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 of 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 the IDEAL Program, 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.
Course: SOC 102 DL1, Social Problems  
Day: Online  
Dates: 1/12/2015 – 3/7/2015  
Time: Online  
Campus: Distant Learning

Instructor: Tony Devine. Ed.D  
Email: tdevine@bridgeport.edu

Course Description:  
This course challenges students to recognize social problems in their communities and inspire them to become part of the solution. The course clearly presents contemporary social problems and addresses their consequences while emphasizing community involvement by both individuals and groups to achieve real solutions. The course provides a platform for discussion that encourages critical thinking and inspires hope rather than simply presents a disheartening parade of maladies. As such our operating title for this course is “Social Solutions to Social Problems.” We will be taking an optimistic approach that examines our individual and collective roles in exploring innovative solutions to social problems.

Discussion will cover such topics as: Social Class and Poverty, Race and Ethnicity, Gender, Age and Aging, Families, Education, Work and the Economy, Health and Medicine, The Media, Alcohol and Drug Abuse, Crime and Criminal Justice, The Environment and Social Action. Each week we will examine “Community, Policy, and Social Action” with a solution orientated emphasis that encourage students to get involved in their own communities. The course will help students to personally relate the problems and solutions presented for particular social problems in the context of real individual or group experiences.

Course Objectives  
1. Examine terminology, theories, and research methods used to study social problems.  
2. Develop a heightened awareness of the existence of social problems in our community, country and world at large.  
3. Understand the past, present, and future projected trends within identified social problems.  
4. Examine community involvement by both individuals and groups to achieve real solutions.  
5. Understand your role in being a change maker and being part of the solution

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.
Additional readings and resources will be posted in the Weekly Modules.

**WEEKLY AGENDA: TOPICS, READINGS AND ASSIGNMENTS**

Note: All weeks refer to COURSE WEEKS and NOT CALENDAR WEEKS.

**Week 1**

**READINGS**

Social Problems 4th Edition  
Part I: Social Problem—Personal Troubles or Public Issues?  
1. Sociology and the Study of Social Problems

Part II: The Basics of Inequality  
2. Social Class and Poverty

Read Syllabus

Read material in weekly content area of online course

ASSIGNMENTS – DUE BY FIRST WEEK OF CLASS

- Come to class having completed all Week 1 readings, and prepare to discuss.
- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.

**Week 2**

**READINGS**

Social Problems 4th Edition  
Part II: The Basics of Inequality  
3. Race and Ethnicity  
4. Gender

Read material in weekly content area of online course

ASSIGNMENTS

- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.
- Creating online support team among colleagues in the course. Decide on roles and responsibilities.

**Week 3**

**READINGS**

Social Problems 4th Edition  
Part III: Our Social Institutions  
5. Sexual Orientation
6. Age and Aging
7. Families

Read material in weekly content area of online course

ASSIGNMENTS
- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.

Week 4
READINGS
Social Problems 4th Edition
Part III: Our Social Institutions
8. Education
9. Work and the Economy

Read material in weekly content area of online course

ASSIGNMENTS
- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.
- Group Research Project on Education due.

Week 5
READINGS
Social Problems 4th Edition
Part III: Our Social Institutions
10. Health and Medicine
11. The Media

Read material in weekly content area of online course

ASSIGNMENTS
- Readings quiz (Based on week’s 1-5 readings. Open book and open notes)
- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.

Week 6
READINGS
Social Problems 4th Edition
Part IV: Our Social and Physical Worlds
12. Alcohol and Drug Abuse
13. Crime and Criminal Justice
14. Cities and Suburbs

Read material in weekly content area of online course

ASSIGNMENTS
- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.

**Week 7**
**READINGS**
*Social Problems 4th Edition*
Part IV: Our Social and Physical Worlds
15. The Environment
16. War and Terrorism

Read material in weekly content area of online course

ASSIGNMENTS
- Participate in Weekly Online Discussions. Respond to online group discussion questions based on readings.
- **Final Research Project and Paper**

**Week 8**
**READINGS**
*Social Problems 4th Edition*
Part V: Individual Action and Social Change
17. Social Problems and Social Action

Read material in weekly content area of online course

ASSIGNMENTS
- Participate in Weekly Online Discussions

**ASSIGNMENTS AND GRADING CRITERIA – 100 POINTS**

**Weekly Online Discussions Participation**
**40 points (5 Points/Week – 8 Weeks)**
Participation in the Weekly Online Discussion is a key component to completing this course successfully. The discussion questions will be based on the primary readings and related articles and content posted in the course materials. You must actively participate in the course by engaging and making thoughtful comments relevant to the readings and class material in the weekly online discussions. Each student is expected to give a thoughtful response to each of the weekly online questions within the first 1-3 Days of the Course Week. In addition each student is to give at least three replies to comments posted by peers in your weekly online group.
within. Ideally most of the discussion will have occurred within the first 5 days of the Course Week. Posting made after the course week will not count in the grading. The idea is to be engaged continuously throughout the entire online course.

See the Week 1 Module for detailed instructions on discussions.

Additional instructions will be given during the course.

**Group Research Project**

**20 Points**

Each team in the online course will be given an initiative that is providing an innovative solution to the complex social issue of education. You will work as a team to research and review this project and it will be supported by the online discussions. Each team will create a group paper on the issue, the innovative approach taken to solve it, the impact it is having, and why you might recommend this approach to others.

Your team will create an outline and then each team member will be responsible for a section in the outline. One team member will be responsible for the introduction and concluding sections. Each student in the team will be responsible for a section of the paper. Each section will be two pages, double-spaced with the name of the person who wrote it.

It is very important that the final version of the paper is an integrated whole with a clear beginning, middle and end. One way to go about this is to imagine that your team is a consultancy group, researching an innovative best practice and then making the case to other communities why they should adapt this approach.

We will utilize specific discussion questions so that your team can prep for this exercise. In the week following the exercise, your paper will be posted in the weekly online module for other teams to read, review and comment on during the online discussion.

NOTE: Additional specific instructions will be given about this assignment during the course.

**Reading Quiz**

**15 Points**

This is a learning experience to comprehend key concepts from the readings.

1. Based on REQUIRED Weeks 1-5 readings as outlined in the Syllabus
2. Open Book and Open Notes
3. Questions are all multiple choice
4. Choose the one alternative choice that best completes the statement or answers the question.

As a class we will be review the questions and correct responses following the test.

NOTE: Additional specific instructions will be given about this assignment during the course.
Final Research Project and Paper
25 Points
Focus on Social Solutions to a Specific Social Problem
1. Each student is to identify one social problem that is of interest to him/her and one that the student is unfamiliar. The student should then locate an agency, community center, or organization that is contributing a solution/s to that social problem.

2. Arrange a site visit in order to learn more about the chosen social problem and solutions being advanced. It is recommended that you make a list of organizations to reach out to so that you increase your prospects of getting an interview.

3. Prior to the site visit, research the organization online by reviewing their website, and any articles written about the organizations work. During this process, outline a list of questions to ask the administrator and staff.

4. During the site visit arrange for an interview with the Executive Director or an Administrator. Also, interview staff that specializes in specific programs at the agency. You can also arrange to volunteer at the agency for a deeper insight into their mission.

5. Students should not go to places they have been to or normally go to (e.g., college campus, place of employment, place of worship, etc.). You should go into this project with an open mind putting aside personal bias and prejudice.

6. The content of the paper should be comprised of thoughtfully and thoroughly responding to the following statements.
   a. What social problem was selected and why.
   b. Name of organization, date of visit/s, name of who you met with, etc.
   c. Information about the organization you visited with (e.g., history, mission, etc.).
   d. Communications with administrator, staff, etc. on the social problem their agency addresses, the solutions that they are advancing. What are their perception of opportunities and challenges in dealing with the issue.
   e. An overview of activities you participated in.
   f. It is critical that you relate your experience to course materials. Apply concepts, theories, and issues discussed in class and through course readings to the mission of the organization and the social problem it targets.
   g. Compare innovative solutions offered by other agencies or organizations to the ones being advanced in the agency you visited.
   h. What did you identify as the most important things that you learned about the social problem through your experiences at the organization?
   i. How was your experience as a result of the site visit or as a volunteer affected, if at all, in terms of the way you think about the social problem and/or clients that the organization deals with?
   j. What did you personally learn about yourself from your site visit or service
learning participation?

k. What realistic and feasible things would you like seen done about the social problem that you learned about.

7. Adhere to the following guidelines when preparing the paper. The paper must be typed using double spacing, a font size of 12, and one-inch margins. Include a title page with your paper containing the following: Your name, course name, course number, professor’s name, and paper title. There must be a minimum of five references cited and included on a reference sheet at the end of the paper. Use APA style for citing references. The total length of the paper (excluding the title page and references page) must be a minimum of five complete pages.

8. Limit your personal experience with the topic to no more than ¼ page. This personal experience must support the academic points that are being made in the paper.

9. A typed proposal of your topic, title and outline for this paper is due at the beginning of class on either Course Week 2 or latest by Course Week 3. The proposal form should be prepared in a manner similar to the one included in this course syllabus. You will be given input on your proposed topic that may result in some revisions. The final paper is due at the end of Course Week 7.

10. This assignment is almost 1/3 of the course grade. As such it is important to start working on it prior to the first class and we will be making it a priority during each week of the course.

NOTE: Additional specific instructions will be given about this assignment during the course.

Email Communications
All communications will be done ONLY thought your UB Mail Address: name@bridgeport.edu. It is recommended that you have made an arrangement to have your UB Emails forwarded to your personal email address so that you are not missing key communications. Check the UB Web site for information or call the IT Office at the university. In addition, all course materials will be distributed online through Canvas. In advance of the course be familiar with logging on to Canvas for this course.

Assessment

<table>
<thead>
<tr>
<th>Weekly Discussions Participation</th>
<th>40</th>
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<tbody>
<tr>
<td>Group Research Project</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Test / Quiz</td>
<td>15</td>
</tr>
<tr>
<td>Final Research Project and Paper</td>
<td>25</td>
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<tr>
<td>Total Possible Points</td>
<td>100</td>
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**Course Performance and Grading Criteria**

In general, 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>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>Students achieving this level will have demonstrated the following:</strong></td>
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<tr>
<td></td>
<td>1. 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>
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<tr>
<td></td>
<td>2. 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>
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<tr>
<td></td>
<td>3. 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>
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<td></td>
<td>4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.</td>
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<td></td>
<td>5. All assignments completed and submitted within the time allowed.</td>
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<tr>
<td><strong>B</strong></td>
<td><strong>Students achieving this level will have demonstrated the following:</strong></td>
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<tr>
<td></td>
<td>1. All of the “A” work, but with less accomplishment.</td>
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<tr>
<td></td>
<td>2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.</td>
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<td></td>
<td>3. A critical stance, with some effort, not always successful, to defend that stance.</td>
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<td></td>
<td>4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.</td>
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<tr>
<td></td>
<td>5. Very clear expression of thoughts and ideas.</td>
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<tr>
<td><strong>C</strong></td>
<td><strong>Students achieving this level will have demonstrated the following:</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>2. Some attempt to take a critical stance, but with little effort or success in defending that stance.</td>
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<td></td>
<td>3. Some attempt to find personal meaning.</td>
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<td></td>
<td>4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses, which create difficulties.</td>
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<tr>
<td><strong>D</strong></td>
<td><strong>Students achieving this level will have demonstrated the following:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.</td>
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<tr>
<td></td>
<td>2. Generally lacking in critical stance or in a defense of that stance.</td>
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<td></td>
<td>3. Lack of understanding or an attempt to find personal meaning.</td>
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</tbody>
</table>
Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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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 IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

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

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

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

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:
Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

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

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

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

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

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

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

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

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

ACADEMIC RESOURCE CENTER
The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. 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 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>
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Directions to IDEAL Office:
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. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243