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 office, your academic advisor, or the instructor.

This course assumes joint responsibility in the learning process. The activities and assignments 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 requires a significant amount your time outside the course 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 this course, it is expected that you will do the following:
1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six 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.
Please feel free to contact me (e-mail is the best way to reach me) with any questions regarding the syllabus or at anytime during the course if you are having difficulties with the coursework or with any other questions or concerns. I am usually able to respond within 24 hours.

Required Texts:


Course Description:

This course serves as an introduction to the non-profit organization and management. Discussions will center around mission, leadership, marketing, community relations, fund development, staff supervision and professional development.

This course is to prepare students for effective social action in their communities and responsible leadership in the nonprofit sector. The course examines leadership for non-profit organizations emphasizing the dimensions of social responsibility including legal, ethical obligations. Students will be encouraged to thoughtfully and critically analyze their own leadership capacity, goals and commitments.

Upon completion of this course students should be able to apply the core values and key practices covered in the texts to practical responsibilities in leadership of a nonprofit organization.

**PRIMARY LEARNING OBJECTIVES:**

1. Increased understanding of the role of a non-profit organization in the community.
2. Increased comprehension of the skills and competencies required to successfully manage or to work professionally in a non-profit organization.
3. Increased knowledge of the collaborative nature of the non-profit organization.
4. The ability to apply this information and these concepts in your future as a manager, leader or professional in a nonprofit organization.
5. Develop presentation skills suitable for communicating to an online community through the development of a class presentation using the Panopto platform on Canvas.
6. Complete an organizational assessment of the foundational performance indicators of high performing nonprofit organizations based on collaboration with a nonprofit organization using the Drucker Self Assessment Tool.

**Format of the Course**
The format for this course includes online discussions both written and oral, practical written assignments to apply the information and concepts, and a community based learning site at a local nonprofit organization upon which students will base their assignments throughout the course. Students are strongly recommended to identify an appropriate nonprofit organization before the start of the course.

**Course Assignments:**

**Discussion board (40%)**
The discussion board is one of the primary learning tools for this course. The discussion board is an intellectual exercise to encourage students to critically examine their own personal viewpoints, thought, reflections, and feelings generated by the readings. These reactions may include personal insights, identified biases, and value conflicts. There will be **two online discussions each week** (one discussion with text entries and the other with Voicethread for a more interactive environment to express your best and most current thoughts). Refer to the Rubric Evaluation below for the standards used for evaluation of reflection journal entries.

**Online Class Presentation (15%)**
Students will choose one chapter that is not a required reading in the required reading texts to present a concise and informative presentation using Pantopia. The presentation should add on to the discussion covered in the readings and the discussion board. Refer to the Rubric Evaluation below for the standards used for evaluation of presentations.

**Final Project (25%)**
Each student will be required to utilize the Drucker Self-Assessment Tool to conduct an assessment of the effectiveness of a non-profit agency which functions as a community based learning site for the course. Students will submit a 7-8 page paper (not including title page and bibliography) to the professor.
Final Reflection Paper (20%)

This a two-part reflection paper to document and reflect on the learning experience during the entire course. The focus of the first part of this 5-7-page paper is to demonstrate how the primary course learning objectives were fulfilled through the assignments. Provide specific and detailed evidence to demonstrate the acquisition of knowledge (definitions, descriptions, etc.), comprehension (inferences, summaries); and application (proposing changes, personal experiences, etc.) of the material. Students that use indirect quotes from the readings to detail the main learning outcomes generally receive an evaluation of “A” for this assignment.

The explicit learning objectives for the Introduction to Nonprofit Management course are:

1. Increased understanding of the role of a non-profit organization in the community.
2. Increased comprehension of the skills and competencies required to successfully manage or to work professionally in a non-profit organization.
3. Increased knowledge of the collaborative nature of the non-profit organization.
4. The ability to apply this information and these concepts in your future as a manager, leader or professional in a non-profit organization.
5. Develop presentation skills suitable for communicating to an online community through the development of a class presentation using the Panopto platform on Canvas.
6. Complete an organizational assessment of the foundational performance indicators of high performing nonprofit organizations based on collaboration with a nonprofit organization using the Drucker Self Assessment Tool.

The focus of the second part of this assignment is an overall reflection and celebration of what the course has been for you. Use the following questions to help you complete the paper:

1. What meant the most to you?
2. What challenged you, stretched your mind?
3. What aspect touched you emotionally?
4. What elements will have a lasting impact?
5. Will you be more inclined to volunteer or work for a nonprofit agency in the future as a result of your experience in this course? If you answered yes, in what capacity?
6. Are you more self aware of your capacity and potential to lead or work within a nonprofit organization? How?
7. How has your perspective on managing or working in a nonprofit agency developed through your learning experience during this course? Express any emotions, insights or comments that are present as we conclude the class.
Instructor’s biography

Charles T. Phillips, Ph.D serves in senior leadership roles for several global non-profit organizations that drive development of individuals and communities through the shared experience of voluntary service. He is also a university professor whose courses build leadership skills in community-based service learning methods and non-profit management.

As president of the international organization Service For Peace (SFP), Charles leads strategic development of programs that bring diverse groups of volunteers together as a catalyst to open opportunities in low-income and under-resourced communities.

Under Dr. Phillips’ leadership, SFP has become the largest recipient of funding from the Corporation for National and Community Service (CNCS). The grant helps galvanize volunteers in more than 15 states in the U.S. around the federal Martin Luther King, Jr. holiday. Service for Peace brings thousands of people together to improve literacy, help small businesses, strengthen community groups and much more during a Martin Luther King Day of Service and an ensuing period called The 40 Days of Peace. Efforts in recent years have focused on helping U.S. veterans and their families, who are much more likely than other groups to become homeless. In 2015 SFP was awarded funding by CNCS to expand the September 11 Day of Service and Remembrance across the U.S.

Dr. Phillips’ other accomplishments include initiating a Martin Luther King Jr. Service Learning Imitative in 2004 at the University of Bridgeport, where he teaches. He has also conducted trainings on cross cultural management for nonprofit leaders at the Points of Light Foundation, the National Conference on Volunteering and Service and the National Service Learning Conference.

Outside the U.S. Dr. Phillips has been leading the strategic development of international service learning programs to foster an increased understanding and appreciation of other cultures and build a culture of peace in over 22 countries around the world including geopolitical hot spots such as North Korea, Nepal, Israel and the Palestinian territories, and Mindanao in the Philippines.

Dr. Phillips has volunteered extensively around the world. In 1995/96, he organized humanitarian aid for Chechnyan refugees in the Russian autonomous republic of Ingushetia. He also assisted in the reconstruction of Bosnia and Croatia after the Serbian invasion, and registered non-government organizations in Russia and the Ukraine to promote volunteerism.

Dr. Phillips has lectured in more than 25 countries on the role of service in fostering a just and civil society, the role of advocacy in social reform, and volunteer management. He is fluent in Russian and has presented in the former Soviet Union, China, Mongolia, Indonesia, the Philippines and India.
Education

Senior Leaders Program for Nonprofit Professionals – Columbia Business School
Executive Education, Manhattan, NY (2013)

Nonprofit Management Executive Certificate – Georgetown University, Washington,
DC (2008). Capstone project to develop 4-year strategic plan for Service For Peace.

Doctor of Philosophy, Sociology – Moscow State University, Moscow, Russia (1999-2002)

Expectations:

1. Discussion and questions are encouraged. A free flow of ideas is essential to a
college education. No student should hesitate to express him/herself for fear of being
wrong, etc. All ideas are valuable, and all contributions are welcome.

2. Respect is an essential element of academic discussion and interaction: between
students and between instructor and students. Prejudice, resentment and other
hostilities are not a part of academic behavior. Disagreements will be mediated with
the help of the instructor. Agreeing to disagree is an acceptable academic resolution.

3. Class attendance is expected and absences will affect your final grade. Leaving the
class early will also be noted and could affect your final grade. If for some reason?
legitimate or not - you miss a deadline, or are continuously absent from class but
intend to continue, please notify the instructor as soon as possible. Students absent for
whatever reason are responsible for all material, including announcements that they
missed.

4. Anyone caught cheating on a test/assignment will receive a grade of zero for that
assignment. Anyone guilty of plagiarism will receive a zero on that assignment.
Plagiarism is copying someone else’s writing and claiming that it is your own. This
includes ANY AND ALL material from the Internet, papers of other students,
material from the text or any other book.

5. Late papers or assignments will be docked 10% per diem.
Course Topics:

**SCHEDULE**
(subject to agreed upon changes during the course)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>The Big Picture</strong></td>
<td>Heyman, Chapters 1,2</td>
</tr>
<tr>
<td></td>
<td><strong>The Mission Comes First: Your Role as a Leader</strong></td>
<td>Drucker, Part 1</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Managing Organizations and People</strong></td>
<td>Heyman, Chapter 5</td>
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<tr>
<td></td>
<td><strong>From Mission to Performance</strong></td>
<td>Drucker, Part 2, 3</td>
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<td></td>
<td><strong>Managing for Performance</strong></td>
<td></td>
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<tr>
<td>Week 3</td>
<td><strong>Nonprofit Law and Finance</strong></td>
<td>Heyman, Chapters 7, 11 and 13</td>
</tr>
<tr>
<td></td>
<td><strong>Drucker’s SAT</strong></td>
<td>Drucker, Self-Assessment Tool</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Nonprofit Technology and IT</strong></td>
<td>Heyman, Chapters 16</td>
</tr>
<tr>
<td></td>
<td><strong>Student Presentations Nonprofit Technology and IT</strong></td>
<td>Heyman, Chapters 14, 15, and 17</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Fundraising</strong></td>
<td>Heyman, Chapters 18-20</td>
</tr>
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<td></td>
<td><strong>Student Presentations Fundraising</strong></td>
<td>Heyman, Chapters 21-24</td>
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<tr>
<td>Week 6</td>
<td><strong>Marketing and Communications</strong></td>
<td>Heyman, Chapters 25-27</td>
</tr>
<tr>
<td></td>
<td><strong>Student Presentations Marketing and Communication</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Final Project due</strong></td>
<td>Heyman, Chapters 28-29</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Boards and Volunteers</strong></td>
<td>Heyman, Chapter 30, 32, 33</td>
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<tr>
<td>Week 8</td>
<td><strong>Volunteer Engagement and Management</strong></td>
<td>Heyman, Closing Thoughts, Afterword</td>
</tr>
<tr>
<td></td>
<td><strong>Final Paper due</strong></td>
<td>Drucker, Part 4</td>
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</table>

**Research and Reflection Evaluation RUBRIC**

Evaluating reflection journals is as challenging as evaluating course work performed in the traditional class setting. Other than for an easily quantifiable quiz, it is difficult to offer simple and objective evaluation criteria. What follows is a rubric that has proven to be a useful guide in evaluating your reflection and research papers. The instructor will be using the following grading scale:

1. Discussion entries and reflective papers which meet the demands of the assignment will be graded with a **B+ or B**. These assignments will include at least the following:
   - Each entry is posted and/or paper is received **on time** (a hard copy is brought to class each week).
• Opinions, comments, and observations are offered in depth (avoid brief comments in telegraphic style; no "how r u, gr8" for how are you, great"). This does not mean that everything you write should be longggggg.
• Journal entries and reflection assertions on your research must relate clearly and directly to the readings (including "direct quotes" from the assigned readings to support your position).
• Your journal entries and research papers must indicate an understanding of the issues.
• Generally, your reflection journal should seek to further the discussion on key issues.

2. Journal entries and reflective papers which go beyond the demands of the assignment will be graded with an A or A-. These assignments will include all of the requirements for a B or B+ above. In addition, A or A- entries and papers will:
• Show deeper analytical or inferential thinking, demonstrating insightful understandings.
• Offer comments that are particularly perceptive, while they are also supported with direct quotes from the readings.
• Provide strong, precise, and thoughtfully selected support for assertions.
• Synthesize and evaluate experiences related to course topics and/or issues of importance as described in our course objectives.
• Propose changes and relate material to person experience demonstrating an ability to apply the material to propose solutions and/or advocate for unheard voices related to social inequities and justice issues.
• Pose good questions (i.e., questions that further discussion and reflection).
• Link to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.

3. Journal entries and reflective papers which do not meet the demands of the assignment will be graded with a B- C+, C, or D. Although it is NOT expected that these types of assignments will be created, it is likely that they would:
• Arrive late or contain insufficient details, or
• Not be clear or understandable, or
• Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way [or misrepresent them], or
• Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
• Contain only opinion, with no descriptive details or supporting quotes from theory or research.

Please note that it is important to check your work for spelling and grammatical correctness.
Overall Evaluation

Percentage-wise, each assignment will count as announced in the syllabus (e.g., 25% of the final grade). Each assignment, including the quiz, will be given a numerical grade (see below). At the end of the course, a letter grade will be given based on the total points for all the assignments.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS</th>
<th>NUMERICAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent/Distinction</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Intermediate Grade</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Intermediate Grade</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Intermediate Grade</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Intermediate Grade</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average/Minimal</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Intermediate Grade</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Intermediate Grade</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Minimal Pass/Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Intermediate Grade</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>.00</td>
</tr>
</tbody>
</table>
ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
- An absence (lack of participation) in any week of the course, 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”).
- An absence of two or more weeks will be cause for 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 School of Professional Studies 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 Office: 203-576-4537. Prior to dropping a course, the student should contact their 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 School of Professional Studies 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 University 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
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

The Use of Turnitin dot com

Upon submitting an assignment via the Canvas Learning System, a student will be prompted with the following statement:
I agree and understand that this assignment will be submitted to Turnitin, a plagiarism screening service analyzing the extent to which this submission is original content, cited from other sources, and/or similar to existing sources in Turnitin’s database. I further agree and understand that this submission will be maintained in Turnitin’s database for plagiarism detection purposes only and that I retain the copyright of this assignment. I also understand and agree that I am subject Turnitin’s Usage Policy, available at http://turnitin.com.
I have read the terms and conditions of the University of Bridgeport’s (the “University”) Consent to Plagiarism Screening Policies (see below) as stated in the University Catalog and Key to UB-Student Handbook, and understand that those terms are incorporated herein by reference.

Consent to Plagiarism Screening

Students are expected to be familiar with and to comply with the University’s policies prohibiting plagiarism as set forth above. Some courses utilize electronic screening to detect plagiarism, e.g., Turnitin. These plagiarism screening programs analyze the extent to which students’ submitted assignments constitute original content and compare students’ submissions to an extensive network of web pages, articles, and other student
work in their databases. Using these resources, these programs produce originality reports which categorize submission content, determining what percentage of each assignment matches text found in their databases. By enrolling in course(s), students consent to the above-described plagiarism screening programs and may also be required to approve specific terms and conditions of use when submitting an assignment. Students also consent to retention of their submission in Turnitin or other plagiarism screening platforms, but retain full copyright of their submission. For more information about Turnitin, please contact Kris Bickell (ext. 4851).

**Ethics Statement of Confidentiality**
An integral component of this course 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 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](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/

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.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: 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>
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