

Syllabus: Archer Center Washington Internship



Course Information
PSCI 4V76
Archer Center Washington Internship

Fall 2025
Dr. Jennifer Diascro

Professor Contact Information

Professor: Dr. Jennifer Diascro
Email Address: Jennifer.Diascro@UTDallas.edu
Office Hours: See 1:1 Coaching Sessions below

Note: Please use only your University of Texas Dallas account to email Archer Center faculty.

Course Description

Students will enhance their professional skillset through experiential training in their internships, group discussion sessions, individual reading and reflection, and practical assignments. We will meet regularly to integrate your practical training with other lessons in professional development.

To receive academic credit for this course, you must:

- 1) Complete a full-time (32-40 hours/week) internship in a governmental or non-governmental organization based in the Washington, D.C. area. In order to fulfill the internship hours required for this six-credit internship course, you are expected to secure an internship no later than the fourth Friday after the start of the Archer Center program semester. Students are expected to meet the requirements of their internship office, to meet all internship-related requirements of the Archer Program, and to conduct themselves according to university rules.
- 2) Prepare for, attend, and actively participate during all scheduled group sessions.
- 3) Complete all written assignments, including Thoughts to Action and Philosophy of Work.

Additionally, you have the option to schedule one-on-one professional coaching sessions with me for support with more individual issues, opportunities, or concerns that you experience in the workplace.

Note: Sally Lawrence (slawrence@utsystem.edu) is the Archer Center's Associate Director of Professional Development and Employer Relations. Please communicate proactively with Sally if you have questions about your internship requirements or significant concerns about your internship.

Student Learning Objectives

Upon completion of the course, students will be able to:

- Reflect critically on their professional values and strengths and articulate their philosophy of work.
- Identify common workplace challenges and apply evidence-based practices that promote professional growth and identity, effective time management, professional communication, relationship-building, and conflict resolution.
- Pursue goals and respond to challenges in professional settings with a greater sense of agency and self-efficacy.

Calendar of Sessions

Group Sessions (Archer Center)

In addition to full cohort meetings on August 28 and December 1, your assigned group will meet six times this semester—once every two weeks. You must attend all of these meetings. Please note that the group meeting times rotate for each session. Mark your calendars!

One-on-one Coaching Sessions (Virtual)

Optional individual coaching sessions will be available at the times indicated below or at another pre-arranged time. A Calendly link will be available to make 25-minute appointments. All 1:1 sessions will be virtual via Teams.

| SESSION | MEETING DATE | MEETING TIME | GROUP |
|---|--|--------------|-------------|
| Orientation week: Values as your Professional Compass | Thursday, August 28 | 12 – 2 PM | Full Cohort |
| Weeks 2-3: Fostering Your Growth Mindset & Adapting to Your Workplace | Wednesday, September 10 | 6 – 6:50 PM | Group 1 |
| | | 7 – 7:50 PM | Group 2 |
| | | 8 – 8:50 PM | Group 3 |
| | Wednesday, September 17 | 6 – 6:50 PM | Group 4 |
| | | 7 – 7:50 PM | Group 5 |
| | | 8 – 8:50 PM | Group 6 |
| Weeks 2-3: One-on-one coaching | By appointment: Tu & Th, 8-9 AM, 12-1 PM | | Individual |
| Weeks 4-5: Managing Your Tasks and Time | Wednesday, September 24 | 6 – 6:50 PM | Group 3 |
| | | 7 – 7:50 PM | Group 1 |
| | | 8 – 8:50 PM | Group 2 |
| | Wednesday, October 1 | 6 – 6:50 PM | Group 6 |
| | | 7 – 7:50 PM | Group 4 |
| | | 8 – 8:50 PM | Group 5 |
| Weeks 4-5: One-on-one coaching | By appointment: Tu & Th, 8-9 AM, 12-1 PM | | Individual |
| Weeks 6-7: Making the Most of Feedback | Wednesday, October 8 | 6 – 6:50 PM | Group 2 |
| | | 7 – 7:50 PM | Group 3 |
| | | 8 – 8:50 PM | Group 1 |
| | Wednesday, October 15 | 6 – 6:50 PM | Group 5 |
| | | 7 – 7:50 PM | Group 6 |
| | | 8 – 8:50 PM | Group 4 |
| Weeks 6-7: One-on-one coaching | By appointment: Tu & Th, 8-9 AM, 12-1 PM | | Individual |
| Weeks 8-9: Engaging Across Differences and Resolving Conflicts | Wednesday, October 22 | 6 – 6:50 PM | Group 1 |
| | | 7 – 7:50 PM | Group 2 |
| | | 8 – 8:50 PM | Group 3 |
| | Wednesday, October 29 | 6 – 6:50 PM | Group 4 |
| | | 7 – 7:50 PM | Group 5 |
| | | 8 – 8:50 PM | Group 6 |
| Weeks 8-9: One-on-one coaching | By appointment: Tu & Th, 8-9 AM, 12-1 PM | | Individual |
| Weeks 10-11: Building your Network | Wednesday, November 5 | 6 – 6:50 PM | Group 3 |
| | | 7 – 7:50 PM | Group 1 |

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| | | 8 – 8:50 PM | Group 2 |
| | Wednesday, November 12 | 6 – 6:50 PM | Group 6 |
| | | 7 – 7:50 PM | Group 4 |
| | | 8 – 8:50 PM | Group 5 |
| Week 10-11: One-on-one coaching | By appointment: Tu & Th, 8-9 AM, 12-1 PM | | Individual |
| Week 12: Designing Your Future | Wednesday, November 19 | 6 – 8 PM | Full Cohort |
| Week 12: One-on-one coaching | By appointment: Tu & Th, 8-9 AM, 12-1 PM | | Individual |
| Week 13 | November 24 to 28: No meetings Happy Thanksgiving! | | |
| Week 14: Reflecting on Work | Monday, December 1 | 9-10:30 AM | Full Cohort |

Assignments

All course materials are freely available online via the links below and through the class [eLearning](#) site.

| SESSION | DATE | FOR REFLECTION | TO COMPLETE |
|---|--|--|--|
| Orientation week: Values as your Professional Compass | Thursday, August 28 | | Attendance at DC Orientation |
| Weeks 2-3: Fostering Your Growth Mindset & Adapting to Your Workplace | Wednesday, September 10 or Wednesday, September 17 | <p>As you get oriented in DC and settle into your workplace, consider how you are approaching this experience and how you'd like to adapt to this new environment.</p> <p><i>What does your internship reflect about you and your aspirations? In what ways do you hope to grow during this experience? How will you approach the challenges and opportunities in your internship?</i></p> | <p>Reading and listening:</p> <p>Carol Dweck, The Power of Believing you can Improve (TED Talk, 2014).</p> <p>Patricia Faison Hewlin, "How to be more authentic at work" (Greater Good Science Magazine, UC Berkeley, 2020).</p> <p>"10 Things you should do in the first 30 days of a new job" (LinkedIn, 2024).</p> <p>"How to Overcome feeling like an Impostor" (Speaking of Psychology podcast, 2021).</p> <p>Assignment:</p> |

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| | | | Thoughts to Action: see prompt & due dates in eLearning |
| Weeks 4-5: Managing your Tasks and Time | Wednesday, September 24 or Wednesday, October 1 | <p>As your work responsibilities increase, consider how you and your colleagues perform your roles.</p> <p><i>What different working styles—for better and worse—do you observe among your colleagues? What challenges related to managing the workload have you observed or experienced? What techniques do you plan to use to manage your work?</i></p> | <p>Reading and listening:</p> <p>Dan Harris and Gloria Mark, “The Science of Rescuing Your Attention Span” (10% Happier podcast interview, 2024) (interview starts around 4:00).</p> <p>Greg McKeown, “Essentialism: The Disciplined Pursuit of Less,” Chapters 1-4 (PDF in eLearning).</p> <p>Assignment:</p> <p>Thoughts to Action: see prompt & due dates in eLearning</p> |
| Weeks 6-7: Making the Most of Feedback | Wednesday, October 8 or Wednesday, October 15 | <p>As you begin to receive feedback and provide it to others, consider what this feedback looks like and what it means to you.</p> <p><i>How do people express recognition and criticism in your workplace? In what ways have you received or given such feedback? If you could redesign your workplace, how would people express and respond to recognition and criticism?</i></p> | <p>Reading and listening:</p> <p>Adam Grant and Mellody Hobson on “Taking Tough Feedback” (podcast interview, 2024).</p> <p>Tara Mohr, “Hooked vs. Unhooked” (blog post).</p> <p>Tara Mohr, “Unhooking from Praise & Criticism, Four Rs Journaling Worksheet.”</p> <p>Assignment:</p> <p>Thoughts to Action: see prompt & due dates in eLearning</p> |
| Weeks 8-9: Engaging Across Differences and Resolving Conflicts | Wednesday, October 22 or Wednesday, October 29 | <p>As you learn more about the interpersonal dynamics in your workplace, consider how people engage with each other.</p> <p><i>How do people engage with different perspectives at work? What seems to cause tensions or conflicts in your workplace, and how have you</i></p> | <p>Reading and listening:</p> <p>Chris Wilson, “14 Conflict Resolution Strategies for the Workplace” (Positive Psychology article, 2022).</p> <p>Mark Leary, “What does Intellectual Humility look like?” (UC Berkeley Greater Good Science Center article, 2021).</p> |

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| | | <i>and others responded? What practices do you find most effective and least effective for managing and resolving conflicts?</i> | Assignment: Thoughts to Action: see prompt & due dates in eLearning |
| Weeks 10-11: Building Your Network | Wednesday, November 5 or Wednesday, November 12 | <p>As you meet more people through your internship, consider how you would like to strengthen and expand your network.</p> <p><i>What does my network look like? Which aspects of my academic, professional, and personal growth feel well-supported by my network? Which aspects need more support? What role do I—and do I hope to—play in other people’s networks?</i></p> | <p>Reading and listening:</p> <p>“Informational Interview” (UT Austin Office of Career and Life Design resources).</p> <p>“Networking Tips for Beginners” (Networking for Beginners Blog)</p> <p>Assignment: Thoughts to Action: see prompt & due dates in eLearning</p> |
| Week 12: Designing Your Future | Wednesday, November 19 | <p>As you conclude your internship, consider how you will draw on this experience to design your future work life.</p> <p><i>What values, beliefs, and goals will guide your professional trajectory going forward? What strengths will you continue to sharpen, and which areas for improvement will you address? How do you plan to design your work life?</i></p> | <p>Reading and listening:</p> <p>Assignment:</p> <p>Bill Burnett, “5 Steps to Designing the Life You Want” (TEDx talk, 2017).</p> <p>Bill Burnett & Dave Evans, “Chapter 3: Wayfinding” in <i>Designing Your Life</i> 2016 (PDF in eLearning)</p> <p>Assignment: Thoughts to Action: see prompt & due dates in eLearning</p> |
| Week 13 | | No Class: Happy Thanksgiving! | |
| Week 14: Reflecting on Work | Monday, December 1 | <p>Congratulations on your remarkable effort this fall!</p> <p>After you submit your PoW on Sunday night, we’ll meet Monday to officially mark the end of your internships and reflect as a group on your professional experiences as Archer Fellows.</p> | <p>Assignment:</p> <p>Due, Sunday, November 30: Philosophy of Work by 11:59 PM, via eLearning</p> |

Assignment Prompts

Thoughts to Action

Purpose: A primary goal of this course and the Archer Fellowship is to encourage reflection about your internship and other professional experiences you have in DC, and to put your thoughts and ideas into action. We will work on these skills this semester!

And they *are* skills, and not easy ones to learn. First, reflecting is challenging for most of us. It means spending time with our thoughts as they roll around in our heads, often unformed and usually unarticulated. Second, even when we do take the time to understand our thoughts, we often don't know how to implement what we've learned.

So, we're going to practice! Between each group session, you will reflect on our discussion, try to implement new thoughts and behaviors in your professional spaces, and write a short brief about the experience. These briefs together will help you write your Philosophy of Work, due at the end of the term.

More details about substance, format, and due dates for Thoughts to Action will be forthcoming in eLearning.

Philosophy of Work

Purpose: Regardless of the length of our resumes, most of us have not spent time reflecting on the values and beliefs that are important to us in our work life. Your Archer Fellowship is a special opportunity to think deeply about what work means to you.

A philosophy of work (PoW) is a statement that guides your approach to work. This statement should encapsulate the values and attitudes you have about work and your vision for the place and purpose of work. During the semester, we'll read and listen to experts on various aspects of work, and we'll talk extensively about your interpretations and thoughts about your own professional perspective and work. All of this will be material for crafting your philosophy of work.

For example, some philosophies emphasize beliefs about the importance of hard work or the value of taking pride in one's work; others focus on the need for a work-life balance and the role of work in personal fulfillment. Some statements reflect on the relationship between work and society, such as contributing to the greater good. Many include bits and pieces of all of these elements.

The most important thing about your PoW is that it is YOURS! It is a very personal guide that can help you make decisions about your career, find meaning and purpose in your work, and achieve a sense of satisfaction and fulfillment in your professional (and personal) life. Significantly, as you change – and you will grow with time – so does your philosophy. It is an organic document that I hope you continue to reflect critically on well beyond this semester.

There is no right or wrong philosophy, just one that reflects your ideas and experiences. Refrain from AI tools when crafting it—make it yours!

Formatting & Writing Requirements: Your PoW should be at least 1 but not longer than 2 pages, single spaced with 12-point font and 1-inch margins. It should be a Word document with your name included at the top.

Your PoW should be written clearly with proper grammar, spelling, and punctuation. It should include full sentences (e.g. no bullets) and be organized with paragraphs.

Due: Sunday, November 30 by 11:59 PM via eLearning.

Grading Policy

| Weight | Requirement |
|--------|---|
| 75% | Completion of internship (minimum of 480 hours) |
| 25% | Active engagement in group sessions and completion of assignments <ul style="list-style-type: none">• 10%: Attendance & Participation in Group Session• 5%: Thoughts to Action• 10%: Philosophy of Work |

| Grade | % range | Description |
|-------|--------------|---|
| A+ | 98-100 | Exemplary work that exceeds expectations |
| A | 94-97 | Impressive work that meets expectations |
| A- | 90-93 | Great work with only minor room for improvement |
| B+ | 87-89 | Strong work with at least one area for improvement |
| B | 84-86 | Work meets expectations with more than one area for improvement |
| B- | 80-83 | Work meets expectations but with ample room for improvement |
| C+ | 77-79 | Below-expectations work that requires various improvements |
| C | 74-76 | Inadequate work that requires extensive improvements |
| C- | 70-73 | Unsatisfactory work that requires substantial improvements |
| D+ | 67-69 | Work significantly below expectations with major deficiencies |
| D | 64-66 | Work significantly below expectations with major deficiencies |
| D- | 60-63 | Work significantly below expectations with major deficiencies |
| F | 59 and below | Work largely or entirely incomplete |

Midterm grades will be posted by **October 18**. Final grades will be reported to your home UT System institution by **December 19, 2025**, and posted in accordance with their respective grade submission deadlines.

Note: UT System campuses vary in their use of the +/- grading scale. Grades for students enrolled at campuses that do not follow this system will be reported as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Guidance on the Use of AI in this course:

A central objective of this course is self-reflection: spending time in your head with your thoughts about who you are professionally (and personally) and what you want, need, and expect from work. This is hard! But it's necessary if you're to understand your own beliefs and values, goals and expectations. DO NOT let anyone or anyTHING do it for you.

Course Policies

Classroom Citizenship

I hope it goes without saying that we all must treat each other with courtesy and grace. We come from different backgrounds, experiences, and perspectives, and they will affect how we understand and process our roles as interns, Fellows, and citizens of DC this semester. Being polite and thoughtful in our interactions with each other is absolutely required.

Attendance

Internship: You are expected to meet the requirements of your internship office and satisfy all internship-related requirements of the Archer Fellowship. Inform your internship supervisor at the beginning of the semester about required Archer Center classes/events that conflict with regular internship working hours. You must obtain permission from your internship supervisor to attend Archer Center events that conflict with regular internship working hours.

Class: You are expected to attend and participate in each of your bi-weekly group sessions. If you are unable to attend a session, it is your responsibility to inform me as soon as possible. Excused absences are limited generally to personal illness, an emergency related to an immediate family member, or a religious holiday. Internship or related events are not considered excuses to miss class. Please record the dates of your group sessions in your calendar immediately to avoid conflicts.

Class Recordings

Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Reporting Sexual Misconduct and Sharing Confidential Information

Students considering sharing personal information in email or in person should be aware that all University staff, faculty, teaching assistants/associates, and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#),

faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the following confidential resources, including, but not limited to:

1. the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255),
2. a health care provider in the Student Health Center (972-883-2747),
3. a clergyperson (or other legally recognized religious advisor) of their choice, or
4. an off-campus resource (e.g., a rape crisis center, doctor, psychologist).

Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the Title IX Coordinator by making a [report](#) online or by calling the Title IX Coordinator at 972-883-2306. Students may also contact the [UTD Police Department \(UTDPD\)](#) for emergency assistance; criminal reporting and investigation; information or assistance regarding protective orders or forensic sexual assault exams; or to request a police escort. In case of emergency, call 911. For non-emergency situations, students can reach the UT Dallas Police Department by calling 972-883-2222. For more information about available support and resources, students can visit the [Office of Institutional Compliance \(Support Services & Resources\)](#) webpage.

Pregnancy and Parenting

UT Dallas is committed to providing support and resources for pregnant and parenting students, faculty, and staff in accordance with Title IX, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Texas Education Code Section 51.982, and other applicable federal and state laws. Pregnant and parenting students are encouraged to complete the [Pregnant and Parenting Self-Identification Form](#) located on the [Office of Institutional Compliance's website](#). Submitting this form allows for a coordinated University effort to help facilitate support for pregnant and parenting students, such as early registration for parenting students and accommodations for pregnant students. For more information about the services and resources available to pregnant and parenting students, visit the [Pregnant & Parenting Resources page](#) and the [Student Pregnancy and Parenting Nondiscrimination Policy](#).

Nondiscrimination

UT Dallas prohibits all forms of discrimination (including harassment) based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, age, national origin, disability, genetic information, or veteran status. UT Dallas further prohibits all forms of sex-based discrimination (including sex-based harassment). Students who believe they have been discriminated against or harassed in violation of University policy, or who believe that someone else has been discriminated against or harassed, are encouraged to directly report these incidents to the Office of Institutional Compliance by making a [report](#) online or by calling the Office of Institutional Compliance at 972-883-2306. For more information, see the University's [Nondiscrimination Policy](#) and [Sexual Misconduct Policy](#). For additional information about available support and resources, see the Office of [Institutional Compliance \(Support Services & Resources\)](#) webpage.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas [Office of Information Technology Help Desk](#) or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week through [UTD eLearning Helpdesk](#). The services include a toll-free telephone number, 1-866-588-3192, for immediate assistance. Educational Technology Services (eLearning) is available by [email](#) to request services. They also have an online chat service.

Student Conduct and Discipline

The University of Texas System [Regents' Rule 50101](#) and UT 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 Student Complaints Resources within the online [UT Dallas Undergraduate Catalog](#), and the [Graduate Catalog](#).

UT Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the ([Student Code of Conduct, UTDSP5003](#)). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6330) and online at [their webpage](#).

A student at the University neither loses their 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 its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Social Media Use

The [Student Code of Conduct](#) includes behaviors conducted via any digital platform. Students may not use any digital platform to seek or provide unauthorized assistance for any assignment done for academic credit. Students may not use any digital platform to impersonate or represent any person other than themselves. Please consult with your instructor regarding authorized assistance.

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 demonstrates a high standard of individual honor in his or her scholastic work. Additional information is provided within their website.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to

fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found [on their website](#).

Military-Affiliated Students

At the University of Texas at Dallas, we are committed to supporting our military and veteran students and their spouses and dependents as they pursue their academic goals. Recognizing the unique challenges faced by those who have served, we strive to create a welcoming and supportive environment. Please contact your instructor if you are on active duty, called to serve, or if any aspect of your current or past military service, or your family situation, makes it challenging to meet the course requirements or affects your academic progress. Your instructor is committed to supporting you and will work with you to address any complications.

The Military and Veteran Center ([MVC](#)) offers a range of resources and referrals to campus and community partners, ensuring that our military and veteran students can access the assistance they need. Whether it is academic advising, financial aid, or personal support, the MVC is dedicated to helping our students succeed and thrive in their educational journey.

Student Grievance Procedures

Procedures for student grievances are found in the university policy [UTDSP5005](#). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/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 originated.

Accommodations for Students with Disabilities

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the [AccessAbility Resource Center \(ARC\)](#), located in the Administration Building, Suite 2.224. They can be reached by [email](#), calling 972-883-2098, or at their [website](#). To receive academic accommodations for this class, please register and request services by completing the Request for Services form with the proper documentation and meeting with the Director of ARC at the beginning of the semester.

Religious Holy Days

UT Dallas will excuse a student from class or other required activities, including examinations and travel time, for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*. Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments 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 school's vice or associate dean, who serve as the President's designees for these rules. The vice or associate deans must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the vice or associate dean.

This information is also included in the online UT Dallas [Undergraduate Catalog](#), and the [Graduate Catalog](#).