As a science major, there are certain encompassing competencies that you should have by the time you graduate. Students should be able to:

1. Know and apply the basic knowledge in their field of study
2. Effectively communicate this knowledge both orally and in writing
3. Exhibit strong critical thinking and problem-solving skills
4. Apply knowledge and critical thinking skills to new information and problems

MCB 298 A&B aim to help students develop some of these skills. Such skills are useful to students planning to continue to graduate school and are highly transferrable to other career paths as well.

Communication, critical thinking, problem solving, analytical skills and teamwork, appear frequently on lists of top skills sought by employers in a multitude of fields.

**DESCRIPTION:**
The focus of this course is a semester-long project in which student teams will consider a real-world problem and conceptualize a PRODUCT that could help solve this problem. Solutions should be grounded in the knowledge and tools gained throughout their coursework and experiences as an MCB major.

**OBJECTIVES:** Students will…
- Develop an appreciation for the application of molecular biology and cellular biology to real-world problem-solving and product-development.
- Increase critical thinking skills.
- Improve oral presentation skills through participation and observation and evaluation of professionals and peers.
- Improve teamwork skills through participation, reflection, and peer evaluation.
- Develop greater appreciation for and skill in the incorporation of creativity in the field of scientific inquiry.

“I’m not very creative’ doesn’t work. There’s no such thing as creative people and non-creative people. There are only people who use their creativity and people who don’t. ...The only unique contribution that we will ever make in this world will be born of our creativity.”
--Brené Brown, PhD LMSW
Course Prerequisites: None

Course Text/Materials Information: No text. Idea Journal required (see below)

Course Tools: Moodle

Grading Information and Breakdown:

<table>
<thead>
<tr>
<th></th>
<th>Total Number</th>
<th>Points for each</th>
<th>Total Points</th>
<th>Weighted Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>12</td>
<td>5</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Reflections</td>
<td>5</td>
<td>10</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Idea Journal Checks</td>
<td>4</td>
<td>10</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>3 Ideas Proposal/Peer Reviewed</td>
<td>1</td>
<td>50/17</td>
<td>67</td>
<td>20</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>1</td>
<td>40</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Miscellaneous*</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>263</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* The Team Contract and CATME Surveys are graded on a complete/incomplete scale. 0=did not complete, 1=partially completed or late, 2=fully completed on time.

You receive one hour of graded Honors credit for the Honors Lab Discussion (MCB 298). While most students receive a high grade in this class, it is not an “easy A”—a high level of performance is expected from all Honors students. Grades will be based upon assignments and presentations as follows:

Grade cut-offs will not be higher than indicated in the following chart:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Lowest %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97</td>
</tr>
<tr>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
</tbody>
</table>

Other Information:

FORMAT and ATTENDANCE:

Students will spend most of the time in class interacting with their teammates, exchanging ideas, and gathering feedback from their peers. Some team meetings outside of class may be necessary. In order to facilitate in-class research/discussion, I ask that those of you who are able, please bring your wireless capable lap-tops or tablets to class. MCB 298 A meets once per week with two “catch-up” weeks built into the semester (a total of 12 meetings). For the “catch-up” weeks, attendance is not required; rather, groups will meet outside of class as needed. Attendance at each class meeting is critical for a complete
honors experience; therefore, attendance at each discussion is worth 5 points. Also, our time is short
and late arrivals disrupt the class: You will receive 2 attendance points for the week if you are more
than 5 minutes late to class and 1 point if you are more than 10 minutes late. Total attendance
points will be scaled to 15% of your final grade. Because we meet only 12 times this semester, I will
not be allowing any “drops” for missed classes. However, you will be allowed to make up missed
assignments if the absence is considered “excused.”

WRITTEN REFLECTIONS:
Reflective writing helps students to develop critical thinking and promotes creativity. When you write
reflectively about your experiences, you think more deeply about your learning and consider how to
apply those concepts to wider issues. It also develops communication skills and self-awareness.
There are four written reflection assignments that will be submitted through the course Moodle. There
is never a specific length given for your reflections. I expect you to write as much as you need to
address the prompt. This might take something around 200 words, or it could take something like 500
or more words. I am not going to grade you on how many words you write but will grade you on how
well I feel you have addressed the specific prompt assigned. See rubric below for grading guidelines.
Reflection grades will be scaled to 20% of your final grade.

IDEA JOURNAL:
Throughout the semester, you will be asked to keep an Idea Journal. For this class, your idea journal is
a place for jotting down inspirations, developing ideas, sketching illustrations/diagrams, etc. The more
creative your journal is, the more it will be able to inspire you and help you to visualize your goals.

1. Your Journal must be a physical, bound, notebook/journal of any type. Any size, any binding,
   lined or unlined, hand-made or purchased. No three-ring binders and no loose-leaf paper please.
   Note that small is fine since it means you are more likely to keep it with you.
2. Please bring your journal to class EVERY CLASS PERIOD so you can use it to its full potential.
3. Your idea journal is a place to record your thoughts and ideas throughout the semester. You should
   also use your journal as a place to keep notes on all your 298 course work, team meetings,
   assignment preparation, etc. It is also completely appropriate to include notes about connections
   you see to course material in other classes (both in and outside of MCB), current events, social
   media, and your everyday life.
4. Your journal will be checked four times throughout the semester (times noted in the syllabus).
   Each time, there should be new material entered since the previous check.
5. As in all aspects of this course, creativity is highly valued; therefore, you must be creative in
   producing your journal. Exploring your creative side while thinking scientifically helps to connect
   your “right” and “left” brain, opening yourself to new ideas and thinking “outside the box!”
6. You are encouraged to handwrite in your journal. Creativity can be expressed by adding pictures,
   sketches or any other embellishments to add visual or textural interest to your journal. Consider
   cutting pictures out of magazines, scientific journal articles, or old books. Minimally, the use of
   color is encouraged. Some art supplies and materials to cut up are provided in the Honors Office
   (213 Burrill Hall).
7. You may also express your creativity in any other way you can imagine (write a poem, include
   photographs, diagrams, flow charts, concept maps, etc.). Think outside the box!

For each of the four journal checks (as outlined in the syllabus), you will be graded mostly on
completion and creativity, as shown in the rubric below. Idea Journal assignments will be scaled to
20% of your final grade.
I have had a really stressful weekend, but this journal, by just creating it, has made my day!

I think working on this project and this class has really encouraged my creativity, and I have found myself doing things like journaling and creating projects again ... I would like to use this experience as a model for group work in the future.

I also realize there is a place for creativity and exploration in the sciences. ... There are still so many problems left to tackle in the world and our major has well equipped us to create solutions.

Grading Rubric for Idea Journal and Written Reflections

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Reflection</strong></td>
<td>No entry or incorrect prompt followed.</td>
<td>Extremely short, bare minimum attempt, or impossible to read or interpret due to poor presentation (grammar, etc.).</td>
<td>Shows some effort, but short, lacking depth and/or lacking attention to basic grammar.</td>
<td>Average entry. Addresses the prompt and/or demonstrates attention to personal reflection.</td>
<td>Excellent entry. Demonstrates very thoughtful attention to the prompt and/or deep personal reflection.</td>
<td>Outstanding entry. Demonstrates deep personal insight and/or personal reflection or connections made.</td>
</tr>
<tr>
<td><strong>Idea Journal</strong></td>
<td>No new material since the previous entry.</td>
<td>Text only. NO attempt at creativity.</td>
<td>Bare minimum attempt at creativity: use of ONE &quot;creative&quot; element (color, decoration, etc.).</td>
<td>Average level of creativity: some decorations or creative elements, but they are minimal and do not enhance or help explain the</td>
<td>Excellent level of creativity. Use of color and embellishments or illustrations that relate to the information OR any other creative</td>
<td>Outstanding level of creativity. Student clearly put forth time and effort to well enhance the information presented AND it</td>
</tr>
</tbody>
</table>
TEAMWORK:
MCB 298 A will focus substantially on building teamwork skills. There will be two major team assignments: The Three Ideas Proposal and the Final Presentation. It is important that all members of the group contribute equally to the work. This will be assessed via personal and peer evaluation of teamwork and may be a component of the student’s final grade. The Three Ideas Proposal will be Peer Graded with 75% of the score determined by your peer’s evaluation and 25% of your score determined by your evaluation of your peer’s work. This total score will be scaled to 20% of your final Grade. The Final Presentation will be in person and will also be scaled to 20% of your final grade.

CATME Team Evaluation:
Teams will be evaluated using an external program (CATME: Comprehensive Assessment of Team Member Effectiveness). You will receive emails from CATME prompting you to complete the survey during a specific window of time. Points will be given for completing the survey and will be reduced if you fail to complete it on time.

LATE POLICY:
Assignments with due dates must be turned in on time; late assignments will not receive full credit: a minimum 5% of the total grade earned will be deducted for any late assignment and an additional 5% per day late. Assignments greater than one week late will not be accepted. E-mail or internet problems are no excuse for late work so please do not wait until the last minute to submit assignments.

OTHER POLICIES: See the end of this document

This was by far my most favorite group collaboration ever and I thoroughly enjoyed brainstorming, discussing, and hanging out with these people.
Week 1 Discussion—Course Policies and Introduction
Go over syllabus and Moodle site
Idea Journal Tip: Record your project ideas.

Week 2 Discussion—Introduction to Synthetic Biology and Bioengineering
Review on-line resources BEFORE class
In class, the value of teamwork
Reflection #1 Synthetic Biology
Idea Journal Tip: Record your project ideas.

Week 3 LABOR DAY HOLIDAY
CATME Teammaker Survey
Idea Journal Tip: Record your project ideas.

Week 4 Discussion—Getting to Know You/ Effective Teamwork
Review on-line resources BEFORE class
In class, team building
work on Team Contract
Idea Journal Check #1
Complete Social Activity (by week 6)

Week 5 Discussion—Begin Brainstorming for Three Ideas
Review on-line resources BEFORE class
Reflection #2 Team First Impressions and Goals
Idea Journal Tip: Record/Develop top three ideas

Week 6 Discussion—Groupwork for Three Ideas
In class teamwork—narrow to top 3 Ideas
Idea Journal Tip: Record/Develop top three ideas

Week 7 Discussion—Groupwork for Three Ideas
In class teamwork—work on document
Idea Journal Check #2
Idea Journal Tip: Record/Develop top three ideas

Week 8 Discussion—Groupwork for Three Ideas
In class teamwork—finish document
Open to upload Three Ideas
Idea Journal Tip: Record/Develop top three ideas

Week 9 NO CLASS Three Ideas due and Feedback
Complete Feedback assignment

Week 10 Discussion—Groupwork for Final Presentation
In class teamwork—Review feedback on Three Ideas. Narrow to Top Idea
<table>
<thead>
<tr>
<th><strong>Idea Journal Check #3</strong></th>
<th><strong>Oct 25</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection #3 Peer Review process</td>
<td>Nov 1</td>
</tr>
<tr>
<td><strong>Idea Journal Tip: Develop Top Idea. Work out final presentation</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Week 11 Discussion—** Groupwork for Final Presentation                                  | Nov 1      |
| In class teamwork—continue                                                                 |            |
| **Idea Journal Tip: Develop Top Idea. Work out final presentation**                        |            |

| **Week 12 Discussion—** Groupwork for Final Presentation                                  | Nov 8      |
| In class teamwork                                                                         |            |
| **Reflection #4 Bioethics**                                                                | Nov 8      |
| **November 15**                                                                           | Nov 15     |
| **Idea Journal Tip: Develop Top Idea. Work out final presentation**                       |            |

| **Week 13** **NO CLASS.** Meet outside of class, as necessary.                            | Nov 15     |
| Catch-up and finish preparation for final presentation                                      |            |
| **Idea Journal Tip: Develop Top Idea. Work out final presentation**                       |            |
| Upload any slides/files for final presentation                                             | Nov 15     |
| **November 29**                                                                           | Nov 29     |
| **FALL BREAK**                                                                            | Nov 22     |

| **Week 14 Discussion— Final Presentations due**                                           | Nov 29     |
| Half of groups present                                                                     |            |
| **Idea Journal Check #4 (turn in, returned next week)**                                    | Nov 29     |
| **Reflection #5 Final team/project/self-evaluation**                                       | Nov 29     |
| **November 29**                                                                           | Dec 8(wed) |

| **Week 15 Discussion**                                                                     | Dec 6 (last Mon) |
| Other Half of groups present                                                               |              |
| **Final Teamwork Survey**                                                                  | Nov 29       |
| **December 8(wed)**                                                                       |              |

ICES forms
MCB Curriculum Policies

For non-academic campus assistance and support:
- See Office of Diversity, Equity and Access (ODEA) information at the end of this document.

Student Advocacy Resources:
- For student-centered advocacy programs and services visit:
  mcb.illinois.edu/undergrad/advising/resources.

Contacting MCB Course Personnel:
- MCB course personnel are more than happy to assist students.
- Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. We will only use this account in order to protect your educational information and profile. As a student, please remember that when you email a staff member, it is important to include all pertinent information so that we can assist you in the most efficient and effective manner possible. This information includes:
  - The course rubric in the subject line
  - Your full first and last name
  - Your NetID (the first part of your illinois.edu email account)
  - Your UIN (9 digit number that can be found on your ICard)
  - The course that you are concerned about (the course personnel often work with multiple courses)
  - Your section letter/number
  - The previous email "thread" or previous communicated information pertinent to the situation
- Your cooperation will help us respond much more quickly to your concerns.

Policies:
- Unfamiliarity with policies is not a defense for not knowing what they cover.

Adding the Course after the Semester Starts:
- We understand that the University has an add deadline 10 days into the semester, but the University lets individual courses and/or programs determine their policies for late adds. We feel that students who choose to add a course late do so at their own discretion with knowledge that there may be points lost in the process.

Religious Observances and Practices:
- Students are required to submit the Request for Accommodation for Religious Observances Form (which can be found at www.odos.illinois.edu/.../Religious_Observance_Accommodation_Request__Form.docx) to their instructors and the Office of the Dean of Students requesting accommodation by the end of the second week of the course. Requests that are not submitted within this time frame may not be granted. Information about accommodations can be found in the Student Code: http://studentcode.illinois.edu/.

DRES Accommodations:
- We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak Street, Champaign, call 217.333.4603, or email disability@illinois.edu. We will try to meet all accommodations once the process has started. Please note that accommodations are not
retroactive to the beginning of the semester, but begin the day you contact your professor, instructor or coordinator with a current letter of accommodation from DRES.

- If a student believes that they need DRES accommodations, they should contact DRES at disability@illinois.edu.

**Class Absences:**

- Regular class attendance is expected of all students at the University. ([http://odos.illinois.edu/studentAssistance/absence/revised_code.asp](http://odos.illinois.edu/studentAssistance/absence/revised_code.asp))
- If you find yourself ill, you must submit confirmation of a visit with a medical practitioner within 24 hours of your absence. The confirmation cannot be provided by a relative, even if the relative is a practitioner.
- The Office of the Dean of Students will only provide informative letters to instructors for protracted illness of 3 or more days, certain emergencies and to be present during the serious illness of immediate family members (parents, legal guardian, spouse/partner, siblings, children, or grandparents). These letters do not excuse you from class but merely provide information for the instructor to consider with regard to excusing the absence and permitting make-up work. Students must request absence letters from the Office of the Dean of Students after the student has returned to class but not more than 10 business days after the last date of absence.
- Absences that may be excused without a letter include circumstances beyond the student’s control such as medical treatment, surgery related to prolonged illness or injury, pregnancy, legal matters, citizenship or naturalization processes, or acts of nature which cause destruction to a primary residence or disrupt air travel. All will require documentation.
- Absences that may also be excused without a letter include a conference or job, graduate or professional school interviews, though a best effort should be made to schedule these events to minimize class attendance disruption. All will require documentation.
- Absences planned for the items listed in previous bullet point must be communicated to your instructor or course coordinator at least two weeks in advance of the absence. Failure to do so may result in the loss of opportunity to reschedule the missed class period and the portion of the grade associated with this class period.
- Absences that will not be excused include family events such as reunions or weddings, or presence during serious illness of extended family members (aunt, uncle, niece, nephew, or cousin).
- Unplanned absences may result in the loss of opportunity to reschedule the missed class period and, therefore, the portion of the grade associated with this class period.
- Absences will be handled according to individual course policy.

**Exams:**

- This class has no exams

**Grades:**

- Each course has a grade scale. The grade you earn in the course will be based on the points that you earn. Effort is reflected in points earned. We will adhere to the grade scale when assigning grades in order to avoid capriciousness and to adhere to fairness and equity for all students.

**Academic Integrity:**

- The Code of Policies and Regulations Applying to All Students will be applied in all instances of academic misconduct committed by students. This applies to all exams, presentations,
assignments and materials distributed or used in this course. You can review these policies at the following website: http://admin.illinois.edu/policy/code/index.html and specifically here: http://studentcode.illinois.edu/article1/part4/1-401/

- Science cannot exist without honesty. The faculty and staff in MCB require students, as scientists-in-the-making, to hold the highest standards of scientific and academic conduct. Any form of cheating on any graded work in courses is unacceptable.
- We require that all graded work be entirely your own, and that anything you write using the words of other writers be correctly attributed. Some specific points follow.
- On exams, the answers that your turn in for grading must be your own, formulated during the exam from your own understanding of the material and without any supporting information, be it written, verbal or electronic. Copying the work of another student, or allowing another to copy your work, or copying work from any other source, is unacceptable. Since we cannot always monitor you as you complete your work, we must rely upon appearance of your work from which to judge. If the work you submit resembles that of another student or another source too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. Failure to adhere to these standards for any portion of an exam may result in a grade of zero for the entire exam or quiz for all persons involved.
- Texting, or the use of a cell phone or any other device for any purpose, during a quiz or exam is prohibited. Doing so may earn you a zero or a more extreme penalty on the quiz or exam at the discretion of the instructor.
- Use of any social or electronic media to share information, request information or make confidential information public is prohibited. Any use of this type may earn you a zero on the exam or a more extreme penalty at the discretion of the instructor.
- On written or electronic assignments, the answers that you turn in for grading must be written in your own words, formulated from your own understanding of the material. While you may be working with other students in the course, you must formulate and submit your own answers. Copying or paraphrasing the work of another student, or allowing another to copy or paraphrase your work, is unacceptable. Since we cannot monitor you as you complete your work, we have only the appearance of your work from which to judge. If the work you submit resembles that of another student too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. You must also make a conscious effort to protect your passwords and accounts. Failure to adhere to these standards may result in a grade of zero for the entire assignment for all persons involved.
- On written or electronic assignments, if you use a statement taken directly from any book or other publication, including the course textbook, you must provide a citation. That is, you must put the text in quotes and put the author of the publication in parentheses after the quotation. Failure to do so will result in zero credit for that answer. Further, using only the words of another author as your entire answer or as the majority of your answer to any question is never sufficient to earn credit. If the majority of your work has been taken directly from a publication, you are likely to receive no credit for the work, since you would not be demonstrating knowledge beyond the ability to copy. Even if you quote another, your answer must be substantially your own words, drawn from your own understanding of the material.

**Electronic Media/Device Use:**
- Use of any social or electronic media to share course information, request course information or make confidential course information public is prohibited. Any use of this
type may earn you a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.

- Any violation of the social media policy on your account may result in a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any social media sites created in relation to MCB courses must grant access to course personnel upon request. Failure to provide access will result in a failing grade in the course for the group/site’s administrator(s).
- No electronic devices, including smart watches, are allowed at exams.

Course Material:
- Students are welcome and encouraged to make audio recordings of course lectures.
- The material recorded is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only.
- Video recordings of any kind are strictly prohibited.
- Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.
- Posting or redistributing of course material in any format is strictly prohibited.

University Information of Student Safety - Active Threats:
- General Emergency Response Recommendations (Emergency Response Guide):
  - Security Threat. The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: RUN > HIDE > FIGHT
  - Only follow these actions if safe to do so. When in doubt, follow your instincts - you are your best advocate!
  - RUN — Action taken to leave an area for personal safety.
    o Take the time to learn the different ways to leave your building before there is an emergency.
    o Evacuations are mandatory for fire alarms and when directed by authorities! No exceptions!
    o Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
    o Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
    o Assist those who need help, but carefully consider whether you may put yourself at risk.
    o Look for Exit signs indicating potential egress/escape routes.
    o If you are not able to evacuate, go to an Area of Rescue Assistance, as indicated on the front page of this plan.
    o Evacuate to Evacuation Assembly Area, as indicated on front page of this plan.
    o Remain at Evacuation Assembly Area until additional instructions are given.
    o Alert authorities to those who may need assistance.
    o Do not re-enter building until informed by emergency response personnel that it is safe to return.
      o Active Threat: IF it is safe to do so, run out of the building. Get as far away as possible. Do NOT go to the Evacuation Assembly Area.
  - HIDE — Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation.
Severe Weather:
- If you are outside, proceed to the nearest protective building.
- If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

Active Threat:
- Lock or barricade your area.
- Get to a place where the threat cannot see you.
- Place cell phones on silent.
- Do not make any noise.
- Do not come out until you receive an Illini-Alert advising you it is safe.

**FIGHT** — Action taken as a last resort to increase your odds of survival.
- Active Threat: If you cannot run away safely or hide, be prepared to fight with anything available to increase your odds for survival.

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**Student Resources/Where to go for Help:**

**We Care at Illinois**
- For sexual misconduct support, response and prevention visit: wecare.illinois.edu

*Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://oillinois.edu/sites/prod/files/SexualMisconduct_ResourceGuide.pdf](http://oillinois.edu/sites/prod/files/SexualMisconduct_ResourceGuide.pdf)*

**Safety and Emergency**

*University Police Department, Emergency, 9-911; Non-emergency, 217-333-8911*
*University Fire Department Emergency, 9-911*
*Crisis Line, 217-359-4141*

**Emergency Dean, 300 Turner Student Services Bldg., 610 E. John St., 217-333-0050**
**Counseling Center, 110 Student Services Bldg., 610 E. John St., 217-333-3704**
**McKinley Health Center, General Information, 217-333-2701**
**McKinley Mental Health Center, 1109 S. Lincoln, 217-333-2705**
**Dean of Students, 300 Turner Students Services Bldg., 610 E. John St., 217-333-0050**
**Local Sexual Assault Center, RACES, 217-384-4444**
**Women’s Resources Center, 703 South Wright Street, 2nd Floor, 217-333-3137**
**Rape Crisis 24-hour Hotline, 217-384-4444**
**Suicide & Psychological Emergency, Suicide Prevention Team, 217-333-3704**
**SafeRides (free nighttime campus ride program), 217-265-RIDE (265-7433)**
**SafeWalks (free walking escort service by Student Patrol), 217-333-1216**

**Student Services and Advocacy**
*Office of the Dean of Students, 300 Student Services Bldg., 610 E. John St., 217-333-0050*

**Classroom Support, Teaching Skills, and Instructional Strategies**
*Center for Innovation in Teaching & Learning, 249 Armory Building, 217-333-1462*

**Counseling Services**
*Counseling Center, 110 Student Services Bldg., 610 E. John St., 217-333-3704*
**McKinley Mental Health Center, 1109 S. Lincoln Ave., 217-333-2701**
**Psychological Services Center, 3rd Floor, 505 E. Green St., 217-333-0041**
Disability Services
Disability Resources and Educational Services (DRES), 1207 S. Oak St., 217-333-1970

Lesbian, Gay, Bisexual, Transgender Resource Center
LGTB Resource Center, 323 Illini Union, 1401 W. Green St., 217-244-8863

Veterans Services
Veteran Student Support Services, Office of the Dean of Students, 610 E. John St., 217-333-0050
Center for Wounded Veterans in Higher Education, 908 W. Nevada St., 217-300-3515

General Study Skills Assistance
Office of Minority Student Affairs, 130 Student Services Bldg., 610 E. John St, 217-333-0054
Office of Minority Student Affairs Tutoring Services, 701 S. Gregory Dr., Suite 1, 217-333-7547
Writer’s Workshop, 251 Undergraduate Library, 1402 W. Gregory Dr., 217-333-8796
**Additional academic assistance may be available through individual departments

Health Resources
Health Education, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2701
Alcohol & Other Drug Office, 2nd Floor Counseling Center, 610 E. John St., 217-333-7557
Sexual Health Educator, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2714
Dial-A-Nurse, McKinley Health Center (24-hour), 1109 S. Lincoln Ave., 217-333-2700
Health Resource Center, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-6000
Health Resource Center, Room 40 Illini Union, 1401 W. Green St., 217-244-5994
McKinley Health Center, General Information, 1109 S. Lincoln Ave., 217-333-2701

Sexual Harassment/Assault & Acts of Intolerance/Hate Crimes
Office of the Dean of Students, 300 Students Services Bldg., 610 E. John St., 217-333-0050

The Office of Diversity, Equity and Access (ODEA):
- For non-academic support visit: diversity.illinois.edu
  - Discrimination & Harassment Prevention
  - Title IX
  - Accessibility & Accommodations
  - Inclusive Illinois