



School of Molecular & Cellular Biology

MCB 150, Spring 2026

Molecular & Cellular Basis of Life, 4 Credit Hours

Instructor/Instructional Team

MCB Instructional Program Office
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Class Meeting Schedule *(all times are recorded in CST)*

Lecture MWF from 2-2:50 PM (Foellinger Auditorium)

Discussion for 50 minutes based on individual class schedule

Professor Mehrtens' Office Hours: Wednesdays 4-5:30 PM (140 Burrill Hall); Fridays 9:30-11:00 AM (via Zoom)

TA Help Sessions are Held in the MCB Learning Center: Mondays 9-10 AM & 4-5 PM, Tuesdays 10-11 AM & 4-5 PM, Wednesdays 9-10 AM, Thursdays 11 AM -12 PM & 3-4 PM

Course Overview and Description

MCB 150 is an introductory course focusing on molecular and cellular biology. The course focuses on the basic structure, metabolic, and molecular processes common to all species. In addition, the course emphasizes unique aspects that differentiate broad sub-groups of organisms and discusses how cells are integrated into tissues and organs in multicellular organisms. This course is half of the two-semester sequence in Biological Sciences for majors and non-majors.

Course Prerequisites, Requirements met (general education, major, minor)

MCB 150: Molecular and Cellular Basis of Life

Credit: 4 hours

Students should be enrolled in the lecture (AL1) and a discussion section.

This course satisfies the General Education Criteria in SP26 for Life Sciences.

Student Work

MCB 150 is a 4-credit hour course. A successful student spends approximately 8-12 hours per week on this course outside of the class time.

Student Learning Outcomes for the Course

At the end of the course, through assignments, discussions, activities and assessments, students will be able to:

- Differentiate the basic structure and replication of eukaryotes, bacteria, archaea, and viruses.
- Analyze how living organisms obtain energy and use that energy to sustain cellular metabolism.
- Evaluate how genetic information is expressed and copied.
- Analyze the need for, and various mechanisms of, genetic and epigenetic regulation.
- Develop self-motivation to be engaged and well prepared for the course each day.
- Critically analyze and evaluate relevant scientific data to draw conclusions and identify validity.
- Engage in productive conversation with peers about science, applying the scientific method while appreciating the diversity of possibilities and approaches.

Student Learning Outcomes for the General Education Requirement

At the end of the course, through assignments, discussions, activities and assessments, students will be able to:

- Foundations: Explain fundamental biological concepts.
- Foundations: Interpret data, such as graphs, charts, and maps.
- Inquiry: Explain and apply the methodologies of scientific inquiry such as identifying problems, making observations, gathering and analyzing data, proposing and testing hypotheses, and drawing conclusions.
- Context: Describe how paradigms of biology relate to society, policy, and their own lives.

Course Calendar

Lecture #	Day	Date	Lecture Topic	Reading Assignment	Discussion Topic
1	W	21 January	Course Introduction	Chapter 2 (semester-long background information)	No Discussion
2	F	23 January	Technology Practice and Domains of Life	Chapters 1, Sections 1.1-1.5 Chapter 4, Sections 4.1-4.3	
3	M	26 January	Intro to Macromolecules; Carbohydrates I	Chapter 3, Sections 3.1-3.4	Discussion 1 Letter Writing (online)
4	W	28 January	Carbohydrates II	Continue with	

				Chapter 3, Section 3.4	submission only)
5	F	30 January	Lipids I	Continue with Chapter 3, Section 3.5	& Discussion 2 Introduction to Discussion
6	M	2 February	Lipids II; Nucleic Acids	Continue with Chapter 3, Section 3.5 Chapter 3, Section 3.7	Discussion 3 Concept Map of Biomolecules
7	W	4 February	Proteins I	Chapter 3, Section 3.6	
8	F	6 February	Proteins II	Continue with Chapter 3, Section 3.6 Chapter 6, Section 6.1	
9	M	9 February	Enzymes	Chapter 6, Sections 6.1-6.2	Discussion 4 Problem Solving for Exam 1
10	W	11 February	Metabolism I (not covered on Exam 1)	Chapter 6, Section 6.3 Chapter 7, Sections 7.1-7.2	
Thursday-Sunday		12-15 February	Exam 1		
	F	13 February	No Lecture		
11	M	16 February	Metabolism II	Chapter 7, Sections 7.3-7.6	Discussion 5 Cellular Respiration
12	W	18 February	Metabolism III	Chapter 7, Sections 7.7-7.8	

13	F	20 February	DNA Structure and Replication I	Chapter 11, Sections 11.1-11.4	Discussion 6 DNA Organization and Replication
14	M	23 February	DNA Structure and Replication II	Chapter 11, Section 11.5	
15	W	25 February	DNA Structure and Replication III	Chapter 11, Section 11.5	
16	F	27 February	Transcription I	Chapter 12, Sections 12.1-12.2	
17	M	2 March	Transcription II	Chapter 12, Section 12.3	Discussion 7 The Central Dogma
18	W	4 March	Protein Synthesis I	Chapter 12, Section 12.4	
19	F	6 March	Protein Synthesis II	Chapter 12, Section 12.5 Chapter 12, Section 12.6 section on initiation	
20	M	9 March	Protein Synthesis III	Chapter 12, Section 12.6	Discussion 8 Problem Solving for Exam 2
21	W	11 March	Mutations I (not covered on Exam 2)	Chapter 15, Sections 15.1-15.3	
Wed.-Friday		11-13 March	Exam 2		
	F	13 March	No Lecture		
Saturday-Sunday		March 14-22	Spring Break		
22	M	23 March	Mutations II	Continue with Sections 15.1-15.3	Discussion 9 Mitosis and Hayflick Limit
23	W	25 March	Cytoskeleton & Cell Cycle I		

24	F	27 March	Cytoskeleton & Cell Cycle II	Chapter 4, Section 4.4	Discussion 10 Exploring the WI-38 Cell Line: Biological, Societal, and Personal Perspectives
25	M	30 March	Cytoskeleton & Cell Cycle III	Chapter 16, Sections 16.1-16.2	
26	W	1 April	Cytoskeleton & Cell Cycle IV		
27	F	3 April	Protein Sorting and Cell-Cell Communication I	Chapter 4, Sections 4.5-4.6	Discussion 11 Cell Signaling & Communication
28	M	6 April	Protein Sorting and Cell-Cell Communication II		
29	W	8 April	Protein Sorting and Cell-Cell Communication III	Chapter 9	
30	F	10 April	Non-coding RNA I	Chapter 13, Sections 13.1-13.5	Discussion 12 Problem Solving 3
31	M	13 April	Non-coding RNA II		
32	W	15 April	Genetic Regulation I (not covered on Exam 3)	Chapter 14, Sections 14.1-14.2	
Thursday-Sunday		16-19 April	Exam 3		
	F	17 April	No Lecture		
33	M	20 April	Genetic Regulation II	Chapter 14, Sections 14.3-14.5	Discussion 13 Genetic Regulation
34	W	22 April	Genetic Regulation III		
35	F	24 April	Viruses I	Chapter 19, Sections 19.1-19.3	
36	M	27 April	Viruses II	Chapter 19, Sections 19.1-19.3	Discussion 14 Trivia & Letters

37	W	29 April	Finish Viruses; Biotechnology I	Chapter 20, Sections 20.1-20.2	Revisited from Discussion 1
38	F	1 May	Biotechnology II		No Discussions this week!
39	M	4 May	Biotechnology III		
40	W	6 May	Biotechnology IV		
Thursday		7 May	Reading Day		
Monday		11 May	Final Exam; 7PM-10PM		

Section Change, Add, and Drop Information

Students may use the UI-Integrate Self-Service System to add or change MCB 150 discussion sections before 5:00 PM, Monday, February 2, 2026.

Students must always attend the discussion section in which they are currently enrolled. Students will not be allowed to sit in other sections at other times for any reason without permission from the course staff.

Friday, March 13, 2026, is the last day to drop the course or to elect the Credit/No Credit option. Students may use the UI-Integrate Self-Service System to drop MCB 150 until this deadline.

To drop the course after the drop deadline, students must petition a dean in their college office. These petitions should be sent to the Course Coordinator for completion of attendance and grade information.

To elect the Credit/No Credit option, students must apply in their College Office.

Proficiency Exam Information

The MCB 150 proficiency exam will be given on Tuesday, January 27 from 5-7 PM. Students wishing to take the exam fill out the [online request form](#) by noon (12:00 PM) the day of the exam.

You may not take a proficiency exam if any of the following apply:

- A. You have taken the proficiency exam for the given course previously.
- B. You have already completed the course.
- C. You were enrolled in the course and dropped after the campus drop deadline (eighth week of the semester) or withdrew from the course.

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- D. You have completed more than one course in advance of the course in which the proficiency exam is requested. (This is stated in the Student Code 3-203, (4) as "An examination for credit in a college subject of elementary character is not granted to a student who has received credit for more than one semester of work in the subject in advance of the course in which the examination is requested.")

Additional information regarding proficiency exams appears in Article 3, Part 2, 3-203, Proficiency Examinations, in the Code of Policies and Regulations Applying to All Students.

Request forms will be reviewed by the MCB Core Curriculum Office, and students will receive a response via email.

Text/Materials Information

MCB 150 is participating in the Day1Access Program to help save you money. All students enrolled in this course will have immediate access to the digital materials during the Illinois' course opt-out period. If you want to purchase the materials in another manner, you may opt-out of the program via Canvas. All students who keep the digital materials (that is, those who do not opt-out) will have the discounted course materials charge billed to their bursar account in the amount of \$86.71.

If you choose to opt-out, the following items are required:

Required Texts & Supplies

Biology, 6th edition/Evergreen release by Brooker et. al. Day1Access provides the eText version of this resource in addition to the McGraw-Hill Connect system with additional helpful resources. The course also uses iClicker Cloud at no additional cost to students.

Course Gradebook, and Canvas

Official Course Gradebook: <https://apps.atlas.illinois.edu/Gradebook>

Canvas: <https://canvas.illinois.edu/>

Grading Information and Breakdown

The MCB 150 Web Gradebook can be accessed directly at the following URL:

<https://apps.atlas.illinois.edu/Gradebook>

Scores on exams and assignments will be available for student review on the MCB 150 Web Gradebook. All students are responsible for checking their scores on the Web Gradebook after each assessment and assignment is returned to them. Each student is responsible for reporting possible discrepancies to his/her TA and if immediate action is not taken, the student is responsible for bringing this to the attention of MCB 150 Course Staff within one week of receiving their graded score. Students are encouraged to keep all graded papers returned to them until after final grades are issued.

**The final deadline for Web Gradebook corrections is
5:00 PM, Wednesday, May 6, 2026.**

No Web Gradebook scores will be altered after this deadline.
Please be certain to check all scores before this time.

Course Grading

Exams

This course uses the Grainger College of Engineering's Computer-Based Testing Facility (CBTF) for its exams. The policies of the CBTF are the policies of this course, and academic integrity infractions related to the CBTF are infractions in this course.

If you have accommodations identified by the Division of Rehabilitation-Education Services (DRES) for exams, please submit your Letter of Accommodation (LOA) through the CBTF website as soon as possible. It can take up to five days for your LOA to be processed and if you make a reservation before your LOA has been processed, your reservation will not include your testing accommodations, and you will be required to reschedule. This must be done each semester you use the CBTF.

If you have any issue during an exam, inform the proctor immediately. Work with the proctor to resolve the issue at the time before logging off. If you do not inform a proctor of a problem during the test, then you forfeit all rights to addressing the problem you experienced during your exam.

Take the CBTF Orientation (10 minutes) and review all instructions in the CBTF website before your first exam.

Exams may be in multiple choice, true-false, short answer, essay, and/or problem-solving format. Material for exams and quizzes will be drawn from the lectures, lecture materials, assignments, associated text readings, and reserved reading, if any.

All grades are entered into the online gradebook. It is the student's responsibility to make certain that the grade on the online gradebook is correct. Content questions and performance reviews from exams can be arranged with the instructor at times which will be announced during lecture and posted to Canvas Announcements.

The final exam will be administered in person on **Monday, May 11 from 7:00-10:00 p.m.** This exam is the property of the course and is not returned to students, nor are answers posted or made available in any way. Should a student feel that an error has been made in the grading of the final exam, that student should contact the Course Coordinator.

Schedule of Exams		
Exam 1	February 12-15	CBTF
Exam 2	March 11-13	CBTF
Exam 3	April 16-19	CBTF
Final Exam	Monday, May 11	7:00-10:00 pm, Foellinger Auditorium

Pre/Post Class Assignments and iClicker Questions

The course LMS (Canvas) will be used to administer homework in the form of Pre/Post Lecture Questions.

- **Pre Lecture Assignments** will be due at **1:00 PM** each day of class (every Monday, Wednesday, Friday).
- **Post Lecture Assignments** will be due at **1:00 PM** each business day following a lecture period (every Tuesday, Thursday, Monday except for campus holidays and breaks).

Please access the assignments in your Canvas course to note open/close dates/times. Please be sure to finish your assignments early, to avoid missing these deadlines! Due to the nature of these questions being asked and the answer key released in real-time the possibility for extensions or makeup work on these assignments is not possible, but the scale below allows you to miss up to 20% without penalty to the overall point total possible in this grade category.

iClicker Questions will offer opportunities in class or possibly after class where you will be asked to answer a question or set of questions based on the material that is/was covered that day. These questions will be delivered at different times throughout each lecture period. Due to the nature of these questions being asked/answered in real-time the possibility for extensions or makeup work on these assignments is not possible, but the scale below allows you to miss up to 20% without penalty to the overall point total possible in this grade category.

Students can earn a maximum of 250 points for these assignment types (Pre/Post Lecture and iClicker). These 250 points will be determined based on your percentage of successful work throughout the semester. For example, if 400 “units” worth of questions are asked, you must have 80% accuracy combined in these two question types (Pre/Post + iClicker), or 320/400, to earn the full 250 points in this grade category.

% Correct	Points student earns
80%	250
75%	237
70%	225
65%	212
60%	200
55%	187
50%	175
45%	162
40%	150
35%	137
30%	125
25%	112
20%	100
15%	87
Below 15%	0

Discussion Assignments

Each discussion period is differing amounts of points, depending on the assignments/coursework. Attendance and participation are factored into these totals. A student can earn 0 - maximum possible points per discussion. Specific details for each discussion can be found on our Canvas course site. Discussion points that can be earned for the semester and factored into your final point total will not exceed 150 points.

Extra Credit Opportunities

Optional assignments called SmartBook Assignments will be available in the McGraw-Hill Connect system throughout the semester. Completion of any SmartBook Assignment earns one (1) point of extra credit towards the semester total, for a total of 14 possible points of extra credit. Additionally, the Final Exam will have 20 questions added to the end of the exam that are cumulative throughout the semester and worth 1 point of extra credit per question to be added to the Exams grading category.

Course Grading Totals and Scale

Our course has a standard 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 to avoid capriciousness and to adhere to fairness and equity for all students.

Student grades in MCB 150 will be based on total of 1000 points. Categories listed below are approximate but should closely resemble the final distribution.

Exams (1, 2, 3)	420
Final Exam (Exam 4)	180
Pre/Post Lecture & iClicker Questions	250
Discussion	150
Total	1000 points

A more specific point breakdown for MCB 150 follows:

420 points	Exams (3 Exams @ 140 points each)
250 points	Pre/Post Lecture & iClicker Questions (see scale above)
150 points	Discussion (drop 60 points)
180 points	Final Exam (Exam 4)
(14 points)	Extra Credit for SmartBook Assignments (14 assignments @ 1 point each)
(20 points)	Cumulative Final Exam Questions (extra credit in Exams grade category)
1000 points	Total

All point totals are estimates and may be altered slightly throughout the course of the semester.

The point totals contained in the following table represent the use of the plus/minus grading system coupled with a 4.0 grade point system. The grade point values shown for each letter grade have been assigned by the University. Students who earn the points shown below (out of 1000 possible points) will be guaranteed the indicated letter grade. At semester's end, after the final exam, the faculty will analyze the course grade distribution and may decrease (to accommodate poor class performance on an assessment) but will not increase the points needed for each grade.

MCB 150 Standard Grade Scale

Letter Grade	Point Ranges	Grade Point Value
A+	1000-920	4.000
A	919-880	4.000
A-	879-840	3.667
B+	839-800	3.333
B	799-760	3.000
B-	759-720	2.667
C+	719-680	2.333
C	679-640	2.000
C-	639-600	1.667
D+	599-560	1.333
D	559-520	1.000
D-	519-480	0.667
F	479-0	0.000

Course Policies

Regardless of whether a student has read the Course Policies for MCB 150, a student is charged with knowledge of them. These policies were developed in agreement with the Student Code.

Adding the Course after the Semester Start:

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.

Inclusivity Statement

The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive, or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases subject to university harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Avoid typing whole sentences or phrases in Caps Lock.
- Be brief; succinct, thoughtful messages have the greatest effect.

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- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
 - Use descriptive subject headings in your e-mails.
 - Think about your audience and the relevance of your messages.
 - Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
 - When making follow-up comments, summarize the parts of the message to which you are responding.
 - Avoid repeating what has already been said; needless repetition is ineffective communication.
 - Cite appropriate references whenever using someone else's ideas, thoughts, or words

Contacting MCB Course Personnel

1. MCB course personnel are more than happy to assist students.
2. Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. 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 you use to register for classes)
 - 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
3. Your cooperation will help us respond much more quickly to your concerns

Religious Observances and Practices

It is the policy of the University of Illinois Urbana-Champaign to reasonably accommodate its students' religious beliefs, observances, and practices that conflict with a student's class attendance or participation in a scheduled examination or work requirement, consistent with state and federal law.

Students must request a reasonable accommodation for their religious belief, observance, and practice **in advance of the conflict** to allow time for both consideration of the request and alternate procedures to be prepared. Not requesting an accommodation reasonably in advance of the conflict may result in a delay or denial of the accommodation.

A reasonable accommodation for a religious belief, observance, and practice is defined as a change that allows the student to participate in their religious belief, observance, and

practice and which does not fundamentally alter the educational requirement or place an undue hardship on an instructor, department, or office.

Students must direct a request for a reasonable accommodation for a religious belief, observance, and practice to the instructor(s) of the affected course(s), who shall review the request and determine whether a reasonable accommodation can be made. **This form serves as a resource to assist students as they are making such requests to their instructors.** PLEASE NOTE: This form asks you to clarify whether you are requesting an absence or an accommodation other than absence.

Once submitted, students will receive a copy of this request form. Students must then forward the form to each instructor in order to request the accommodations.

Request to Instructor Religious Accommodation form:

https://cm.maxient.com/reportingform.php?UnivofIllinois&layout_id=42

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the coordinator for the course to ensure protection of the privacy of their attendance in this course. See

<https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

Disability Resources and Educational Services (DRES) Accommodations

1. We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the 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.
2. If a student has DRES accommodations, documentation must be submitted to course personnel by the end of the second week of class.
3. If a student believes that they need DRES accommodations, they should contact DRES at disability@illinois.edu.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Exam Absences

1. If you must miss an exam due to unforeseen circumstances, you are required to contact your instructor or course coordinator within 24 hours of the absence. You will

then have 48 hours from the absence in which to submit documentation to your course coordinator. You must also submit an online [Absence Form](#). Course personnel will evaluate documentation and decide whether there will be an option to compensate for the missed exam through either a make-up exam or proration. Failure to follow this procedure will result in a zero for the exam.

2. If you must miss an exam for job, graduate or professional school interviews, the exam may be prorated. A best effort should be made to schedule these events around exams. You will need to be mindful that only one exam may be prorated in a semester for all absences.
3. There will be instances when the student must make an individual choice about their ability to perform on an exam and will need to accept all consequences for that choice.
4. If the absence is a result of a protracted illness of 3 days or more, you should follow the procedure for obtaining a letter from the Office of the Dean of Students. The request may be made once the student returns to class but not more than 10 business days after the last date of absence.
5. If you miss an exam, the possibility exists to have one exam prorated with proper documentation. You must contact the course coordinator via email within 48 hours of the absence. If you do not provide documentation in a timely manner and upon receipt, there may be a negative impact on your ability to receive a prorated score. The final exam cannot be prorated. Your prorated score will be calculated based on the following formula:

$$\frac{\{\text{Exam A}\} + \{\text{Exam B}\} + \{\text{Exam C}\}}{(150 + 150 + 150)} = (\%tile) = \text{ ____ points for Exam ____ }$$

Please note that the percentile that we use to calculate your score may be different from the percentile seen in the online gradebook, due to the accounting for missing scores. You must complete at least two exams and the final in this course in order to earn a letter grade in the course. If you are unable to do so, the instructor will recommend that you drop or withdraw from the course.

Prior to the last day of class, you will be given a preliminary proration of your missing score. This proration is only to give you an idea of what your missing score *would be* based on the other scores that we have for you at that time. Your actual proration will be done with the final exam grade included. Please understand that this preliminary proration score may increase OR decrease depending on your performance on the last exam. The actual proration score will be the score used to determine your final grade.

Final Exam Instructions

1. The Final Exam will be administered **7:00-10:00 p.m., Monday, May 11.**
2. The exam will take place in person and is a scantron exam. Room assignment(s) TBD, but most likely in Foellinger Auditorium.
3. The final exam is a fourth exam, but will include a set of cumulative questions at the end that are optional and worth extra credit in the Exams grade category.

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4. All students are required to take the final exam.
 5. The answers that you turn in for grading must be your own, formulated during the exam from your own understanding of the material. Copying the work of another student, or allowing another to copy your work, or copying work from any other source, is unacceptable. We cannot always monitor you as you complete your work; thus, we must rely upon the 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 is 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, to ensure that it will be seen as your own.

All exam material is considered confidential until all students have completed the exam. The sharing of any confidential information, either in person, via text or use of a cell phone, electronically or via social media, prior to the completion of the exam by all students is considered a violation of the academic integrity standards set forth by the University. Failure to maintain this confidentiality may result in a grade of zero for the entire exam for all persons involved, or a more extreme penalty at the discretion of the instructor.

Failure to adhere to these standards for any portion of an exam may result in a grade of zero for the entire exam for all persons involved, or a more extreme penalty at the discretion of the instructor.

Final Exam Conflict

1. Conflict final exams may only be granted for any one of the following situations:

Students with three final exams scheduled within a 24-hour period as defined in Section 82.A.4. Final Examinations of the Code of Policies and Regulations Applying to All Students which can be found at:

- Students who have two final exams scheduled at the same time. Final conflict exam requests should be made to the course with lower enrollment. Course personnel can assist with information to determine which course this would be.
 - Students who have a verified personal problem, and who have received written permission to take a conflict final exam from a dean in their college.
 - Students who have DRES academic accommodations.
2. Students that find themselves in any of the above situations should complete the online Conflict Final Exam Request Form which can be found on the course website. This request must be made by 5:00 pm on the last day of class for the request to be granted. Any requests made after this time may not be granted. If a conflict final exam is granted, it may be scheduled at any time during the final examination period and is at the discretion of the instructor or course coordinator.

Final Exam Absence

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1. If you must miss a final exam due to unforeseen circumstances, you are required to contact your instructor or course coordinator within 24 hours of the absence. Absence from a final examination for any other cause is reported as a final grade of "**failure**" (**F**) in the course. (See § 3-103.)
 2. There will be instances when the student must make an individual choice about their ability to perform on an exam and will need to accept all consequences for that choice.

General Information

1. The course faculty and the TAs oversee the orderly conduct of students in discussions and may exclude a student who does not comply with a reasonable request in this regard.
2. All students are assumed to have read and understood the *Code of Policies and Regulations Applying to All Students, University of Illinois*, and will be expected to act accordingly.

The *Code* is available online at: <http://studentcode.illinois.edu/>

3. Concerns over exam grading, discussion teaching or grading, and exam or discussion absences should be taken up with the MCB 150 Course Coordinator.
4. The deadline for grade corrections on all items is one week after corrected items are returned or grades are received.
5. Reference letters and recommendation forms are to be submitted to the student's TA, whose evaluation will be reviewed and countersigned by a member of the course faculty.

Electronic Media/Device Use:

- 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 or a more extreme penalty at the discretion of the instructor on an assignment or assessment.
- 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:

- 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 forbidden.

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- Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.
 - Recording material from this course (including lectures, discussions, or other activities) is forbidden.
 - Any violation of these policies will be forwarded to the Office of Student Conflict Resolution for disciplinary action.

Attendance Policies

1. Regular class attendance is expected of all students at the University.
(<https://studentcode.illinois.edu/article1/part5/1-501/>)
2. 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.
3. 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 regarding 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.
4. 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.
5. Absences that may also be excused without a letter from the Dean of Students Office 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.
6. 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).
7. Absences, when they occur after the first day of classes but prior to enrollment in the course, will require the use of dropped assignments if applicable.
8. Absences will be handled according to individual course policy.
 - a. Attendance will be recorded at every discussion session. Students are required to be present within the first five minutes of class, remain present for the entire class period, and be an active participant to receive credit. Students who are more than five minutes late may forfeit a portion of the points for that discussion period at the

TAs discretion, but they may stay for the class period. Students who are present but are not engaged also may forfeit their points for the day at the discretion of the TA.

- b. Each discussion period is differing amounts of points, depending on the assignments/coursework. Attendance and participation are factored into these totals. A student can earn 0 - maximum possible points per discussion.
- c. Students must attend their scheduled discussion section.
- d. We know that students become ill and other reasons beyond a student's control arise. To accommodate absences due to minor illness or emergency, we allow that a specified number of assignments may be missed without penalty. These missed assignments can be dropped according to the criteria set forth in the Course Policies for this course. Specifically, for MCB 150, a student that misses class/assignments due to minor illness (less than 3 days), chooses not to attend class or complete an assignment, and/or forgets to attend class or complete an assignment will use these specified drops. There is no distinction made between illness and missing class/assignments.
- e. If you experience an illness (chronic, recurring or lasting three days or more) or other circumstance that causes an extended absence from class (lasting three days or more), please contact the Connie Frank CARE Center in the Office of the Dean of Students during business hours (8:30 AM - 5:00 PM). This office is located on the 3rd floor of the Turner Student Services Building, 610 E. John Street, Champaign, 217-333-0050. A representative of that office will provide us with the necessary information to address your circumstance. Please fill out an online absence form for your course which can be found on the course website (<http://www.life.illinois.edu/mcb/150/course/forms.html>).

Academic Integrity:

The Student Code 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 in the Student Code, specifically (<https://studentcode.illinois.edu/article1/part4/1-401/>) Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

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.

University Information of Student Safety - Emergency Response Recommendations:

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

Student Resources/Where to go for Help:

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Connie Frank CARE Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Connie Frank CARE Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the [Connie Frank CARE Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Sexual Misconduct Reporting Obligation at Illinois:

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Office of the Vice Chancellor for Access, Civil Rights & Community:
www.diversity.illinois.edu

- Discrimination & Harassment Prevention
- Title IX
- Accessibility & Accommodations
- Inclusive Illinois

The Jeffries Center

For Fall 2026, the Jeffries Center's Tutoring and Academic Services will continue delivering services in person with some limited online availability. The OMSA offers free tutoring and academic services. Matched tutoring, online self-paced workshops and academic skills coaching are among the services featured in the Jeffries Center's Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, IL. Jeffries Center's services are designed to help students excel in college. As you have probably already noticed, college-level learning is different from what it was in high school. No matter how well you performed before attending Illinois, there is always room to hone your study skills.

- To learn more about Jeffries Center's tutoring services and to sign up for a tutor, visit <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/tutoring>.
- To learn more about the self-paced workshops and to take advantage of this opportunity, visit: <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/workshops>.

You are encouraged to make the most of your tutoring and workshop session(s) by:

- Requesting a tutor at the beginning of the term before tutors' work schedules are booked up.
- Come to each of your tutoring or workshop sessions prepared. Preparation includes having your textbooks, notes, and specific questions concerning the material. The more you prepare, the more you will get out of the session.
- Tutors do not serve as a substitute for our instructional faculty. Tutors will not "lecture" or "re-teach." They will provide strategies to help you improve your approach to mastering your course content. Tutoring is not a substitute for missed classes. If you miss class, make sure you get notes from a classmate and meet with your professor during office hours.

Safety and Emergency:

University Police Department	<i>Emergency, 9-911 Non-emergency, 217-333-8911</i>
University Fire Department Emergency	9-911
Rosecrance 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	217-333-2700
McKinley Mental Health Center	1109 S. Lincoln, 217-333-2705
Psychological Services Center	3 rd Floor, 505 E. Green St., 217-333-0041
Local Sexual Assault Center, RACES	217-384-4444
Women's Resources Center	703 South Wright Street, 2nd Floor, 217-333-3137
Suicide and Crisis Lifeline	988
SafeRides (free nighttime campus ride program)	217-384.8188
SafeWalks (free walking escort service by Student Patrol 9 PM - 2:30 AM)	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 (CITL)	249 Armory Building, 217-333-1462
Disability Services	
Disability Resources and Educational Services (DRES)	1207 S. Oak St., 217-333-1970
Gender & Sexuality Resource Center	
Gender & Sexuality Resource Center	323 Illini Union, 1401 W. Green St., 217-244-8863
Veterans Services	
Chez Veterans Center	908 Nevada Street, 217-300-3515
General Study Skills Assistance	
The Jeffries Center	130 Turner Student Services Bldg., 610 E. John St, 217-333-0054
The Jeffries Center Tutoring & Academic Services	1103 W. Oregon Street Suite E, 217-333-7547
Writer's Workshop	100b Main Library, 1408 W. Gregory Dr., 217-333-8796
**Additional academic assistance may be available through individual departments	
Health Resources	
Health Education, McKinley Health Center Alcohol & Other Drug Outreach Team	1109 S. Lincoln Ave., 217-333-2700 Counseling Center, 610 E. John St., 217-333-3704
Sexual Health Educator	McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2700
Dial-A-Nurse, McKinley Health Center (24-hour)	1109 S. Lincoln Ave., 217-333-2700
Health Resource Center, McKinley Health Center, Main Lobby	1109 S. Lincoln Ave., 217-333-6000 Monday-Friday 9:00 AM - 5:30 PM
Health Resource Center, Room 40 Illini Union,	1401 W. Green St., 217-244-5994

[Other Campus Locations Self Care Stations
\(FA/SP Semesters\) locations and hours](#)

Bruce Nesbitt African American Cultural
Center
Asian American Cultural Center
La Casa Cultural Latina, Library 2nd Floor
Native American House, Main Library

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