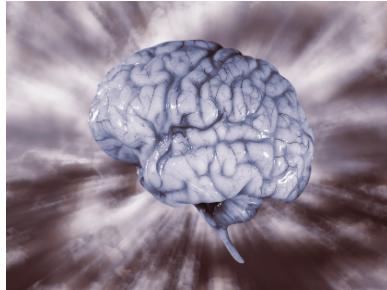




School of Molecular & Cellular Biology

MCB 460, Spring 2025

Neuroanatomy Laboratory, 2 Credit Hours



Instructor

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TAs

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Class Meeting Schedule

Scheduled Class Time: Wednesdays and Thursdays, 1-4:50 pm

Location: 216 Burrill Hall

Office Hours: There are 2 help sessions per week, starting second week of class (4-5 pm Mon. and 3-4 pm Tues.). These will be held in Conference Room 108 in the MCB Learning Center in Burrill Hall. 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 am also available to meet by Zoom. I will do my best to respond to your email within 24 hrs.!

Course Overview and Description

This laboratory course will emphasize the fundamentals of neuroanatomy in a highly interactive and engaging way. To this end, you will have the opportunity to work with human brains and compare the structures to those of other animals. The major sensory, motor, and integrative neural systems of the human brain are explored. Based on an understanding of normal neural connections and brain function, the anatomical and physiological bases for multiple neurological disorders are also discussed. Primary literature and clinical case studies will inform discussions throughout the course. By the end of this course, you will gain an appreciation for the complexity of the human nervous system and a deeper understanding of the relationships between nervous system structure, function, and neuropathology.

Course Prerequisites

MCB 314 or permission of the instructor

Student Learning Outcomes

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

- Identify and draw key pathways/tracts and structures related to important functions of the human nervous system.
- Understand the functions of these pathways/tracts and draw conclusions about the relationships between structure and function in the nervous system.
- Understand how pathology of the nervous system affects both structure and function.
- Apply your understanding of neuroanatomy to case studies of neuropathology.
- Integrate your understanding of human neuroanatomy and neuropathology through a creative project.
- Perform dissections of human and other animal brains and compare and contrast the structures.
- Understand how we know what we know about human neuroanatomy and understand the limitations of the techniques used to study the human nervous system.
- Use your understanding of neuroanatomy to interpret functional and structural images of the nervous system, including representative images of various neuropathologies.
- Read and discuss primary and secondary scientific literature sources related to a relevant topic in neuroanatomy. After the course, you will be able to apply your understanding of this literature to critically assess claims made in the media and popular culture about the human brain.
- Demonstrate oral and written skills as they pertain to analyzing and synthesizing scientific literature.
- Perform common staining procedures on sections of tissue to identify neuroanatomical structures

Course Text/Materials Information

Required text: Neuroanatomy Text and Atlas, 5th Edition, Martin JH, McGraw Hill (2021).

All other course material for use in class will be provided to you either through the course website or as handouts during class time. You will need to access literature (both primary and secondary sources) for your written and oral assignments, likely through PubMed (<https://pubmed.ncbi.nlm.nih.gov/>) or Google Scholar. We will discuss acceptable sources and how to find them in class.

Course Website, Course Tools (Canvas, Moodle, LON-CAPA, Zoom, etc.)

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, with opportunities for a few bonus points throughout the semester.

Pre Lab Tutorials and Quizzes (Participation Only)	80 pts
In Lab Assignments/Case Studies (12 labs x 7 pts, drop 2, plus additional assignments described below).	120 pts
Post Lab Assignments	225 pts
Written Paper Assignment	100 pts
Oral Presentation	100 pts
Midterm and Practical Exam	150 pts
Cumulative Final Exam	150 pts
Creative Term Project	75 pts
	1000 pts

Notes on Course Design and Inclusion

This course is designed with a growth mindset, which means that your competencies with respect to the course content and skills are expected to improve as the course progresses. As a result, you will be given every reasonable chance to succeed! Neuroanatomy can seem overwhelmingly complex (because it is!) but with practice and hard work, you will succeed in this course.

To aid in your learning, practice is built into the course design. You will be responsible for completing the pre lab assignments, which will introduce the weekly topics. We will then work together through the topics during the lab, and finally you will have post lab assignments that will help solidify topic concepts. It may seem like lots of work on a weekly basis, but we know that repeated exposure to topics is best for learning. It will also cut down on study time right before the exams. The other components of the course listed above will improve your critical thinking, writing, and oral presentation skills.

Throughout the course, we will gather feedback to make sure we are on track with our learning outcomes. Feedback will also be critical to me as I want this course to be as inclusive as possible, meaning I don't want anyone to be left behind as we proceed. If things aren't going well, I want to adjust our approach to improve the learning environment. This may involve modifying the structure or grading of the assignments, or the way we work through the course material. With all of this in mind, it is my hope and expectation that all of you will take something valuable away from this course!

Pre Lab Tutorials and Quizzes (Participation Only)

Prior to each lab, you will be assigned a tutorial and/or quiz to work through in order to prepare for class. Typically, these will involve the "Draw It To Know It" website which will be described in class. The scores you receive here will not count towards your grade, but your participation will. More details will be provided the first class.

In Lab Work Assignments/Case Studies

In lab, we will work through various assignments and activities that focus on the weekly course topics. Examples include brain dissections, drawing/labeling pathway diagrams, discussing scientific papers and working through case studies. You will also get the opportunity to lead the class in reviewing pathway drawings as well. In some instances, the assignment will involve participation only. More details will be provided the first day of class.

Post Lab Assignments

Following each class, you will work through a variety of assignments related to the topics covered in that week's lab. In the first week, this will include a required lab safety quiz. Some examples might include pathway drawing assignments, comparing images of brains, and short quizzes that will model the sorts of questions you will see on the exams. Many of the assignments will use the "Draw it To Know It" website. These assignments will be due by the beginning of the following week's lab. Details about the nature of these assignments will be provided the first day of class.

Written Paper Assignment

Our understanding of neuroanatomy is based on scientific research, and how that research has been conducted will be the major focus of this assignment. You will be responsible for choosing a topic related to neuroanatomy and writing a paper to explore the science behind that topic. A detailed grading rubric for this assignment, including suitable topics to choose, will be provided early in the semester. This assignment will require you to synthesize primary and secondary resources from the literature.

Oral Presentation

At the end of the semester, you will present an oral presentation based on the topic and research you conducted for your written paper assignment. The details for this assignment, including a grading rubric, will be provided early on in the semester.

Exams

These will be based on material from the textbook as well as from the drawing exercises and case studies that we will do in class, so you will have ample opportunity to practice examinable content as we work through the course. The midterm exam will contain a lab practical component where students will have to answer questions using in-lab materials such as brains and models. Content and question formats will be clearly communicated to you well in advance of the exam date. The final exam is cumulative and keeping in line with the growth mindset of this course, **if you perform better on the final than the midterm, then your midterm exam grade will be dropped.**

Creative Term Project

Neuroanatomy underlies many core features of our human nature, including our creative abilities. For this term project, you will create an artistic or technical project that demonstrates your understanding of human neuroanatomy. You will choose a topic related to the course material, with projects that demonstrate integration of course content and concepts across multiple topics being strongly encouraged. For example, think of the relationships between structure/form and function, and neuropathology and dysfunction. Examples of creative media include: drawings (digital graphic design, sketches, posters or prints), paintings, written creative work such as poetry, music, carvings, 3D prints, etc. This list is not exhaustive, and no one medium is favored. A clear rubric will describe the grading

scheme early on in the course, so you will be aware of what elements to include in your project. **Artistic ability will not be a prerequisite for getting a good grade!**

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.

Letter Grade	Point Ranges	Grade Point Value
A+	1000–970	4.000
A	969–930	4.000
A-	929–900	3.667
B+	899–870	3.333
B	869–830	3.000
B-	829–800	2.667
C+	799–770	2.333
C	769–730	2.000
C-	729–700	1.667
D+	699–670	1.333
D	669–630	1.000
D-	629–600	0.667
F	<600	0.000

Tentative Course Calendar

Week # (Week of)	Topic	Associated Neuropathology	Assignments Due (Further details provided in class)
1 (1/20)	Course intro/syllabus Lab safety Key neuroanatomical terminology Intro to the brain: overview of superficial structures of the brain and brainstem. Intro to vascular supply. Compare human, sheep and pig brain surface anatomy.		
2 (1/27)	Intro to internal structures. Somatosensory cortex and pathways.	Spinal Cord/Brainstem Injuries I, injuries to somatosensory cortex Multiple Sclerosis	BrainBrowser (Post Lab , 10 pts) Safety Quiz (Post Lab , 10 pts)

3 (2/3)	Movement I: Primary and other associated motor cortices, motor pathways.	Spinal Cord/Brainstem Injuries II, injuries to motor cortex Amyotrophic Lateral Sclerosis	Neuroanatomy Atlas Assignment (In Lab, 25 pts)
4 (2/10)	Movement II: Basal ganglia, cerebellum.	Huntington's Disease Parkinson's Disease	Comparative Brain Assignment (Post Lab, 30 pts)
5 (2/17)	Visual pathways; olfactory pathways	Blindness, Anosmia	
6 (2/24)	Auditory and vestibular pathways.	Deafness, Vertigo	
7 (3/3)	Limbic System: emotions, memory.	Epilepsy, Amnesia	
8 (3/10)	Midterm and Lab Practical Exam		
9 (3/17)	Spring Break, No Lab		
10 (3/24)	Language and Consciousness.	Aphasia, Dementia (Alzheimer's Disease), Schizophrenia	
11 (3/31)	Regulatory functions: functions of hypothalamic nuclei, sleep, circadian rhythm. Autonomic Nervous System.	Sleep disorders (narcolepsy)	Written Assignment Summary (Post Lab, 20 pts) Concept Map of Neurological Disorders (Post Lab, 25 pts) and Presentation (In Lab, 25 pts)
12 (4/7)	Peripheral Nervous System, including Cranial Nerves. Enteric Nervous System.	Cranial neuropathies Enteric neuropathies	
13 (4/14)	Tissue Analysis Lab - H&E Staining		
14 (4/21)	New technologies and advances related to neuroanatomy.	Recent advances in treatments of injuries to the nervous system.	Figure Assignment (Post Lab, 10 pts)
15 (4/28)	Final Lab: Final Papers Due, Final Oral Presentations.		
16 (5/5)	Final Creative Projects Due (5/7), No Lab.		Creative Project Open House (5/7, Tentative)

Date of Cumulative Final Exam TBD.

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

Communication:

- I will be sending weekly announcements through Canvas. These announcements will contain information about what to prepare for the next lab. I may also email the class periodically using your university email account.

Class Absences:

- As this is a laboratory course, much of your learning will come from being present in class. Since we will be working together throughout this course, the success of the entire class depends on everyone being present. Therefore, **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.
- If you are unable to attend class due to illness or other unforeseen circumstance, please contact me (by email) as soon as possible.

Exam Absences:

- If you must miss an exam due to unforeseen circumstances, please contact me by email as soon as possible.

Final Exam Absence:

- If you must miss the final exam due to unforeseen circumstances, please contact me by email as soon as possible.
- You must also contact the Dean of your college. 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 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: <http://studentcode.illinois.edu/>.

Final Exam Conflict:

- If you find you have a final exam conflict with other courses, please let me know as soon as you can so that necessary arrangements can be made.

Posted Grades:

- As we progress through the semester, assignment and exam grades will be posted in Canvas. However, your final grade may differ from what is posted in Canvas as some assignments (such as DITKI scores) may not be updated. I will endeavor to inform the class about what scores may be missing in Canvas at the end of the semester.

MCB Curriculum Policies

For non-academic campus assistance and support:

- See Office of Diversity, Equity and Access (ODEA) information at the end of this document.

Student Advocacy Resources:

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

Contacting MCB Course Personnel:

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

- 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 quizzes, 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 quizzes, 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.

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- Texting, or the use of a cell phone or any other device for any purpose, during a quiz 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, 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. 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.
 - 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:

- 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 quizzes.

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:

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- **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.
 - 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.

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- 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 options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

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

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

Mental Health

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

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

If you are in immediate danger, call 911.

Safety and Emergency:

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

Student Services and Advocacy

Office of the Dean of Students	300 Student Services Bldg., 610 E. John St., 217-333-0050
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Classroom Support, Teaching Skills, and Instructional Strategies

Center for Innovation in Teaching & Learning (CITL)	249 Armory Building, 217-333-1462
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Disability Services

Disability Resources and Educational Services (DRES)	1207 S. Oak St., 217-333-1970
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Gender & Sexuality Resource Center

Gender & Sexuality Resource Center	323 Illini Union, 1401 W. Green St., 217-244-8863
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Veterans Services

Chez Veterans Center	908 Nevada Street, 217-300-3515
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General Study Skills Assistance

The Jeffries Center	130 Turner Student Services Bldg., 610 E. John St, 217-333-0054
The Jeffries Center Tutoring & Academic Services	1103 W. Oregon Street Suite E, 217-333-7547
Writer's Workshop	100b Main Library, 1408 W. Gregory Dr., 217-333-8796

**Additional academic assistance may be available through individual departments

Health Resources

[Health Education, McKinley Health Center
Alcohol & Other Drug Outreach Team](#)

1109 S. Lincoln Ave., 217-333-2700
Counseling Center, 610 E. John St., 217-333-3704

[Sexual Health Educator](#)

McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2700

[Dial-A-Nurse, McKinley Health Center](#) (24-hour)

1109 S. Lincoln Ave., 217-333-2700

Health Resource Center, McKinley Health Center, Main Lobby

1109 S. Lincoln Ave., 217-333-6000

Health Resource Center, Room 40 Illini Union,

Monday-Friday 9:00 AM - 5:30 PM

1401 W. Green St., 217-244-5994

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

Bruce Nesbitt African American Cultural Center

Asian American Cultural Center

La Casa Cultural Latina, Library 2nd Floor

Native American House, Main Library

Sexual Harassment/Assault & Acts of Intolerance/Hate Crimes

[Office of the Dean of Students](#)

300 Students Services Bldg., 610 E. John St., 217-333-0050

The Office of Diversity, Equity and Inclusion: www.diversity.illinois.edu

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

The Jeffries Center (OMSA)

As of 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.

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- 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.