COURSE SYLLABUS

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 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: CAIS 201 ID8W2, Intro. to CAIS
Semester and Term: SPRING 2015
Time: 6pm – 9pm – Man 218
Campus Location: Main Campus

Course Description:
This course covers computer and systems hardware, operating systems, application development, the value of information, databases, networks, and their integration and management within the modern firm. This course is required of all Business students. Prerequisite Course: CAIS 191
Course Code: BC, BUS, BUSM

Instructor & contact information: Robert Parisi  rparisi@bridgeport.edu

Required Textbook:

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/ Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:
Upon completion of this course the student should be able to:

• Identify the major management challenges to building and using information systems
• Analyze the relationship between organizations, information systems and business processes.
• Explain enterprise applications.
• Evaluate the impact of information systems on organizations and management.
• Describe the modern “digital firm,” how it differs from traditional firms, and the implications for managers.
• Analyze the relationship among ethical, social and political issues that are raised by information systems.
• Discuss hardware components and system software, programming languages and applications software, databases and communications.
• Discuss systems analysis, design, and implementation, the need for “intelligent” system components, security and control issues, and the special problems related to international information systems.
• Assess the role of the internet in a firm’s information technology infrastructure.
• Identify challenges posed by wireless technologies
First Assignment Prior to the First Class:

I will be covering two (2) to three (3) chapters per week. Assignments will be given and are required to be typed and handed in the following week. I will also post information and possibly questions to be answered weekly on our CANVAS web site.

**Please read Chapter 1 before our first class – thank you! Also – write a brief paper on your vision about “where will technology be in 20-years from now”. Please do not use the internet to research this – I want to hear about where you see technology heading – thank you.

In addition, I will assign you into groups during the first class and give you a case study to solve and present to the class. It is important that you read and understand Chapter 1.

Assignments:

*Weekly discussion questions posted on Canvas.
We will be using CANVAS. I will post question on CANVAS and request that you submit those answers on the CANVAS web site. I will also use the CANVAS web site to post quizzes and maybe a test. Here to, your quiz or test results will be submitted to me by using the CANVAS web site.

Description of Weekly Sessions:

Week #1 – The First Class
Chapters 1 - 2
Cases To Be Assigned

Week #2
Chapters 3 - 4
In Class Project #1

Week #3
Chapter 5
Group Project #2, Presentation and in-class quiz

Week #4
Chapter 6
Group Project #3, Presentation, and in-class quiz

Week #5
Chapter 7
Group Project #5

Week #6
Grading Criteria:

Grades will be based on performance alone. Grades will not be based on one's effort, desire, or need. English skills, written and spoken, will be part of every student's grade on every assignment. I will announce specific grade criteria (i.e., what you have to do to get an “A”) at the time of each assignment.

**GRADING CRITERIA & POLICIES**

The end of course performance criteria or expectation for each letter grade can be defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements &amp; Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td>1.</td>
<td>Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.</td>
</tr>
<tr>
<td>2.</td>
<td>Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.</td>
</tr>
<tr>
<td>3.</td>
<td>Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.</td>
</tr>
<tr>
<td>4.</td>
<td>Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.</td>
</tr>
<tr>
<td>5.</td>
<td>All assignments completed and submitted within the time allowed.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td>1.</td>
<td>All of the “A” work, but with less accomplishment.</td>
</tr>
<tr>
<td>2.</td>
<td>Accurate understanding of readings and issues, with the ability to do more than repeat the text.</td>
</tr>
<tr>
<td>3.</td>
<td>A critical stance, with some effort, not always successful, to defend that stance.</td>
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<tr>
<td>4.</td>
<td>Some attempt to find personal meaning, with at least hints of originality and creativity of thought.</td>
</tr>
<tr>
<td>5.</td>
<td>Very clear expression of thoughts and ideas.</td>
</tr>
</tbody>
</table>
Students achieving this level will have demonstrated the following:

1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
3. Some attempt to find personal meaning.
4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.

Students achieving this level will have demonstrated the following:

1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
2. Generally lacking in critical stance or in a defense of that stance.
3. Lack of understanding or an attempt to find personal meaning.

Grading Policies

IDEAL Instructors are expected to submit final grades online in “WEB ADVISOR” through your account in MyUB. Each instructor should maintain a copy of the course grade list and the method for calculating the grade for each student. It is imperative that grades are submitted in a timely manner. Some students are dependent on tuition reimbursement from their employer or dispersal of financial aid based on achievement, so submitting the grades in a timely manner is very helpful. University policy for grade completion is seventy-two (72) hours after the final class session.

Letter grades may be assigned a “+” or “—”, further defining incremental differences, except that there is no A+ grade. Please feel free to use the following scale as a guide:

<table>
<thead>
<tr>
<th>Letter Grading Scale</th>
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<tbody>
<tr>
<td>% of Points Earned</td>
</tr>
<tr>
<td>100-94</td>
</tr>
<tr>
<td>93-90</td>
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<tr>
<td>89-87</td>
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<tr>
<td>86-84</td>
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<td>83-80</td>
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<td>79-77</td>
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<td>76-74</td>
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<td>73-70</td>
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<td>69-67</td>
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<tr>
<td>66-64</td>
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<tr>
<td>63-60</td>
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<tr>
<td>Below 60</td>
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</table>

GRADING RUBRIC

Here are some rubrics that we will use during this semester. Basically – you will write weekly case study reports and a semester project. The rubrics for these two exercises are as follows:

Critical Essay – This will be for a majority of our work this coming semester.

Description: A Critical Essay is a short piece of writing that evaluates a particular work (a book, an essay, a movie, a painting, an article, etc.). However, the critical essay is more than just a summary of the contents of the other work or your opinion of its value. The critical essay is an objective analysis of the work, examining both its positive and negative aspects. The critical essay is informative and stresses the
work rather than your opinion. You need to support any observations or claims you make with evidence, supporting evidence within the work itself or in other external sources.

Essay Format:
- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 800-1,500 words, 3-5 Pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Footnotes: Only required if you quote from outside the course text.
- Works Cited: Not required

Introductory Paragraph:
- Introduce the work briefly summarizing the primary topic(s). Include the work's title.

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 perhaps using quotes (from the reading and from other sources if you’d like).
- The use of the first person “I” is not appropriate for an academic essay.

Body of the Essay:
Develops your ideas and explains the topic. Support your thesis with detailed evidence (quotes and paraphrases) from the work examined. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the worth, utility, excellence, distinction, truth, validity, beauty, or goodness of something. The essay should provide information, interpretation, and evaluation. The essay will explain the meaning of the work, therefore requiring your correct understanding of it.

Concluding Paragraph:
Reiteration of your thesis statement and wrap up of information. Conclude.
GRADING RUBRIC CRITICAL ESSAY

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Introduction: An engaging introduction, states clearly the main topic and previews the structure of the essay.</td>
<td></td>
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<tr>
<td>Thesis Statement: Clearly and concisely states the essay’s purpose, which is engaging and thought-provoking.</td>
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<tr>
<td>Main Point / Body of the Essay: Well developed main points/topic sentences that relate directly to the thesis. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view.</td>
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<tr>
<td>Conclusion: The conclusion is engaging and restates the thesis.</td>
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</tr>
<tr>
<td>Organization: Logical progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentences.</td>
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<tr>
<td>Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
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<td>Grammar &amp; Mechanics: 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>
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Research / Thesis Essay — We will conduct a research project this semester.

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: 1,000-2,000 words, 2 - 4 Pages – gather your thoughts and ideas and only bring to light those that you think are critical and then – support your ideas in the paper.
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Staple your work. I will not accept papers that have paper clip, binders, folders, etc.
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

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<td>Main Point / Body of the Essay: 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>Organization: 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>Citation: All cited works, both text and visual, are done in correct format with no errors.</td>
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<tr>
<td>Bibliography: Done in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no</td>
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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 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. NO TEXTING OR E-MAILING WHILE IN 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. 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.

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:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@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 Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

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