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

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: MGMT 311 ID8W2, Compensation and Benefits

Semester and Term: SPRING 2017

Day and Dates: Mondays 3/6/2017 – 04/24/2017

Time: 6pm – 9pm

Campus Location: Bridgeport

Course Description:

Students in this course will examine the major foundation programs and skills that undergird the current practice of Human Resource Management. Theory and method used in the design of compensation systems is explored, interviewing method and skill as applied to data gathering for problem solving or personnel selection, surveys for compensation benchmarking or employee attitude measurement and development of performance feedback and goal setting (MBO) programs are intensively reviewed. Student projects in program applications are required.

Prerequisite Course: MGMT 302 or MGMT 305 Course Code: BC, BE, HRAD, HR-C

Instructor & contact information:

Professor: John Geary
Email: jgeary@bridgeport.edu
Telephone: (203) 232-1955

Required Textbook:

Compensation
Milkovich, Newman, Gerhart
9781259532726 12th edition McGraw-Hill

Learning Outcomes:

Upon successful completion of this course, students will be able to:
• To provide students with an understanding of the basis of human resource management programs and skills relating to compensation theory, practice, legal applications, benefit plan design, executive compensation, performance management, and indirect pay plan
• To introduce students to alternative pay systems, such as broad-banding, gain-sharing, incentive pay, and indirect pay approaches such as defined contribution and defined benefit plans, asset accumulator plans (under IRC Section 401, 403 and 457),
• To better understand and learn about:
  o Establishing job worth and job evaluation practices
  o Designing a compensation structure
  o Administering a salary system
  o Conducting and interpreting salary surveys
  o Measuring employee performance
  o Developing core competencies (based on mission, vision and values)
  o Linking pay to performance
  o Short and long term incentive plans
  o Executive pay programs
  o Alternative reward systems

CLASS ACTIVITIES:

The students are expected to have read material assigned for a topic (assigned book chapters and/or articles) before the class in which it will be covered. I encourage questions about either information in the book or lectures that appear unclear or need further explanation.

All students are expected to attend every scheduled class. We will typically have one 15 minute break each week. The break will occur at a set assigned time for the class.

<table>
<thead>
<tr>
<th>Group</th>
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<tbody>
<tr>
<td>Class Papers</td>
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<tr>
<td>Discussions, Classroom Participation, and Current Events</td>
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<tr>
<td>Compensation Final Paper and Class Final Paper Discussions</td>
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<tr>
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<td>Final</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

ASSIGNMENTS:

There is a separate series of schedule’s/module’s which outlines for all students all of the assignments for this class.
INDIVIDUAL EXAMINATIONS:

There will be two (2) individual exams during the term. The second exam will be non-cumulative, i.e., it will cover the material from the second half of the course only. The examination may include short answer and discussion questions, a critical analysis of scenarios and discussions on specific compensation topics and issues, multiple choice questions and/or fill in the blank questions. The examination will be closed to notes, the textbook and other materials. Any and all material covered during the lectures or the textbook readings and material presented is eligible for inclusion on the examinations.

CLASS PARTICIPATION:

The student will be required to assess information in terms of contributing to the class. We will use many different assessments during the class, and the student will be a large part of the discussions. The degree to which you consistently, and insightfully, contribute to the class will determine your class participation grade. Such contributions are encouraged during discussions of the readings, cases, during lectures, guest speaker, and student presentations. This part of your participation will be included in your final grade.

PAPER PRESENTATION:

The student will be evaluated based on the following. Each student will choose from the three topics below one (1) paper.

This paper will be worth 30% of your final grade.

The completed paper will be presented by each student to the class at the end of the semester.

I will assign dates for each presentation later.

Paper Topics:

Compensation Strategy/Competitiveness (30% of final grade)

Select an organization or industry you are familiar with and write a 5-7 page paper addressing the compensation strategies and policies that impact the organizations competitiveness. This may compare and contrast two different companies (industries), focus on their reliance on base pay versus variable incentive pay, research the extent to which pay practices are regulated or mandated or any other topic that is relevant to compensation management today.

Executive Compensation (30% of final grade)
Select a current topic regarding executive compensation that interests you, and write a 5 to 7 page research paper defining the issue and stating the views of various constituencies. For example, the effectiveness of stock based long term incentives and how shareholder interests are aligned with executives, recent legislative attempts to regulate and define “reasonable” compensation for executives, determining the value of a turn “around executive”.

**Employee Benefits** (30% of final grade)

Select a current topic in employee benefits and write a 5 to 7 page paper outlining the benefit issue and its implications to the organization and employees. For example, recent movement away from Defined Benefit pension plans to Deferred Compensation plans, increasing costs in medical plans and health care and how costs are shared by organizations and employees, retiree medical and RX coverage, whose responsibility is it?

The papers throughout this class will be always graded on the content, presentation of theory, proper citation based on the APA guidelines provided as well as proper grammar and spelling. All papers should be submitted through the Canvas system I am using their Turnitin check system for plagiarism. Any paper that comes back with a high percentage of questionable data will be graded accordingly.

Prior to the First Class:

1. Purchase the textbook
2. Read Chapter # 1 which we will discuss in Week # 1

====================================================================

**Module 1: Week # 1: 3/6/2017**

**Assignment:** Introduction to the Class and the Objectives of Compensation

**Read:**

Chapter # 1 The Pay Model and Pay Strategies

**Topics for Review & Classroom Discussion**

1. Definition of Compensation
2. The Pay Model
3. Strategic Pay Policies

**Discussion Topic:**

After reading Chapter 1, each student should attempt to express their own thoughts on “How Pay Influences you in your Job”? Refer to the “Pay Motivator” discussion for some thoughts on this topic. Your thoughts must be turned in for a part of your final grade. No more than 1-2 pages.
Learning Objectives:

The students in this course will examine the major foundation programs and skills that under line the current practice of Compensation Management. The theories and methods used in the design of compensation systems is explored, interviewing methods and skills as applied to data gathering for problem solving or personnel selection is reviewed, surveys for compensation benchmarking or employee attitude measurement and development of performance feedback and goal setting (MBO) programs are intensively studied. The student projects that will be forthcoming in this course will apply these programs and applications to each of them.

Module 2: Week # 2: 3/13/2017

Read:

Chapter 2: Strategies—The Totality of Decisions

Chapter 3: Defining the Internal Alignment of the Corporate Structure

Topics for Review & Classroom Discussion

1. Strategic Perspectives in Compensation Management
2. Strategic Perspectives of Pay
3. Strategic Pay Decisions
4. Best Practices Best Fit Options
5. Definition of the Internal Alignment
6. Internal Pay Structures
7. Strategic Choices in Internal Alignment Design
8. Which Internal Structure Fits Best?

Discussion Topic:

Look through the multitude of news media related sources. Bring into class a selected article dated within the last 12 months that relates our course “Compensation”

Learning Objectives:

The first step in any company is to achieve internal alignment and sustainability at the core of its supply chain strategy. In order to achieve this, internal alignment is the set customer decisions making based on suppliers commercial and ethical commitment and performance. All internal alignment is important both vertically, i.e. from the CEO level to the manufacturing floor, and horizontally, i.e. across department lines. In order to accomplish this phase we will explore the five components of internal alignment.
Most companies are at the very beginning stages of working toward internal alignment and best practices in these areas are still being defined. The 5 components of internal alignment are executive commitment and support; integrated policies, strategy and structure; consistent internal communication; meaningful information metrics and reporting; and incentives and accountability for desired behavioral issues at the corporate level.

Module 3: Week # 3: 3/20/2017

Read:

Chapter 4: The Job Analysis

Chapter 5: Job Based Structures and the Job Evaluation

Chapter 6: Person-Based Structures

Topics for Review & Classroom Discussion

1. Why Perform Job Analysis?
2. Job Analysis Procedures
3. Job Analysis Data Collection Process
4. Job Descriptions
5. Definition of the Job Evaluation
6. Major Decisions in Job Evaluations
7. Job Evaluation Methods
8. Final Result-The Pay Structure

Discussion Topic:

Go to your Human Resources department and obtain a copy of your job analysis or job description and within a word document drawing from your own personal conclusions, provide to the class an analysis of your current job description. Do you feel that your job description matches your current status? What are some of the changes you would make to improve the job description if you had the chance tomorrow? Do you feel that your pay and benefits at the present time truly reflect your current position?

Learning Objectives:

In the job analysis, we will study the applicable laws and regulations that govern all job classification activities. Under these laws and regulations, there are a multiple amount in the job analysis techniques and classification processes. When in place, we then move onto the methods used in corporations of today to establish proper classification relationships. In connection with this we will see the importance of classification strategies to other Human Resource,
Compensation and management disciplines. The end results will be the class being introduced to the compensation strategies and their relationship to the HR function.

Module #4 Week # 4: 3/27/2017

Read:

Chapter 7: External Competitiveness and Defining Competitiveness

Chapter 8: Designing Pay Levels, Mix, and Pay Structures

Topics for Review & Classroom Discussion

1. Definition of Competitiveness
2. Pay Policy Alternatives
3. Wage Surveys
4. Interpreting Survey Results
5. Pay Policy Line
6. Pay Grades

Discussion Topic:

Look through the multitude of news media related sources. Bring into class a selected article dated for the last 2 years that relates to our course “Compensation”.

Learning Objectives:

Compensation is a tool used by management for a variety of purposes to further the existence of the company. Compensation may be adjusted accordingly according to the business needs, goals and available resources. Compensation is used to recruit and retain qualified employees; increase or maintain morale and satisfaction to the job environment; reward and encourage peak performance; and achieve internal and external equity. Compensation will be perceived by employees as fair if based on systematic components. These various compensation systems have been developed to determine the value of all corporate and manufacturing positions. These systems utilize many similar components including job descriptions, salary ranges/structures and written procedures. The main areas of study include the job description; job analysis; job evaluation; pay structure; and a multitude of salary surveys.

Module #5 Week # 5: 4/3/2017

Read:
Chapter 9: Employee Contributions-Pay-For-Performance

Chapter 10: Pay for Performance Plans

Chapter 11: Performance Appraisals

**Topics for Review & Classroom Discussion**

1. Rewarding Desired Behaviors
2. Does Compensation Motivate Performance
3. Designing PFP Plans
4. Merit Pay/Variable Pay
5. Individual Group Incentives
6. Long Term Incentives
7. The Role of Performance Appraisals in Compensation
8. Common Errors in Performance Appraisals
9. Measuring Job Performance
10. Contextual Issues in Appraisals

**Learning Objectives:**

In this chapter, we will discuss how various methods of pay-for-performance can be strengthened, if methods should be strengthened at all. We define the imitations of meter pay programs, and discuss the similarities /differences between incentive pay and traditional pay systems. We will explore several types of compensation plans that reward individual behavior. In addition, we will work to name programs that reward group or team behavior. As we explore the compensation programs we begin to identify the systems for designing incentive pay plans, and explain how different incentive plans contribute to differentiation and lower cost at corporate competitive strategy programs. In order to achieve all of these items, we must understand the importance of building internally consistent compensation systems, and have the most up-to-date job evaluations and descriptions in this process.

**Module #6 Week # 6: 4/10/2017**

**Read:**

Chapter 12: Employee Benefits:-The Benefit Determination Process

Chapter 13: The Benefit Options

**Topics for Review & Classroom Discussion**

1. The Benefit Determination Process
2. Value of Benefits
3. Legally Required Benefits
4. Retirement, Medical and Other Benefits

Learning Objectives:

In chapters 12 and 13, we explore various classifications for rewards. We define the goal of benefit terminology; types, characteristics and corporate funding of benefits. We study the selection and negotiation tactics of the negotiation process with benefit providers. We see the relationship between the budget and budget cost control; and we also study the applicable laws that govern benefit plans, and retirement programs. We evaluate the importance of benefit strategies to other human resource functions. We then conclude with a discussion of why employers offer benefits to their employees?

The contrast of Social Security, Unemployment Compensation and Workers Compensation benefits will be explored.

Module #7 Week # 7: 4/17/2017

Read:

Chapter 17: Managing the System—The Government and Legal issues of Compensation

Topics for Review & Classroom Discussion

1. Legal issues
2. Pay Discrimination
3. Comparable Worth
4. Budgets and Administration

Learning Objectives:

The Employers and Employees are both covered by laws of the United States and Foreign countries. We will identify groups protected under the Civil Rights Act of 1964, Title VII. We explore and discuss the importance of the Equal Employment Opportunity Act of 1972. There will be a discussion of the Affirmative Action Plans; and the important components of the Americans with Disabilities Act of 1990. We then study the coverage and regulations of the Family Medical Leave Act of 1993. In conclusion, the discussion of how a business can protect itself from discrimination charges. Concluding this chapter we study the Equal Pay Act and the Fair Labor Standard Act. The role of EEOC in corporate structures will be addressed and affirmative action will conclude this session.

Module #8 Week # 8: 4/24/2017
Read:

Chapter 16: The International Pay System--Global Compensation

Topics for Review & Classroom Discussion

1. Recognizing Variations
2. Social Contract
3. Culture & Pay
4. Strategic Choices in Global Compensation Systems
5. Expatriate Pay

Learning Objectives:

In the concluding week of this course, we describe the internationalization of business and its related compensation and benefit issues. We will look at the reasons for internationalization of businesses in the last 5-10 years. In connection with this we describe the role of the compensation professional on his/her role on a global stage. With the increased responsibilities of a global versus a domestic company, we will discuss the comparative aspects of international laws, and describe the role of ethics in international payroll and compensation related situations. We will discuss the training and preparation of all international, assignees. In conclusion we will discuss the most commonly used system for expatriate compensation and related benefits.

Letter Grading Scale:

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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

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/](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

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,

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 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. 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 - 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 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

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
- Search the online databases for your academic field; business, counseling, human services, psychology,
- Send questions to the Reference Librarian for assistance in research topics and searching

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1stfloor of the Wahlstrom 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

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<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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</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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CAMPUS CONTACT INFORMATION

<table>
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<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>Location</td>
<td>Address</td>
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<tr>
<td>Bridgeport</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>
</tr>
<tr>
<td></td>
<td>Stamford, CT 06750</td>
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</tr>
<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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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.