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**Course Syllabus**

*Revised: August 12, 2020*

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| **MGMT 6360-01V POM** | **Instructor: Joo Jung** |
| Term: Fall 2020 Module 2 | 956-665-7137 [joo.jung@utrgv.edu](mailto:joo.jung@utrgv.edu) |
| Meeting time: On-Line | **Coach: Jim Schoeck**  [james.schoeck@iconnect-na.com](mailto:james.schoeck@iconnect-na.com) |

**Welcome & Introduction to COURSE MODALITY Statement**

This course will be an Online Asynchronous Course: This course will be delivered fully online. There will be no designated class meeting time for real-time instructor/student interaction, which gives you the flexibility to engage with the course materials as best fits your daily schedule.  Your learning will be guided by the digital presentation of the course content (e.g., recorded lectures, presentations, outlines, notes) and scheduled assignments. Your instructors will provide you with feedback on assigned work, communicate with you electronically, and be available to meet as defined on this syllabus.

**COVID-19 RESOURCES:**

Please visit the [UTRGV COVID-19 Website](https://www.utrgv.edu/coronavirus/index.htm) via the following link for the most up-to-date information and resources (<https://www.utrgv.edu/coronavirus/index.htm>). This includes information on self-screening questions, links to forms for travel and contact, etc.

Boilerplate language on self-screening and reporting is currently being developed.

**Face Covering** [**Protocol**](https://www.utrgv.edu/coronavirus/updates/2020-05-29/index.htm)**:**

As part of the university’s ongoing COVID-19 mitigation efforts to maintain a healthy environment for all members of our campus community, anyone entering a campus building must wear a face covering that covers the mouth and nose. The covering must be worn in all hallways, public spaces, research labs, teaching/computer labs, libraries, classrooms, automobiles with a passenger, stairwells, elevators and common areas, as well as office spaces. In office spaces, when social distancing of 6 feet is possible and maintained, face coverings may be removed. Face coverings also are required in outdoor settings when safe social distancing and gathering practices are not possible.

**Textbook:**

1. Title: Operations Management An Integrated Approach
2. Author: R. Dan Reid and Nada R. Sanders
3. Retail Price: $135.95 (Print, E-book, Loose leaf versions are all okay)
4. Publisher: Wiley
5. Most recent copyright date: 6th edition, 2016
6. International Standard Book number assigned, ISBN: 978-1-118-95261-0

**Course Description:**

This course approaches the issues confronted by operations mangers and suggests solutions through various decision - making processes. We will cover core operations management concepts and apply to both manufacturing and service industries. Students will be exposed to both qualitative and quantitative aspects of the operational issues. Operations management concepts discussed include operational strategy, forecasting, product/process improvement, decision making, project management, facility location & layout, inventory, and quality control. Upon completion of this course, students should have fundamental knowledge of how various operations managers work.

**Prerequisite:**

College Algebra or the equivalent course

**Welcome**

Welcome to the Production and Operations Management (POM) course. I teach and research in Operations Management topics in the Department of Management of VCOBE. I have been teaching at the UTRGV and its legacy institution (UTPA) since 2003. Prior to my academic career, I have worked in power generation and electronics industries for about thirteen years. I look forward to interfacing with all of you and having a successful term.

**Learning Objectives/Outcomes for the Course**

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| **Program Student Learning Outcomes** | **Major Course Requirement/Major Assignment/Examination** |
| 1. Students will be able to demonstrate leadership skills in a global business environment. | Class, Discussion board, Course Project |
| 1. Students will be able to show effective writing and oral skills at a level appropriate for business executives. | Course project, Discussion board, Class |
| 1. Students will have the ability to be aware of and classify ethical issues and behaviors. | Discussion board, Course project |
| 1. Students will apply analytical techniques and quantitative analysis for effective decision making in various functional areas. | Class, Discussion board, Course project |

**Course Objectives**

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

* Relate/apply core concepts and techniques of operations management to both manufacturing and service environments.
* Discuss and apply decision-making concepts used in operations management.
* Discuss and apply statistical and heuristic decision models.
* Discuss how the strategy aspect of a firm is related to operations management.

**Learning Objectives for Core Curriculum Requirements**

This course satisfies a core curriculum requirement for the MBA program. I try to match this course’s outcomes to the outcomes set by the Texas Higher Education Coordinating Board (THECB): Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

**The Weekly Schedule**

This course is 7 weeks long at an accelerated phase. Each week begins on Wednesday and ends on following Tuesday midnight.

**Discussion Board**

It is designed as a place to discuss issues related to the course content. This is the forum where you will be able to post your experience/comments about the corresponding modules. Discussion is an important part of the course. You will be expected to write clearly and engage with others in discussion. The discussion board in the course provides an opportunity to develop deeper understanding into the topics. Modules 1 thru 6 have discussion boards. **In order to receive the full 4 points per module, I am expecting 3 primary postings and 2 response postings. The grade will also depend on quality of postings.**

You should try to create your own **primary posting topics** (☺). You can also use the sample topics provided in the module (☹). To respond to others, highlight the appropriate thread, click on **Reply**, type your response, and send. I do not require that your discussion posts adhere to specific formatting requirements. However, please make sure to proofread carefully. Grammar and spelling errors make comments distracting. I hope to see more quantitative discussion postings including actual problems with made up numbers. Whenever possible, please try to relate the course content to real-world applications from your work experience.

Please note that there is an **Administrative discussion board**. Questions/comments of a general administrative nature (i.e., “I cannot access Quiz 1.”, “How many people should be in each team for course project?”) should be posted on the **Administrative discussion board**.

Discussion is an important part of the course. You will be expected to write clearly and engage with others in discussion. The discussion board in the course provides an opportunity to develop deeper understanding into the topics. Each week, you will be graded on a scale of 4 points; total of 4 points x 6 modules = 24 maximum points. Posting your introduction within the first week will count as 4 points.

***Discussion Board Rubric***

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| --- | --- | --- | --- |
|  | **Unacceptable**  **2 point** | **Acceptable**  **3 points** | **Excellent**  **4 points** |
| **Quality of Discussion**  How do your postings further discuss and respond to the question or connect with a point made by your classmate? And how well do you support your conclusions using course resources and/or life experience | The discussion postings do not further the discussion or do not adequately address the question and/or topic of discussion. The postings show a lack of engagement in the discussion. Student does not adequately support conclusions made. | The discussion postings are not consistently thorough in addressing the question and/or topic. The postings do not consistently show respect to his/her classmate or fail to consistently further or deepen the discussion. Although there is some support for conclusions made, the support is either not clear or not fully developed. | Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion. Student provides consistent support from course resources and/or life experience to support his/her conclusions. |
| **Response to Peers**  Did you meet the discussion requirements of responding to two of your peers posting on each week? | Student does not meet the requirement of at least two substantial postings for each section. | Student has met the requirement of two posting for each section but the postings are not substantial. | Student has met the requirement of two postings for each section and the posts are consistently substantial. |
| **Grammar, Punctuation**  **& Spelling** | Discussion postings contain grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. | Discussion postings contain some grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. | Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure. |

**Module Quiz**

There are total of 6 quizzes in the course: one for each module except the last module. All quizzes will become available on first day of module (Wednesday 6 AM) and they are due on last day of module (Tuesday midnight). **Each quiz will be scored on a scale of 8 points.** A calculator is required for quizzes and quizzes are open book and notes. Questions will be combinations of problem solving and short essays. You have maximum two submissions allowed. **If you submit the quiz by Sunday midnight and ask (email the Academic Coach) for a feedback, some feedback maybe provided.** This is to give you an opportunity to modify your answer before the due date. **We will only count your final submission.**  Although you have the full module time to submit your quiz, please do not wait until the last moment.

**Course Project**

The course project is “Application of Production & Operations Management concepts towards real life practice.” Take at least 3 concepts we discuss in the course and apply them to a real organization. The goal is to make improvements to the existing condition. Think of yourself as a consultant hired to make improvements. Compare the current condition with improved condition. The project write-up in WORD should be about 10 -12 pages long, single spaced with tables, figures, graphs, and references. Your project will be graded on main ideas (choice of what to improve on), analysis (correct application of concepts/techniques), and language & communication (quality of write-up). Past examples will be posted so that you can get some guidelines.

***Course Project Rubric***

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| **Criteria** | **Poor** | **Satisfactory** | **Good** | **Excellent** |
| **Main ideas** | 1 points: Lacks a main idea and fails to meet expectations of the assignment. | 2 points: Main idea is simplistic and/or does not fulfill all aspects of the assignment/activity. | 3 points: Main idea is focused but could be developed further. | 4 points: Main idea is clear, focused, and interesting. |
| **Analysis** | 4 points: Use of techniques was poorly conceived and poorly executed. Major error exists in analysis. | 6 points: Analysis was adequate, but not well-executed. Some errors exist in the analysis. | 8 points: Analysis was reasonably well-executed. Most technical elements supported the overall message. | 10 points: Analysis was very well-conceived and well-executed. All elements consistently enhanced the overall message. |
| **Language and communication** | 4 points: Many errors in usage, enough to detract from the assignment and fail to meet basic standards of the discipline. | 6 points: Language and communication is adequate, but sometimes vague or not appropriate for the discipline. | 8 points: Language and communication satisfy all aspects of the assignment, but do not show mastery of discipline-specific language. | 10 points: Language and communication are sophisticated, accurate, and clear. |

**Feedback**

You will be able to access your grades at any time using the “My Grades” link in the Blackboard.

**Deliverables**

Please do not send assessments by email. All assessments are to be submitted through Blackboard using the designated link unless under a special circumstance.

**Late Assignments**

Late submission of assessments will be penalized with a 20% grade deduction for each day late. If you know you will be offline the day an assessment is due, please make sure to post it early. Anytime you feel that you might be falling behind in the course, it is best to contact me to discuss your situation. As noted, no assignment can be accepted after the final day of class.

**Confidentiality and Proprietary Information**

You are encouraged to share your professional experiences as a means to integrate knowledge by reflecting on its application. However, it is important to note that we all are bound by confidentiality in this class. To assure that we can have a free and open discussion in which you may elect to discuss your company and its policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of what your classmates are willing to share with us. At the same time, I ask that each of you exercise good judgment in what you choose to share and avoid disclosing nonpublic or competitively sensitive information. As a rule, students and faculty members must not share present or past employer information that is considered to be proprietary, confidential, company-sensitive, or protected trade secrets. Students are encouraged to examine their organization's limitations on sharing information externally. If you have any questions about any of the information contained in this syllabus, or about any other aspect of this class, please do not hesitate to ask.

**Point Values for Course Assessments**

**MENTS**

Your Introduction (week 1) 4 points

Weekly Quiz (weeks 1-6, 8 points max each) 48 points

Discussion Board (weeks 1-6, 4 points max each) 24 points

Course Project 24 points

**Total: 100 points**

**Course Schedule**

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| ***Module 1*** | |
| **Title** | **Operations Strategy through product/process design** |
| **Objectives** | * Identify the course objectives, navigate the Blackboard, and identify all assignments for the course * Describe how operations strategy is developed * Understand how an organization chooses its product/process and justify its strategic impact on an organization * Describe and justify the various types of production processes * Analyze and compare issues of designing service operations |
| **Assignments** | * Navigate through the course in Blackboard * Read textbook chapters 1-3 * Read/view articles/videos/sample problems in Module 1 * Post your introduction * Post relevant questions/answers/comments in Discussion Board Module 1 * Module 1 Quiz: Available on Day 1 (Wednesday 6 AM) |
| **Deliverables** | * Post your introduction: Due on Day 7 (Tuesday midnight) * Discussion Board posts for Module 1: Due on Day 7 (Tuesday midnight) * Module 1 Quiz: Due on Day 7 (Tuesday midnight) |

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| ***Module 2*** | |
| **Title** | **Quality Management & Quality Control** |
| **Objectives** | * Identify, discuss and provide decision criteria for incorporation of TQM into operations. * Choose appropriate variable/attribute control charts and apply to various problems. * Calculate and assess the process capability and process capability index. * Apply the acceptance sampling and operating characteristic curves to various problems. * Analyze and compare issues in measuring quality between manufacturing and service industries. |
| **Assignments** | * Read textbook chapters 5-6 * Read/view articles/videos/sample problems in Module 2 * Post relevant questions/answers/comments in Discussion Board Module 2 * Module 2 Quiz: Available on Day 1 (Wednesday 6 AM) |
| **Deliverables** | * Discussion Board posts for Module 2: Due on Day 7 (Tuesday midnight) * Module 2 Quiz: Due on Day 7 (Tuesday midnight) |

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| ***Module 3*** | |
| **Title** | **Forecasting** |
| **Objectives** | * Use analytical approach to identify various types of forecasting methods and their characteristics. * Conduct time series models and causal models. * Compute forecast accuracy and suggest how it can be improved. * Monitor performance of forecasting model. |
| **Assignments** | * Read textbook chapter 8 * Read/view articles/videos/sample problems in Module 3 * Post relevant questions/answers/comments in Discussion Board Module 3 * Module 3 Quiz: Available on Day 1 (Wednesday 6 AM) |
| **Deliverables** | * Discussion Board posts for Module 3: Due on Day 7 (Tuesday midnight) * Module 3 Quiz: Due on Day 7 (Tuesday midnight) |

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| ***Module 4*** | |
| **Title** | **Facility location & facility layout** |
| **Objectives** | * Apply Decision Tree to various real life problems. * Apply weighted scoring method to various problems. * Apply the Load-Distance model appropriately. * Apply the line balancing model appropriately. * Apply the Group Technology to real life situations. |
| **Assignments** | * Read textbook chapters 9-10 * Read/view articles/videos/sample problems in Module 4 * Post relevant questions/answers/comments in Discussion Board Module 4 * Module 4 Quiz: Available on Day 1 (Wednesday 6 AM) |
| **Deliverables** | * Discussion Board posts for Module 4: Due on Day 7 (Tuesday midnight) * Module 4 Quiz: Due on Day 7 (Tuesday midnight) |

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| ***Module 5*** | |
| **Title** | **Inventory** |
| **Objectives** | * Apply ABC inventory system for categorizing inventories. * Apply economic order quantity/economic production quantity models and compare the benefits. * Apply quantity discount models and optimize the inventory cost. * Apply single period inventory model to various problems. |
| **Assignments** | * Read textbook chapter 12 (Inventory) * Read/view articles/videos/sample problems in Module 5 * Post relevant questions/answers/comments in Discussion Board Module 5 * Module 5 Quiz: Available on Day 1 (Wednesday 6 AM) |
| **Deliverables** | * Discussion Board posts for Module 5: Due on Day 7 (Tuesday midnight) * Module 5 Quiz: Due on Day 7 (Tuesday midnight) |

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| ***Module 6*** | |
| **Title** | **Project Management** |
| **Objectives** | * Apply CPM/PERT for scheduling projects. * Accelerate (crash) project duration. * Compute probability of completing a project by a specific time. |
| **Assignments** | * Read textbook chapter 16. * Read/view articles/videos/sample problems in Module 6 * Post relevant questions/answers/comments in Discussion Board Module 6 * Module 6 Quiz: Available on Day 1 (Wednesday 6 AM) |
| **Deliverables** | * Discussion Board posts for Module 6: Due on Day 7 (Tuesday midnight) * Module 6 Quiz: Due on Day 7 (Tuesday midnight) |

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| ***Module 7*** | |
| **Title** | **Course Project** |
| **Objectives** | * Apply concepts, techniques, theories discussed in the course to a real life situation. |
| **Assignments** | * Course Project |
| **Deliverables** | * Course Project: Due on Day 7 (Tuesday midnight) |

**Blackboard Support**

If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](https://www.utrgv.edu/online/) (COLTT).

| **Campus:** | **Brownsville** | **Edinburg** |
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| **Location:** | Casa Bella (BCASA) 613 | Edu  cation Complex (EEDUC) 2.202 |
| **Phone:** | 956-882-6792 | 956-665-5327 |

**Toll Free: 1-866-654-4555**

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.  
Support Tickets Submit a Support Case via our [Ask COLTT Portal](https://utrgv.edu/coltthelp)

**24/7 Blackboard Support**

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

**ACADEMIC INTEGRITY:**

Members of the UTRGV community uphold the [Vaquero Honor Code](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fstudentlife%2Fabout%2Fvaquero-honor-code%2Findex.htm&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815870808&sdata=u3JK2q8UqFwgzYkzXZWeIRM%2FuNsVreezdMT5ZQr8tdE%3D&reserved=0)’s  shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity.  Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; 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 (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines).  **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through** [**Vaqueros Report It**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fen-us%2Fstudent-experience%2Freport-it%2F&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815880802&sdata=AxekhYtwdB%2Baey6EThon1hqp19tXWY7HmAdrWDFIELA%3D&reserved=0)**.**

**STUDENTS WITH DISABILITIES:**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information.  In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at [www.utrgv.edu/mySAS](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2FmySAS&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C47dbf090677947b5e67e08d83305c9e4%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637315447247309796&sdata=k%2FZq6WdNnZPfJN1x0egJQ9q0AMN%2Fd0pCtmNuRhnMy2g%3D&reserved=0) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: [Pregnancy Accommodations Request Form](https://cm.maxient.com/reportingform.php?UnivofTexasRGV&layout_id=22) [https://www.utrgv.edu/pregnancy](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fpregnancy&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C47dbf090677947b5e67e08d83305c9e4%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637315447247309796&sdata=W%2BBV%2Bu2W%2FFo292T1PTZEqwcRWBp0bxcCT4YD1N07Mvg%3D&reserved=0)

**Student Accessibility Services:**

**Brownsville Campus**: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

**MANDATORY COURSE EVALUATION PERIOD:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1 October 7-13, 2020

Module 2 December 2-8, 2020

Full Fall Semester November 13 – December 2, 2020

**SEXUAL MISCONDUCT and MANDATORY REPORTING:**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2Fequity&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C3d4a82332e444b8e606d08d834d42073%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637317432985425767&sdata=jCnOqfBL3vxfYuvYF3qtjVy4tmK9o9m%2FBghvXKfL%2FN4%3D&reserved=0), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

**COURSE DROPS:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:** Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email ([ucentral@utrgv.edu](mailto:ucentral@utrgv.edu)) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

| **Center Name** | **Brownsville Campus** | **Edinburg Campus** |
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| **Advising Center**  [AcademicAdvising@utrgv.edu](mailto:AcademicAdvising@utrgv.edu) | BMAIN 1.400  (956) 665-7120 | ESWKH 101A  (956) 665-7120 |
| **Career Center**  [CareerCenter@utrgv.edu](mailto:CareerCenter@utrgv.edu) | BINAB 1.105  (956) 882-5627 | ESSBL 2.101  (956) 665-2243 |
| **Counseling Center**  [Counseling@utrgv.edu](mailto:Counseling@utrgv.edu)  [Counseling and Related Services List](https://www.utrgv.edu/facultysuccess/_files/documents/syllabus-statement-for-counseling-12-16-19.pdf) | BSTUN 2.10  (956) 882-3897 | EUCTR 109  (956) 665-2574 |
| **Food Pantry**  [FoodPantry@utrgv.edu](mailto:FoodPantry@utrgv.edu) | BCAVL 101 & 102  (956) 882-7126 | EUCTR 114 (956) 665-3663 |
| **Learning Center**  [LearningCenter@utrgv.edu](mailto:LearningCenter@utrgv.edu) | BMSLC 2.118  (956) 882-8208 | ELCTR 100  (956) 665-2585 |
| **Writing Center**  [WC@utrgv.edu](mailto:WC@utrgv.edu) | BUBLB 3.206  (956) 882-7065 | ESTAC 3.119  (956) 665-2538 |