Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: SOC 310 ID8W1, Race and Ethnicity  
Semester and Term: FALL 2016  
Time: 6pm – 9pm  
Campus Location: Bridgeport

Course Description:  
American and global perspectives on: Racial and ethnic stratification; causes and consequences of prejudice and discrimination; problems of assimilation and pluralism; racial and ethnic conflict.  
This course will survey the way the different racial and ethnic groups are structured and treated. This survey will include the various sociological theories pertaining to race and ethnicity relations including assimilation, cultural pluralism, and the amalgamation. Each student will be encouraged to explore their own ethnic and racial background and how that has impacted on their place in American society.

Instructor & contact information: Tracy Davis  
Email: tracyda@bridgeport.edu, tda713@aol.com  
Cell phone -860-930-0118

Required Textbook:

<table>
<thead>
<tr>
<th>Race &amp; Ethnic Relations: American &amp; Global Perspectives</th>
<th>Marger</th>
<th>ISBN#</th>
<th>10th ed</th>
<th>Cengage</th>
</tr>
</thead>
</table>

Learning Outcomes:  
This course is a comparative study of the patterns of race and ethnic relations. Students will examine the basic concepts of ethnic stratification and its consequences throughout the world. This exploration will include both contemporary and historical cultures. Through this process students are expected to confront and challenge their own ethnocentrism and develop an understanding of the value of multiculturalism for fostering a just and civil society. At the end of the course, students will be able to:  
Demonstrate an understanding of how race is a political concept and not biologically based.  
Demonstrate an awareness and understanding of how ethnic stratification facilitates inequality and an asymmetrical power balance.
Upon completion of this course students will:
Identify current and future issues of race and ethnicity in the United States.
Explore global issues of ethnic conflict and change in the 21st century.
Examine ethnic relations from a comparative perspective through exploring case studies from
South Africa, Brazil, Canada and Northern Ireland.

First Assignment Prior to the First Class: Read Chapter 1-2 of the text book
Answer the following question: Complete and Submit a Reflection paper on the readings with
an emphasis on how you think the study of race and ethnic relations is relevant to your current
profession in particular and to the 21st century in general.

Assignments:
2 page reflection paper 10 points
7 Personal Questions posted on Canvas 35 points
Ethnic Group research paper and power point 30 points
Wrap up Paper 10 points
Attendance and Participation 15 points

100 points

Description of Weekly Sessions:
Week 1 - 8/23/16

Chapters 1-2
• Basic Concepts,
• Ethnic Stratification,
Assignment due: Reflection paper on the readings with an emphasis on how you think the
study of race and ethnic relations is relevant to your current profession in particular and to the
21st century in general. No more than 2 pages double spaced

Week 2 -8/30/16

Chapter 3-4
• Tools of Dominance
• Patterns of Ethnic Relations
Assignment due: Personal Question posed on Canvas:
Week 3 - 9/6/16

Chapter 5-6

• Immigration and the Foundation of the American Ethnic Hierarchy
• Native Americans

Assignment due: Personal Question posed on Canvas

Week 4 - 9/13/16

Chapter 7-8

• African Americans
• Hispanics

Assignment due: Personal Question posed on Canvas

Week 5 - 9/20/16

Chapters 9-10

• Canada: Asian Americans
• White Ethnic Americans

Assignment due: Personal Question posed on Canvas

Week 6 - 9/27/16

Chapter 11-12

• Jewish Americans

• Arab Americans

• Assignment due: Personal Question posed on Canvas
Week 7- 10/4/16

Chapter 13-16

- Changing Context of American
- South Africa
- Brazil
- Canada
- Assignment due: Personal Question posed on Canvas

Week 8 – 10/11/16

- Assignment due: Ethnic Research Paper and Power point presentation
- Assignment due: Personal Question posed on Canvas

Grading Criteria:

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
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<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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</table>
**Online Discussion Assignment – Strategies for Interaction**

A discussion board or threaded discussions (known also as “Discussions” in Canvas) are one of the most commonly used tools in online and hybrid teaching. Discussion forums provide the ability for asynchronous discussion to occur over a period of time. Students are able to reflect upon their ideas before sharing them with the class, leading to more reflective responses and in-depth learning. The Discussion Assignment should guide students into greater peer-to-peer learning by allowing students to respond to the work of each other, develop writing and thinking skills, and build a community of learners that will add to the online/classroom experience. Some practical suggestions are listed below to assist you in making the most of this teaching and learning tool.

**Questioning Techniques for Stimulating Interaction**

Questioning and listening are important tools for eliciting students participate. The following present some examples of questions to prompt and guide student involvement and tips to improve listening skills. [The section on questioning and listening quote from an article by Robert L. Jacobson (25 July 1984) in which David Garvin of the Hartford Business School is interviewed about these instructional tools.]

- Broad diagnostic questions that provide a springboard for opening up a discussion, such as ‘What’s your interpretation [of a given situation]?’ and ‘What the problem?’
- Specific questions of ‘action or decision,’ calling on students to suggest, for example, what someone in a given situation should do.
- Questions of extension and synthesis, such as ‘How does the comment tie in [with another student’s comment]?’ and ‘Can you carry that particular plan a bit further?’… ‘What are the implications [of a student’s observation] for issues we’ve been discussing?’
- Questions of priority or ranking: ‘What’s the most important issue?’
- Questions that challenge and test: ‘Do you really believe that?’ ‘What’s the evidence to support your view?’
- Simple questions of clarification: ‘What do you mean by that?’
- Hypothetical questions: ‘Suppose that, instead of being the smallest company, the firm was the largest—would that change your recommendations in any way?’ or ‘Suppose, instead of being black, the kid had been white—would the issue have come up?’
- Summary questions: ‘What themes or lessons have emerged from this discussion?’

**Interactive Assignments that Work in Classroom and Online**

Communications with the instructor might be more productive and satisfying for the students when focused on problem solving or being helping students to analyze and make sense of information. What follows are suggestions for promoting interaction that engages students in various ways and that helps promote a greater sense of closeness between the students and the instructor.*

*This section was based on information in the following sources:
Grading Rubric for Discussion Postings

Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to the Classroom: Posting is insightful, thorough, and interesting.</td>
<td></td>
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</tr>
<tr>
<td>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
<td></td>
<td></td>
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<tr>
<td>Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.</td>
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</table>

**Research / Thesis Essay**

**Description:** A Research/Thesis Essay is a writing assignment where you may either:

a) research a specific topic to gain better insight and then express your interpretations and evaluations, or,

b) make a persuasive argument or take a stand on an issue and then provide evidence to prove the validity of your points.
It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the Declaration of Independence is a secondary source, while the actual Declaration of Independence is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

Essay Format:

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2,000-2,500 words, 4-7 Pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Footnotes: Required
- Works Cited: Required
- Use at least three (3) outside sources (books, articles, commentaries).

Introductory Paragraph:

Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your essay.

Organizing Ideas:

- Thesis statement forms the basis of the essay
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using quotes
- The use of the first person “I” is not appropriate for a research essay.

Body of the Essay:

- Present your ideas in a logical way with references to texts.

Concluding Paragraph:

- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.
## GRADING RUBRIC RESEARCH / THESIS ESSAY

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> An engaging introduction, states clearly the main topic and previews the structure of the essay.</td>
<td></td>
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<tr>
<td><strong>Thesis Statement:</strong> Clearly and concisely states the essay’s purpose, which is engaging and thought-provoking.</td>
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<tr>
<td><strong>Main Point / Body of the Essay:</strong> Well developed main points/topic sentences that relate directly to the thesis. Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
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<tr>
<td><strong>Organization:</strong> Logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are effective and enhance the organization of the essay.</td>
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<tr>
<td><strong>Conclusion:</strong> The conclusion is engaging and restates the thesis.</td>
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<tr>
<td><strong>Style:</strong> Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
<td></td>
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</tr>
<tr>
<td><strong>Grammar &amp; Mechanics:</strong> Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citation:</strong> All cited works, both text and visual, are done in correct format with no errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bibliography:</strong> Done in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no more than two internet sites).</td>
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</table>
**Reaction / Response Essay**

**Description:** A Reaction/Response Essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

Questions you might ask yourself:

- How do you feel about the topic?
- Do you agree with the author’s conclusion based on the presentation of facts?
- Could there have been another interpretation?
- How has this reading impacted your view of the topic?
- Did you realize something that was unknown to you before?
- Did the reading simply reinforce ideas and beliefs you already had about the topic?
- Did you in anyway identify with the topic?

In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the essay is for you to understand your reaction/response to the topic and express it in a logical, succinct and compelling manner.

**Essay Format:**

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2-3 Pages or 650-1,200 words.
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.

**Introductory Paragraph:**

- Introduce the presentation of the topic; Book or Article Title, Author, and the year it was published.
- Very brief summary of the topic.
- Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate etc.

**Organizing Ideas, Opinions, and Viewpoints:**

- Thesis statement forms the basis of the essay.
- Decide on a few key ideas that express your thesis statement.
- Describe at least three of these key ideas.
- Develop your ideas in each paragraph by using examples, giving details, and using material from the presentation.
While the use of the first person “I” is generally not appropriate for academic essays, it is appropriate for a response/reaction essay since it is your personal response.

**Body of the Essay:**

Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.

While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

**Concluding Paragraph:**

Reiteration of your thesis statement and restatement of your response/reaction.

Conclude.

**GRADING RUBRIC REACTION/RESPONSE ESSAY**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer’s reaction and builds an expectation in the reader.</td>
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</tr>
<tr>
<td>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</td>
<td></td>
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</tr>
<tr>
<td>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Mechanics: Sentence forms are accurate. Word choice is accurate and varied. Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The</td>
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</tbody>
</table>
ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase). In-text and end-text references are complete and in the right format.
ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a
similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online
**Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

**Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: [http://www.bridgeport.edu/ubnet](http://www.bridgeport.edu/ubnet)

Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: [http://www.bridgeport.edu/email](http://www.bridgeport.edu/email) and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students**: [https://bridgeport.instructure.com/courses/985903](https://bridgeport.instructure.com/courses/985903)

**For assistance** contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu [https://bridgeport.instructure.com/courses/829447/](https://bridgeport.instructure.com/courses/829447/)

**Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**

Open access computer labs are available at three locations:

- **Bridgeport** – 1st floor of the Wahlstrom library. Check library hours of operation at: [http://www.bridgeport.edu/library](http://www.bridgeport.edu/library).
- **Stamford** – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- **Waterbury** – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](http://www.bridgeport.edu/waterbury)
Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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</table>

CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Bridgeport, CT 06604</td>
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<tr>
<td>Stamford</td>
<td>5 Riverbend Drive</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
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<td></td>
<td>Stamford, CT 06750</td>
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<tr>
<td>Waterbury</td>
<td>84 Progress Lane</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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<tr>
<td></td>
<td>Waterbury, CT 06705</td>
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Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.