Communication Design: Interaction Foundations
Sam Fox School of Design & Visual Arts, Washington University

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Course Description

This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will learn and apply the fundamentals of HTML and CSS, explore how user-interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and become familiar with the attributes of digital device as 'canvas'. Students will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Required for junior BFA in Communication Design majors. Open to students outside the Communication Design major as space permits. No prerequisites.

Course Goals

Students who complete this course successfully will be able to:

- Design and build layouts with HTML and CSS. Develop the self-knowledge, conceptual and visual methodologies, and technical proficiency necessary to conceive, plan and execute screen-based interactive design projects.
- Collaborate as part of a development team. Understand the vocabularies, applications, and production environments associated with interactive design in order to work effectively with people in related disciplines (creative directors, writers, web-developers, programmers, etc.)
- Produce portfolio work that demonstrates successful and effective application of interactive design to accomplish specific communication objectives.

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Required Texts, Materials, Software, or Equipment

Work will likely be (but not required to be) accomplished with tools and software you already have (Adobe Creative Suite) or can download and/or use for free (VS Code, GitHub). Web browsers on desktop computers will also be used extensively, and other devices as your work warrants.

You also will likely use paper to draw out conceptual sketches and generate low-fidelity wireframes, as well as to take notes. You may alternatively use tablets or other design software to sketch out your ideas. Occasionally, you will be asked to show your sketches as part of your deliverables to demonstrate your design process. These should be scanned, photographed or exported as image documents, and need not be printed. As such, printing costs should be minimal/nonexistent.

Course Fees

$0. Hurray for the cloud!

Daily Work/Homework

Class sessions: Wednesday mornings, 8:30am–11:20am CDT/CST via Zoom

Lab sessions: Monday evenings, 6:00pm–9:00pm CDT/CST, also via Zoom

Instruction, discussion, independent exercises, and critiques will occur in class. Expect to be present for the full duration of the scheduled class session.

Homework assignments will typically be provided on Wednesdays (when class meets), and be due by 5pm the following Tuesday, to allow time for instructor review before the following class.

Assignments and Virtual Platforms

This class includes two major website projects, with many shorter assignments that build on each other and lead up to the larger projects. To get credit for your work, you must follow the directions for each project/deliverable in order to successfully link your work to the class website.

Assignments will be communicated to you via the class website (foundations2024fall.wudesign.me), and you will deliver all work by uploading to GitHub. Understand that your work will be public, and hosted on your own account. When the semester is over, you'll retain full control over what you've made.

Slack will be used for posting and sharing references, contributing to written discussions, and for communicating with your classmates and instructors.

You may occasionally use Figma to generate prototypes and/or use as a virtual pin-up space to post progress work.

Class Participation

Time spent as a large group (lectures, etc.) will be kept at a minimum, but expect to be in class for the full schedule session. Class instruction will happen through in-person lessons and self-guided exercises. Attendance is required. Your instructor will regularly have short meetings with small groups of students during class for discussion, critique, and progress checks. You may also sometimes work in small groups independent of instructors. Like any studio class, expect to make an appreciable time commitment outside of class sessions for homework and projects.

Lab sessions are primarily intended to provide additional real-time access to the instructor for assistance and feedback related to assignments and project work. Lab sessions are optional; think of them as office hours. They are an excellent time to work through problems you've had with assignments before the assignment is due

Everyone learns more when critiques occur as a discussion rather than a one-sided evaluation. Expect not only to receive constructive feedback, but to provide it to your peers. This may occur in class discussions, one-on-one discussions with peers, or in the form of written notes.

End-of-Semester Reviews

All BFA Communication Design students, beginning with the spring semester of sophomore year, will be scheduled for an end-of-semester faculty review directly following the final week of classes.

All BFA juniors and seniors in Studio Art will be scheduled for an end-of-semester faculty review directly following the final week of classes.

All BFA Fashion Design students, beginning with the spring semester of sophomore year, will be scheduled for an end-of-semester faculty review directly following the final week of classes.

Please note: **reviews are optional for students in the BA and Second Major tracks and <u>will be scheduled by request only</u>**. If a review is desired, students must notify the Undergraduate Program Coordinator and the respective professor no later than the midterm mark of the semester. Students must be in two studio courses to be eligible for faculty review.

Course Grading

You will receive feedback on the work through individual and group critiques as it is developed. Grades will not be given for individual assignments. Faculty will arrange midterm conferences if desired, and will also be available during lab sessions to discuss assignments and overall course progress as needed. At the end of the semester, you will receive a final letter grade, determined by a combination of objective and subjective factors:

- **Timely delivery assignments:** Were all deliverables posted and available on the class website at or before the time specified?
- **Technical development/proficiency:** Have you correctly applied the technical skills learned in the class? Does your work demonstrate your technical ability? Do final deliverables function without error?
- **Design thinking/application:** Have you made thoughtful and appropriate creative choices? Does your work communicate clearly, and as intended? Is the final product beautiful, compelling, and well crafted?

- **Investment:** Does your work demonstrate a commitment of effort throughout the design/development process? Were you engaged in class? Did you contribute to the larger group? Did you manage your time well?

Statement of Grading Approach or Philosophy

Grades will not be assigned on a curve, nor is any other particularly mathematical device applied. If you have an expectation of a strictly numbers-based grade, now is the time to let go of that expectation. We're talking about art here! At a high-level, final letter grades attempt to reflect the following standards:

A. Superior grasp and application of concepts; high level of exploration, thoughtful presentation of ideas, control and understanding of craft, timely completion of all projects. Serious and consistent effort, commitment, and participation.
B. Strong grasp and application of concepts; good quality work that meets and often exceeds the basic criteria of assignment; good effort and participation, evidence of growth.
C. Average comprehension of basic coursework and application of concepts, average level of investigation or initiative; some technical problems or trouble with craft; occasional participation.
D. Evidence that concepts are not understood and/or not being applied; poor quality work, course or projects criteria is not fulfilled, weak effort or level of investigation; little or no participation; attendance problems.
F. Failing, not acceptable for progress in curriculum, unacceptable deficiencies in process or final product.

If grades are important to you, be proactive about ensuring they are as you expect them to be.

Course-Specific Support or Supplementary Instruction

- **Communication with instructor:** Lab sessions, as noted above, are the ideal opportunity to communicate individually with your instructor. Outside of lab sessions, be aware that most of our daytime hours are spent as a full-time developers and instructors. While we make every effort to respond quickly to requests for assistance outside of class and lab sessions, it may be hours before we can reply, particularly if your request is technical in nature. Email or Slack are the preferred methods of contact, as they help maintain a record for future reference. Be advised that we may not be able to respond immediately via Slack, even if we show as online. During weekdays, we will do our best to respond within 24 hours. Any communication sent after 5pm on Friday can expect a response by Monday.
- **Collaboration with peers:** Some projects/assignments may involve collaboration with your peers outside of class hours. In such cases, we leave it to you to determine how best to stay in communication, but we do expect all parties to be responsible for finding workable solutions. Slack is a useful tool for this purpose.
- **Other resources:** Project-specific resources will be enumerated on the class website for each project or deliverable.

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment is one in which all members feel respected while being productively challenged. We are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

An inclusive learning environment recognizes that we all learn differently. We encourage you to be open with us about your needs. We respect accommodation letters provided by students – and appreciate reminders from you if we accidentally propose an activity that conflicts with your accommodation!

ATTENDANCE POLICY

Students are allowed two unexcused absences. After two unexcused absences, students will receive one full letter grade penalty for each subsequent absence. Three late arrivals and/or early departures will equal one absence. If a student misses more than 20 minutes of a class, they are considered absent. Missing a review or critique equals two absences. If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class.

Participation in major critiques and reviews by all students is essential to the development of all students. Failure to do so will have an impact on your final grade. Following university policy, class will begin promptly with the start time listed in the undergraduate bulletin.

Since this course occurs online, please note that we do not always know if you arrive late. If you arrive after class begins and want credit for attending, be sure to let us know via the Zoom chat channel.

PENALTIES FOR LATE WORK AND REQUESTS FOR EXTENSIONS

Deliverables turned in late receive half-credit. (Most projects include many deliverables, so don't worry that you've destroyed your grade with one missed deadline, but a habit of late work can become detrimental very quickly.) If you need an extension for work, discuss the circumstances with instructors as early as possible. Our ability and willingness to accommodate an extension depends on a number of factors that may change from assignment to assignment.

See Part 2 of this Syllabus for Course Policies and Information for Students including:

COVID Policy and Protocols

Academic Integrity

Ethics/Violations of Academic Integrity

Grade Dispute Policy

Technology Policies

License for Non-Exclusive Right to Reproduce
    and Distribute

English Language Proficiency

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Emergency Preparedness

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Reporting Sexual Assault and Harassment

Confidential Resources for Instances of Sexual
    Assault, Sex Discrimination, Sexual Harassment,
    Dating Violence, Domestic Violence, or Stalking

Bias Reporting and Support System

Counseling and Psychological Services

WashU Cares

The Writing Center

The Learning Center

Center for Diversity and Inclusion

Equity, Diversity, and Inclusion in the Sam Fox School

Gephardt Institute and Voting

Univesity Libraries

Religious Holidays

Disclaimer: The instructor reserves the right to make modifications to this information throughout the semester.

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COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If a student tests positive for Covid-19, they will receive a letter with instructions about any necessary isolation that they can share with their instructors. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found on the Health and Safety webpage. This includes:

> **Masking;**
>
> Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed.
>
> Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others (including generative artificial intelligence) must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

For additional details on the university-wide Undergraduate Academic Integrity policy, please see: https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic- integrity-policy/

Turnitin

In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Ethics/Violations of Academic Integrity
Ethical behavior is an essential component of learning and scholarship. Students are expected to understand and adhere to the university's academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee and can include failure of the assignment, failure of the course, suspension, or expulsion from the university. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask the instructor. Always cite sources when ideas are presented and/or use language that was developed by another individual, including material from class lectures and discussions. Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.

Grade Dispute Policy
The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The school stresses that every effort to resolve this dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information, see https://insidesamfox.wustl.edu/items/grievance-grade-dispute-policy/.

Technology Policies
Computers or other electronic devices, including "smart pens," may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Use of laptops or other devices for other coursework or nonacademic purposes is distracting and disrupts the learning process for others in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes, but is not limited to, emailing, texting, social networking, playing games, instant messaging, and internet use. Work on other coursework includes, but is not limited to, internet use, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

The Sam Fox School Information Technology Infrastructure has many services for your benefit. Visit https://sites.wustl.edu/insidesfs/it/ for more information.

License for Non-Exclusive Right to Reproduce and Distribute
The course instructor has non-exclusive right to reproduce and distribute work produced in this class as part of a publication or body of work, which may include products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for three months following the conclusion of this course via notification in writing to the course instructor.

English Language Proficiency
If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to the instructor who may refer the student to the English Language Program (ELP). ELP is a university-wide resource that provides classes and academic English language support designed to increase non-native English-speaking students' English language proficiency and to facilitate their academic success at Washington University. Other academic assistance resources are available through the Office for International Students and Scholars.

RESOURCES FOR STUDENTS

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: www.disability.wustl.edu; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: https://veterans.wustl.edu/policies/policy-for-military-students/.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: https://students.wustl.edu/pronouns-information/, https://registrar.wustl.edu/student-records/ssn- name-changes/preferred-name/.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit https://emergency.wustl.edu/. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

> To report an emergency:
> **Danforth Campus: (314) 935-5555**
> School of Medicine Campus: (314) 362-4357
> North/West/South and Off Campus: 911 then (314) 935-5555

Urgent Care
Student Health Services utilizes Barnes Jewish Hospital Emergency Department, which is located on

Kingshighway Blvd. Call (314) 362-5000 to reach the hospital.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. They will also offer available resources, including confidential support resources through the Relationship and Sexual Violence Prevention (RSVP) at 314-935-3445. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Gender Equity and Title IX Compliance Office

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If a student needs to explore options for medical care, protections, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at rsvpcenter@wustl.edu or (314) 935-3445. For after-hours emergency response services, call (314) 935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: RSVP Center.

Bias Reporting and Support System (BRSS)

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Counseling and Psychological Services

Counseling and Psychological Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Individual, Conjoint, and Group therapy are all provided in addition to referrals for off-campus support. Information can be found on the Mental Health Services webpage https://students.wustl.edu/counseling-psychological-services/.

The Division of Student Affairs also offers a telehealth program to students called TimelyCare https://app.timelycare.com/auth/login. While students are encouraged to visit Counseling and Psychological Services during business hours, this additional service also provides after-hours access to medical care and 24/7 access to mental telehealth care across the United States, with no cost at the time of the visit. 12 counseling

visits are provided at no charge as well as a limited number of psychiatry appointments. Students who pay the Health and Wellness fee are eligible for this service.

Additionally, see the mental health services offered through the RSVP Center listed above.

WashU Cares

WashU Cares specializes providing referrals and resources, both on, and off campus for mental health, medical health, financial and academic resources by using supportive case management. WashU Cares also receives reports on students who may need help connecting to resources or whom a campus partner is concerned about. If you are concerned about a student or yourself, you can file a report here: https://washucares.wustl.edu/.

The Writing Center

The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work.

The Center is located in Mallinckrodt and open Sunday through Thursday from 11:00 am to 9:00 pm and Friday from 11:00 am to 5:00 pm. Students are seen primarily by appointment, but walk-ins will be accepted as the schedule allows. Both in-person and online appointments are available. To make an appointment, go to writingcenter.wustl.edu. Email: writingcenter.wustl.edu.

The Learning Center

The Learning Center provides support programs, including course-specific mentoring and academic skills coaching (study and test-taking strategies, time management, etc.), that enhance undergraduate students' academic progress. Contact them at learningcenter@wustl.edu or visit ctl.wustl.edu/learningcenter to find out what support they may offer for your classes.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: https://diversityinclusion.wustl.edu/.

Equity, Diversity, and Inclusion in the Sam Fox School

The Sam Fox School strives to increase the diversity of our community, nurture an inclusive learning and work environment, and promote a culture and ethos that values diversity, inclusion, and equitable success. It is an essential mission and responsibility of the School to engage critical societal issues in St. Louis. We believe that art, architecture, and design are uniquely positioned to address these challenges in a meaningful way, and understanding context and history is essential to being part of change.

The Assistant Director for EDI supports Sam Fox School students, staff, and faculty on a variety of initiatives, facilitates trainings and events throughout the year, and connects students to the appropriate resources within the school and across campus. Please contact Stephen Deaderick at sdeaderick@wustl.edu with any questions or concerns.

We welcome feedback on how we can advance diversity and inclusion efforts within our studios, galleries, and classrooms. Learn more about our current events and updates at https://samfoxschool.wustl.edu/the-school/diversity-equity-inclusion/.

Gephardt Institute

Students play an essential role in a vibrant and functioning democracy! State and local elections take place throughout the year and have a direct impact on our communities. You can register to vote, request an absentee ballot, confirm your polling location, and get Election Day reminders at http://wustl.turbovote.org for any of the 50 states and Washington D.C. WashU students are considered Missouri residents, and eligible student voters can register to vote in the state of Missouri or their home state.

If you are ineligible to vote, you can participate by encouraging your friends to register and vote, engaging your peers in local issues, and taking part in other civic and community engagement activities. For more resources on voting and other civic and community engagement opportunities, please visit http://washuvotes.wustl.edu and http://gephardtinstitute.wustl.edu.

University Libraries

University Libraries include seven unique locations across the Danforth Campus, but they are much more than just beautiful, quiet spaces for studying and group work. The Libraries include librarians for every discipline on campus, with the expertise to work with you to develop research ideas and find the best resources to meet your needs; or you are welcome to explore our research guides, tailored for each subject and available online. The Libraries hold five million items in the collection—print books, journals, electronic resources, databases, and millions more accessible through interlibrary loan—and you can find it all at the search on our home page. Additional resources for students include special collections, data services, citation help, digital publishing, and more. Visit the Libraries website for more details about these and other ways that the Libraries are here to support your academic success.

See: https://library.wustl.edu/locations/artarch/

Sam Fox School Financial Support
Students in need of financial support to complete the assignments for this course may have access to undergraduate funding opportunities. For information on available student funding opportunities in the Sam Fox School, visit https://samfoxschool.wustl.edu/resources-and-opportunities/student-funding/undergraduate/.

Additional Information for Faculty Awareness:

Religious Holidays

As home to students, faculty, and staff of all the world's major religions and as a non-sectarian institution, Washington University in St. Louis values the rich diversity of spiritual expression and practice found on campus. It is therefore the policy of the university that students who miss class, assignments, or exams to observe a religious holiday should be accommodated. The Religious Holiday Class Absence Policy can be found here.

The Sam Fox School of Design & Visual Art recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

The Office of Religious, Spiritual and Ethical Life maintains a calendar of many religious holidays observed by the WashU community. Listed below are dates of some of the major religious holidays or obligations in the Fall 2022/Spring 2023 semester that may pose potential conflicts for observant students.

The Jewish holidays that may pose potential scheduling conflicts begin at sundown on the first day listed and end at nightfall of the last day shown:

September 15-17	Rosh Hashanah
September 24-25	Yom Kippur
September 29 – October 1	Sukkot Opening Days
October 6-7	Shemini Atzeret
October 7-8	Simchat Torah
April 22-24	Passover Opening Days
April 28-30	Passover Closing Days
June 11-13	Shavuot

Additionally, the Sabbath/Shabbat is celebrated each Friday at sundown though Saturday at nightfall.

Baha'i students may require observance on the following days:

October 15-17	Twin Holy Days
May 23-24	Declaration of the Bab

The dates this fall that may present a conflict for Hindu students are:

October 23	Dussehra
November 1	Diwali (also celebrated by Jains and Sikhs)

Muslim student may require observance on the following days:

March 10- April 9(approximately)	Ramadan
April 9-10	Eid al-Fitr