Introduction Media Motion and Simulation Methods

Department of Human-Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Fall 2014

Section No.: 24786  Credit Hours: 3
Time: Tuesdays 6:00–8:40 pm
Location: IT 255, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: August 26, 2014
Website: https://oncourse.iu.edu/portal/site/FA14-IN-NEWM-N502-24786

Instructor: Zebulun M. Wood, MS in Technology, Lecturer
Office Hours: M, T 1-5, and/or by Appointment
Office: IT 463, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
Phone: 317-278-4140 (Office),
Email: zwood@iupui.edu
Website: http://soic.iupui.edu/people/zeb-wood/
http://www.indianauploaded.org

Prerequisites: None (Not an extension of any undergraduate or graduate course)

COURSE DESCRIPTION

Applications in animation/simulation design and creation using computer desktop tools. We will examine the fundamentals of three-dimensional animation through script, storyboards, 2D animatic, modeling, texturing, lighting, rendering, and compositing techniques. Topics will include polygonal modeling, UVW mapping, texture creation, sculpting, animation, and lighting. These skills will be honed through team and individual projects.

Optional Readings: (if required)

- Character Animation in 3D
  By: Steve Roberts
  # Publisher: Focal Press (August 9, 2004)
  # ISBN-10: 0240516656
Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery (K&S)
2. Critical thinking and good judgment (CT)
3. Effective communication (EC)
4. Ethical behavior (EB)

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon completion of this course, the student will</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss and execute plans for a digital production</td>
<td>(K&amp;S), (CT)</td>
<td>Assign pg. 10</td>
</tr>
<tr>
<td>Learn and apply production methods in a 3D pipeline</td>
<td>(KS)</td>
<td>Wk Assign pg. 10</td>
</tr>
<tr>
<td>Implement Self-Imposed Deadlines and time management to fulfill final project expectations and budget considerations.</td>
<td>(CT, K,S, EC)</td>
<td>Wk Assign pg. 10</td>
</tr>
<tr>
<td>Learn to Review, consider, and implement timeline and production pipeline revisions.</td>
<td>(CT, K,S, EC)</td>
<td>Wk Assign pg. 10</td>
</tr>
<tr>
<td>Develop project presentations in accordance with research interest in given fields</td>
<td>(EC)</td>
<td>Wk Assign pg. 10</td>
</tr>
</tbody>
</table>

Software used:
Autodesk Maya 2014/2015 (available at http://students.autodesk.com/)
ZBrush 4r6+
HeadUS UV LAYOUT
Adobe Production Suite (Photoshop, After Effects, Premiere, Soundbooth)
Unity Pro
EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:
For success in this class students are expected to attend each class session. Missed classes are only allowed if notice is given a full week in advance. This class has a stringent attendance policy of 1 dropped letter grade for each 2 classes missed. I will take attendance at the beginning of each class.

Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:
You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through OnCourse. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Exams/quizzes:
There are no exams or quizzes

Lab assignments:
Class tutorials and demos must be completed along with the instructor. Failure to do so can result in a detrimental effect on overall quality of work and trend in lower scores.

Class assignments:
Class assignments/projects are expected to be finished and handed in on time. If you can’t get in an assignment before class, email it to me, upload and message it via OnCourse.

Final projects will not be accepted late.
**Grading Information:**

- Projects, papers, Class Participation determine grades weekly
- Professionalism is graded over the entirety of the course and includes participation (attitude, in-class critiques and questions, on-time deliverable(s), presentation quality)
- Grades will be returned along with critique no later than 2 weeks after assignment turn in.

**WEEKLY SCHEDULE**

**Date for each class meeting:**

- Specific pre-class readings
- Specific subject matter/topics covered
- Goals and objectives of each class period

**Grading: Weekly Check-Up Milestones**

All assignments are to be delivered with Maya project folders, and will be graded and returned the following week.

Each assignment is worth 50 points each.

**Proposal (50pts)**

A 1 page proposal detailing the specific area of 3D you wish to research and implement into a final project. Think outside the box on this one. Include an area to have signatures by both student and instructor.

Include Visual Timeline on a second page.

**Library Assignment - Research (50 pts):**

A detailed description of the methods, tools, and attributes within Maya that you may have to use to implement your study of your desired area.
Pre-Production (300) pts

An Entire Binder including Treatment, Concept Art, Storyboards due, and accepted by Midterm. You can’t continue on the project until pre-production is finished.

Method(s) (50) pts.

A detailed description of how and what tools you will implement and use during the course of your study. Software’s, methods, and terminology are all important in this piece. Any person with a 3D familiarity should be able to understand and implement your project from this description.

Modeling Milestone (100) pts

Main Objects and Environments must be modeled

Texturing Milestone (100) pts

Main Objects and Environments must be textured

Animation Milestone (100) pts

All objects to be animated accurately according to storyboard

Lighting Milestone (100) pts

Environments must be lit in the same veins as the proposal and conceptual art.

Simulation Milestone (100) pts (If applicable)

Any particles, dynamics, or fluids simulations

Rendering Milestone (100) pts

All shots rendered, ready for post-production, narration, editing
Post Production Milestone (100) pts

Full production polished, and complete for video and presentation

Final Project Milestone (300) pts

Is a final assessment of your ability to understand and implement the practices learned in your career to produce a short story up to 3D animation.

200 points towards Asset quality, believability, and completeness.
100 points towards Cohesiveness, professionalism, and Pipeline/Timeline restructuring suggestions.

Professionalism (100 pts)
Professionalism is the highest quality a student of industry can gain and respect. We are all adults, the following are areas in which we will earn or lower your grade over the 11 weeks of class.

- Attitude (be excited)
- Tardiness
- Contributing and requesting of Critiques in class
- Deliverables (turning in what is asked for, the way it’s asked for)
- Effort
- Looking and smelling the part
- Presentation Quality
- Teamwork (Are you contributing effectively? Socially?)
- Timeliness (time spent on projects versus peers)
- Time tracking (What are you worth? How long are you taking?)

Use of Collaboration (100 pts)

Total: 1450pts

Tentative Weekly Outline
**Week 1:**

**Introduction**
- Gauge Student knowledge
- Show off work
- Discuss Production Pipeline for a 3D narrative

**Final Project Details**
- Go over plan options

**Lecture:** Maya Interface Timeline considerations

**Lab:** Project Setup, management, discussion and inquiry.

**Assignment #1 (150pts total):**

*Project #1: Academic Visualization that defines a scientific concept or phenomena that is supported by research for the respective visualization*
Choose a topic that can be supported by academic research and traditional literature and visuals. The goal of your three dimensional simulations is to incorporate visuals into some traditionally studied phenomena that can be better served through visualization to the respected target audience.

**Outcome**-
Produces the back story, design, and flow of the project to be made for 16 weeks.

**Week 2:**

**Lecture:** File Management, Object and Components, Tools, hotkeys, viewports and their respective navigation controls, Timeline, Shelf, Layer Editor, Discuss main toolbar, icons, masking selections, Outliner, hyper graph, graph editor, layers, shelf etc.

**Lab:** Create Visual Timeline that you can be held accountable to

**Assignment (50pts):** Work on Pre-production, Develop Personal Timeline and budget estimations. Begin work on tutorials (3 tutorials completed for the 4th week).

**Outcome**- Makes student become self-aware of the amount of time they will need to spend early on in production to succeed in telling the story successfully.
Week 3:  **Lecture:** References, Open Pipeline, Online/easy access project management, Getting around the Maya interface continued making the interface transparent and efficient

**Lab:**

**Assignment (50pts):** work on tutorials (3 tutorials completed for the 4th week).

**Outcome**- Keeps student on task with production timeline.

---

Week 4:  **Lecture:** Polygonal Modeling

Review Ideas, Identifying Problems, and Develop Personal Project Timelines matching/Trumping Class Milestones. Proposal and Library

**Lab:**

**Assignment** Create all Concept and Story Board Art before class week #6. (300pts):

**Outcome**- Keeps student on task with production timeline.

---

Week 5  **Lecture** – Review prior Maya concepts
Polygon Modeling/Subdivision Modeling - Poly/Box Modeling concepts - components, faces, slicing, extruding, merging, chamfer reducing, and optimization topics - Subdivision Modeling – Polygon and Standard Mode, refine, finer and coarser levels of modeling and Crease (partial and full)

**Lab:** Demo of Modeling – example of using all the modeling techniques in one geometric mesh: modeling a body and car

**Assignment:** Begin modeling Assets for Project

**Outcome**- Keeps student on task with production timeline.

---

Week 6:  **Lecture:** Texturing and Shading

**Lab:**

**Assignment:** Continue Modeling and begin Texturing for realism

**Outcome**- Keeps student on task with production timeline.

---

Week 7:  **Lecture:** Lighting Theory / Indoor and Outdoor Setups

**Lab:**

**Assignment:** Continue Modeling and begin Texturing for realism

**Outcome**- Keeps student on task with production timeline.
Week 8:  Lecture: Animation Fundamentals  
Lab:  
Assignment: Continue Modeling and begin Texturing for realism  
Outcome- Keeps student on task with production timeline.

Midterm 9:  Lecture: Review/ Present Concept Art, 2D Animatic and already created 3D assets Timeline Revisit, update project milestones. Camera, Rendering, Render Settings and Rendering for After Effects  
Lab: Create a list of checkpoints for yourself for all areas of production for remainder of semester to finish with animation of research project  
Assignment: 
Outcome- Keeps student on task with production timeline.

Week 10:  Lab Day – Workday on Project 1  
1 on 1 time with instructor to discuss projects  
Project #1 due: presentation and overview*  
Assignment: 
Outcome- Keeps student on task with production timeline.

Week 11:  Lecture: Potential final projects are discussed throughout the room  
Lab: Final Project Milestones Locked in 1 on 1  
Assignment: Polish Animation and Lighting  
Outcome- Keeps student on task with production timeline.

Week 12:  Lecture: Sculpting in Zbrush/Mudbox , Pipeline discussions  
Lab:  
Assignment: Polish Animation and Lighting, Prep files for Rendering  
Outcome- Keeps student on task with production timeline.

Week 13:  Lecture: Compositing and Render Layers  
Lab:  
Assignment: Polish Animation and Lighting, Prep files for Rendering  
Outcome- Keeps student on task with production timeline.

Week 14:  Lecture: Thanks Giving Break, plan on Attending, Continue Compositing  
Lab:
Assignment:  Lighting Finished Week 15

Outcome- Keeps student on task with production timeline.

Week 15:  Lecture:  Review Compositing in After Effects, Editing in Premiere  
Lab:  
Assignment:  Deadline for Rendering  
Outcome- Keeps student on task with production timeline.

Week 16:  Review Final Projects through presentations. 500 pts.  
Present Animation, Production Summary, and Reflection professionally.  
Overview: Final Animation, Maya File and Textures Delivered on Disc  
Outcome- Allows student to reflect on the 8 week production as well as  
their progress towards their final revision.  Animatic allows student to find  
correct timing in their story early on in production.  While proof of render  
allows them to see the ‘final’ look of their animation.
WEEKLY SCHEDULE

Date for each class meeting:

- Specific pre-class readings
- Specific subject matter/topics covered
- Goals and objectives of each class period

<table>
<thead>
<tr>
<th>Assignment #1</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1</td>
<td>Week#2</td>
<td>Project #1 (K&amp;S, CT, EC)</td>
<td>150</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>Week#3</td>
<td>Research, Benchmarking, Timetables, Tutorials (K&amp;S, CT, EC)</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>Week#4</td>
<td>Research, Benchmarking, Timetables, Tutorials (K&amp;S, CT, EC)</td>
<td>100</td>
</tr>
<tr>
<td>Milestone #1</td>
<td>Week#6</td>
<td>Concept Art, Reference Gathering (K&amp;S, CT)</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #5</td>
<td>Week#6</td>
<td>Begin Modeling all objects (K&amp;S, CT)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #6</td>
<td>Week#7</td>
<td>Continue Modeling and begin Texturing for realism (K&amp;S, CT)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #7</td>
<td>Week#8</td>
<td>Continue Modeling and begin Texturing for realism (K&amp;S, CT)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #8</td>
<td>Week#9</td>
<td>Review Timeline and milestones for rest of class (last 8 weeks) (K&amp;S, CT, EC)</td>
<td>50</td>
</tr>
<tr>
<td>Milestone #2</td>
<td>Week#10</td>
<td>One on Ones (K&amp;S, CT, EC)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #9</td>
<td>Week#11</td>
<td>Animation, Lighting Progress (K&amp;S, CT)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #10</td>
<td>Week#12</td>
<td>Polish Animation and Lighting, Prep files for Rendering (K&amp;S, CT, EC)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #10</td>
<td>Week#13</td>
<td>Polish Animation and Lighting, Prep files for Rendering (K&amp;S, CT,)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #11</td>
<td>Week #14</td>
<td>Lighting Finished Week 14 (K&amp;S, CT)</td>
<td>100</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>-----------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Milestone #3</strong></td>
<td>Week#15</td>
<td>Rendering Done, review files/assets (K&amp;S, CT)</td>
<td>100</td>
</tr>
<tr>
<td><strong>FINAL</strong></td>
<td>Week#16</td>
<td>Presentation, reflection, looking forward (CT, EC)</td>
<td>500</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Week 16</td>
<td>Semester long (EC, EB)</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale:**

A+  97 – 100  Outstanding achievement, given at the instructor’s discretion
A   93 – 100  Excellent achievement
A–  90 – 92.99 Very good performance and quality of work
B+  87 – 89.99 Good performance and quality of work
B   83 – 86.99 Modestly acceptable performance and quality of work
B–  80 – 82.99 Marginal acceptable performance and quality of work
C+  77 – 79.99 Unacceptable work (Core course must be repeated for credit)
C   73 – 76.99 Unacceptable work (Core course must be repeated for credit)
C–  70 – 72.99 Unacceptable work (Course must be repeated for credit)
D+  67 – 69.99 Unacceptable work (Course must be repeated for credit)
D   63 – 66.99 Unacceptable work (Course must be repeated for credit)
D–  60 – 62.99 Unacceptable work (Course must be repeated for credit)
F Below 60  Unacceptable work (Course must be repeated for credit)

**MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**STATEMENT OF VALUES**
IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

**CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/). All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd). You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin)

**Academic Misconduct:**

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
c. A student must not use materials from a commercial term paper company, files of
papers prepared by other persons, or submit documents found on the Internet.
d. A student must not collaborate with other persons on a particular project and
submit a copy of a written report that is represented explicitly or implicitly as the
student’s individual work.
e. A student must not use any unauthorized assistance in a laboratory, at a computer
terminal, or on fieldwork.
f. A student must not steal examinations or other course materials, including but not
limited to, physical copies and photographic or electronic images.
g. A student must not submit substantial portions of the same academic work for
credit or honors more than once without permission of the instructor or program to
whom the work is being submitted.
h. A student must not, without authorization, alter a grade or score in any way, nor
alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an
academic exercise including, but not limited to, records or reports, laboratory results,
and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the
work of other students, as one’s own. Any ideas or materials taken from another source
for either written or oral use must be fully acknowledged, unless the information is
common knowledge. What is considered “common knowledge” may differ from course
to course.

   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics,
or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge
indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or
written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or
collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s
work, nor should the student unjustly attempt, through a bribe, a promise of favors or
threats, to affect any student’s grade or the evaluation of academic performance.
Impeding another student’s work includes, but is not limited to, the theft, defacement,
or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a
department, the course syllabus, verbal or written instructions, or the course materials
that are rationally related to the content of the course or to the enhancement of the
learning process in the course.

6. **Facilitating Academic Dishonesty**: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**OTHER POLICIES**

1. **Right to revise**: The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

2. **IUPUI course policies**: A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

3. **Classroom civility**: To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

4. **Bringing children to class**: To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **Course Evaluation Policy**: Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the
course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

6. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

9. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

10. **Emergency Preparedness:** Safety on campus is everyone’s responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. [http://protect.iu.edu/emergency](http://protect.iu.edu/emergency)

**MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.
With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.