School of Molecular & Cellular Biology

MCB 421, Fall 2024

Microbial Genetics, 3 Credit Hours

MCB 421 (CRN 30506) is an upper level undergraduate / graduate course in Microbial Genetics that focuses on key holistic experiments and observations forming the basis for our understanding of reproduction and DNA metabolism organization of prokaryotic cells. The emphasis is on evaluation of conflicting ideas, comprehension of the logic behind experiments, familiarization with diverse experimental techniques and interpretation of experimental data. A major course objective is to encourage students to derive their own interpretations and conclusions from raw experimental data, rather than memorizing "facts" of the field.

Credit:	3 credit hours
Prerequisite:	MCB 300 or consent of instructor
Scheduled:	MWF, 10:00-10:50 AM
Classroom:	MCB Learning Center, room 7 (Mondays and Wednesdays) or room 6 (Fridays)
Instructor:	Andrei Kuzminov <kuzminov@illinois.edu>
	Office: C326 Chemical and Life Sciences Laboratory
	Office hours: Tuesdays, 11am - noon

Course summary

With the old genetic methods (centered around mutation mapping and physical mapping of the chromosomes to clone the desired genes) having been replaced with whole-genome sequencing and genome editing, bacterial genetics these days offers powerful tools for the holistic analysis of any complex phenomenon. But for a meaningful genetic exploration, at least two types of knowledge are required: 1) understanding the stages and variations of genetic analysis; 2) advanced ideas of how the genetic material functions inside the cell. This course will cover genetic analysis of bacterial metabolism organization (via gene expression), cell multiplication (via the chromosome cycle) and various inhabitants of bacterial cells.

Course topics

— Genetic analysis and its various applications
— Genomes and Genomics
— Chromosomes and the bulk DNA logistics
— Gene expression and its regulation
— DNA elements that inhabit bacterial cells
— Chromosome replication and the cell cycle
— DNA damage and repair.

Learning outcomes

At the end of the course, students will be able to:
— Understand the overall logic of the holistic approach in exploring the cell, as well as specific steps of genetic analysis

— Understand the informational aspect of microbial cell and its relationship to the metabolic aspect and to the overall structure of the cell
— Understand how bacterial chromosome logistics supports the two major functions of the gene: expression and replication.
— Understand how to use various genetic elements of a bacterial cell to facilitate its genetic analysis

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Prerequisites: MCB 300 or consent of instructor.
It is assumed that students enrolled in this course have the basic knowledge of the following concepts (they will be further elaborated in the course):
— The major differences between prokaryotic and eukaryotic cells
— DNA, RNA and protein structure, including nucleotides and amino acids.
— Genes, ORFs, promoters, terminators, operators.
— Enzymes and in vitro assays.
— DNA replication, repair and recombination. Transcription and translation.
— The basic chromosome biology.
— Mutants, mutagenesis, complementation, suppression.
— Transformation, plasmids, mobile genetic elements, viruses.

Textbooks: none. This class does NOT have a required textbook, and most students will do fine with lecture notes alone.

Lectures: are in chalk-talk format (no slides or Powerpoints). I strongly recommend to sit closer and try to copy from the board as much as possible, especially any scheme or a graph or a table. Once a topic is complete, I will email complete lecture text, to aid in exam preparation, but there will be no illustrations there, only words.

In the middle of a class, there is a 1-minute-write about a question that I ask. Turn your sheet with your answer and your name to claim 1 point. By the end of the class, if you will have attended all lectures, this will earn you ~40 points towards the total. Besides, it is fun to think about these questions.

Attending lectures: A good half of the factual material of this course can be found in any bacterial molecular biology textbook. However, this course is not about facts, — rather, it is about the original questions, the ideas, the experimental logic and observations that form the foundation of these facts, — and *this* material rarely receives adequate coverage in modern textbooks. Basically, your grades will depend more on your ability to think logically with a limited amount of data than on your ability to uncritically memorize tons of data. Therefore, attending lectures is in your best interests. Exam problems are based solely on the lecture material.

Exam: There are three mid-term exams, after every 13-14 lectures, each 60 minute-long, and the Final exam (also 60 minutes). All exams except the final will be given during regular class dates and time. Makeup exams will not be given; if you miss an exam, you must take the final. In other

words, missing more than two exams without good and official justification is an automatic "F". All exams are worth ~70 points each.

Course Grading: Grading is on the curve. The grid of grade cut-offs will be determined by the distribution of the final scores after the third exam, based on the ~250 total points. If the student is satisfied with the grade, taking the final exam is not required. If the student is not satisfied with the initial grade, the final exam may be taken, — then the lowest exam score of the four will be dropped. In other words, the proposed grade cannot be lowered by taking the final.

Type of exam problems. Multiple choice problems are rare in this class. Problems requiring simple regurgitation of the lecture information are a minority. Most problems in this class belong to one of the several basic types: 1) outline a concept from a collection of diverse observations; 2) compare one phenomenon, or an approach, or a mechanism, to an analogous but a distinct phenomenon/approach/mechanism; 3) complete an experiment; 4) interpret experimental data; 5) predict something unknown (was not given in lectures) from the known (given in lectures). As you noticed, these types of common problems are meant to represent various steps of experimental science.

Answering exam problems for top scores. Write legibly and succinctly. A lot of time students lose points because they use too many words or because their handwriting is hard to read. Do not use more space for the answer than is provided, unless you found that your answer was incorrect (cross it) and you are providing a completely different answer instead — use the back of the page in this case. At the same time, try to give a complete answer, making a complete argument. If an apparently trivial observation or conclusion is an important part of the logic of the answer, make sure you include it. To earn a complete credit, the answer must be not only essentially correct, but logically complete and self-sufficient.

Do not ever unload in your answer all what you know could be related to the subject about which the question was asked! Providing an irrelevant information simply shows that you do not understand the question or do not know the answer and will earn you no points.

Grading multiple-choice problems: Unless specifically indicated otherwise in the formulation of the problem, I expect a single answer. Therefore, multiple answers (even if one of them is correct) receive an automatic zero.

Re-grading: if, after checking the key, you clearly see that you did not get due credit for your answer, you may be entitled for re-grading. This situation is rare in this class, though, as most of the time students cannot convince me that they deserve additional points.

To be eligible for re-grading, 1) the re-grading request should be made within one week of the date when the graded exam was returned to you; 2) your original writing, including the answer, must be in pen; 3) your answer should be a separate line, away from the body of your work leading to this answer; 4) all the corrections in the work or in the answer must be by crossing the incorrect information. No erasing or whitening out!

Accordingly, I will not be able to re-grade in the following circumstances: 1) the regrading request is made later than one week after the return; 2) the original answer is in pencil; 3) part of the original work is whited out, defaced or otherwise erased in any manner; 4) the original answer is embedded in the body of work or is not separated from it by an extra space.

A separate note about inconsistent grading: occasionally another student may get a higher grade for essentially the same answer as yours. It is OK to bring this inconsistency to my attention, and I will be happy to award you the missed points, — but only if you tell me the name of the "reference" student and show both works side-by-side. Keep in mind that, if instead I find that too many points were given to your reference student, no additional points will be awarded to you, while the reference student will lose the points that were given by mistake.

Cheating: If I see that an answer to a problem is a copy or even a significant paraphrasing of the key, — the score for the problem will be zeroed, and the incident will be reported to the disciplinary committee. Basically, the final consequences of cheating are so unpredictable and severe, that even thinking about doing it should make you sweat…

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Options available in an emergency

— Emergencies can happen anywhere and at any time, so it's important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly.
— Take a moment to learn the different ways to leave this building. If there's ever a fire alarm or something like that, you'll know how to get out and you'll be able to help others get out.
— Next, figure out the best place to go in case of severe weather – we'll need to go to a low-level in the middle of the building, away from windows.
— And finally, if there's ever someone trying to hurt us, our best option is to run out of the building.
— If we cannot do that safely, we'll want to hide somewhere we can't be seen, and we'll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it's safe to do so.
— If we can't run or hide, we'll fight back with whatever we can get our hands on.

If you want to better prepare yourself for any of these situations, visit police.illinois.edu/safe. Remember you can sign up for emergency text messages at emergency.illinois.edu.

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Course Schedule — is in a separate file and will be filled with specific topics, as we go. The two previous years content below should give you samples of the topics, but some of them will surely change this year.

MCB 421-2022 Prokaryotic Genetics

(The actual Syllabus — Topics and approximate length in lectures (L))

01. Introduction to the course. What is Genetics in broad terms. The history of Genetics (3 L)
02. The nature of the gene. The DNA structure (3 L)
03. DNA phenotypes - transcription (2 L)
04. DNA phenotypes - translation (3 L)
05. DNA phenotypes - replication (3.5 L)
06. DNA phenotypes - repair, DNA detection methods (3.5 L)
07. The changes of genetic material — the type of mutations (4 L)
08. (DNA aspects - information) Genomes. Genome evolution (4.5 L)
11. Genetic analysis (5 L)
17. Insertion sequences and transposons (4 L)
18. Plasmids (3.5 L)
27. Homologous recombination (2 L)

MCB 421-2023 Prokaryotic Genetics

(The actual Syllabus — Topics and approximate length in lectures (L))

01. Introduction to the course. What is Genetics in broad terms. The history of Genetics (3 L)
02. The nature of the gene. The DNA structure (3 L)
03. DNA phenotypes - transcription (2 L)
04. DNA phenotypes - translation (3 L)
05. DNA phenotypes - replication (3.5 L)
06. DNA phenotypes - repair, DNA detection methods (3.5 L)
07. The changes of genetic material — the type of mutations (4 L)
08. Genetic analysis — the first dimension (4 L)
09. Genetic analysis — the second and third dimensions (6 L)

10. Homologous recombination (2 L)
11. Genomes and genome evolution (3 L)

MCB 421-2024 Prokaryotic Genetics

(The planned Syllabus — Topics and approximate length in lectures (L))

01. Introduction to the course. What is Genetics in broad terms. The history of Genetics (3 L)
02. The nature of the gene. The DNA structure (3 L)
05. DNA phenotypes - replication (3.5 L)
06. DNA phenotypes - repair, DNA detection methods (3.5 L)
07. The changes of genetic material — the type of mutations (4 L)
08. Genetic analysis — the first dimension (4 L)
09. Genetic analysis — the second and third dimensions (6 L)
10. Bulk DNA logistics — the chromosome structure and function. The Chromosome Cycle (~6L)
11. Genomes and genome evolution (3 L)
19. Phages and how they came about (~6L)

In bold are new topics this year
Indented and in blue are the topics that still need to be developed.

MCB Curriculum Policies

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/.

Disability Resources and Educational Services (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.

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.

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.
    - 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.
    - 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:

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://oiir.illinois.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

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.

Statement on 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.

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.

Class Absences:

- Regular class attendance is expected of all students at the University. (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.

Exam Absences:

- 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 instructor or course coordinator. You must also submit an online Absence Form if one is available on your course website. Course personnel will evaluate documentation and decide whether or not 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.
- 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.
- If you must miss an exam for a conference or 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 any and all absences. All will require documentation.

- 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 any and all consequences for that choice.
- 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.

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. 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. See course policies for a specific deadline for your course.
- 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, the student should complete the online Conflict Exam Request Form on the course website. 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.

Final Exam Absence:

- 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. You must also contact the Dean of your college. Finally, you must submit an online Absence Form if one is available on your course website. 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.
- 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 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: http://studentcode.illinois.edu/.

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 Section 82.A.4). Final Examinations of the *Code of Policies and Regulations Applying to All Students* which can be found at: www.illinois.edu/admin/manual/code/
    - 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 the course website. 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 or course coordinator.

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.

Recording and Posting 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.