

University of Texas at Tyler
Department of Health & Kinesiology
Communication Sciences & Disorders
COMD 4372 Introduction to Voice and Fluency Disorders

Course Type: Undergraduate (3 Credits)

Instructor: Amber Chauncey, M.A., CCC-SLP

Telephone: (903) 920-5788

E-mail: achauncey@uttyler.edu

Office:

Class Meeting Time: Face-to-Face, MW, 2:30-3:55pm

Office Hours: M, 4-5pm

This syllabus is intended for use with the online resources that are available on Canvas. You are advised to download and retain a copy of this syllabus and assignment guidelines in case you need them in the future for graduate school purposes.

Course Description

This course is designed to introduce undergraduate students of communication sciences and disorders to the disorders of voice and fluency. The first part of the course will provide a review of the anatomy of the phonatory system and the mechanics of voice production. It will discuss the various parameters of frequency and intensity and the norms across the lifespan. It surveys diagnostic procedures and voice therapy techniques. The second part of the course focuses on fluency disorders with a major focus on stuttering. It starts with an analytic review of the contemporary research on the etiology (esp. genetic and neurological) of stuttering disorder. The primary focus of this part will be on the diagnostic procedures and treatment methods. In addition, this part will provide an overview of cluttering disorder. Both parts of the course will address the various ethical, legal, psychosocial, and cultural aspects associated with voice and fluency disorders.

Course Goals & Learning Outcomes:

The course pertains to the following certification standards set by the American Speech-Language Hearing Association (ASHA):

- Standard III-B pertaining to normal dysfluency, stuttering and other disorders of fluency; stuttering in the general population
- Standard III-D pertaining to: laryngeal mechanism and voice production, voice, disorders, vocal fold changes, various types of voice disorders (including organic, psychogenic, and neurological), assessment procedures and treatment methods for voice disorders.

Upon completion of this course students will:

- Describe the anatomic structures of the phonatory mechanism
- Explain the mechanics of normal voice production
- Analyze the psychological and social aspects of voice
- Describe major and secondary types of voice disorders across the lifespan
- Identify the various etiologies of voice disorders and explain age-related changes to vocal-fold tissue, frequency and intensity
- Describe diagnostic procedures, instrumentation and techniques for identifying voice and fluency disorders in children and adults
- Develop basic plans for treating voice and fluency disorders in children and adults
- Analyze voice and fluency assessment results and develop diagnostic impressions
- Critique and analyze current research on voice and fluency disorders and their diagnosis, and treatment in children and adults
- Assess the psychosocial effects of voice and fluency disorders on the daily functioning and academic/professional performance of children and adults

Text (Required):

Logan, Kenneth J. (2022). *Fluency Disorders: Stuttering, Cluttering, and Related Fluency Problems*, 2nd Edition. CA: Plural Publishing, Inc.

Watts & Awan (2019). *Laryngeal Function and Voice Disorders*. Thieme. <https://www.thieme.com/books-main/otolaryngology/product/5227-laryngeal-function-and-voice-disorders>)

Teaching Method & Course Organization:

Students are required to complete the assigned readings prior to classes. The content of this course will be presented in multiple modalities, including class presentations, case studies, literature reviews, student presentations, You Tube videos, online activities, and class discussions. Canvas will be an important part of this course. Weekly readings, discussion topics, case studies, and assignments will be posted there.

Note: *Not reading this syllabus and implementing course guidelines on a REGULAR basis could cause you to be overwhelmed and could very well mean the difference between passing and failing the course. Students are expected to show responsibility and to thoroughly follow all course guidelines provided in this syllabus and on Canvas.*

COURSE REQUIREMENTS:

UT Tyler University Email Address/Canvas Account

Students are expected to have and use their UT TYLER email address. The instructor will ONLY use this address. Course information will be posted on Canvas. It is the students' responsibility to be aware of information and announcements posted on Canvas. The system will also send you copies of announcements via email. Students who may need technical assistance with Canvas are advised to contact IT. Technicians are available 24/7. Providing such assistance is not part of the instructor's job.

Your first assignment is as follows:

Please read the syllabus thoroughly prior to the first class and bring any questions you may have to class.

Regular Attendance and Participation are Required and Expected:

This course is designed to provide a rich learning experience through in-class and online activities, assignments, quizzes, and exams. Students are required to read the assigned materials before coming to class. Class time will be dedicated to activities designed to deepen understanding of the content and consolidate learning. For this format to be successful, it is imperative that students come to class prepared and ready to participate. **During any given class expect to be called upon by name to answer questions about the material.** Attendance and participation points will be based on the quality of your participation (verbal and written).

Attendance Policy:

Regular attendance in this course is mandatory. Classes will begin exactly on time, and will not end a minute earlier. The professor will be in the classroom 10 minutes before class starts, and you are expected to be there on time.

Attendance will be taken promptly at the class start time, and the attendance file will be closed immediately thereafter. The professor will not interrupt class to open it again if you come in late. *Therefore, if you have an emergency and arrive a minute or two later, it is your responsibility to remind the professor after class to mark you present.* If you do not inform the professor at that time, the absence will not be removed. The best way to avoid this issue is to be there right on time.

Regular attendance is critical to your success in this course. Missing two classes during the semester (without a WRITTEN proof of an emergency will lead to loss of 5% of the total course grade. Each additional class missed will lead to loss of an additional 5% of the total course grade. In addition, missing classes without an excused absence will lead to loss of class participation points.

- If you plan to be out for any reason, you do NOT need to notify the professor ahead of time. All you need is to bring in your written proof of an emergency the next time you come to class.
- A legitimate excuse is one that is due to an emergency (e.g., death in the family, car accident, illness, court appearance). *Students will be responsible for providing written proof of such absence (e.g., obituary, court summons, police report, doctor's letter).* I will not ask you for the proof. However, if you do not present

one, your absence will NOT be excused.

- Habitual lateness or leaving before class ends will also result in lowering of the student's final grade. *Missing half of a class twice will be counted as 1 absence.* Arriving late/leaving early is disruptive and shows lack of respect for your fellow classmates. Course content in the form of group experiences and activities cannot be made-up or copied from a classmate's notes under any circumstances.

Important: If you are absent for any reason, please do not ask the professor about what you missed. You will need to find out from one of your colleagues.

No Texting or Internet Browsing while class is in session:

- In my classes I am very protective of class time. Every minute is precious. The only reason you are in this course is to LEARN, and the only reason I am here is to teach you and to make every class of the course worth your money, commuting, time, and effort. For this reason engaging in texting, Internet browsing or chatting is a very serious violation of class rules. I want you to succeed and will do everything I can to enable you to succeed, but you MUST do your part and follow class rules:
 - Laptops are allowed ONLY for note taking.
 - Please silence your phones. If there is a situation where you must text, it is perfectly okay to step out of the room quietly and send your message or make your call.

Class Cancellation

In the event of class cancellation (due to inclement weather or an emergency), please refer to the UT TYLER website for announcements. In the event of an emergency campus closure, a video recording of the lecture will be available online. You will view it and take notes. Any assignments due during that week will NOT be affected by the campus cancellation as all assignments are submitted online.

Cancellations will be determined by the UT TYLER policy, and I will make no special announcements. It is your responsibility to check the UT TYLER website for weather-related announcements.

Course Assignments:

Very important

- *You should download all course materials and save them to your computer. This way, if any technical disruptions occur, you will have uninterrupted access to the material. You may also need the syllabus in the future.*
- *You are required to keep word copies of each written assignment you submit until the very end of the course.*
- *All assignments MUST be submitted in Word format and ONLY in the designated folders on Canvas.*
- *All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credits.*

Submitting Assignments:

In this course there are 6 assignments in all. Assignments must be submitted online by the due dates and in their designated folders.

To submit assignments please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find guidelines and grading rubrics pertaining to each assignment. All written assignments must be submitted as WORD Docs and as ATTACHMENTS. Please do NOT copy and paste as this will change your format and may make your entire assignment unreadable.

Before uploading the assignment, please verify that you are submitting the right file. Any wrong assignments or assignments not submitted in the designated folder will receive a zero grade.

- All written assignments must follow APA Style; i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>.
- *Important: Please do not ask the professor to edit your work or "look it over" prior to submitting it. You are welcome to seek editing support help from the Writing Center. You are welcome to ask*

*the professor any specific questions about the assignment, but **I do not edit written assignments.***

Exams (300 points)

There will be one midterm and a final exam in this course. Each is worth 150 points. The midterm will exclusively focus on voice disorders, and the final will exclusively focus on fluency disorders. Makeup exams are allowed only when a student produces a written document proving that s/he missed the exam due to a DOCUMENTED emergency or court duty.

Group Assignment# 1: Conducting a Perceptual Voice Assessment and Writing Report (200)

Students will be grouped into groups of 2 and will be assigned a patient to evaluate. Students are also allowed to identify their own patient if they wish to do so, but they will need prior approval from the professor. Prior to testing, students will collect the necessary case history information from the parents/guardians and will obtain a spontaneous speech sample. They need to transcribe and analyze the speech sample. They need to conduct an interview with the patient, develop clinical impressions, and complete any questionnaires. Then students will conduct the actual perceptual assessment of the patient's voice and document their diagnostic impressions. Upon completion of the assessment, each group will write a detailed evaluation report. The first draft of the report will be posted the DB and every group of students will read and edit the evaluation report of another group. Details will be provided in class. In addition, detailed guidelines and a grading rubric will be available at least 2 weeks prior to this assignment. After getting feedback from colleagues, each group will implement the feedback and review the report one last time before submitting it for grading. It is important that the editing and reviewing be completed by BOTH members of a group, especially because both will get the same grade.

Group Assignment # 2 Conducting an Assessment of Fluency Skills (200 points)

This assignment is basically similar to assignment # 1. Each group of students will be assigned a patient who presents with fluency difficulties. Students are welcome to identify a patient on their own. However, prior approval from the professor is required. Students will obtain the necessary case history information and (if applicable) will conduct interviews with caregivers prior to the assessment. During the assessment, students will administer the required questionnaires and collect spontaneous speech samples of at least 300 words in at least 3 different settings. Using the *Stuttering Index*, they will analyze the utterances and determine the rate and severity of the stuttering disorder. Upon completion of the evaluation, they will write a comprehensive report. They will follow the same editing and submission procedures as for Assignment #1.

Group Assignments # 3 & 4 (2 x 75 = 150 points)

Upon completion of the assessment report, each group will use the data and findings from the evaluations to develop two detailed treatment plans (one for voice therapy and one for the treatment of stuttering). Each plan will consist of the following:

- Basic client information
- Summary of Assessment Results
- Prognostic Statement
- Treatment Objectives

Individual Assignments 4 & 5: Analyzing Case Studies (2 x 50 = 100 points)

Two case studies will be posted on Canvas. The first will be a voice case, and the second case will be a stuttering case. Students will examine each case thoroughly and will consult scholarly sources (textbooks, articles and web sources) to develop a background on the target disorders, their nature, etiologies, etc. Each student will write a detailed analysis of each case, discussing diagnostic impressions, treatment objectives and treatment procedures. Details will be provided in class.

General Written Assignment Guidelines

- The writing must be clear, and the information must be paraphrased in your own words.
- Assignments must have paragraphs. Each paragraph should focus on a single idea. Papers consisting of long blocks of words will lose 10% of the total assignment grade.
- If you take 2 words or more that are attached to each other from a reference, you must use quotation

marks and cite the source and page number at the end of what you take. Failure to do so will imply that the wording is your own, which will be an act of **plagiarism**.

- Your paper should be double-spaced, and in a 12, Times New Roman font. This is the standard font for academic research.
- Please refer to Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for details on how to write in APA style. Also, an example paper in APA style is available at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
- For this assignment no abstract is needed.

Exams will be taken on the computer during regular class time. Each exam will consist of 2 segments, (a) a multiple-choice segment and (b) a short answer segment. Students will start at the regular class starting time, and time will NOT be extended for students who arrive late. Students will be able to work on both parts of the exam at the same time during the allocated time. Time will be adjusted for students with documented disabilities who choose to take exams with accommodations at the learning center. On exam day students should arrive at least 10 minutes in advance. This will give you time to login and contact IT if you experience technical issues.

Accessing Course Materials on Canvas:

Class Power Point Slides and additional content and resources will be available online at least one day in advance. Please download them before you arrive in class. This will help you minimize note-taking and free more brain energy for taking in more new information.

Note: You are required to keep track of all of assignment grades in case of any technology problems. You are also **REQUIRED** to keep electronic copies of any and all written assignments that you submit throughout the duration of this course.

Grading: *This course is based on 1000 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. For example, if you miss 8 questions in one exam, you will still have the chance to score within the "A" range.*

Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
Midterm Exams	150	A	100-90%
Final	150	B	89.99-80%
Voice Testing & Eval Report	200	C	79.99-70%
Fluency Testing & Eval Report	200	D	69.99-60%
Treatment Plans	150	F	<60%
Case Studies	100		
Discussion Board Activities	50		
Total	1000		

Course TENTATIVE schedule

(Tentative means likely to change)

Week	Topic	Text Reading	Assignment Due Dates
Week 1	Course Introduction Analytic of laryngeal anatomy and the mechanics of voice production Normal vs Abnormal Voice	Syllabus Watts & Awan Ch 1	Read syllabus before coming to class and bring any questions to class
Week 2	Overview of Voice Disorders Nature and Assessment of Functional Voice Disorders	Watts & Awan Ch 2 & 3	

Week 3	Nature and Assessment of Organic Voice Disorders	Watts & Awan Ch 4 & 5	Voice Case Study Analysis Due
Week 4	Nature and Assessment of Neurogenic Voice Disorders	Watts & Awan Ch 6	Voice Assessment Report First Draft due on DB
Week 5	Treatment of Disorders, with Case Studies	Watts & Awan Ch 7 & 8 & Assigned Articles	Voice Assessment Report Final Draft due in Assignment Folder
Week 6	Treatment of Voice Disorders, with Case Studies	Watts & Awan Ch 9 & Assigned Articles	Voice Treatment Plan first draft due
Week 7	Midterm Exam		Voice Treatment Plan final draft due
Week 8	-Normal vs Abnormal Speech	Logan Ch 1, 2, 3 & 4	
Week 9	Onset and Development of Fluency Disorders	Logan Ch 5 & 6	Fluency Case Study Analysis Due
Week 10	Development of Fluency Disorders: Etiology	Logan Ch 7, 8 & 9 & assigned articles	Fluency Case Study Analysis Due
Week 11	Assessment of Fluency Disorders	Logan Ch 11, 12 & 13	First Draft Fluency Assessment Report
Week 12	Treatment of Fluency Disorders	Logan Ch 14, 15 & 16 & assigned articles	Final Draft Fluency Assessment Report due
Week 13	Treatment of Fluency Disorders	Logan Ch 17 & 18 & assigned articles	First Draft Stuttering Treatment Plan
Week 14	Considerations for special populations	Logan Ch 10 & Assigned Articles	Final Draft Stuttering Treatment Plan
Final	Final		

University Policies

A. UT Tyler Honor Code: 1. Every member of the UT Tyler community joins together to embrace: “Honor and integrity that will not allow the professor to lie, cheat, or steal, nor to accept the actions of those who do.” Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. Campus Carry: 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. UT Tyler a Tobacco-Free University: 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. Academic Honesty Policy: Students will adhere to the highest standards of academic honesty. Anyone

caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. Student Standards of Academic Conduct 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- xiii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague’s assignment and submitting it as if it were your own work. In this situation both students will be penalized.

-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.

-Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

2. The U-T Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. Disability/Accessibility Services:

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

4. Grade Replacement/Forgiveness and Census Date Policies:

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)

iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. **State-Mandated Course Drop Policy:** a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

F. UT Tyler Resources for Students:

2. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
3. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
4. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
5. UT Tyler Counseling Center (903.566.7254)