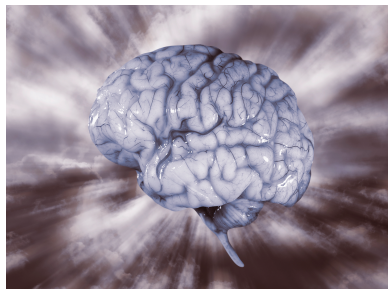




School of Molecular & Cellular Biology

# MCB 170, Fall 2025

Fundamentals of Neuroscience, 3 Credit Hours



## Instructor

Jeremy Toma, PhD

Office: 127E Burrill Hall

Email: [jtoma@illinois.edu](mailto:jtoma@illinois.edu). Phone: 217-333-9026

## Teaching Assistant (TA)

Jilai Cui

Email: [jilaic2@illinois.edu](mailto:jilaic2@illinois.edu)

## Class Meeting Schedule

Scheduled Class Time: Every Tuesday and Thursday, 12:30-1:50 pm

Location: 2100 Sidney Lu Mechanical Engineering Building

Dr. Toma Office Hours: Fridays, 10-11 am, by Zoom (link provided in Canvas in “Zoom Meeting”)

You are welcome to stop by my office any time. The best way to reach me is by email to arrange a meeting or to ask a question. I will do my best to respond to your email as soon as I can (ideally within 24 hrs.)!

TA Office Hours: Mondays, 10 am-11 am, by Zoom (link provided in Canvas in “Zoom Meeting”)

## Course Overview and Description

This course is designed to introduce first-year students in the Bachelor of Science (BS) in Neuroscience to core concepts in molecular and cellular neuroscience. Foundational concepts including the electrical properties of neurons, action potentials, synaptic connections, cellular components of the nervous system and dynamic processes such as development, injury and neurodegenerative diseases will be emphasized at an introductory level. Students will actively engage with these concepts through in class activities and introductory exposure to neuroscience literature. Student success is also considered; a continued focus will be placed on meta-cognitive exercises in the form of goal-setting and reflective surveys that will be used throughout the course.

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## Course Prerequisites

None. Students should be enrolled in the BS in Neuroscience, or should be looking to join.

## Student Learning Outcomes

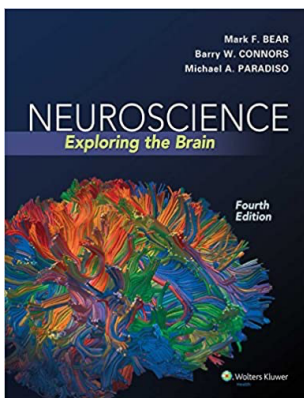
At the end of the course, through assignments, discussions, activities and assessments, you will be able to:

- Explain (both in words and through illustrations) introductory concepts in cellular and molecular neuroscience such as: the basic structure and function of neurons; how neurons communicate; how neural activity is measured; and what other cell types are critical for nervous system function.
- Describe techniques used in molecular and cellular neuroscience and differentiate these techniques from those used in other forms of neuroscience research.
- Describe basic cellular and molecular events contributing to the development of the nervous system
- Describe introductory concepts related to nervous system dysfunction as a result of injury or disease.
- Assess neuroscience literature at an introductory level.

Through goal-setting activities and follow-up surveys, you will reflect on your academic experiences as a student in the BS in Neuroscience and make changes as necessary. This will help you to think critically about your learning in your courses and continue to apply what you have learned in this class to other courses as you progress through your degree.

**Hopefully you will leave this class wanting to learn more neuroscience!**

## Course Text/Materials Information



Recommended textbook\*:

Neuroscience: Exploring the Brain; by Mark F Bear, Barry W. Connors and Michael A. Paradiso; Fourth edition; Wolters Kluwer (ISBN 978-0781778176).

\*Previous edition of the textbook is acceptable. The Fifth edition is now available and acceptable.

We will be using the iClicker app for in class questions - details for joining iClicker will be provided in class. To join MCB 170, use this link: <https://join.iclicker.com/CYNC>.

**Other course material will be provided as needed in class.**

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## Canvas Course Website

Course materials will be provided on our course website on Canvas (<https://canvas.illinois.edu/>). To log in, use your NetID and NetID password. Material will be updated regularly, so please make sure to check the course website often. You should receive notification of updates to your university email account.

## Grading Information and Breakdown

The course grade will consist of 1000 points. Descriptions of the assessments are provided below.

Assessment:	Points:
Midterm Exam I	160
Midterm Exam II	160
Final Exam	250
Goal Setting and Reflection Surveys	80 (completion only)
<u>Assignments</u>	<u>350</u>
Total	1000

### Goal Setting and Reflection Survey Assignments (80 pts)

These assignments (described below) will need to be completed by the deadlines described in the class schedule. It will be critical for you to set goals and reflect on your experiences at key points throughout the semester. Therefore, in order to maximize the effectiveness of these assignments, **late goal setting and survey assignments will not be accepted for points.**

#### 1. Goal Setting Survey (30 pts)

For the first survey assignment, you will address questions similar to the following: 1) Why are you interested in neuroscience? 2) What do you hope to get from the BS in Neuroscience? 3) What do you hope to get from this course? This survey will be made available to you on Canvas. Instructions for completion of this survey will be relayed to you during the first day of class.

#### 2. Midterm Check Reflection Survey (20 pts)

During the semester, you will participate in a “check-in” survey that will ask you to reflect on your academic experiences in the BS in Neuroscience up to that point, and you will be required to think about how you might make changes as you see necessary. More clarifying details will be provided in class.

#### 3. End-of-Course Survey (30 pts)

Your final survey assignment will require you to reflect on both what you learned in this course and how your first semester went overall. More details about this assignment will be provided.

### Exams (570 pts)

There will be three exams throughout the semester: two midterm exams and a cumulative final exam. Exams will be multiple choice in format and will cover lecture and assignment material. Further details will be provided in class well in advance of the exam dates. **Your lowest midterm exam score will be dropped if you score higher on the final exam.**

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### Assignments (350 pts)

Throughout the semester, you will work on assignments directly related to the learning outcomes of the lectures. We will set aside class time for these assignments on either Tuesday or Thursday's class, depending on how we are progressing through the course. You are strongly encouraged to take advantage of the class time to work through the assignments with a group of your classmates. **All assignments will be due by Monday, 11:59 pm the week after we work on them in class.** There will be a 10% per day late penalty. It is important to turn these assignments in on time as they relate directly to the learning outcomes of the accompanying lecture, reinforcing your learning of these outcomes. Everyone is responsible for turning in their own work, even if you worked through the assignments as a group. There are 8 assignments total worth 50 pts each, but your lowest score will be dropped.

### Grade Scale:

The Standard Grade Scale below describes how grades will be assigned. It is possible that the grade scale will be adjusted "downwards" in the event the class does poorly on an exam or assignment, but grades will never be adjusted "upwards", meaning more points than indicated in the following table would be needed to achieve a given grade.

Grade by Letter	Point Range	Grade by Point
A+	1000 - 950	4.0
A	949 - 900	4.0
A-	899 - 850	3.7
B+	849 - 800	3.3
B	799 - 760	3.0
B-	759 - 720	2.7
C+	719 - 680	2.3
C	679 - 640	2.0
C-	639 - 600	1.7
D+	599 - 560	1.3
D	559 - 520	1.0
D-	519 - 500	0.7
F	499 - 0	0

**Tentative Course Calendar\***

<b>Week # (Week of)</b>	<b>Weekly Content Topics</b>	<b>Assignments, Activities and Exams (Further details provided in class)</b>
<b>1 (8/25 - 8/29)</b>	Welcome to Fundamentals of Neuroscience (Intros, Syllabus overview, general course info). What is neuroscience? (Tuesday)  Dr. Joe Fernandez: Careers in Neuroscience (Thursday)	
<b>2 (9/1 - 9/5)</b>	What is a neuron?	<b>Goal Setting Survey due before class Tuesday (On Canvas)</b>  <b>Assignment 1 (On Canvas): Neuron Structure</b> Microns-explorer Neuroglancer demo
<b>3 (9/8 - 9/12)</b>	How does a neuron work? What does a neuron do?	
<b>4 (9/15 - 9/19)</b>	How do neurons communicate to work together?	<b>Assignment 2 (On Canvas): Ions, Permeability and Action Potentials</b>
<b>5 (9/22 - 9/26)</b>	What cells are needed to make a nervous system?	<b>Assignment 3 (On Canvas): Synapses</b>

<b>6</b> <b>(9/29 - 10/3)</b>	Midterm I Exam Review (Tuesday)	<b>Midterm I</b> <b>(Thursday)</b>
<b>7</b> <b>(10/6 - 10/10)</b>	How do we study the nervous system? Intro to modern technologies used in molecular/cellular neuroscience research I.	<b>Assignment 4 (On Canvas): Building a Nervous System</b>
<b>8</b> <b>(10/13 - 10/17)</b>	Modern technologies used in molecular/cellular neuroscience research II: Model organisms and cell/tissue culture platforms.	<b>Assignment 5 (On Canvas): Techniques used in Neuroscience Research</b>
<b>9</b> <b>(10/20 - 10/24)</b>	The dynamic nervous system I: How does the nervous system form and grow?	<b>Assignment 6 (On Canvas): Development of the Nervous System</b>
<b>10</b> <b>(10/27 - 10/31)</b>	The dynamic nervous system II: What can go wrong in a nervous system I?	<b>Midterm Check Reflection Survey due before class Thursday</b>
<b>11</b> <b>(11/3 - 11/7)</b>	The dynamic nervous system II: What can go wrong in a nervous system II? Introduction to Neurodegenerative Diseases ( <b>Guest Lecture: Dr. Howard Gritton, Thursday</b> ).	<b>Assignment 7 (On Canvas): Injury and Regeneration</b>
<b>12</b> <b>(11/10 - 11/14)</b>	Midterm II exam review (Tuesday)	<b>Midterm II</b> <b>(Thursday)</b>
<b>13</b> <b>(11/17 - 11/21)</b>	Jilai Cui - research presentation (Tuesday) History of neuroscience (Thursday)	

14 (11/24 - 11/28)	Fall Break, No Class	
15 (12/2 - 12/6)	Highlights in modern neuroscience	Assignment 8 (On Canvas): AI and Neuroscience Literature
16 (12/9)	Final Exam Review	End-of-course reflection survey due (Thursday, 12/10)

\*This calendar is subject to change based on how we are progressing through the class.

### Policies:

- Please make sure you read over the following policies, as unfamiliarity with them is not a defense for not knowing what they cover.

## Course Policies

### Class Presence:

- Much of your learning will come from being present in class. To make the classroom experience as effective as possible, **it is important that you make every effort to show up on time to each class, and that you are prepared to stay for the duration of the scheduled class time.** It is expected that you will attend every class, but attendance will not be graded.

### Exam Absences:

- If you must miss an exam due to unforeseen circumstances, you are required to contact your instructor or teaching assistant within 24 hours of the absence. You will then have 48 hours from the absence in which to submit documentation to your instructor or teaching assistant. You must also submit an online Absence Form (in the course website on Canvas). Course personnel will evaluate documentation and decide whether there will be an option to write the missed exam or whether a score of zero will be awarded. **Failure to follow this procedure could result in a zero for the exam.** If you experience an illness or emergency that causes you to miss an exam, you should also refer the MCB Curriculum Policies listed below.
- If you find yourself ill, you must submit confirmation of a visit with a medical practitioner as soon as possible. The confirmation cannot be provided by a relative, even if the relative is a practitioner.
- If you must miss an exam for a conference or job, graduate or professional school interviews, please refer to the section below (Exam Conflicts). A best effort should be made to schedule these events around exams.
- There will be instances where you must make an individual choice about your ability to perform on an exam and will need to accept any and all consequences for that choice.
- **You must complete at least one exam and the final in order to earn a letter grade in the course.** If you are unable to do so, the instructor will recommend

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- that you drop or withdraw from the course.
  - 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.

### **Exam Conflicts:**

- If you have a regularly scheduled university course that conflicts with the exam, you should complete the online Conflict Exam Request Form on the course website (Canvas). This request must be made by 5:00 pm not less than 3 business days prior to the exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.
- Work schedules should be adjusted, if at all possible, in order to eliminate a conflict with scheduled exams. Please plan accordingly at the beginning of the semester. If eliminating a conflict is not possible, you should complete the online Conflict Exam Request Form on the course website (Canvas). This request must be made by 5:00 pm not less than 3 business days prior to the exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.
- Students that are formally participating in officially recognized groups, such as athletic teams and performing groups, with a conflict should request a conflict exam by 5:00 pm not less than 3 days prior to the exam via the online Conflict Request Form. Formal participation does not include general meetings of RSOs or any other recognized groups. Documentation of the event will be required prior to scheduling the conflict exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.
- Students with DRES accommodations should also submit the online Conflict Request Form by 5:00 pm no later than 3 business days prior to the exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.
- Conflict exams are given on the regular exam day. You must make arrangements to take a conflict exam by 5:00 PM on the Thursday prior to the exam day. Use the Conflict Exam Request Form on Canvas to make these arrangements. You must make these arrangements for *each* exam for which you require a conflict—your request for a conflict exam will not be carried to subsequent exams.
- Please upload documentation supporting your claim of conflict and a copy of your Illinois Week-at-a-Glance course schedule to the conflict exam request form. If you have a question about whether your conflict will qualify, please email the instructor or teaching assistant before the Thursday prior to the exam at 5pm.
- Conflicts will be offered on the same day as the regular exam. If you have a conflict with the regular exam time and the conflict exam times, contact the instructor or teaching assistant by 5:00 PM on the Thursday prior to the exam day. An alternate conflict exam time will be arranged.

### **Final Exam Absence:**

- If you must miss a final exam due to unforeseen circumstances, you are required to contact your instructor or teaching assistant within 24 hours of the absence. You must also contact the Dean of your college. Finally, you must submit an online Absence Form on Canvas. You will receive an ABS (absent) in the course if you miss the final exam. This ABS will result in an F in the course unless action is taken. The Dean can approve the change of the ABS to an Incomplete, which then allows a limited window of time for you to complete the final exam and earn a grade in the course.

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- There will be instances where you must make an individual choice about your ability to perform on an exam and will need to accept any and all consequences for that choice.
  - If the absence is a result of a protracted illness, 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 recovers but not more than 10 business days after the date of absence.
  - Information about final exams can be found in the Student Code: <https://studentcode.illinois.edu/article3/part2/3-201/>

### Final Exam Conflict:

- 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 Final Examinations of the *Code of Policies and Regulations Applying to All Students* which can be found at: <https://studentcode.illinois.edu/article3/part2/3-201/>
  - Students who have two final exams scheduled at the same time. Final conflict exam requests should be made to the course with larger 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.
- Students that find themselves in any of the above situations should complete the online Conflict Final Exam Request Form which can be found on Canvas. This request must be made by 5:00 pm on the last day of class in order 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.

### Posted Grades:

- As we progress through the semester, assignment and exam grades will be posted in Canvas. **However, your total grade as shown on Canvas may not be accurate due to challenges associated with incorporating dropped assignments and exam grades.** If you have any questions about your grade, please contact the instructor or TA.

## 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](http://mcb.illinois.edu/undergrad/advising/resources).

### Contacting MCB Course Personnel:

- MCB course personnel are more than happy to assist you.

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- 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.

### **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. Students who choose to add a course late do so at their own discretion. We will make every effort to ensure that those who arrive late are caught up with the material to the highest degree possible.

### **Religious Observances and Practices:**

- We recommend submission of the Request for Accommodation for Religious Observances Form (which can be found at [www.odos.illinois.edu/.../Religious\\_Observance\\_Accommodation\\_Request\\_Form.docx](http://www.odos.illinois.edu/.../Religious_Observance_Accommodation_Request_Form.docx)) to your instructors and the Office of the Dean of Students to request accommodation by the end of the second week of the course. Requests that are not submitted within this time frame may not be able to 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. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see the instructor as soon as possible. If you believe that you may require special accommodations, please contact 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](mailto:disability@illinois.edu). 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.

### **Grades:**

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- 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.
- It is not in your own best interest to engage in academic dishonesty, as ultimately you are invalidating your own educational experience. Any form of academic dishonesty 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. 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.
- Texting, or the use of a cell phone or any other device for any purpose, during an exam is prohibited.
- Use of any social or electronic media to share information, request information or make confidential information public is prohibited.
- On written or electronic assignments, the answers that you turn in for grading must be written in your own words where required. There will be occasions where shared answers are permitted: further details will be provided in class.
- On written or electronic assignments, if you use a statement taken directly from any book or other publication, 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. 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:

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- Use of any social or electronic media to share course information, request course information or make confidential course information public is prohibited.
  - 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:

- You 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 the course instructors, 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:

- **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. Some of this information is provided below.
- 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.
  - Take the time to learn the different ways to leave your building **before** there is an emergency.
  - Evacuations are mandatory for fire alarms and when directed by authorities! No exceptions!
  - Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
  - Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
  - Assist those who need help, but carefully consider whether you may put yourself at risk.
  - Look for **Exit** signs indicating potential egress/escape routes.

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- If you are not able to evacuate, go to an Area of Rescue Assistance, as indicated on the front page of this plan.
  - Evacuate to Evacuation Assembly Area, as indicated on front page of this plan.
  - Remain at Evacuation Assembly Area until additional instructions are given.
  - Alert authorities to those who may need assistance.
  - Do not re-enter building until informed by emergency response personnel that it is safe to return.
  - 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.

## **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 (formerly the Student Assistance 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](#) 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

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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](http://wecare.illinois.edu/resources/students/#confidential).

Other information about resources and reporting is available here: [wecare.illinois.edu](http://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.

### ***Safety and Emergency:***

<a href="#">University Police Department</a>	<i>Emergency, 9-911 Non-emergency, 217-333-8911</i>
University Fire Department Emergency	9-911
<a href="#">Rosecrance Crisis Line</a>	217-359-4141
<a href="#">Emergency Dean</a>	300 Turner Student Services Bldg., 610 E. John St., 217-333-0050
<a href="#">Counseling Center</a>	110 Student Services Bldg., 610 E. John St., 217-333-3704
<a href="#">McKinley Health Center</a>	217-333-2700
<a href="#">McKinley Mental Health Center</a>	1109 S. Lincoln, 217-333-2705
<a href="#">Psychological Services Center</a>	3 <sup>rd</sup> Floor, 505 E. Green St., 217-333-0041
<a href="#">Local Sexual Assault Center, RACES</a>	217-384-4444
<a href="#">Women's Resources Center</a>	703 South Wright Street, 2nd Floor, 217-333-3137
Suicide and Crisis Lifeline	988
<a href="#">SafeRides</a> (free nighttime campus ride program)	217-384.8188
<a href="#">SafeWalks</a> (free walking escort service by Student Patrol 9 PM - 2:30 AM)	217-333-1216

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<b><i>Student Services and Advocacy</i></b> <a href="#">Office of the Dean of Students</a>	300 Student Services Bldg., 610 E. John St., 217-333-0050
<b><i>Classroom Support, Teaching Skills, and Instructional Strategies</i></b> <a href="#">Center for Innovation in Teaching &amp; Learning (CITL)</a>	249 Armory Building, 217-333-1462
<b><i>Disability Services</i></b> <a href="#">Disability Resources and Educational Services (DRES)</a>	1207 S. Oak St., 217-333-1970
<b><i>Gender &amp; Sexuality Resource Center</i></b> <a href="#">Gender &amp; Sexuality Resource Center</a>	323 Illini Union, 1401 W. Green St., 217-244-8863
<b><i>Veterans Services</i></b> <a href="#">Chez Veterans Center</a>	908 Nevada Street, 217-300-3515
<b><i>General Study Skills Assistance</i></b> <a href="#">The Jeffries Center</a>	130 Turner Student Services Bldg., 610 E. John St, 217-333-0054
<a href="#">The Jeffries Center Tutoring &amp; Academic Services</a>	1103 W. Oregon Street Suite E, 217-333-7547
<a href="#">Writer's Workshop</a>	100b Main Library, 1408 W. Gregory Dr., 217-333-8796
**Additional academic assistance may be available through individual departments	
<b><i>Health Resources</i></b> <a href="#">Health Education, McKinley Health Center Alcohol &amp; Other Drug Outreach Team</a>	1109 S. Lincoln Ave., 217-333-2700 Counseling Center, 610 E. John St., 217-333-3704
<a href="#">Sexual Health Educator</a>	McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2700
<a href="#">Dial-A-Nurse, McKinley Health Center</a> (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
<a href="#">Other Campus Locations Self Care Stations (FA/SP Semesters) locations and hours</a>	Bruce Nesbitt African American Cultural Center Asian American Cultural Center La Casa Cultural Latina, Library 2 <sup>nd</sup> Floor Native American House, Main Library
<b><i>Sexual Harassment/Assault &amp; Acts of Intolerance/Hate Crimes</i></b> <a href="#">Office of the Dean of Students</a>	300 Students Services Bldg., 610 E. John St., 217-333-0050
<b><i>The Office of Diversity, Equity and Inclusion:</i></b> <a href="http://www.diversity.illinois.edu">www.diversity.illinois.edu</a>	

- Discrimination & Harassment Prevention

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- Title IX
  - Accessibility & Accommodations
  - Inclusive Illinois

### **The Jeffries Center (OMSA)**

For Fall 2024, the Jeffries Center's Tutoring and Academic Services (formerly the Office of Minority Student Affairs, or OMSA) will continue delivering services in person with some limited online availability. OMSA offers free tutoring and academic services. Matched tutoring, online self-paced workshops and academic skills coaching are among the services featured in the OMSA's Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, IL. OMSA'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 OMSA'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.