

**Psychology 367: LABORATORY IN COGNITIVE NEUROSCIENCE**

**FALL 2020 - 3 credit hours (CRN: 38230/38232) Sections BB/BL**

**Mon & Wed 10 am to 11:50 am**

**(Online Class - with a few in person laboratory classes at BSB 2019)**

**Instructor:** Alessandra M. Passarotti, PhD

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Office hours: Thursdays, 10 to 11 am by Appointment.

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Office hours: Fridays, 10 to 11 am by Appointment

Note on Office Hours: Since office hours are online (via Blackboard Collaborate or Zoom), please email the Instructor and TA 24 hours in advance for an appointment. Appointments will ensure that we have plenty of time to dedicate to each student, and that students do not have to wait for their turn online. If you cannot meet during office hours, please email us some potential days/times and we can schedule a meeting for another day.

**Prerequisites:** Psch 343 and credit or concurrent registration in Psch 350 or Psch 366.

**Required Free E-Textbook:** “*Effective Writing in Psychology*” by Beins and Beins, 2012, 2nd Edition, Wiley-Blackwell. Available for free to UIC students on the UIC R. Daley Library website (<https://library.uic.edu/libraries/daley>):

**Additional Free Textbook** (Reference textbook): Postle, Bradley R. *Essentials of Cognitive Neuroscience* Chichester, West Sussex, Wiley & Sons, 2015. Available for free to UIC students on the UIC R. Daley Library website <https://library.uic.edu/libraries/daley>

**Welcome to Psch 367: Laboratory in Cognitive Neuroscience.** Our goal for this class is to make learning as impactful as possible this semester, while also acknowledging the stress and anxiety you may be feeling about the uncertainties in your daily routines and educational experiences related to COVID-19. We will strive to abide by two overarching principles: 1)

engage in clear and frequent two-way **communication** regarding our expectations of you, the class workflow, and unexpected challenges arising that may impede your participation in required class sessions, including exams, or timely completion of assignments; 2) build an **inclusive learning community** in which we all abide by the same ground rules and ethical code of conduct. We look forward to connecting with you this semester. We will do our best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

**Course Description.** This course is a “*Practicum*” in cognitive neuroscience research, and includes both a lecture and a research laboratory format. To be properly registered in this class, students must enroll in one Lecture and one Laboratory. The focus of this class is on examining the neurophysiological underpinnings of cognitive processes such as attention, working memory, executive functions, language and emotion processing. **Students will learn important skills that are necessary to be a research scientist in the field of Cognitive Neuroscience.** They will learn to critically evaluate scientific literature and interpret scientific data to address specific research questions. Moreover, students will learn about cognitive neuroscience and brain imaging techniques (e.g., EEG, EOG, fMRI) that measure neurocognitive functions, and will analyze and interpret neurophysiological data by using Biopac Laboratory System, Excel, or similar software. Research studies and data analyses will be demonstrated in class, but will also require individual work outside of class. Students are expected to take notes, especially for the lab part; they are also encouraged to ask questions and participate in class. Finally, students will learn to use APA format to write or verbally present scientific reports based on the class experiments, as well as a final scientific paper.

**Our Inclusive Learning Environment.** UIC values diversity and inclusion. We will do our best to make every student feel welcome, engaged, and respected for their opinions. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify the Instructor as soon as possible.

**Synchronous Class Format and Attendance.** This class will be mainly online, and it will mainly be “synchronous”. This means that for the vast majority of the meetings we will have “live” online classes, on M/W from 10 to 11:50 am, starting on 8/24. Lectures will cover the Instructor’s lectures notes, assigned materials, class and research activities. **To join the live online class please click on "Collaborate" in Blackboard. You will then be prompted to join the class session.** Occasionally there may be some pre-recorded lessons. Students will be informed in advance when this the case.

**Online Attendance.** Studies show that students who attend class regularly learn more and do better with the class. The class sessions will be as interactive as possible. Therefore, your participation is essential. Attendance is greatly recommended, in order to be more engaged with the class community, learn about the class experiments and report writing, and be fully engaged with the class research activities.

We will tentatively have **4 in-person classes** at BSB room 2019 (tentative dates: 9/9, 9/23, 10/14, 10/28, 10 to 11:50 am) related to lab demonstrations. *Note that there is a possibility that the course format could change at any time during the semester if campus health and safety guidelines pertaining to COVID-19 change. To help with class planning, please talk to the Instructor asap if you have any concerns about the in-person meetings or cannot attend.*

**Communicating in Class.** We understand that it is much easier to talk and ask questions during a face-to-face class than during an online class. However, we are trying to re-create the in-person class interactions as much as possible. Please do not feel intimidated, your questions and comments are always very welcome! The Instructor will often ask if there are any questions and leave some time for students to ask them. Please use your microphone as much as possible for questions. The instructor will also answer the Blackboard chat messages during times set aside for this purpose. While we want to ensure that everybody feels included and respected during our classes, also please be respectful toward others while asking/answering questions or making comments. Please be kind to one another, and keep an open mind about different cultural aspects, different points of views and scientific opinions. Actions, text messages and talks that are disrespectful to students or the Instructor, and that disrupt the classroom will be reported to the appropriate UIC officials.

NOTE: We will usually be recording the synchronous class sessions for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified. If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify the Instructor in writing (via email) asap and prior to the next class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or the TA only (and not to “everyone”), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact the Instructor before the end of the first week of class.

**E-mail Communications.** E-mail is the best way to reach us! Please email us with any questions or concerns you may have about the course and study materials. *Prompt communication is a smart strategy to ensure that we can help you effectively!* When you contact us by email please include “psch 367” in the subject line. We will check emails during weekdays, M - F (9 am to 5 pm) and will return your email within 24 - 48 hours.

**Blackboard.** Our Blackboard course site (<http://blackboard.uic.edu>) has been organized to facilitate both access to course materials and to a broad array of UIC campus resources and community information such as advising support, online events, health and wellness tools, etc. The information is provided at the university, college, and department/course levels to help you more efficiently navigate to the resources and tools you need to be successful in your courses this semester. Students are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments and communicate with classmates. For all technical questions about Blackboard, email ACCC Learning Technology Solutions at [LTS@uic.edu](mailto:LTS@uic.edu).

Please check these important Blackboard folders on the Main Menu page:

- **Syllabus.** A very detailed class syllabus includes course requirements, assignments and grading policies, as well as the weekly schedule and topics. Please read the syllabus carefully and let us know if you have any questions.

- **Getting Started.** This folder contains general information about Blackboard, technical requirements, general UIC resources, online etiquette guidelines, and how to get textbooks at UIC.
- **About this Course.** This folder contains general information about the Course content and organization, the course learning objectives, and information about the Instructor and TAs.
- **Weekly Content Folder.** Every week lecture notes, assignment instructions, and class materials are posted on Blackboard under the folder “Weekly Content” (weeks 1-15). Please check this folder at the beginning of each week to know what you need to work on for any given week.
- **Class Announcements.** Please check Class Announcements regularly, in order to be up-to-date with all the important information for the class.
- **Discussion Forum.** A Discussion Forum with a new topic question posted bi-weekly (or as needed), will be a useful tool to engage students in guided class discussions. The forum is also a chance for students to get to know each other better and share ideas. Most of the discussion forum questions are not graded. However, a few will be graded (see syllabus), or may be part of an extra-credit opportunity. Students will be informed in advance when this is the case.
- Additional folders are going to be created for quizzes and reports, study guides, final paper instructions etc.

## **COURSE REQUIREMENTS AND GRADES**

The final grade will be obtained from scores on: one neuroscience/neuroanatomy exam, 4 lab reports, graded discussion forum questions, and 2 drafts of a final paper. There will be also a few extra-credit opportunities. After you receive your scores and our feedback on various assignments, please reach out to the TAs and Instructor if you have questions or want to receive more feedback or advice on future assignments.

- **Neuroanatomy/Neuroscience Exam.** An online exam will be administered on 9/21/2020 based on the sheep brain dissection and neuroanatomy/cognitive neuroscience lectures.

The exam format will include multiple choice, short essays, and brain structure identification.

- **Four Lab Reports.** Four lab reports (3-5 pages long), in APA format, will be due about 2 weeks after the class experiment and data analyses are completed. Guidelines for writing the report will be posted. Please talk to the TA and Instructor as soon as possible if you have questions about the experiments or how to write up the report.
- **Final Paper Assignment.** A 10-page paper on a topic provided by the Instructor based on a class experiment will be due first on 11/2/2020 (first draft) and then on 11/30/2020 (final version). Each of the paper drafts will be graded. Feedback will be provided on each draft. The paper must be double-spaced, follow APA format, and must include: Abstract, Introduction, Methods, Results, Discussion, and References (five references will be needed for the paper). Details about the paper assignment and the APA format will be provided in class and posted on Blackboard.
- **Extra-credit Paper.** There will be an extra-credit paper opportunity (1 and ½ page paper; 6 points) due by 11/25, midnight.
- **Discussion Forum.** Most of the discussion forum questions are not graded. However, a few will be graded (see syllabus), or may be part of an extra-credit opportunity. Students will be informed in advance when this is the case.
- **Attendance and Participation in Research Activities.** This online class will provide, as much as possible, ‘hands-on’ experience with cognitive psychology research. Your class attendance and engagement in research activities is essential to your success. In addition to attending the synchronous (live) class sessions, each student will be expected to devote additional time outside of class working on assignments, readings, actively participating in the online discussion board, and in the group project work. While the final group report (report 4) is a team effort, every student will be evaluated based on their individual effort and engagement in the project. **Meeting online and working with your team on your group project and paper (for report 4) is essential for this class.**

Make-up Assignments. Make-up assignments will be granted only in case of family emergencies, illness, catastrophes or valid events, that will need to be documented (e.g., doctor’s note; a

relative's death certificate; religious holiday). Students need to contact the Instructor and TA, before the assignment is due. No make-ups are offered for extra-credit opportunities.

Policy on late work. For the paper assignment late papers will be accepted but 10% of the points will be deducted for each day past the deadline. Both week and weekend days count as late days. For example, if an assignment is turned in 3 days late a 30% penalty will be applied to the paper grade, even if two of these days are Saturday and Sunday. Late assignments may not have a penalty in case of personal/family emergencies or catastrophes or for valid events (e.g., religious holidays) that will need to be documented. Late work is not accepted for extra-credits.

**GRADING POLICY:** Final grades will be determined by total points as follows:

<i>Course Requirements</i>	<i>Points</i>	<i>Grade Percent</i>
Lab Report 1	30	8%
Lab Report 2	30	8%
Lab Report 3	30	8%
Lab Report 4 (Group Project)	50	14%
Report 4 Presentations 1 & 2	30	8%
Neuroanatomy/Neuroscience Exam	50	14%
First draft of final Paper	50	14%
Final Paper	60	18%
Graded Discussion Forum – 4 questions	20	6%
Total	350	100%

<i>Grade</i>	<i>Points</i>
A: 90 to 100%	315 - 350
B: 80 to 89%	280 - 314
C: 70 to 79%	245 - 279
D: 60 to 69%	210 - 244
F: 0 to 59%	0 - 209

**All points obtained from exams and assignments, as well as extra credit points, are added up, as a simple addition, to obtain the final grade.** Extra credit points are added to the total score (for instance, if a student has a total score of 310 from exams and assignments, and has also collected 15 extra-credit points, their total score is 325/350, which would result in an A). Regarding the final grade, if a final sum of points is at least .5 away from the next higher raw point, it will be rounded up to the next higher point (e.g., 330.5 will be rounded up to 331).

**Note on the “Incomplete” option: Following departmental guidelines, Incompletes are granted only for a documented personal or family emergency towards the end of the semester, that prevent a student from attending class and completing the last few assignments.** Incompletes are not given to students who have failed to regularly turn in their work from the beginning of classes, or throughout the semester. Incompletes are granted as a result of a prompt and comprehensive conversation with the Instructor, and are never given on a very short notice or at the last moment. The student needs to discuss their emergency with the Instructor asap, and at least a week before the end of the classes, to agree on a plan for finishing their assignments in a timely fashion. Failure to communicate promptly with the Instructor will result in the Instructor not granting an Incomplete.

**Holidays and Religious Days of Special Observance.** Please let us know if you need to miss class or need to reschedule an exam due to a religious holiday. See <https://oae.uic.edu/religious-calendar/>.

**Our Community Agreement.** By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity. Let us commit to upholding a class “**Honor Code**” in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.

**Academic Integrity, Cheating or Plagiarism - Student Community Standards.** UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional

integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists. As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. What is plagiarism? A student who submits a paper (or parts of a paper) that they or others wrote for other classes, or a paper which in whole or part has been written by someone else, or which contains passages quoted or is paraphrased from another's work without acknowledgement (quotation marks, citation, etc.) is committing plagiarism. Maintain your integrity when completing assignments. To avoid plagiarism, summarize content and concepts in your own words, and cite all the sources you use! If you are unsure about what constitutes plagiarism ask the Instructor and TA, and they will help you. Students who plagiarize work may be subject to various disciplinary actions, including a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. Please refer to the UIC Student Handbook (<https://dos.uic.edu/wp-content/uploads/sites/262/2019/01/FINAL-VERSION-2019.pdf>) and the Student Disciplinary Policy ([https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS\\_Student-Disciplinary-Policy-2020.pdf](https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf)) for specific rules regarding these matters./5wshgq

**Respect for Copyright.** Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors and TAs put into creating course materials such as exam and quiz questions, worksheets, lecture videos, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request.

**Electronics Use Policy.** Please turn off your cell phone or set it to vibration during the online class. During class please mute your microphone until you are ready to talk and be respectful

when others take their turn talking with their microphone. Loud noises, music or phone ringing during class are not respectful towards others. Students who disrupt class with improper behaviors or excessive use of electronic devices may lose 10 points on their final grade.

## **Fall 2020 Course Schedule**

Note: This course schedule may be revised. All revisions will be posted on Blackboard in a timely fashion.

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Laboratory/Readings (posted on Blackboard)</b>
<b>1</b>	M	8/24	Syllabus and Course Introduction  <i>Discussion Forum: Introduce Yourself</i>	
	W	8/26	<b>Cognitive Neuroscience, the Brain and Neuroanatomy</b>	Ward, 2015, Ch 2
<b>2</b>	M	8/31	Cognitive Neuroscience, the Brain and Neuroanatomy (cont'd)  <b>Sheep Brain Anatomy - Introduction</b>	Ward, 2015, Ch 2  Sheep Brain Notes
	W	9/2	Sheep Brain Anatomy – Introduction (cont'd)  <b>Ethics in Research</b>  <i>Graded Discussion Forum</i>	Sheep Brain Notes  B&B Ch 19  Belmont Report
<b>3</b>	M	9/7	<b>Labor Day Holiday (no class)</b>	
	W	<b>9/9</b>	<b>Sheep Brain Anatomy Review</b>  <b>Introduction to Brain Injury, TBI and Cognition</b>	Sheep Brain Notes
<b>4</b>	M	9/14	<b>IN PERSON CLASS, BSB 2019</b>  <b>Sheep Brain Anatomy Demonstration</b>	Lecture Notes Videos

	W	9/16	<b>Scientific Writing: An Overview How to read and evaluate a scientific article</b> - Brain Injury and Cognition  Hampshire et al, 2013 ( <u><a href="#">Read article before class</a></u> )	B&B Ch 1,5 Hampshire et al., 2013
<b>5</b>	M	9/21	<b>Neuroanatomy and Neuroscience Exam (online)</b>	
	W	<b>9/23</b>	<b>IN PERSON CLASS, BSB 2019</b>  <b>LAB 1 / Report 1: EDA/Poligraph, Emotions and Cognition:</b> Scientific Background, and experiment demo	Biopac Lesson 9  Latham et al, 2017
<b>6</b>	M	9/28	Lab 1 (cont'd): Data Analyses  <i>Graded Discussion Forum</i>	
	W	9/30	<i>APA Style: Introduction, Method, Results</i>  <b>Final Paper Instructions</b>	B&B Ch 10,11 APA online resources
<b>7</b>	M	10/5	<i>APA Style: Results, Discussion</i>  <i>Statistical Analyses and Figures</i>	B&B Ch 12 (pp. 147-155; 166-169), Ch 13 APA online resources  Ch 12 (p. 160-166); Ch 8
	W	10/7	<b>LAB 2 / Report 2: EEG, Alpha Rhythm and Working Memory: Scientific Background</b>  <b>REPORT 1 DUE</b>	Biopac Lesson 4 Zhang et al. 2018  <b>REPORT 1 DUE by midnight</b>
<b>8</b>	M	10/12	<b>Cognitive Neuroscience of ADHD</b>	
	W	<b>10/14</b>	<b>IN PERSON CLASS, BSB 2019</b>  <b>Lab Experiment 2</b>	Data Analyses
<b>9</b>	M	10/19	Lab 2 (cont'd): Data Analyses	
<b>9</b>	W	10/21	APA Style: Abstract, References, Literature Search, Formatting	B&B Ch 4,14, 15 APA online resources

<b>10</b>	M	10/26	<b>LAB 3 / Report 3: EOG: Scientific Background REPORT 2 DUE</b>  <i>Graded Discussion Forum</i>	Biopac Lesson 10
	W	<b>10/28</b>	<b>IN PERSON CLASS, BSB 2019</b>  <b>Lab Experiment 3</b>	
<b>11</b>	M	11/2	LAB 3 (cont'd) Data analyses  <b>FINAL PAPER 1<sup>ST</sup> DRAFT DUE</b>	<b>FINAL PAPER 1<sup>ST</sup> DRAFT DUE by midnight</b>
	W	11/4	LAB 3 Data analyses  <b>LAB 4 / Lab Report 4: fMRI: <i>Scientific Background</i></b>	
<b>12</b>	M	11/9	<b>LAB 4 / Lab Report 4: fMRI: Group Research Project Instructions</b>	
	W	11/11	<b>LAB 4: <i>Group Work</i></b>  <b>REPORT 3 DUE</b>	<b>REPORT 3 DUE by midnight</b>
<b>13</b>	M	11/16	<b><i>Report 4 Group Presentations # 1 (5 min)</i></b>	
	W	11/18	<b><i>Report 4 Group Meetings with Instructor</i></b>  <i>Graded Discussion Forum</i>	
<b>14</b>	M	11/23	<b><i>Report 4 Group Meetings with Instructor</i></b>	
	W	11/25	Independent Writing (no class)  <i>Extra-credit Paper due by midnight (optional)</i>	
<b>15</b>	M	11/30	<b>FINAL PAPER 2<sup>nd</sup> draft DUE</b>  Independent Writing (no class)	<b>FINAL PAPER 2<sup>nd</sup> DRAFT DUE by midnight</b>

	W	12/2	<b>Report 4 Group Presentations # 2 (15-20 min)</b>  <i>Extra-credit Paper due by midnight (optional)</i>	
<b>16 Finals Week</b>	M	12/7	<b>GROUP REPORT 4 DUE</b>	<b>REPORT 4 DUE by midnight</b>

## RESOURCES FOR STUDENTS

The **UIC Library** is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>

The **UIC Writing Center**. The UIC Writing Center provides excellent online resources to help students with paper writing in general. In addition to working with us on specific written assignments, we strongly recommend that you take advantage of the UIC Writing Center resources, especially if writing has been a challenge for you in the past, or if you do not have a lot of experience with writing scientific papers. To learn more or set up an appointment: <https://writingcenter.uic.edu/>.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.

The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd Floor, Room 247, is a meeting place for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the

workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at <https://mslc.uic.edu/>, call 312-355-4900, or email at [mslc@uic.edu](mailto:mslc@uic.edu).

**The UIC Wellness Center.** The UIC Wellness Center (<https://wellnesscenter.uic.edu/resources-and-services/>) provides many useful resources on Wellness, and useful guidelines on how to manage and navigate your online classes: <https://wellnesscenter.uic.edu/news-stories/how-to-navigate-online-classes/>.

**Counseling Resources for Students.** Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535. Furthermore, the **Office of Applied Psychological Services (OAPS)** at UIC offers mental health services based on a sliding scale, <https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/>.

The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or call (312) 996-5657.

**Campus Security.** As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the **POLICE/STUDENT** patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312)996-

2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312)996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to [Life at UIC](#) for more information. Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312)355-5555, on speed-dial on your cell phone.