



School of Molecular & Cellular Biology  
**MCB 431, Fall 2023**  
 Microbial Physiology, 3 Course Credit Hours

**Instructor**

Dr. Paola Mera

Office Location: B313 CLSL

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**Class Meeting Schedule**

Scheduled Class Time: Tue & Thu at 9:30 – 10:50 AM

Classroom: CIF 3038

Office Hours: Thu 2:00 PM - 3:00 PM or by appointment

**Course Overview and Description**

This course is comprised of lectures and discussions of primary literature. The overall goal with this course is to help students acquire an understanding of how molecular events in bacterial cells impact cell structure, metabolism, and individual and group behaviors. Students will learn how to read and critically evaluate current literature. Discussion of literature will also allow students to engage with the scientific process and understand how researchers form and test specific hypotheses. Students will demonstrate mastery of the material through presenting/participating in discussions, taking two exams, and completing a final group project.

Academic Calendar

This is a **3-credit hour** course. The course is **15 weeks long** and consists of 10 content modules. You should dedicate approximately **5 or 6 hours per week** to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits.

Themes covered in MCB 431

<b>Studying genes and their products</b>	Using DNA-based methods to understand physiology Genome sequencing techniques
<b>Central Dogma and Regulation</b>	Replication, transcription, translation Transcriptional regulation Post transcriptional regulation Signal transduction
<b>What are bacteria made of?</b>	Membranes Cell walls

	Cytoskeletal proteins Appendages
<b>How do bacteria grow and divide?</b>	Chromosome replication Chromosome segregation Cytokinesis
<b>How do bacteria deal with stress?</b>	Sporulation General stress response DNA damage Oxidative stress Antibiotic resistance

## Student Learning Outcomes

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

- Understand how molecular events in bacterial cells impact cell growth, structure, metabolism, and individual and group behaviors
- Critically evaluate current scientific literature
- Understand how researchers form and test specific hypotheses

## Course Material

Lecture Notes: If you are registered for the course, you should have access to the MCB 431 website via [canvas.illinois.edu](http://canvas.illinois.edu). Lecture and discussion slides will be posted within 24 hours of class session.

Assigned Reading: A major component of this course involves discussion of recent primary scientific literature. The goal is to provide you with up-to-date information on microbial physiology. Links to papers will be posted on Canvas.

I will provide selected reading material to supplement the lecture notes. The textbook listed below may be helpful but is not required.

Suggested Textbooks - NOT required.

1. White, Drummond and Fuqua. The Physiology and Biochemistry of Prokaryotes. 4th ed.

## Assignments, Quizzes, Exams

### Quizzes

There will be frequent short quizzes throughout the semester. Entrance and exit quizzes. Entrance quizzes will take place the first ~7-min of lecture time and will be based on the material covered the previous lecture day. Exit quizzes will take place 10-min before the end of lecture and will be based on the material covered that day. For in-class quizzes covering specific topics and research papers, you will be given prior notice. There may also be some

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pre-class quizzes that cover the assigned reading material. These quizzes will typically be due on Canvas 1 hour before class starts. Pre-class quizzes will be announced via Canvas. Quizzes cannot be made up. At the end of the semester, 5% of the quizzes with the lowest scores will be discarded and they will not count toward the final grade.

#### In-class participation (iClickers)

The format of the lectures will incorporate many questions for peer discussion. iClickers will be used to track your responses and participation. You can use the iClicker App subscription or the iClicker remote control. These can be purchased at the bookstore or from [iclicker.com](http://iclicker.com)

#### Exams

The formats of the exams include multiple-choice section and short-answer sections. There will be 2 exams given during the semester. The second exam will be given the day of the final: Friday December 8<sup>th</sup> at 1:30 - 4:30PM

#### Presentation: Leading Class Discussion

Class discussions will be led by small groups of students. Primary research papers will be presented and discussed. Prior to the presentation of the paper, each student in the group will submit an assignment and then as a group meet with TA to discuss main findings from paper. For 30 min, discussion leaders will present relevant background information and then lead the class through a description of the research question, methods used, major results and data interpretation. Discussion papers are listed on course calendar. A scoring rubric for Oral Presentations is provided below. Points for Group Presentation-Scientific and Visual Content (total 30/40) will be assigned to all group members. Points for Individual Delivery (total 10/40) will be assigned to each group member separately.

#### Participation: Class Paper Discussions

All students are **strongly encouraged to read each discussion paper**, particularly the introduction and results sections. Students should engage in the discussion, asking questions or providing opinions on the study. The discussions are most fruitful when they are true back-and-forth conversations! Some discussion sessions may include an entrance or exit quiz to determine overall understanding of the material.

#### Information from discussion papers

You are responsible for understanding all the material from lectures and discussions. I do not expect you to remember specific results from papers. However, you should understand the scientific questions that are being addressed, and how certain experiments can address those questions. I may use examples from figures found in discussion papers and modify them slightly to ask questions on exams. It won't help you to memorize results or details of an experiment, but you should understand the concepts and be able to apply them to similar scientific problems.

#### Final Project - Group Presentations

You will be assigned a specific topic by the end of September. Your presentation grade will be divided into (at least) four parts: individual review of topic (~10%), individual written report (20%), group evaluations of presentations (10%), and group presentation (60%). All assignments must be uploaded on Canvas by 8:00 AM the day they are due.

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### Note on make-up assignments/exams

Please note that make-up exams/assignments will be given only in cases where there is a documented reason (e.g., illness with doctor's note or family emergency) that made it impossible for you to submit/take the assignment/exam as scheduled. Make-up assignments/exams will NOT be given without this documentation. Please see below the University's policies on **Class Absences**.

### Grading Information and Breakdown

	Percent
2 Exams (100 pts each)	44
Quizzes	22
iClicker Questions/Participation	10
1 Presentation/leading of discussion	8
Final Group Presentation	16
Total	100

Final grades will be assigned based on point totals as follows:

≥ 93 % = A	70 - 75 = C
90 - 92 = A-	68 - 69 = C-
87 - 89 = B+	66 - 67 = D+
83 - 86 = B	60 - 65 = D
80 - 82 = B-	58 - 59 = D-
76 - 79 = C+	≤59 = F

### Scoring Rubric for Presentations in Class Discussions

Category		Scoring Criteria	Total Points	Score
Scientific Content (25 points)	Introduction	Defines background and importance of research	7	
		States hypotheses, identifies scientific questions being asked		
Scientific Content (25 points)	Figures	Introduces figures in logical order (even if different from paper)	16	
		Clearly states rationale or hypotheses driving each experiment		
		Describes methodology		
		Explicitly states relevant results		
		Brings in audience questions/comments that enhance discussion		

		Summarizes interpretation of results		
	Conclusion	Summarizes major points of paper	7	
		Summarizes flaws or weaknesses of paper		
		Provides “take-home” message		
Visual Content (10 points)		Figures are easily visible	10	
		Text is readable and clear		
		Appropriate references for information that was not included in the paper		
Individual Delivery (20 points)		Contributes equally with other group members	20	
		Speaks clearly at an understandable pace		
		Well-practiced (smooth)		
		Answers questions knowledgeably		
		Draws audience into discussion		
Score		Total Points	60	

### Final Project Evaluation: Group

Category		Scoring Criteria	Total Points	Score
Scientific Content (40 points)	Introduction	Defines background and importance of research, open questions	15	
		Clearly describes strategy/approach		
		Provides convincing rationale for strategy/approach		
Approach		Clearly outlines main experimental methods proposed	15	
		Provides convincing rationale for use of particular method		
		Describes caveats/pitfalls of experimental methods, proposes alternatives or strategies to minimize		
Innovation		Clearly describes how/why approach is novel or what advantages it has over existing anti-microbial strategies/therapies	10	
		Provides “take-home” message		
Visual Content (10 points)		Figures are easily visible	10	
		Text is readable and clear		

	Use appropriate diagrams or figures to justify/describe approach		
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### Final Project Evaluation: Individual

Category	Scoring Criteria	Total Points	Score
Individual Delivery (10 points)	<p>Contributed equally with other group members to research and development of presentation</p> <p><u>During presentation:</u></p> <p>Speaks clearly at an understandable pace</p> <p>Well-practiced (smooth)</p> <p>Answers questions knowledgably</p> <p>Draws audience into discussion</p>	10	

### General campus & 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](http://www.odos.illinois.edu/.../Religious_Observance_Accommodation_Request_Form.docx)) to their instructors and the Office of the Dean of Students requesting accommodation by the end of the second week of the course. Requests that are not submitted within this time frame may not be granted. Information about accommodations can be found in the Student Code: <http://studentcode.illinois.edu/>.

#### DRES Accommodations:

- We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak Street, Champaign, call 217.333.4603, or email [disability@illinois.edu](mailto: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](mailto:disability@illinois.edu).

#### Class Absences:

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

### **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.

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- 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.



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- 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/](http://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.

### **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.

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- Texting, or the use of a cell phone or any other device for any purpose, during a quiz or exam is prohibited. Doing so may earn you a zero or a more extreme penalty on the quiz or exam at the discretion of the instructor.
  - Use of any social or electronic media to share information, request information or make confidential information public is prohibited. Any use of this type may earn you a zero on the exam or a more extreme penalty at the discretion of the instructor.
  - On written or electronic assignments, the answers that you turn in for grading must be written in your own words, formulated from your own understanding of the material. While you may be working with other students in the course, you must formulate and submit your own answers. Copying or paraphrasing the work of another student, or allowing another to copy or paraphrase your work, is unacceptable. Since we cannot monitor you as you complete your work, we have only the appearance of your work from which to judge. If the work you submit resembles that of another student too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. You must also make a conscious effort to protect your passwords and accounts. Failure to adhere to these standards may result in a grade of zero for the entire assignment for all persons involved.
  - On written or electronic assignments, if you use a statement taken directly from any book or other publication, including the course textbook, you must provide a citation. That is, you must put the text in quotes and put the author of the publication in parentheses after the quotation. Failure to do so will result in zero credit for that answer. Further, using only the words of another author as your entire answer or as the majority of your answer to any question is never sufficient to earn credit. If the majority of your work has been taken directly from a publication, you are likely to receive no credit for the work, since you would not be demonstrating knowledge beyond the ability to copy. Even if you quote another, your answer must be substantially your own words, drawn from your own understanding of the material.

#### **Electronic Media/Device Use:**

- Use of any social or electronic media to share course information, request course information or make confidential course information public is prohibited. Any use of this type may earn you a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any violation of the social media policy **on your account** may result in a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any social media sites created in relation to MCB courses must grant access to course personnel upon request. Failure to provide access will result in a failing grade in the course for the group/site's administrator(s).
- No electronic devices, including smart watches, are allowed at exams.

#### **Course Material:**

- Students are welcome and encouraged to make audio recordings of course lectures.
- The material recorded is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only.
- Video recordings of any kind are strictly prohibited.

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- Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.
  - Posting or redistributing of course material in any format is strictly prohibited.

### University Information of Student Safety - Active Threats:

- **General Emergency Response Recommendations** ([Emergency Response Guide](#)):
- Security Threat. The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**
- **Only follow these actions if safe to do so.** When in doubt, follow your instincts - you are your best advocate!
- **RUN** – Action taken to leave an area for personal safety.
  - 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.

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- **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](http://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](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, 3<sup>rd</sup> 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**

LGBTB Resource Center, 323 Illini Union, 1401 W. Green St., 217-244-8863

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### **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, 2<sup>nd</sup> 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](http://diversity.illinois.edu)
  - Discrimination & Harassment Prevention
  - Title IX
  - Accessibility & Accommodations
  - Inclusive Illinois