serve as the lead for the independent study (this does not need to be your capstone faculty advisor).
- Complete and submit the [CSP Independent Study Form](#) to Sarah no later than the end of the first week of classes in a given quarter. On this form you will describe the independent study, specific deliverables, and garner signature approval from the independent study faculty advisor.
- In addition to your stated deliverables, you are expected to organize two ~20-minute presentations with Sarah (and possibly the Director):
 - Mid-term presentation (at ~week five)

- End-term presentation (during finals week)

SUMMER PLACEMENT

During the summer at the end of their first year, MS students are required to either begin work for their capstone project or to participate in structured activities that will help them develop specific skills for their capstone year. If you do the latter, the intent is that, in collaboration with institutional partners and CSP advisors, your capstone project will be heavily informed by this summer placement experience.

CAPSTONE PROJECT

In the second year, students will implement a capstone project that they developed during the first year. Students receive course credit for their capstone project work by enrolling in and fulfilling the requirements for CSP 290, Coastal Science and Policy Capstone Project (10 credits/quarter).

The capstone project will be co-developed with the practitioner partner, CSP faculty, and the program. The project should: a) address a real concern of the practitioner partner, and b) focus on advancing a solution path, by implementing an interdisciplinary approach to achieve specific objectives.

In the final quarter (spring, year 2) students will provide a written and oral presentation of the project to CSP students, faculty, institutional partners, and the public. The final presentations will be required to address interdisciplinary elements of their project. See **Appendix 1: Capstone Guide** for more detail about the capstone project and summer placement.

CSP 290A	Coastal Science and Policy Capstone Project	10
CSP 290B	Coastal Science and Policy Capstone Project	10
CSP 290C	Coastal Science and Policy Capstone Project	10

CAPSTONE PROJECT SEMINAR

Each quarter of the second year, students will enroll in CSP 291, Coastal Science and Policy Capstone Seminar (2 credits/quarter). This seminar will serve as a forum, led by an interdisciplinary team of social/natural science faculty, for students to discuss current topics and approaches in sustainability science, policy and other relevant topics, as well as an opportunity for students to present issues, topics, and proposals relevant to their capstone projects. Students enrolled in this course will provide oral and written peer review of other students' projects and presentations.

SECTION IV: PHD DESIGNATED EMPHASIS PROGRAM GUIDELINES

The CSP Program offers a PhD Designated Emphasis (DE) in coastal science and policy. This CSP DE leverages and catalyzes existing strengths at the UCSC in inter- and transdisciplinary coastal environmental and climate science and policy. The goal of the CSP program is to train future leaders in the science and policy of coastal sustainability in order to propel sustainable use of coastal resources and conservation of coastal biodiversity, ecosystems, socio-economic integrity, and ecological services. A CSP DE serves PhD students who desire to strengthen their ability to directly connect their science to actionable solutions, doing so in collaboration with practitioner organizations.

LEARNING OUTCOMES

The PhD DE in Coastal Science and Policy is designed to achieve six learning outcomes. These outcomes are informed by results of practitioner surveys¹ that documented the significant lack of graduate level practitioners who are capable of working strongly within a discipline as well as achieving the following learning outcomes:

- collaborate effectively across disciplines (transdisciplinary) to develop feasible solutions to sustainability problems,
- work effectively to engage stakeholders to gather robust quantitative data sets and apply them to socio-ecological models,
- use model outputs to develop a suite of solutions,
- effectively engage the social, economic, political, legal, and ecological sectors in scoping problems and developing solutions,
- communicate solution options effectively, and
- use administrative and programmatic leadership skills to implement solutions.

Students obtaining a DE in Coastal Science and Policy, thus, will develop a range of skills, interdisciplinary knowledge, and transdisciplinary approaches pertinent to creating real-world solutions to current and emerging concerns for coastal sustainability.

REQUIREMENTS

PhD students will ideally apply for the CSP DE during their first year (see application form in **Appendix 5**) and will complete a minimum of three classes (15 units) prior to proceeding to PhD candidacy. The DE will only be available to PhD students; Master's students are not eligible.

For the DE, the students will:

1. Identify a CSP DE advisor, from among the CSP Core or Affiliated Faculty, who commits to serving on the PhD qualifying exam committee (typically as the outside member), and the dissertation reading committee.
2. Enroll in the following CSP Courses (both taught Spring quarter):
 - CSP 244: Adaptation and Planning (five units)
 - CSP 245: Facilitating Change in Coastal Science and Policy (five units)
3. Work with their CSP advisor to review the student's academic background and then select at least one and up to 6 additional CSP courses (minimum of five additional units) to assure overall interdisciplinary competence in: social sciences for sustainability, economics for sustainability,

¹ Blue Earth Consultants, LLC. Memo to the Faculty Department of Ecology and Evolutionary Biology, University of California, Santa Cruz. 19 February 2014.

natural sciences for sustainability, statistics, coastal governance, and policy analysis. Courses Include:

- CSP 200: Natural Science for Coastal Sustainability (Fall quarter)
 - CSP 210: Social Science for Coastal Sustainability (Fall quarter)
 - CSP 220: Economics for Coastal Sustainability (Fall quarter)
 - CSP 241/L: Experimental Design and Data Analysis/Lab (Winter quarter)
 - CSP 242: Public Policy and Conservation (Winter quarter)
 - CSP 243: Coastal Governance (Winter quarter)
4. Students must work closely with a non-academic practitioner (from a government, private sector, or non-profit entity) on one interdisciplinary dissertation chapter in order to gain direct training in linking their research to a practical, scalable solution on a coastal sustainability issue. Interaction with a practitioner is at the heart of the CSP curriculum's goal of training leaders in coastal solutions. Students should involve the partner in the conceptual formation and execution of the work to be reported in the chapter (i.e., the student cannot solely receive and analyze data from the collaborating practitioner). The CSP program, via core courses, workshops, and mentoring by the CSP faculty advisor, provides substantial guidance on how to collaborate with partners in a manner that fits well with the dissertation research process. This requirement ensures that the student's work will bring their knowledge to action that addresses real-world challenges and implements new cutting-edge solutions.

APPENDICES

APPENDIX 1: CAPSTONE GUIDE

A requirement of the UCSC Coastal Science and Policy program is a capstone (and where relevant a separate summer placement). The term capstone was intentional – this is not a formal academic thesis project. Instead, the capstone is intended to provide you with a deep, practical understanding of how to approach a problem, develop solutions, work towards implementation, and measure outcomes. You will complete the capstone in close collaboration with a practitioner partner – from the government, non-government, philanthropy, or private sector in close coordination with a CSP core/affiliate faculty member, or an adjunct faculty (who can work as part of a co-advising team with a core or affiliate faculty member) (see **Faculty Advisor** Section below). The intent is that you will develop a strong independent network of individuals working in your sector of interest. The best practitioner partner(s) will be engaged in the project, knowledgeable, and eager to serve as a mentor and resource for you. You should work closely with your partner to agree on the focal problem or opportunity and a pathway to work towards potential solutions. In some instances, you will move the problem from identifying solutions to implementation; in other situations, you may work on another step in that process. You should treat the summer placement and capstone as you would formal employment and maintain frequent, professional communication with practitioners and CSP faculty throughout your work on the placement and capstone.

Keep in mind two options for the summer placement. For some students, it serves as the start of the student's capstone engagement. However, if you discover the need to change the focal problem/opportunity and/or partnership, you can pursue a change in conversation with your faculty advisor, and with approval from the CSP Program Director. For other students, the summer placement might be a distinct endeavor that is separate from, but aligned with, the capstone. To pursue this second approach, please discuss options with the CSP Director, your Faculty Advisor, and the CSP Assistant Director.

We require a written Capstone Plan and signed agreement committing to the deliverables and milestones in the plan (see Section: **Capstone Plan Outline & Section Descriptions** for an outline and description of each plan section and the Capstone Agreement). The Capstone Plan summarizes the placement/capstone work, describes the focal problem and opportunity, outlines objectives and how you plan to achieve them through your capstone, identifies the capstone team members and their roles, lists deliverables and milestones, and includes an agreement, signed by members of the capstone team. The agreement is non-binding but ensures all parties agree to support you throughout the process to complete your deliverables and hit key milestones. The CSP Program Director will approve the final written Plan for the summer placement and capstone project. Completion of capstone deliverables is required for graduation from the program. You may modify the Plan and deliverables in consultation with your faculty advisor and practitioner partner(s), followed by signature approval of the CSP Director. While selecting a capstone project can seem daunting, it as an opportunity to:

- Work on something you are passionate about
- Practice your leadership, project management and facilitation skills
- Make and learn from mistakes
- Develop your own ideas around coastal sustainability
- Develop the ability to work independently and with collaborators
- Develop a strong ethic of communication, trust, and professionalism with advisors, practitioner partners, mentors, collaborators, and stakeholders
- Develop strong competencies in the ideas and approaches around an important coastal sustainability issue
- Develop a strong network of future mentors, collaborators, and colleagues to help you now and in your future sustainability work
- Develop relationships with sustainability leaders that can help you in your career progress
- Develop new skills and experiences that can broaden and enhance your efficacy in coastal sustainability
- Make progress in solving a real-world problem
- Contribute to advancing global sustainability goals

It will be most productive for you and your practitioner partner(s) if the project problem/opportunity is well defined, and the stated objectives are realistic to address within the timeframe and expected workload of the student and partner (nine to twelve months).

Faculty Advisor

All Placements/Capstones must have a faculty advisor. The faculty advisor can be a sole core/affiliate faculty member or a team of a core/affiliate faculty member and an adjunct faculty member working as co-advisors. If you identify a more suitable UCSC faculty advisor who is not currently associated with CSP, you can make special arrangements at the discretion of the CSP Director to work with that faculty as a co-advisor with one of the CSP core/affiliate faculty.

Faculty advisors do not serve as project managers; their role is more of a mentor and advisor. Students are expected to take on the role of project manager and be regularly engaging their faculty advisor(s) and practitioner(s) in meetings/progress check-ins. Faculty advisors are expected to meet regularly with you and provide support; this may take the form of advice, feedback, networking opportunities, introductions to colleagues and partners, and general guidance. In addition, advisors should play an important role in assuring that the student's and practitioner's goals align well. Each faculty advisor has his/her own unique style and approach. Students should expect variability in engagement, expectations, and feedback from their advisor(s). In the final Capstone Plan(s), students will agree upon the roles and expected level of interaction with their advisor(s) and practitioner partner(s).

Capstone Advisory Team

The calendar and text below refer to a capstone advisory team. This team consists of your faculty advisor(s), practitioner partner(s) and CSP AD (before your faculty advisor is selected, this team will include the Program Director). This team plays an especially important role during your initial exploration of options for a project and early-stage development of your capstone plan.

The CSP Assistant Director (AD) will participate in a program and project logistics meeting before you start your summer placement/capstone project, as well as quarterly check-ins to facilitate successful outcomes for the project and advance refinements for the program. During the program and project logistics meeting, the team walks through the timeline of the capstone year, reviews the final capstone plan and deliverables, ensures all parties' questions are answered and the team is aligned on next steps (including data sharing agreements, final signatures for the capstone plan, how future plan adjustments should proceed, and other needs). In addition, the program will share how it hopes to engage the practitioner in its continuous improvement and learning process and will reach out periodically to your faculty advisor(s) and practitioner partner(s) throughout the implementation of the capstone to check progress/implementation and garner feedback to help the program improve its practices.

Calendar

Calendar deadlines subject to revision throughout the year

Fall Quarter Year 1	
Ongoing	Weekly capstone planning seminar (CSP231A)-involves specific assignments related to designing the capstone project, fundraising, and identifying a faculty advisor.
Ongoing	Develop potential project topics, conduct preliminary literature/info searches, identify potential funding to support the capstone project, meet with relevant CSP faculty, identify and meet with potential partners.
1st week of December	CSP 231A Final Assignment: Capstone Proposal including potential partners (1-3) and faculty advisors (1-3, can include UCSC faculty outside of CSP) submitted to the Program Director and CSP AD.
Winter Quarter Year 1	
Ongoing	Weekly capstone planning seminar (CSP231B) -involves learning new methods and tools, work to further develop a draft capstone plan and fundraising support for year 2.
End of January	Students continue outreach with potential faculty advisors and practitioner partners.
2nd Friday of February	Revise initial capstone idea with faculty advisor and continue outreach with prioritized potential practitioner partner(s).
1st Friday of March	Capstone outline submitted to faculty advisor, capstone advisory team, practitioner partner(s) for feedback by March 20 (<i>speak with the AD & your team if you need more time</i>).
2nd Friday of March	Faculty advisor and capstone advisory team return feedback on outline.
Ongoing	Identify grant/fellowship support opportunities, submit relevant proposals.
Spring Quarter Year 1	
2nd Friday of April	DRAFT Capstone Plan to faculty advisor, capstone advisory team, practitioner partner(s). Team will review and provide feedback. (<i>Note: Process is iterative. Speak with the AD & your team if you need more time.</i>)
End of May	Schedule and convene program and capstone logistics meeting with faculty advisor, practitioner partner(s), and CSP AD to finalize capstone plan (<i>if placement and capstone are separate, hold separate meetings ahead of each; can happen earlier in the quarter</i>). Following the meeting, student emails team a short summary of the meeting with action items/next steps. In addition, make any revisions to the capstone plan and circulate for final feedback.
1st Friday of June	FINAL Capstone Plan and agreement sent to faculty advisor, capstone advisory team, practitioner partner(s) for signature. Send to CSP AD for Director signature and approval (<i>by end of quarter; if still refining at end of quarter speak to faculty advisor and AD for guidance</i>).
1st Friday of June	3-5 sentence summary of capstone submitted to CSP AD for posting to the CSP website. As needed, send CSP AD revisions.
Finals week	Listen to Graduating Cohort Capstone Presentations
Ongoing	Identify grant/fellowship support opportunities, submit relevant proposals.
Ongoing	Conduct preliminary capstone project research in preparation for summer placement.
Ongoing	Make travel plans.
Summer	
Ongoing	Share capstone highlights, photos, other items we can post to the website/share via social platforms (e.g., blog posts, short write up, video)
Ongoing	Conduct summer placement project/activity and/or start the capstone project.

3rd Week of July	Summer work mid-point check-in with faculty advisor and practitioner partner(s). Please provide an update to the CSP Program.
Fall Quarter Year 2	
2nd Friday of September	Convene summer work wrap up meeting and, if starting distinct capstone, convene a logistics meeting with your faculty advisor, practitioner partner(s), and CSP AD. Following the meeting, email the team a short summary of the meeting and any action items/next steps. If capstone plan revisions are needed -share with the team.
Week before fall quarter begins	CSP retreat and orientation activities (returning and incoming students). Returning students present summer work, prepare slides using this template (you can make the template your own/e.g. formatting, but follow guidelines in the notes of each slide). You will share outcomes and lessons learned from your summer work with faculty, fellow peers, and others. Presentation should be no longer than 10 minutes speaking time (practice in front of friends/relatives/partners ahead of time) and be prepared for Q&A. Advisor meetings and Capstone Plan revisions discussions as applicable (for those with capstone that are the same).
Last Week of November	Check in meeting on Mid-term Capstone Report Requirements (all students and faculty advisors)
Last week of November	Send brief capstone update (progress, any delays, and any successes) via email to CSP Director, faculty advisor, practitioner partner(s), and CSP AD
Ongoing	Weekly capstone seminar (CSP 291, days/times TBD).
Ongoing	Students should meet with faculty advisor(s) and practitioner mentor(s) weekly to monthly.
Winter Quarter Year 2	
Last Friday of January	Submit your mid-term report to your faculty advisor using this form on your capstone progress towards each objective with completed deliverables. Outline provided in Section: Midterm and Final Capstone Report Outline
Between Last Friday of January and Second Friday of February	Convene capstone mid-point check-in with faculty advisor, practitioner partner(s), and CSP AD. If needed, discuss Capstone Plan modifications during the meeting. Following the meeting, email the team a short summary of the meeting with any action items/next steps. In addition, make any revisions to the capstone plan deemed necessary by the team and circulate for final feedback.
2nd Friday of February	Your mid-term report and all signatures must be routed to the program via the DocuSign submission form used at the end of January; Student will sign affirming they have completed the mid-term report, upload the report, and share any revisions to the Capstone Plan in the space provided; Faculty advisor(s) will countersign affirming receipt and that they have reviewed/provided feedback
1st Week of March	Check in meeting on Final Capstone Report Requirements (all students and faculty advisors)
Ongoing	Weekly capstone seminar (CSP 291, days/times TBD)
Ongoing	Students meet with faculty advisor(s) and practitioner mentor(s) weekly to biweekly in addition to the mid-term check in with the capstone advisory team.

Spring Quarter Year 2	
Ongoing	Weekly capstone seminar (CSP 291, days/times TBD)
Ongoing	Students should meet with their faculty advisor(s) and practitioner mentor(s) weekly to biweekly. Students should plan a brief wrap up meeting for the capstone at the <u>end of the quarter to ensure a good relationship with the practitioner team and long-term network building.</u>
Last week of March	Masters Application Form due (https://graddiv.ucsc.edu/current-students/pdfs/app_mas.pdf) to CSP AD for Processing before the Announce to Candidacy deadline
1 st Friday of April	Submit DRAFT of Final Capstone Written Report (send full materials to the Spring 291C Faculty and your Faculty Advisor(s) for feedback). It is recommended to have relevant deliverables reviewed by your practitioner partner(s). See Section: Midterm and Final Capstone Report Outline.
2 nd Friday of May	Submit Final Capstone Written Report (see Section: Midterm and Final Capstone Report Outline) to the CSP AD for routing to degree completion faculty review committee.
Last Friday of May	Faculty share final written capstone report feedback
Sunday/Monday before Graduation	Send CSP AD Final Capstone Presentation Arrive in Santa Cruz if final talks are in-person.
Week of Graduation	Public Final CSP Capstone Presentations (<i>guidance shared in Spring Capstone Seminar</i>): <ul style="list-style-type: none"> • 30 min slot per student: 15-18 min presentation, 7-10min QA • 5 min change between students • Presentations recorded for CSP website (Q/A will be cut from shared recording)
Week of Graduation	Complete the CSP year-end survey
Friday	CSP Graduation (required) & UCSC Graduate Commencement (<i>optional, registration required</i>)

Academic Units

For the second year of the program (Capstone Year), you must enroll in CSP 290 (10 units) and CSP 291 A, B, C (2 units per quarter-Fall, Winter, Spring). In addition to regular capstone seminar meetings and capstone requirements, we require students to share feedback on the program, capstone process, and themselves through debriefs and survey/evaluations.

Capstone Requirements

Please refer to the calendar for due dates for capstone requirements. The primary deliverables for the capstone project include:

- Capstone Proposal including Faculty Advisor ideas (Fall Year 1)
- Draft Capstone Plan(s) (Winter/Spring Year 1, *Planning is iterative and may require revisions*)
- Final Signed Capstone Plan and Agreement Signatures (Spring Year 1)
- Summary Capstone Project Description (for Website) (early June Year 1)
- Summer Placement and/or Capstone Work Presentations (Fall Year 2)
- Revised Capstone Plan (Year 2, if applicable; *requires Capstone Team & Program Director approval*)
- Mid-Term Capstone (& Summer Placement) Report & Deliverables (January Year 2 to Advisor; February Year 2 to Program)
- Final Capstone (& Summer Placement) Report & Deliverables (May Year 2)
- Capstone Final Presentation (June Year 2)
- Capstone, Self, and Program Evaluations (June Year 2)

Publication and Presentation

As appropriate for advancing the solution focus of your capstone project, we encourage you to share relevant outcomes of your capstone with stakeholders and broad audiences via prominent written formats (e.g., a blog, op-ed, policy document submitted to a government process); and with the scientific community (manuscript to peer reviewed journals). This can be a challenging but rewarding process, and you should start working with your faculty advisor and practitioner partner(s) during the **Fall Quarter** of your capstone year to develop any potential written reports and publication(s).

You should be aware that some data or information generated during your project may be proprietary, embargoed, copyright protected, confidential, or licensed. Therefore, you should not plan on making this information available online without express written consent of the practitioner partner(s), faculty advisor, and CSP Program Director. Also, if you are dealing with information of this nature, you will need to develop a Non-Disclosure Agreement or Data Sharing Agreement between your practitioner partner(s) and UCSC. These types of documents must be signed by appropriate UCSC administrators (not only the student).

Use of Human Subjects or Animals

Faculty and students who engage in research involving human subjects or animals must obtain appropriate approvals/waivers from the UCSC Office of Research.

Human Subjects Research: Institutional Review Board (IRB) approval may be required. For CSP students, this is most likely to arise if your project involves conducting surveys or interviews with human subjects. Please work with your faculty advisor and review the [IRB Office of Research page here](#). **The process for obtaining approval for proposed research can take a couple months or longer, so don't leave this to the last minute.** Note, "Human Subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (i) data through intervention or interaction with the individual or (ii) identifiable private information.

Animal Care and Use (IACUC): UC Santa Cruz recognizes the importance of the animals in its research and teaching programs. At the same time, the health and welfare of research animals is a top priority at UC Santa Cruz. To ensure the proper treatment of animals used in research, the campus complies with internal, governmental, and third-party regulations to maintain research integrity and ethical practices in all of its facilities. If your work may involve use or work with animals, please work with your faculty advisor and review the [Office of Research IACUC page here](#). **The process for obtaining approval for proposed research can take a couple months or longer, so don't leave this to the last minute.** In addition, you may need to obtain local, state, or regional permits.

APPENDIX 2: CAPSTONE PLAN OUTLINE, SECTION DESCRIPTIONS & TEMPLATE

The project Capstone Plan is a concrete and realistic statement of what you will do to advance a solution for the focal opportunity or problem during the summer after your first year and in the second year of the program (some students conduct an aligned but separate summer placement, while others start their capstone during the summer after their first year, **below where it states “capstone” we are referencing the work conducted between summer after the first year and the end of the second year**). Constructing and articulating this Plan are significant parts of the work required to achieve or make substantial progress on a solution. The Plan should be short, approximately **five** single-spaced pages. This page limit does not include the title page. **You will submit drafts of the Plan to your capstone advisory team for discussion and finalization before the end of year 1.** Once agreed upon, you will sign the agreement acknowledging your commitment to the work outlined in the Plan with your faculty advisor, practitioner partner(s), and CSP Director. If revisions are required during implementation of your capstone project, you should work in consultation with your practitioner partner(s), faculty advisor, and CSP AD to adjust and obtain approval from the CSP Director (after you begin work, revisions are likely). Please see the timeline for specific deliverable dates.

The capstone plan's structure involves elements required for proposals to many other funding opportunities, thus writing them prepares you well for securing additional funding.

The Capstone Plan must include the following components:

1. Title page
2. Abstract
3. Focal Problem or Opportunity
4. Objectives, Outcomes, and Approach
5. Deliverables and Timeline
6. Student skill-building objectives
7. Capstone Team
8. Agreement

Capstone Plan Component Descriptions

1. Title page

Include the following information on the title page:

- Title (no more than 10 words recommended)
- Your name
- Name and title of faculty advisor
- Name and title of practitioner partner(s) and organization(s)
- Coastal Science and Policy Program, University of California, Santa Cruz
- Date (month and year of degree conferral, i.e., June 2025)

2. Abstract

A short summary (~200 words) of your Capstone (& summer placement work) that communicates the focal problem/opportunity, objectives, overall approach, and anticipated outcomes and deliverables. The abstract should persuasively convey why your project matters for advancing a solution for the opportunity/problem.

3. Focal Problem or Opportunity

Provide a brief background description to set the context for your capstone project (sites, past relevant work in the region/site, etc.) (few sentences to one paragraph).

Describe the problem or opportunity and the solution path you aim to advance (one-two paragraphs).

4. Objectives, Outcomes, Approach and Deliverables

Write 2-3 objectives to achieve by the end of the capstone project, to advance your identified solution. For each objective describe an anticipated outcome and how you plan to achieve that outcome (the approach). Also list the deliverables that you will produce during your summer placement and capstone.

Incorporate feedback received during meetings between you and the capstone advisory team, faculty advisor, and practitioner partner(s). If you are implementing a separate, but aligned summer placement, you may want to include 1-2 objective specific to the summer placement work.

Deliverables are typically practitioner, donor, and/or public facing products of your capstone work that advance the solution path on which you are working. You should identify the most appropriate deliverables to disseminate findings/lessons/research from your capstone work with your capstone partner, faculty advisor and the program. Deliverables can take many forms and will be different for each student. They could be, but are not limited to, a polished public facing summary document or report, a case study report, a searchable database, a best practice guidebook or toolkit, a training module, a business plan for a new innovation you are working on, infographics or videos, or a manuscript draft.

When identifying your deliverables, consider what realistic products you can deliver in the 9-12 month capstone project period. If the most relevant deliverable is a manuscript, consider what you can deliver by May of your second year vs. what may carry beyond graduation (e.g., you may have a draft manuscript, but likely it will not be submitted and published by the time you graduate).

Keep objectives, outcomes and deliverables at the front of your mind throughout the project and use them continually to monitor whether you are on track or need to make modifications to achieve success.

Use the definitions below to help guide you:

- **Goal:** Overarching aim, generally not specific enough to measure.
- **Objectives:** Specific achievements that contribute towards reaching the goal(s). When writing objectives remember to make them S.M.A.R.T.: Specific, Measurable, Achievable, Relevant, and Time-Bound.
- **Outcomes:** Changes in behavior, attitudes, perceptions, knowledge, skills, actions, and/or decisions as a result of your project. Typically, at least one outcome per objective.
- **Deliverables/Outputs:** Tangible products from the project. Typically, one deliverable per objective; or an interim output needed to achieve the next objective.

You may use narrative or a table to present each objective followed by its approach, outcome(s) and deliverable(s).

5. Timeline

Provide a month-by-month timeline that indicates when you will work on and complete each of your key deliverables, key activities, and notable milestones towards achieving your capstone objectives. Note: certain deliverables may be more relevant to the practitioner partner(s) and others may be more relevant to completion of your CSP degree. For the latter, include capstone midterm report, final report (including time for final revisions if requested by faculty evaluation committee) and final oral presentation.

You should use the objectives, approach, outcomes and list of deliverables to regularly gauge your progress while implementing your capstone and communicate potential challenges or beneficial pivots for a given element. At your quarterly check ins, be prepared to discuss your deliverables and whether or not they should shift or be modified to have the biggest impact or reach the most relevant audiences. If in consultation with faculty advisor, practitioner partner(s), and the program you decide to revise or change objectives or deliverables, please make sure you share these updates with the CSP AD and Director. The Director will need to approve significant shifts in your capstone design or deliverables.

6. Student Skill Building Objectives

For this section, provide a short paragraph or two describing the skills you want to build while implementing the entire capstone project (including summer placement, if different from your capstone project). For example, perhaps you want to gain more experience with science communication and thus are incorporating communication and outreach deliverables to build these skills or you would like to enhance your facility with a certain software program.

In addition, describe if there are other specific opportunities you anticipate benefiting from by working with your practitioner mentor/team that compliment but differ from your capstone project activities/deliverables.

7. Capstone Team

Describe the role and expected level of interaction for each person on your capstone team. These include:

- Faculty advisor
- Practitioner partner(s)
- Other advisor(s), if applicable

8. Agreement

Short agreement to the Capstone Plan. Note: please use the template on the next page as a starting point; however, you may need to incorporate other information in your agreement (e.g., data sharing information, confidentiality or copyright information, non-disclosure, etc.). Submit a PDF or word doc of the final plan to the program at csp@ucsc.edu. You should title the document YOUR LAST NAME_CapstonePlan_DATE. Include in your email the names and emails of each member of your team who will sign the document. The program will circulate the document by DocuSign for signatures from the following people:

- You
- Your faculty advisor(s)
- Practitioner partner(s)
- CSP Director

TITLE PAGE

Title (no more than 10 words recommended)

Your name

Name & title of faculty advisor(s)

Name & title of practitioner partner(s) and organization(s)

Coastal Science and Policy Program, University of California, Santa Cruz

Date (month and year of degree conferral, i.e., June 2025)



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ABSTRACT

XX

FOCAL PROBLEM OR OPPORTUNITY

XX

OBJECTIVES, OUTCOMES, APPROACH AND DELIVERABLES

Objective 1

Outcome

Approach (Describe Key Activities):

Objective 1 Deliverables/Output:

Objective 2

Outcome

Approach (Describe Key Activities):

Objective 2 Deliverables/Output:

Objective 3 (optional)

Outcome

Approach (Describe Key Activities):

Objective 3 Deliverables/Output:

DELIVERABLES AND TIMELINE

Objectives/Activities	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
EXAMPLE ROW												
Objective 1:												
Act. 1.1												
Act. 1.2												
Objective 2:												
Act. 2.1												
Act. 2.2												

Objectives/Activities	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Objective 3:												
Act. 3.1												
Act. 3.2												
CSP program deliverables:												
Midterm capstone report												
Final capstone report & public slide presentation												

Provide a month-by-month timeline that indicates when you will work on and complete each of your key deliverables, key activities, and notable milestones towards achieving your capstone objectives. Note: certain deliverables may be more relevant to the practitioner partner(s) and others may be more relevant to completion of your CSP degree.

You should use the list of deliverables to regularly gauge your progress while implementing your capstone and communicate potential challenges to achieving the agreed upon deliverables. At your quarterly check ins, be prepared to discuss your deliverables and whether or not they should shift or be modified to have the biggest impact or reach the most relevant audiences. If in consultation with faculty advisor, practitioner partner(s), and the program you decide to revise or change your deliverables, please make sure you share these updates with the CSP AD and Director. The Director will need to approve significant shifts in your capstone design or deliverables.

CAPSTONE TEAM

Faculty advisor(s)

Practitioner partner(s)

Other advisor(s), if applicable

Capstone Plan Agreement-EDIT AS NEEDED & FILL IN BLANK SPOTS

The Coastal Science and Policy Program, a member of the University of California, Santa Cruz, and _____ (“Practitioner Partner”) enter into this Capstone Project Agreement (this “Agreement”) effective _____ (the “Effective Date”). The goals of the capstone project are to provide students in Coastal Science and Policy Program with real-world experience and to provide Practitioner Partner with the opportunity to work with students, develop relationships with students and faculty, and mutually benefit from efforts resulting from student projects. The parties agree to work together in pursuit of the Objectives, Outcomes, and Deliverables outlined above and the following terms:

Period of Performance

- The period of performance for this Agreement commences on the Effective Date and terminates _____, unless extended by written agreement of _____ the parties.
- The project may be revised, if required, with the express written consent of the CSP Director following consultation and agreement of the student, faculty advisor, practitioner partner(s), and CSP AD.
- Either the practitioner partner or CSP team (student, faculty advisor, CSP AD, and CSP Director) may terminate this Agreement effective upon 30 days’ written notice _____ to the other. However, the parties shall use their best efforts to prevent or minimize any disruption to the educational experience of the students when the Project is underway.

General Provisions

- Both Parties acknowledge that this Agreement is subject to compliance with any and all applicable United States laws, regulations, or orders, including those that may relate to the export or transfer of controlled technology or technical data, and Parties agree to comply with all such laws, regulations and orders, including, if applicable, all requirements of the International Traffic in Arms Regulations and/or the Export Administration Act, as may be amended. Each Party further agrees that if the export laws are applicable, it will not disclose or re-export any controlled technology or technical data received under this Agreement to any countries, or their citizens or residents, for which the United States government requires an export license or other supporting documentation at the time of export or transfer, unless that Party has obtained prior written authorization from the U.S. Office of Export Control or other authority responsible for such matters.
- Each provision of this Agreement is severable. If any provision is rendered invalid or unenforceable by statute or regulations or declared null and void by any court of competent jurisdiction, the remaining provisions will remain in full force and effect if the essential terms of this Agreement remain valid, legal, and enforceable.

The undersigned parties agree to execution of the project described in the above plan and have executed this Agreement on the dates indicated below.

Coastal Science and Policy Program

Signature: _____

Name: Dr. Anne R. Kapuscinski

Title: Director, Coastal Science and Policy
Program, UC Santa Cruz

Date: _____

**Coastal Science and Policy Program
Capstone Faculty Advisor**

Signature: _____

Name: _____

Title: _____

**Coastal Science and Policy Program
Masters Candidate**

Signature: _____

Name: _____

Title: _____

Capstone Practitioner Partner A

Signature: _____

Name: _____

Title: _____

Date: _____

Capstone Practitioner Partner B

Signature: _____

Name: _____

Title: _____

APPENDIX 3: MIDTERM AND FINAL CAPSTONE REPORT OUTLINE

The capstone midterm and final report is meant to help the student reflect on the broader capstone process (summer placement and capstone year work) and the contribution that their work has made towards advancing a feasible, scalable solution, to the broader arena pertaining to the solution, and to their career path. The midterm and final reports are thus internal facing documents that are shared with your faculty advisors and the program. While the deliverables outlined in the capstone plan are the culmination of the capstone/summer placement work and are typically practitioner, donor, and/or public facing. The capstone deliverables and the learning reflections report are equally important companion pieces to the overall project.

In the second year of the program, students will [submit a midterm](#) report on the last Friday in January to your advisor (and to the program in early February), a draft final report in April, and a final report the second Friday in May. Please see the timeline above for specific deliverable dates. Drafts of all deliverables should be shared with the student's capstone advisor(s) for review and comment ahead of any deadlines. The midterm and final reports should be submitted to the student's capstone advisor(s), CSP Director, CSP 291 Faculty, and CSP AD.

Using the guidance below, students should write one main narrative report that starts with a brief introduction, then shares progress made on objectives, then presents a coherent description your deliverables in a well-connected order (about 1-3 paragraphs per deliverable, citing the relevant appendix for a given deliverable), and finally present the student's reflections on the capstone (and summer placement, if different) learning reflections questions/prompts. Students should submit their midterm report as a PDF.

Students should attach their more detailed, full deliverables as Appendices.

A few examples of well written final capstone reports can be shared upon request and are in the shared folder.

The Midterm and Final Capstone Reports must include the following components:

- Title page
- Abstract
- Introduction/Background on the focal problem or opportunity.
- Progress towards achieving objectives (midterm report) and results (final report)
- Capstone deliverables, i.e., tangible outputs that result from pursuing the objectives
 - For the midterm report, include any finished deliverables and, as appropriate, drafts of partially done deliverables.
- Capstone learning reflections
 - Key successes of the capstone implementation
 - Discussion of the capstone's solution pathway advancement and contribution to the larger field
 - Lessons learned
- Appendices - if this is where you assemble some of the deliverables

Report Component Descriptions & Prompts:

- Title page (with information as detailed in instructions for capstone plan)
- Abstract. This is a short summary of your Capstone project (~200 words) that communicates the focal problem/opportunity; objectives (version that you ended up pursuing, if you revised them along the way); overall approach used and achieved outcomes/deliverables (or progress on these for the midterm report). The abstract should persuasively convey how your project helped to advance or made progress on the solution path for the opportunity/problem. Write the abstract for a general reader who may not read your full report, so that this abstract can also be easily adapted for posting on the CSP website alumni page.

For the sections below, write one main narrative report that starts with brief introduction, then progress made on objectives, then present a coherent description your deliverables in a well-connected order

(about 1-3 paragraphs per deliverable, citing the relevant appendix for a given deliverable), and finally present your reflections on the meta-learning questions/prompts. Specific prompts and lengths are included below.

- **Introduction/Background** on the focal problem or opportunity. In this section or the next one, be sure to present the objectives that you pursued.
- **Progress towards achieving objectives (midterm report) and project results (final report):** For the midterm report, describe the progress and hiccups/delays for each objective (~1 paragraph per objective). This sets the stage for presenting your deliverables. For the final report, share your final results/achievement of objectives (if some weren't met, share why).
- **Capstone deliverables**
 - Provide a short description of each deliverable and its audience; if in draft, what next steps are needed for completion.
 - Describe how the deliverables interconnect to advance a solution. The reader should grasp the greater whole of your entire capstone outcomes.
 - As an Appendix, embed final deliverables in the capstone report. Examples: reports/manuscript, business plan, screenshots of tangible work products (if within an application), white papers written, interview/survey tool, case study write ups, etc.)
- **Capstone learning reflections (higher-order reflections on what you learned about the processes, system dimensions, your own capacities and next steps for your career, through conducting the capstone project)**
 - **Key successes of the capstone implementation** (1-2 paragraphs, or more)
 - What went well?
 - Was there an exciting idea/outcome/impact to come out of your work?
 - **Discussion of the capstone's solution pathway advancement and contribution to the larger field** (3 paragraphs, or more)
 - How is this work advancing a solution pathway or the broader field?
 - In what ways can your work be used/built upon to advance systems change?
 - What next steps are needed to advance your solution further/leverage your work? What strategy is needed to leverage your work for greater systems change?
 - How is this work helping advance your career pathway?
 - **Lessons learned** (2-3 paragraphs, or more)
 - Are there stand out lessons from implementing your capstone project that you can apply to your future work? That others interested in this solution path could apply?
 - What would you do differently and why?
 - How did you overcome challenges that you faced/pivoted to still succeed?
 - How might you apply these lessons in your future work/career?

For all sections, paragraph lengths are provided as a guide. You should ensure that you are adequately conveying the most key messages with coherence, clarity, and concision.

[Written Capstone Evaluation Form Example](#)- faculty will use this form to provide feedback on your final Written Capstone Report and materials

[Midterm Report Submission Form](#)

APPENDIX 4: FINAL ORAL PRESENTATION OUTLINE AND GUIDANCE

The capstone final oral presentation is an opportunity for students to share about their capstone (and summer placement) work with a broad audience (including, but not limited to, practitioners, fellow CSP students, alumni, faculty, donors, family/friends). Although there is not a specific outline for these presentations, students should address:

- What the student worked on,
- Why it matters/how it contributes to or advances their chosen solution pathway,
- Share key deliverables developed as part of the project,
- Highlight key successes of the capstone implementation,
- Briefly describe lessons learned, and
- Share next steps.

Final Oral Presentations will occur in the same week as graduation. We will record the presentations and include them on our website (the QA segments will be omitted from the posted recordings). Recordings of past oral presentations may be found on the [CSP Alumni Page linked](#) under each student's bio.

Guidelines and Best Practices

1. Timing: Students should plan for a 15-18 minute presentation followed by 7-10 minutes of questions and answers. We will include a short time buffer between students to ensure that presentations stay on time. Practice your timing and make sure you are not rushing through your slides. You will likely not be able to cover every aspect of your capstone in the short presentations.
2. # of slides -you have a finite amount of time to present, choose your slides wisely
3. Consider the storyline in developing your capstone presentation, [click here to see a few slides showing best practices here from Erika Zavaleta and Bernie Tershy](#)

Capstone Oral Presentation Rubric

Using the rubric below, Faculty Advisors, CSP Director and Asst. Director will provide feedback to each student presenter. We request that all CSP students also engage in providing peer evaluations. Feedback can be provided in this [form](#) for each student. For each student, the feedback will be aggregated and anonymized before sharing with the presenter.

Scoring scale per proficiency: 1 (Low) to 4 (Expert)

Five Proficiencies

1. Orally describes research in organized manner, clearly and concisely
2. Communicates enthusiasm and great interest in the topic with confidence
3. Uses accessible language intended for general university audience
4. Uses visuals (poster, video, PowerPoint, etc.) that are relevant, informative, and understandable
5. Articulates why this research is important to the field (theoretically and/or applicable to a problem)

Oral Communication

1. **4 Expert** Oral presentation had clear organization, and each part was effectively and concisely delivered
2. **3 Proficient** Oral presentation had clear organization, was easy to follow, and included relevant information
3. **2 Almost Proficient** Oral presentation had some organization but was somewhat difficult to follow (e.g., too detailed, too general, missing important sections)
4. **1 Developing** Oral presentation was disorganized or unclear

Enthusiasm

1. **4 Expert** Student explained their research with enthusiasm; their interest was palpable and infectious; their speech was appropriately confident throughout the presentation
2. **3 Proficient** Student explained their research or topic with enthusiasm; their speech was engaging and confident for the most part.
3. **2 Almost Proficient** Student showed general interest in their research or topic; often used tentative or hedging expressions
4. **1 Developing** Student showed interest in their research or topic; overused tentative or hedging expressions

Accessibility of Language

1. **4 Expert** Student used little or no jargon and defined terms without prodding
2. **3 Proficient** Student used jargon frequently and defined terms without prodding
3. **2 Almost Proficient** Student used jargon without explanation, but when asked could define terms
4. **1 Developing** Student used jargon throughout and/or could not explain terms when asked

Visuals

1. **4 Expert** Visuals were professional and memorable
2. **3 Proficient** Visuals were of good quality and helped tell the story of the research
3. **2 Almost Proficient** Visuals were of uneven quality; some parts were good and others not
4. **1 Developing** Visuals were confusing, unprofessional, and/or not clearly relevant

Articulation of Research Relevance and Importance

1. **4 Expert** Student clearly articulated importance by referring to a specific theory or problem
2. **3 Proficient** Student articulated importance in a general sense
3. **2 Almost Proficient** Student seemed unsure about the importance of their research
4. **1 Developing** Student did not attempt to articulate importance

APPENDIX 5: APPLICATION FOR A DESIGNATED EMPHASIS IN COASTAL SCIENCE & POLICY

Ideally, please complete this form during your first year of graduate study and submit it to the CSP Graduate Program via email (csp@ucsc.edu). Please include a copy of your CV, short bio and photo (examples here: <https://csp.ucsc.edu/people/ph-d-de-cohorts/>).

Name: _____ Date: _____

Home Department: _____ PhD Advisor Name: _____

Home Dept. Advisor Acknowledgment:

By signing, I acknowledge and support my student pursuing a PhD Designated Emphasis in CSP

PhD Advisor Signature: _____

Complete the following checklist to enroll in the CSP Designated Emphasis (CSP DE):

1. Home Department: Discuss with your primary faculty advisor and the graduate program coordinator/advisor in your home department about your intention to enroll in the CSP DE. Your home department will be notified of your enrollment in the CSP DE, and only registered students in good standing will be approved.

2. Advisor: A CSP Core or Affiliated Faculty member is required to act as your DE advisor. This faculty member will serve on your Ph.D. qualifying exam committee, the dissertation reading committee, and will work with you on your coursework plan below.

CSP DE Faculty Advisor Name: _____

3. Coursework Requirements: You must complete the following coursework (3 courses, 15 units) in order to satisfy the requirements for the CSP DE. Two required courses:

- CSP 244: Adaptation & Planning (spring)
- CSP 245: Facilitating Change in Coastal Science & Policy (spring)

In addition, you should work with your CSP DE Faculty Advisor to determine and select **at least one additional** CSP course (minimum of five additional units) from the list below that you should take based upon your prior educational experiences:

- CSP 200: Natural Science for Coastal Sustainability (fall)
- CSP 210: Social Science for Coastal Sustainability (fall)
- CSP 220: Economics for Coastal Sustainability (fall)
- CSP 241/L: Experimental Design and Data Analysis/Lab (winter)
- CSP 242: Public Policy and Conservation (winter)
- CSP 243: Coastal Governance (winter)
- CSP 281A: Hacking4Oceans (spring)

Please list the additional course(s) you & your Advisor have determined you should enroll in:

1. _____
2. _____
3. _____

4. Dissertation Requirement: You must work closely with a non-academic practitioner (from a government, private industry, or non-profit entity) on one interdisciplinary dissertation

chapter in order to gain direct training in linking their research to a practical, scalable solution on a coastal sustainability issue. Interaction with a practitioner is at the heart of the CSP curriculum's goal of training leaders in coastal solutions. Students should involve the partner in the conceptual design and execution of the project (i.e., you cannot solely receive and analyze data provided by the practitioner). The CSP program, via core courses, workshops, and mentoring by the CSP faculty advisor, provides substantial guidance on how to collaborate with partners in a manner that fits well with the dissertation research process. This requirement ensures that the student's work will bring their knowledge to action that addresses real-world challenges and implements new cutting-edge solutions.

5. Oral Presentation Requirement: In the year you graduate, you will be required to give a short presentation on your CSP DE-relevant research during the CSP Capstone Symposium (June).

6. Annual Update: You must provide a short written update via email to the CSP Program each year on your progress towards the DE. Please submit it to the CSP Graduate Program via email (csp@ucsc.edu).

SIGNATURES:

By signing this form, you agree to participate in the CSP DE, and ensure your catalog rights by the date signed

Student Signature

Date

CSP DE FACULTY ADVISOR SIGNATURE:

By signing below, the CSP Core or Affiliated Faculty member has agreed to act as your DE advisor, to participate in your committees, and has reviewed your coursework plan.

CSP Faculty Advisor Signature

Date

CSP DIRECTOR SIGNATURE:

By signing below, the CSP Director acknowledges receipt of your DE application, has reviewed your coursework plan, and approves your participation in the CSP DE Program.

APPENDIX 6: COASTAL SCIENCE CAMPUS – GETTING THE POLICE SUPPORT YOU NEED

When to Call 911 Vs. Dispatch	
Contact Information	
Phone Number	When to Call
9-1-1	Any kind of emergency situation with serious threat to life or property
(831) 459-2345 or (831) 459-4868	If unable to dial 9-1-1 from phone, then call for any emergency situation with serious threat to life or property
(831) 459-2231	Non-emergency police related calls, 24 hours
(831) 459-2100	Campus Safety Officer Dispatch Line, 7pm-3am nightly
(831) 459-4980	Telecommunications Device for the Deaf, 24 hours

- If a situation “appears or feels” like an emergency or is perceived as threatening to life, safety or property then call 911.
 - 911 calls from campus land lines are directed to UCSC campus police
 - 911 calls from cell phones are routed to the closest dispatch center
 - Calls will be directed to campus or city police
- If a situation isn’t an immediate threat but could be perceived as being suspicious or leading to a potential threat to life, safety or property then call 911.
- If a situation requires officer assistance within a specific timeframe, then call 911.
- If a situation is a non-emergency matter and needs to be reported to the campus police (vandalism, noise violations, non-violent trespassing, violation of dog policy, etc.) for monitoring, citation purposes or for recording incidents then call dispatch at 459-2231.
- If unsure about a situation (emergency or non-emergency) then call 911. Better to be safe than sorry.

Who Should Report the Incident

- An individual that witnesses a situation and can identify the person(s) involved should be the person reporting the incident to the police. This person is called the 1st reporting party.
- If an individual that did not witness the incident is notified and/or asked to report an incident then this person should encourage and advise the witness to file the report directly with the police so specific details (time, behavior, dress, description, etc.) aren’t lost in translation.
- If the 1st reporting party isn’t able to call the police, then the reporting individual should get as much detail as possible from the witness before filing the report on behalf of the witness.
 - The 2nd or 3rd reporting party may wish to get a 1st hand account of the situation; however, this should only be done if such efforts won’t place the person(s) in harm’s way and/or further exacerbate a hostile situation.

Campus Response to Incidents

- All calls coming in through 911 or dispatch (459-2311) are treated the same and will be assigned to an officer on duty. The assigned officer will determine what level of support and priority the incident will require, which shall be based on the details of the filed report, and the priorities of other assigned cases.
- Although 911 calls received are picked up by the campus police first this doesn’t mean they will be addressed first as there may be calls either through 911 or dispatch that are of a greater priority.

Request Specific Services from the Police

- If you want/need immediate police assistance, then be sure to request this during the call to 911 or dispatch.
 - The dispatcher should be able to give you an indication of response time or let you know if the matter needs to be attended to at a later time.
- If you want to know how the police resolved the situation, then you need to notify dispatch that you want a follow up call by the police officer that investigated and responded to the incident. *If this service is not requested, then no follow up will occur.*
- Be sure to note the time of your call and the name of the dispatcher and ask for incident number.

Finding Out Outcome of Incident

- If a follow up call was requested but no call was received, then the person who reported the incident needs to call dispatch for an update. The campus and city police do not like to report or disclose confidential information to parties who are not directly affiliated with the incident and/or report.

When Information is Passed over from the City to Campus Police

- Other law enforcement agencies, at their discretion, will notify the campus police of incidents they've responded to that involve campus property (either at or within close proximity too) and incidents that involve or may involve the campus community. The level of communication between agencies is not a guarantee but rather a good faith effort between agencies, and such efforts are also dependent upon the level of threat posed.

Always Report Incidents

The campus police will be monitoring suspicious behaviors, incidents and crimes occurring on and near the Coastal Science campus. In order for the campus police to acquire sufficient information to evaluate the current and future safety needs, users of the Coastal Science campus are encouraged to contact the police for any and all situations that appear out of the norm.

Your efforts to report any and all incidents will not only ensure the future safety of the campus but will also help the purpose and cause of the Coastal Science Campus Safety Committee, which in part is to review campus security policies and practices with UCSC administrators to ensure users of the CSC are provided a safe and healthy workplace and public access environment.

Please contact your building/unit representative if there are non-urgent campus safety matters to explore. If urgent matters arise then call 9-1-1.

- Long Marine Lab – Ashley Vizurraga (ashviz@ucsc.edu) or Randolph Skrovan (rskrovan@ucsc.edu)
- Seymour Center – Julie Barrett-Heffington (jbheff@ucsc.edu) or Teri Sigler (tsigler@ucsc.edu)
- Coastal Science Policy – Sarah Eminhizer (seminhiz@ucsc.edu)
- Ecology & Evolutionary Biology – Jacqueline Rose (jrose@ucsc.edu)
- Coastal Biology Building - Nikki Hack (nhack@ucsc.edu)
- Natural Reserve System – Beth Howard (eahoward@ucsc.edu)
- Greenhouses – Jim Velzy (jhvelzy@ucsc.edu)
- NOAA/NMFS – Kate Achilles (kate.achilles@noaa.gov)
- CDFW – Laird Henkel (Laird.Henkel@wildlife.ca.gov) or Sean Kam (sean.kam@wildlife.ca.gov)