**N540**

3D Compositing and Visual Effects

Department of Human-Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Fall 2015

*Section No.:* Credit Hours: 3

*Day/Time:* IT 255, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]

*First Class:* Zebulun M. Wood, MS in Technology, Lecturer

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535 West Michigan Street, Indianapolis, IN 46202 [map]

*Phone:* 317-278-4140 (Office)

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**COURSE DESCRIPTION**

This course covers Hollywood 3D compositing and visual effects production, integrating film footage, 3D modeling, texturing, lighting, camera techniques and matchmoving, compositing, filter layering, color correction, projection mapping, video effects, and green screen. Students research, design, and build environments and create believable, cohesive production shots.

**Required Text:**


*Author:* Susan Zwerman and Jeffrey A. Okun (Eds.)

*Publisher:* Focal Press, 2010

*ISBN-10:* 0240812425  
*ISBN-13:* 978-0240812427

**Recommended Text:**

*After Effects CS5 Visual Effects and Compositing*

*Author:* Mark Christiansan

*Publisher:* Adobe Press; 1 Pap/Dvdr edition, October 16, 2010

*ISBN-10:* 032171962X  
*ISBN-13:* 978-0321719621

**Supplementary Text:**

*Author:* Digital Tutors/Gnomon, 12-month membership, $70
Equipment needed:
● http://www.box.iu.edu for file sharing

Software used:
Autodesk Maya
Autodesk Matchmover
Zbrush 4.2 or higher
Adobe Production Suite
Nuke, if interested

Course Objectives
Students develop concepts from their own completed storyboards. Their concepts are critiqued and executed based on appropriate production flows while researching and documenting methods that define their respective approach. The planning, execution, and criticism of projects from peers engenders a high level of proficiency in researching, creating, and critiquing 3D compositing and visual effects and in evaluating the costs associated with them.

STUDENT LEARNING OUTCOMES
Upon completion of this course, students will

| 1. Research cutting-edge compositing methods for incorporating computer graphics with video. | 4 | 1, 2 | Assignments 1–10 |
| 2. Create quality visuals that deliver advanced aesthetics, fluidity in animation, and mastery of composite/3D production workflow. | 6 | 1–3 | Milestone 1–3, Final |
| 3. Evaluate tradeoffs for incorporating 2D or 3D effects, including feasibility. | 5 | 1–3 | Milestone 1–3, Final |
| 4. Research comprehensively the challenges and costs of any proposed effect. | 4 | 2 | Milestone 2–3, Final |
| 5. Demonstrate and compare methods of camera tracking and node-based and layered-based compositing. | 3, 5 | 1, 2 | Assignments 4–6 |
| 6. Develop and deliver film, short story, and scientific simulation productions. | 6 | 1–3 | Milestone 1–3, Final |
| 7. Critique and recommend solutions for effective and appealing compositions involving video and computer graphics compositing. | 5 | 1–3 | Milestone 1–3, Final |

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)
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, no grade will be given on a deliverable, if it is submitted late, the material will still be reviewed and/or critiqued.

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 must 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.

Grads who are participating in the class will be expected to achieve exemplary results in all assignments, expected to lead in class critique, as well as participate in assisting in the class with undergrads. Often times, the successes and assignments that graduates are asked to do amplify the whole class.

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

Week 1:

Introduction, Project Details
Past Course Inquiries
View prior class projects
Siggraph/CGTalk/3D websites
Milestone 1, 2, 3, Research, and Final Details

Lecture: Breaking It Up, Analyzing Content, Evaluating Projects
After Effects Interface, 2D vs. matte painting, vs. 3D

Assignment: 2 Video Co-Pilot Tutorials’ s 87 and 71
Bring in three examples of recent blockbuster breakdowns

Outcome: Video Co-Pilot requirements ensure mastery and toolset knowledge for applying advanced visual concepts. These assignments also help students visualize and realize the power of certain tools within after effects while experimenting with techniques.

Week 2:

Lecture: Color Correction, Gamma Correction in Maya and After Effects, Creating Masks, Luma Masking, and Painting Masks

Lab: Milestone 1 (due week 5)

Assignment: 2 Video Co-Pilot Tutorials 52 and 53
Masking Elements assignment

Outcome: Video Co-Pilot requirements ensure mastery and toolset knowledge for applying advanced visual concepts. These assignments also help students visualize and realize the power of certain tools within after effects while experimenting with techniques.

Week 3:

Lecture: Lighting in 3D for a composite shot. Setting Up Render Layers/Passes,

Lab: (None. Used for extended lecture.)

Assignment: 2 Video Co-Pilot Tutorials 49 and 50
Color Correction and Gamma Assignment

Outcome: Video Co-Pilot requirements ensure mastery and toolset knowledge for applying advanced visual concepts. These assignments also help students visualize and realize the power of certain tools within after effects while experimenting with techniques.

Week 4:

Lecture: Color Keying, Pre-Production Planning for Live Video Shoots

Assignment: 2 Video Co-Pilot Tutorials 60, 68

Outcome: Video Co-Pilot requirements ensure mastery and toolset knowledge for applying advanced visual concepts. These assignments also help students visualize and realize the power of certain tools within after effects while experimenting with techniques.

Week 5:
Lecture: Motion Tracking in After Effects and Mocha
Lab: Camera Matching Assignment Mocha, Matchmover
Assignment: Benchmark 3 competitor Compositing projects, break them down, and report their methods and how you can learn from their projects for your next 2 milestones. Due Week 6

Milestone 2 Assigned: 3D composite into live video. Five-second minimum. Use of past 3D Character/Creatures/Objects encouraged. Research and analyze similar projects to gain understanding when creating production schedule. Due: week 10.
Deliver production schedule. Week 6

Week 6:
Lecture: Building 3D Virtual Sets from Live Video Reference
Assignment: Continue Work on milestone 2, provide update Week 7 / Meet production Schedule.
Outcome: Continue production and research test allows student to strategize potential ways of attack for their own compositing final.
Production schedule will serve as weekly progress and critique for final project.

Week 7:
Lecture: Camera Tracking Live video into Camera in Maya. Matchmover
Assignment: Work on milestone 2; Meet production Schedule
Outcome: Production schedule will serve as weekly progress and critique for final project.

Week 8:
Lecture: Planning Render Layers for Compositing Animation into Live Video, Command Line Rendering, Progress Presentations, Lab time
Assignment: Meet production Schedule
Outcome: Production schedule will serve as weekly progress and critique for final project.

Week 9: Progress Presentations, Lab time
Assignment: Meet production Schedule
Outcome: Production schedule will serve as weekly milestones for final project.

Week 10: Presentations of Milestone 2
Go over Final Project, 3D into live video 20+ seconds
Outcome: Production schedule will serve as weekly milestones for final project.

Week 11: Pitches for Research Problem and Final projects, Story, technique, and production schedule review
Graduate Research & Final Assignment
Choose one of the following problems to research, implement (proof), and present
- 32 bit DEEP Compositing
- Photogrammetry and its uses in Compositing
- Scanning for Matte Paintings
- Camera Projection and Tracking
- Advanced Camera Tracking Issues
- Capture and use of HDRI Imagery
- Rotoscope Painting Plates in Nuke and MARI
- Deep Compositing

**Outcome:** Production schedule will serve as weekly milestones for final project.

**Week 12:**

**Lecture:** Incorporating Dynamics into Advanced Composites, Caching, Render Planning, Uses Referencing

**Assignment:** Continue on Milestone 3, Research problem, and final project based on Production Schedule

**Outcome:** Dynamics add to believability and incorporate automated animation for more believable CG shots

**Week 13:**

**Lecture:** Review Rendering Techniques, Gamma Prep, and Progress Updates

**Lab:** Demo Gamma Correction, SSS implementation, Passes Setup

**Assignment:** Continue on Milestone 3, Research problem, and final project based on Production Schedule

**Outcome:** How to incorporate humans and organic CG with SSS composites is a crucial part of film and CG compositing

**Week 14:**

**Presentations of Milestone 2**

Review Research Project Updates

**Lecture:** Review Rendering Techniques, Gamma prep, and progress updates

**Lab:** Begin rendering 3D elements

**Assignment:** Continue on final project(s) based on Production Schedule

**Outcome:** How to incorporate Gamma correction is a crucial part of film and CG compositing

**Week 15:**

**Lab:** WorkDay, color correction, and shot completions.

**Week 16:** Present Final Project, Research Presentations, Class Reflection

**Grading Information:**

**Weekly Assignments**

All assignments are to be delivered in a folder with your name, class, and week titled, if the assignment is Maya based; with Maya project folders, and will be evaluated through Canvas within the week.

Each weekly assignment is *worth 50 points* each.

Weekly assignments will consist of certain parts of compositing. Students will begin to analyze shots and develop a strong sense of visual communication through methods of compositing while researching methods to create any advanced effect shot.
Milestones
Milestones are key points in the course in which students will be asked to generate their own technical solutions, present research and methods to one another as well as critique and analyze each other’s methods from work over several weeks.

- **Milestone 1** is a preliminary check on your ability and sight of compositing a still photo with 3D elements, concern is with matching color, shadow, reflections and grain of the plate. You must research trending methods in compositing still images, list your own methods and execute your plan. *Worth 100 points*

- **Milestone 2** is a secondary check your ability and sight for compositing but this time with a still camera video plate, concern is with matching color, shadow, reflections and grain of the plate. You must research trending methods in matching moving objects within a plate, list your own and execute your plan. Deliver your own methodology to class. *Worth 100 points*
  - This project is very dependent on your evaluation, planning, and execution of techniques in and outside of class to create a believable and appealing shot. Productions often are thrown hurdles and delays; you will be responsible for hitting deadline and planning for these moments, while presenting your methods and estimated costs for the project.

- **Milestone 3** is a tertiary check on your evaluation and preparation for compositing with a moving camera video plate with your 3D color, shadow, reflections and grain to the plate. You must research trending methods in incorporating cg into fully moving video plates, list your own anticipated methods and execute your plan. Deliver your own methodology to class. *Worth 100 points*
  - This project is very dependent on your evaluation, planning, and execution of techniques in and outside of class to create a believable and appealing shot. Productions often are thrown hurdles and delays; you will be responsible for hitting deadline and devising solutions to overcome these issues while presenting your methods and estimated costs for the project.

Research Topic
This is your presentation on any given topic related to compositing, 2D Effects, or 3D Effects. You must show your tests, research, and successful implementation of said method in an effective presentation. *Worth 100 points*

  - **Example topics are but not limited to**
    - 32 bit DEEP Compositing
    - Photogrammetry and its uses in Compositing
    - Scanning for Matte Paintings
    - Camera Projection and Tracking
    - Advanced Camera Tracking Issues
    - Capture and use of HDRI Imagery
    - Rotoscope Painting Plates in Nuke and MARI
    - Deep Compositing
    - Nodal Based Compositing Workflows

**Final Project Milestone** is a final assessment of your ability to create fully unique and believable productions practices *Worth 300 points.*
- 50 points towards camera Match
- 50 cohesiveness and overall believability of the shot
- 50 points matching of color, shadow, reflections of 3D and 2D art to plate
- 150 Effectiveness and invention of Method(s) to solve production shot

Assignments

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Week 2 Video Copilot Tutorials 87 and 71, Proposal for Milestone 1</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Week 3 Video Copilot Tutorials 52 and 53</td>
<td>50</td>
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<tr>
<td>Assignment 3</td>
<td>Week 4 Video Copilot Tutorials 49 and 50</td>
<td>50</td>
</tr>
<tr>
<td>Milestone 1</td>
<td>Week 5 Present Milestone 1 Video Copilot Tutorials 60 and 68, and</td>
<td>100</td>
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<tr>
<td>Assignment 5</td>
<td>Week 6 Proposal For Assignment 2, Benchmark 3 competitor Compositing projects, break them down, and report their methods and how you can learn from their projects for your next 2 milestones. Due Week 6</td>
<td>50</td>
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<td>Assignment 6</td>
<td>Week 7 Work on milestone 2, provide update Week 7, Compose timeline for remainder of production from class critique</td>
<td>50</td>
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<tr>
<td>Assignment 7</td>
<td>Week 8 Work on milestone 2, provide update Week 8 Compose timeline for remainder of production from class critique</td>
<td>50</td>
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<tr>
<td>Assignment 8</td>
<td>Week 9 Work on milestone 2, provide update Week 9 Compose timeline for remainder of production from class critique</td>
<td>50</td>
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<tr>
<td>Milestone 2</td>
<td>Week 10 Present Milestone 2</td>
<td>100</td>
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<tr>
<td>Assignment 9</td>
<td>Week 11 Work on milestone 3, provide update Week 11</td>
<td>50</td>
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<tr>
<td>Assignment 10</td>
<td>Week 12 Work on milestone 3, provide update Week 12</td>
<td>50</td>
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<tr>
<td>Assignment 10</td>
<td>Week 13 Work on milestone 3, provide update Week 13</td>
<td>50</td>
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<tr>
<td>Milestone 3</td>
<td>Week 14 Present Milestone 3, Progress report/critiques on Final Project</td>
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<tr>
<td>Research Presentation</td>
<td>Week 15 Depth of Research, Ease of Replication, Implementation and Presentation of Theory</td>
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<tr>
<td>Final</td>
<td>Week 16 Presentation</td>
<td>300</td>
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<td><strong>Total</strong></td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
<td>Outstanding achievement, given at the instructor’s discretion</td>
</tr>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>A−</td>
<td>90 – 92.99</td>
<td>Very good performance and quality of work</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99</td>
<td>Good performance and quality of work</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.99</td>
<td>Modestly acceptable performance and quality of work</td>
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<tr>
<td>B−</td>
<td>80 – 82.99</td>
<td>Marginal acceptable performance and quality of work</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.99</td>
<td>Unacceptable work (Core course must be repeated for credit)</td>
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<tr>
<td>C</td>
<td>73 – 76.99</td>
<td>Unacceptable work (Core course must be repeated for credit)</td>
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<tr>
<td>C−</td>
<td>70 – 72.99</td>
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<td>Unacceptable work (Course must be repeated for credit)</td>
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<tr>
<td>D−</td>
<td>60 – 62.99</td>
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</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Unacceptable work</td>
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</table>

No credits toward major, minor, or certificate requirements are granted for a grade below B−.

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/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. 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

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 and 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 other classroom visitors, 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 Evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are 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.

6. **Communication:** For classroom-based courses, instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana
University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

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 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

11. Student Advocate: The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

12. Counseling and Psychological Services (CAPS): Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information visit http://life.iupui.edu/caps/.

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.