

Seminar on adult relationships: Friends, lovers, spouses, & parents

This draft is subject to minor changes through the 1st day of class.



Course HCS7355
Professor Karen Prager
Term Spring, 2017: January 9 – April 27, 2017
Meetings Mondays 1:00 p.m. – 3:45 p.m. [CR 1.212](#)

Professor's Contact Information

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General Course Information

Pre-requisites, Co-requisites, & other restrictions Graduate student status

Course Description This course will examine theory and research on close relationships among adults. The class will be introduced to some behavioral science research methods that are involved in the study of close relationships. Specific issues in relationships that will be discussed include attachment, intimacy, divorce and its impact, conflict, friendship, infidelity, sexuality, and the repair of relationships after a breach.

Learning Outcomes
Goal #1 - Students will identify factors that contribute to, and detract from, satisfying relationships.
Goal #2 - Course participants will read and discuss research articles on close relationships and use them in their writing about close relationships.
Goal #3 – Students will present research and lead discussions.
Goal #4 – Students will conceptualize a study on a close relationships topic.

Required Texts & Materials

1. Bradbury, T.N. & Karney, B.R. (2013). *Intimate Relationships*, 2nd edition. New York: Norton.
2. Hojjat, M. & Cramer, D. (2013). *Positive Psychology of Love*. New York: Oxford.
3. Journal articles & other readings on ELEARNING

Assignments & Academic Calendar

Due dates for papers and tests are definite. Dates for discussing topics and readings are approximate.

Date	Topic	Reading Assignment
Jan. 9	Introduction to the Study of Personal Relationships	1. Overview of the course and course objectives. Read for today: Bradbury and Karney, Chapters 1 & 3.
Jan. 16	MARTIN LUTHER KING CELEBRATION	
Jan. 23	National data on marriage Introduction to Cognitive-Behavioral Model of Relationship Functioning	2. Reading for today on eLearning: In <i>Enhanced Cognitive-Behavioral Therapy</i> , Chapters 1-3. 3. Howe, G.W., Dagne, G., & Brown, G.H. (2005). Multi-level methods for modeling observed sequences of family interaction. <i>Journal of Family Psychology</i> , 19, 72-85. 4. Measures: DAS, SOC, ACQ
Jan. 30	Marital problem-solving and conflict	5. Bradbury & Karney, Chapter 8, pp. 262-283. 6. Kurdek, L.A. (1995). Predicting change in marital satisfaction from husbands' and wives' conflict resolution styles. <i>Journal of Marriage and Family</i> , 57, 153-164. 7. Fincham, F.D. (2003). Marital conflict: Correlates, structure, and context. <i>Current Directions in Psychological Science</i> , 12, 23-27. 8. Sanford, K. (2010). Assessing conflict communication in couples: Comparing the validity of self-report, partner-report and observer ratings. <i>Journal of Family Psychology</i> , 24, 165-174. 9. Measures: CPQ, SPAFF
Feb. 6	Intimacy and positive communication	10. In <i>Positive Psychology of Love</i> , Chapters 1, 2, 4, & 10. 11. Driver, J.L. & Gottman, J.M. (2004). Daily marital interactions and positive affect during marital conflict among newlywed couples. <i>Family Process</i> , 43, 301-314. 12. Mitchell et al. (2008). Predictors of intimacy in couples' discussions of relationship injuries: An observational study. <i>Journal of Family Psychology</i> , 22,

		<p>21-29.</p> <p>13. Winczewski, L.A., Bowen, J.D., Collins, N.L. (2016). Is empathic accuracy enough to facilitate responsive behavior in dyadic interaction? Distinguishing ability from motivation. <i>Psychological Science</i>, ?, 1-11. DOI: 10.1177/0956797615624491</p> <p>14. Measures: IRF-I, PAIR</p>
Feb. 13	Attachment in adult relationships	<p>15. In <i>Positive Psychology of Love</i>, Chapter 6.</p> <p>16. Collins, N.L. & Feeney, B.C. (2000). A Safe Haven: An attachment theory perspective on support seeking and caregiving in intimate relationships. <i>Journal of Personality and Social Psychology</i>, 78, 1053-1073.</p> <p>17. Sibley, C.G. & Liu, J.H. (2006). Working models of romantic attachment and the subjective quality of social interactions across relational contexts. <i>Personal Relationships</i>, 13, 243-259.</p> <p>18. Fraley, R.C., Hudson, N.W., Heffernan, M.E. & Segal, N. (2015). Are adult attachment styles categorical or dimensional? A taxometric analysis of general and relationship specific attachment orientations. <i>Journal of Personality and Social Psychology</i>, 109, 354-368.</p> <p>19. Measures: AAQ, ECR, Main's Adult Attachment Interview</p>
Feb. 20	Attachment avoidance and anxiety in couple relationships	<p>20. Robin A. Barry & Erika Lawrence (2013). "Don't stand so close to me:" An attachment perspective of disengagement and avoidance in marriage. <i>Journal of Family Psychology</i>, 27, 484-494.</p> <p>21. Little, K.C., McNulty, J.K., & Russell, V.M. (2010). Sex buffers intimates against the negative implications of attachment insecurity. <i>Personality and Social Psychology Bulletin</i>, 36, 484-498.</p> <p>22. Overall, N.C. & Lemay, E.P. (2015). Attachment and dyadic regulation</p>

		<p>processes. In Jeffrey Simpson and W. Steven Rholes (Eds). <i>Attachment Theory and Research: New Directions and Emerging Themes</i>, pp. 145-169. New York: Guilford.</p> <p>23. Laurenceau, J.P. & Bolger, N. (2005). Using diary methods to study marital and family processes. <i>Journal of Family Psychology</i>, 19, 86-97.</p>
Feb. 27	Close Relationships and Sexuality	<p>24. Impet, E.A., Muise, A., & Peragine, D. (2014). Sexuality in the context of relationships. In <i>APA Handbook of Sexuality and Psychology</i>, pp. 269-315. Washington, DC: American Psychological Association.</p> <p>25. Birnbaum, et al., (2006). When Sex Is More Than Just Sex: Attachment Orientations, Sexual Experience, and Relationship Quality, <i>Journal of Personality and Social Psychology</i>, 91, (5), 929-943.</p> <p>26. Birnbaum, Gurit E. (2010). Bound to interact: The divergent goals and complex interplay of attachment and sex within romantic relationships, <i>Journal of Social and Personal Relationships</i>, 27(2): 245-252.</p> <p>27. Cook, W.L. & Snyder, D.K. (2005). Analyzing nonindependent outcomes in couple therapy using the actor-partner interdependence model. <i>Journal of Family Psychology</i>, 19, 133-141.</p> <p>28. Measures: Sexual Satisfaction</p>
Mar. 6	Emotion regulation & close relationships	<p>29. Mikulincer, M. & Shaver, P.R. <i>Attachment in Adulthood: Structure, Dynamics, and Change</i>. New York: Guilford. Chapter 7 on Attachment processes and emotion regulation.</p> <p>30. English, T., John, O.P., & Gross, J.J. Emotion regulation in close relationships. In Simpson, J.A. & Campbell, L. (Eds.). <i>The Oxford Handbook of Close Relationships</i>, pp. 500-513. New York: Oxford University Press. ISBN: 9780195398694.</p> <p>31. Peters, B. J., & Jamieson, J. P. (2016, June 27). The Consequences of Suppressing</p>

		<p>Affective Displays in Romantic Relationships: A Challenge and Threat Perspective. <i>Emotion</i>. Advance online publication. http://dx.doi.org/10.1037/emo0000202</p> <p>32. Ben-Naim, S. et al. (2013). An experimental study of emotion regulation during relationship conflict interactions: The moderating role of attachment orientations. <i>Emotion</i>, 13, 506-519.</p> <p>33. Bloch, L., Haas, C.M., & Levenson, R.W. (2014) Emotion regulation predicts marital satisfaction: More than a wives' tale. <i>Emotion</i>, 14, 130-144.</p> <p>34. Measure: IERQ</p>
Mar. 13	SPRING BREAK	
Mar. 20	Divorce and its aftermath	<p>35. Reading for today on eLearning: Carrère & Gottman (1999). Predicting Divorce among Newlyweds from the First Three Minutes of a Marital Conflict. <i>Family Process</i>, 38, 293-301.</p> <p>36. Markman, H.J. et al. (2010). The premarital communication roots of marital distress and divorce: The first five years of marriage. <i>Journal of Family Psychology</i>, 24, 289-298.</p> <p>37. Davis, D., Shaver, P.R., & Vernon, M.L. (2003). Physical, emotional, and behavioral reactions to breaking up: The roles of gender, age, emotional involvement, and attachment style. <i>Personality and Social Psychology Bulletin</i>, 29, 871-884.</p> <p>38. Measures: "Marital Status Inventory"</p>
Mar. 27	Loneliness and the importance of friends (I will select among these before we get here)	<p>39. Mikulincer, M. & Shaver, P.R. (2014). An attachment perspective on loneliness. In R.J. Coplan and J.C. Bower, <i>The Handbook of Solitude: Psychological Perspectives</i>, pp. 34-50. Chichester, West Sussex, UK: Wiley.</p> <p>40. Liu, B.S. & Rook, K.S. (2013). Emotional and social loneliness in later life. <i>Journal of Social and Personal Relationships</i>, 30,</p>

		<p>813-832.</p> <p>41. Merz, E.M. & De Jong Giervelt, J. (2016). Childhood memories, family ties, sibling support and loneliness in ever-widowed older adults: quantitative and qualitative results. <i>Aging and Society</i>, 36, 534-561.</p> <p>42. In <i>The Positive Psychology of Love</i>, Chapter 3.</p> <p>43. Demir, M., Dogan, A., & Procsal, A.D. (2013). I am so happy 'cause my friend is happy for me: Capitalization, friendship, and happiness among US and Turkish college Students. <i>Journal of Social Psychology</i>, 153, 250-255.</p> <p>44. Allen, L.F., Babin, E.A., & McEwan, B. (2012). Emotional investment: An exploration of young adult friends' emotional experience and expression using an investment model framework. <i>Journal of Social and Personal Relationships</i>, 29, 206-227.</p> <p>45. Stevens, N.L. & Van Tilburg, T.G. (2011). Cohort differences in having and retaining friends. <i>Journal of Social and Personal Relationships</i>, 28, 24-43.</p>
Apr. 3	Affairs & infidelity	<p>46. Luo, S., Cartun, M.A., & Snider, A.G. (2010). Assessing extradyadic behavior: A review, a new measure, and two new models. <i>Personality and Individual Differences</i>, 49, 155-163.</p> <p>47. DeWall et al. (2011). So far away from one's partner, yet so close to romantic alternatives: Avoidant attachment, interest in alternatives, and infidelity. <i>Journal of Personality and Social Psychology</i>, 101, 1302-1316.</p> <p>48. Balderrama-Durbin, C.M., Allen, E.S., & Rhoades, G.K. (2012). Demand and withdraw behaviors in couples with a history of infidelity. <i>Journal of Family Psychology</i>, 26, 11-17.</p> <p>49. Vossler, A. (2016). Internet infidelity 10 years on: A critical review of the literature. <i>The Family Journal</i>, 24, 359-366.</p>

Apr. 10	Recovery and Repair of Relationships Videos, John Gottman	<p>50. In <i>Positive Psychology of Love</i>, Chapter 9.</p> <p>51. Jessica E. Salvatore, Sally I-Chun Kuo, Ryan D. Steele, Jeffry A. Simpson, and W. Andrew Collins (2011). Recovering From Conflict in Romantic Relationships: A Developmental Perspective. <i>Psychological Science</i>, 22: 376.</p> <p>52. Gottman, J.M. & Levenson, R.W. (1999). Rebound from marital conflict and divorce prediction. <i>Family Process</i>, 38, 287-292.</p> <p>53. Heintzelman, a. et al. (2014) Recovery from Infidelity: Differentiation of self, trauma, forgiveness, and post-traumatic growth among couples in continuing relationships. <i>Couple and Family Psychology: Research and Practice</i>, 3, 13-29.</p> <p>54. Measure: Post-Conflict Couple Behaviors, in preparation, by Biemer, Prager, et al.</p>
Apr. 17	Adults and their parents	<p>55. Braithwaite et al. (2016). The unique influences of parental divorce and parental conflict on emerging adults in romantic relationships. <i>Journal of Adult Development</i>, 23, 214-225.</p> <p>56. Gans, S.E. & Johnson, V.K. (2016) Cortisol response to family interaction as a predictor for adjustment. <i>Journal of Family Psychology</i>, 30, 812-821.</p> <p>57. Reading for today on eLearning, Paul R. Amato and Juliana M. Sobolewski (2001). The Effects of Divorce and Marital Discord on Adult Children's Psychological Well-Being, <i>American Sociological Review</i>, 66(6), 900-921.</p> <p>58. Fuller-Iglesias, H.R. Webster, N.J., & Antonucci, T.C. (2015). The complex nature of family support across the life span: Implications for psychological well-being. <i>Developmental Psychology</i>, 51, 277-288.</p>
Apr. 24	Close relationships and mental health	<p>59. In Bradbury & Karney, Chapter 11.</p> <p>60. Pietromonaco, P.R., Uchino, B.N., & Dunkel-Schetter, C. (2013). Close relationship processes and health:</p>

		<p>Implications of attachment theory for health and disease. <i>Health Psychology</i>, 32, 499-513.</p> <p>61. Wang, S. & Repetti, R.L. (2014). Psychological well-being and job stress predict marital support interactions: A naturalistic study of dual-earner couples in their homes. <i>Journal of Personality and Social Psychology</i>, 107, 864-878.</p> <p>62. Marroquin, B. & Nolen-Hoeksema, S. (2015). Emotion regulation and depressive symptoms: Close relationships as social context and influence. <i>Journal of Personality and Social Psychology</i>, 109, 836-855.</p>
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Course Policies

<p>Grading (credit) Criteria</p>	<p>Grade will be based on the following:</p> <ol style="list-style-type: none"> 1) Weekly discussion questions: 1.5 point per week (18 potential points total; no questions required for the two sessions for which you will present) 2) In-class presentations: 15 points apiece (30 points total). 3) Research paper: 40 points 4) Class attendance: 12 points
<p>Assignments</p>	<ol style="list-style-type: none"> 1. Discussion Questions. Each week, students will post 3 discussion questions from the readings on eLearning (each one from a different reading). Ideally, these should be questions that the readings provoked for you! The questions can address one or more of the following: 1) links between the study and past research, 2) methods used in empirical studies, 3) confusions about definitions of concepts, 4) questions that occur to you but don't seem to have been addressed, 5) possible applications of findings, or 6) next steps in the research. Feel free also to raise a new question stimulated by the questions the reviewers/researchers addressed. Have an example from personal experience that seems to contradict existing theory? That's also interesting. 2. Class presentations. Each student will make 2 presentations. <ol style="list-style-type: none"> a. One will consist of a 10-minute review of one of the readings for the week. Following the brief review (hitting the highlights), the presenter will lead a discussion using the questions posted on eLearning as a guide (or additional questions that the presenter wishes to bring). b. For the second, the student will find an article relevant to the topic of the week, and present it as though making a conference presentation: with rationale, method, results, and implications. Before your second presentation, please send me the citation and abstract for my approval. Please prepare handouts, power-point slides, or anything else that might add to your presentation. Your grade for the class presentation will be based on your oral presentation and on the written presentation materials that you will hand in to me. 3. Research proposal (6-10 pages). Each student will select one of the class topics (or a closely related one in the student's interest area), and write a rationale for a new study. The rationale should link the study with existing literature in the area, and offer a compelling argument for why this next step is necessary and/or desirable. The study will be limited in scope (this short paper will not come from your thesis nor are you required to write a thesis-length/thorough proposal). The structure of the research proposal will be as follows: <ol style="list-style-type: none"> a. A short statement about why the topic is important for scholars to address, ideally linked to existing research. b. A specific statement about the relevance of the proposal topic

	<p>to the general topic.</p> <ul style="list-style-type: none"> c. A summary of existing knowledge. This section will present previous research results with citations. d. A more detailed review of one-three key studies that serve as the backdrop for the proposed work. e. Specific hypotheses for the proposed work. f. A brief method section that tells the following: <ul style="list-style-type: none"> i. Whom you will study ii. What kind of study you will conduct (observational, diary, online, self-report, cross-sectional or longitudinal, and why) iii. Ideally how you would like to measure your variables (no review or selection from among existing measures required).
	<p>QUOTING and CITING</p> <p>Quoting your sources is fine, as long as you use the correct form. Enclose all literal quotations in quotation marks (" "), then follow your quotation with the name of the author, date of article or book (if not already mentioned), and page number from which you got the quotation.</p> <p>Example: Although social scientists have carefully measured sexual attitudes and behaviors, the impact of sexual behavior on the development of close, male-female relationships is not well understood. As Margaret Mead noted, "the language of tables and variables ... has replaced Latin as the acceptable language for the discussion of sex" (1959, p. 16).</p> <p>As a matter of course, it is NOT a good idea to overuse quotations, particularly as a substitute for saying something yourself. For the latter purpose, they do not work well.</p> <p>Quoting without a citation is called plagiarism. This is a form of scholastic dishonesty and results in an F grade on the proposal.</p>
eLearning Resources	<p>The syllabus, course goals and objectives, and all handouts and study aids will be available through eLearning. You can access eLearning either on the UTD homepage at the top, right-hand corner or with this URL:</p> <p>https://elearning.utdallas.edu/webapps/portal/frameset.jsp</p> <p><u>Turning in your presentation materials and papers via eLearning.</u> You will be turning in your papers through eLearning this semester. Go to "Course Content" and scroll down – you'll see a link, "Assignments." Click on it and you will see each of the assignments has a place for you to turn in your work.</p> <p><u>Formatting your paper for submission through eLearning.</u> The following are the formatting requirements for your paper.</p>

	<ol style="list-style-type: none"> 1. Doubled-spaced 2. One inch margins all around 3. 12 point or elite font. 4. In one of the following word processing formats: <ol style="list-style-type: none"> a. Microsoft Word .doc or .docx b. Word Perfect .wpd c. Rich Text .rtf <p>Not acceptable: Any Apple extension, Microsoft Works (.wps), Open Documents, or other document type (I cannot open them). If you're unsure of the format of your document, check the file extension.</p>
Late Work	Any research proposals handed in after the due date will lose 5 points (half of a letter grade) for each day late.
Class Attendance	Attendance is required, and counts toward your final grade.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, *Rules on Student Services and Activities of the university's Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, *Rules on Student Services and Activities*, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.