

IDEAL PROGRAM COURSE SYLLABUS

FYS 102



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: FYS 102 RB8W1, First year Seminar
Semester and Term: Spring 2014
Day and Dates: Thursdays, 1/16/2014 – 3/6/2014
Time: 6pm – 9pm
Campus Location: Stamford

Course Description:

The purpose of the First Year Seminar course is to awaken intellectual curiosity and foster a strong commitment to academic culture. As an adult student in an accelerated program, the Seminar course is designed to encourage you to be an active participant in furthering your own education and to acquaint (or reacquaint) you with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner.

Prerequisite Courses: None

Course Code: UC, General Elective

Instructor & contact information: Laura Jacob

Email: ljacob@bridgeport.edu

Telephone: 203.961.0227

Required Textbook:

1. Carolyn H. Hopper. *Practicing College Learning Strategies*. 6th ed. Wadsworth/Cengage Learning, 2011. ISBN-13: 9781111833350
2. X. J. Kennedy, et. al. *The Bedford Reader for College Writers with Reader, Research Manual, and Handbook*. 10th ed Bedford/St. Martin's, 2011 ISBN-13: 9781457630767 (9th edition may also be used).

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:

Purpose and Learning Objectives

The First Year Seminar (FYS 102) course is a requirement in the Core Curriculum, fulfilling the General Education requirement. The purpose of the course is to address the unique and specific needs of adult students returning to college toward becoming successful college students and complete an undergraduate degree. The FYS course seeks to help each student prepare a structure toward self-directed learning and gain insight into “how” to learn, including fundamental issues such as time management, learning styles, assignment completion, and other basic college responsibilities.

The primary intent of the FYS course is to prepare the adult students to utilize performance skills, thinking skills, and their personal qualities to succeed at the University of Bridgeport's IDEAL Program.

Performance Skills

Reading. A successful student will be able to: Locate, understand, and interpret written information in prose and documents--to perform tasks; learn from text by determining the main idea or essential message; identify relevant details, facts, and specifications; infer or locate the meaning of unknown or technical vocabulary; and judge the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing. A successful student will be able to: Communicate thoughts, ideas, information, and messages in writing; record information completely and accurately; compose and create documents; use language, style, organization, and format appropriate to the subject matter, purpose, and audience. Include supporting documentation and attend to level of detail; check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Listening. A successful student will be able to: Receive, attend to, interpret, and respond to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

Speaking. A successful student will be able to: Organize ideas and communicate oral messages appropriate to listeners and situations; participate in conversation, discussion, and group presentations; select an appropriate medium for conveying a message; use verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speak clearly and communicate a message; understand and respond to listener feedback; and ask questions when needed.

Thinking Skills

Creative Thinking. A successful student will be able to: Use imagination freely, combine ideas or information in new ways, make connections between seemingly unrelated ideas, and reshape goals in ways that reveal new possibilities.

Decision Making. A successful student will be able to: Specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternatives.

Problem Solving. A successful student will be able to: Recognize that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identify possible reasons for the discrepancy, and devise and implement a plan of action to resolve it. Evaluate and monitor progress, and revise plan as indicated by findings.

Knowing How to Learn. A successful student will be able to: Recognize and use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note-taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning. A successful student will be able to: Discover a rule or principle underlying the relationship between two or more objects and apply it in solving a problem. For example, use logic to draw conclusions from available information, extract rules or principles from a set of

objects or written text; apply rules and principles to a new situation, or determine which conclusions are correct when given a set of facts and a set of conclusions.

Personal Qualities

Responsibility. A successful student will be able to: Exert a high level of effort and perseverance towards goal attainment. Work hard to become excellent at doing tasks by setting high standards, paying attention to details working well, and displaying a high level of concentration even when assigned an unpleasant task. Display high standards of attendance punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-Esteem. A successful student will be able to: Believe in one's own self-worth and maintain a positive view of self; demonstrate knowledge of own skills and abilities; be aware of impact on others; and know one's own emotional capacity and needs and how to address them.

Sociability. A successful student will be able to: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Assert self in familiar and unfamiliar social situations; relate well to others; respond appropriately as the situation requires; and take an interest in what others say and do.

Self-Management. A successful student will be able to: Assess one's own knowledge, skills, and abilities accurately; set well-defined and realistic personal goals; monitor progress toward goal attainment and motivate self through goal achievement; exhibit self-control and respond to feedback unemotionally and non-defensively; be a "self-starter."

Integrity/Honesty. A successful student will be able to: Be trusted and communicate openly. Understand and act according to the ethical values of academic behavior.

Specific Learning Objectives: By the end of the course you will be able to:

- Log in to MyUB and access the Canvas Learning Management System.
- Engage with others in class discussions, sharing reflection papers, and oral presentations.
- Identify, search for, and document sources of academic material effectively and correctly.
- Use the UB library database to locate academic resources.
- Conduct and present independent, college level research.
- Write clearly and persuasively using APA guidelines.
- Demonstrate the ability to read critically and actively.
- Access and contribute to an online learning environment.
- Work collaboratively in a group to produce an essay and presentation.

There is an assignment due January 14th at 6 pm

Welcome to FYS 102!

This course is designed to improve your ability to be a successful student within the rigorous academic university environment, and in life itself. It will build confidence in your reading, writing and comprehension skills. It will challenge you to think for yourself. It will also help you navigate your way through the use of **Canvas** and other necessary College Circuitry.

Primary goals:

To sharpen your skills in reading, comprehension, writing, verbal presentation, and thinking!

Secondary goals:

To exercise the *tools* you will need to succeed in college, including interaction with Canvas and the EUREKA Library Resource System.

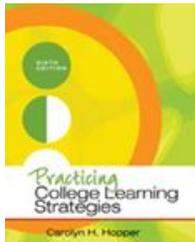
Underlying goal:

To develop your ever-expanding love and enthusiasm for the process of learning!

Requirements

Required Attendance: Your attendance at every class is vital, as we have only a precious 8 sessions together. If you have an emergency, be sure to contact me at the address above.

Required Text Books:



1. Carolyn H. Hopper. ***Practicing College Learning Strategies***. 6th ed. Wadsworth/Cengage Learning, 2011. ISBN-13: 9781111833350
2. . X. J. Kennedy, et. al. ***The Bedford Reader for College Writers with Reader, Research Manual, and Handbook***. 10th ed Bedford/St. Martin's, 2011 ISBN-13: 9781457630767

There will also be articles and essays assigned that can be accessed through the internet

This syllabus may be adjusted at any time at the discretion of the instructor

Required Cell Phone Control: All hand held tech paraphernalia must be turned off during class time!

Assignments

Two Reflection Papers based on the Bedford Guide or other assigned reading 350 words minimum in essay format and at least three paragraphs.

Due the Tuesday before class. January 16th and 28th

Canvas Postings Active participation is expected in each class.

To get full marks for participation you must participate in each week's discussion and respond to each post twice no later than the Tuesday preceding the next class.

Discussion will close on the Wednesday night before each class.

Mid Term – Based on class content. **February 6th**

Proposal and Work Cited for Research Paper **February 13th**

Research Paper based on topic of your choice due end of semester (1000 words minimum, plus Work Cited) **March 6th**

Research Paper Presentation – Last Class – not a reading of your paper. **March 6th**

Grading

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|--|-----|
| • 2 Reflection Papers (Due The Sunday BEFORE Class) | 20% |
| • Mid Term | 15% |
| • Proposal and Work Cited for Research Paper (Correctly annotated) | 10% |
| • Final Research Paper | 20% |
| • Presentation of Final Paper | 10% |
| • Canvas Posts | 15% |

IDEAL Program 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 advise the instructor, and arrangements made for work missed. Students should be aware that missing any class session may drop their grade. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness may also result in a reduced grade. Note: Any student who misses the first class session will be dropped from the course and tuition penalty and fee will apply.

Please note the University Policy on Attendance and Plagiarism:

Plagiarism is the act of passing off somebody else's work as your own, whether it is literally "stealing" somebody else's work word-for-word or using somebody else's ideas without acknowledging so, **even if you put them in your own words**. All quoted or borrowed work must be cited appropriately. Plagiarism demonstrates contempt for ethical standards, your instructor, and your peers. Thus, if you hand in plagiarized work, you will receive zero credit for the assignment and risk failing the course.

Writing Requirements and Academic Honesty - Wikipedia Policy

In academic research, it is important to distinguish between informal media, which are useful for background information and idea generation, and formal media, which are acceptable sources to cite in academic papers. Informal media include blogs, online discussion forums, and Wikipedia (as well as other Wikimedia) **All papers will be submitted to Turnitin.com to check for plagiarism. You can also submit your papers to turnitin.com as well.**

None of these informal sources are acceptable as cited sources in your reference list. **Papers that contain informal media including Wikipedia in their reference list will be subject to a grade penalty of 10% for each occurrence.**

Late Assignments - Late assignments will be penalized with a 10% grade deduction for each day late. Due dates are defined as of the start of class meeting on which the assignment is due.

All papers must be typed, double spaced and free from typos and contractions and must be submitted in a WORD DOCUMENT as an attachment.

All papers are graded on content, grammar, spelling and general writing ability. Please see grading rubrics below. If you have difficulty writing or English is not your first language please reach out to your Academic Advisor for assistance.

First Indication of Plagiarism will be an automatic F in the class.

Syllabus Details: Please bring both texts to class weekly

Reflection Paper 1: Due Tuesday 6 pm January 14th, 2014

***** Note this is two days before class.**

"The Right to Fail" William Zinsser (Bedford, p. 624-626) Summary of message and what failure has helped *you* succeed?

Week 1 Thursday January 16th

Introductions and Orientation – Bring Textbooks

Canvas/Eureka overview

Hopper, chapter 1 "Making a Smooth Transition to College"

Hopper chapter 8 "Learning Styles" Complete exercises 8.2 on page 181-184 and exercise 8.4 on page 187-189. Bring to class.

Week 2 Thursday January 23rd

Hopper, chapters 2, applying the Principles of Time Management, 4 Setting Goals
Complete exercises 2.7 on pg. 45 in the Hopper text. Bring results to class.

Guest Speaker Yvrose Romulus Chapter 9

Dealing with Test Anxiety and Chapter ten's Let's Find Out More About Managing Stress.

Due Tuesday 6 pm January 28th, Reflection Paper 2:

***** Note this is two days before class.**

The cost of a college education. Two links are provided here. One is a short essay
Students on Edge over Rising Tuition, available on the following link:

<http://www.cbsnews.com/stories/2010/02/02/national/main6164634.shtml> the second is
a power point created by a UB student. It is available at the following link:

<http://www.slideshare.net/EmaniByam/speech-8496971/>

View both and then write ONE reflection paper on the topic of the high/rising cost of
tuition.

Week 3 Thursday January 30th

Hopper, chapters 3 Critical Thinking

Bedford Guide, chapters 30 Planning and Managing Your Research Project and 35
Writing Your Research Paper.

Week 4 February 6th Mid Term

Hopper chapters 5 Learning Principles and 11 Information Literacy

Bedford Guide, chapters 32 Finding Sources and 34 Integrating Sources.

Week 5 February 13th

Hopper chapters 6 Processing Information from Lectures and 7 Processing Information
from Textbooks

Bedford Guide, chapters 31 Working with Sources, and 33 Evaluating Sources

Guest Speaker Jennifer Lantrip - Librarian

Proposal for Research Paper and Works Cited Due.

Week 6 February 20th

Hopper, chapter 5 Learning Principles

Bedford Guide chapter 37 APA Style for Documenting Sources.

Presentation Skills – Content to be provided by the professor

Week 7 February 27th

Presentation Skills Practice

Peer review of final paper

Additional Content TBD

Week 8 March 6th

In class Research Paper Presentations and Final Due Date for Research Paper.

May be presented as PowerPoint or summary, but not direct reading of the paper.

Additional content TBD

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

A = The student:

Clearly stands out as an excellent performer and has unusually sharp insight into material and initiates thoughtful questions.

- Sees many sides of an issue.
- Articulates well and writes logically and clearly.
- Integrates ideas previously learned from this and other disciplines.
- Anticipates next steps in the progression of ideas.
- Submits assignments on time.
- Is in full attendance.
- Constructively contributes to the learning environment.

“A” work by nature could be a model to be emulated by other students.

B = The student:

- Grasps subject matter at a level considered to be good to very good.
- Is an active listener and participant in the workshop discussions.
- Speaks and writes well.
- Accomplishes more than the minimum requirements.
- Has above average performance.
- Produces work in and out of the workshop that is complete and of high quality.
- Applies understanding of concepts to assignments.
- Submits assignments on time.

“B” work indicates a high quality performance and awarded in recognition for solid work; a “B” is a high grade.

C = The student:

- Demonstrates a satisfactory comprehension of the subject matter.
- Has accomplished the minimum requirements.
- Displays initiative that is satisfactory and meets minimal expectations.
- Communicates orally and in writing at an acceptable level.
- Exhibits understanding of all basic concepts.

“C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

D = The student:

- Demonstrates understanding at the most rudimentary level.

- Submits work in and out of the workshop that is below average in quality and/or quantity.
- May submit work that is characterized by incompleteness and/or lateness.

“D” work is barely acceptable and minimally passing.

F = The student:

- Submits work that is unacceptable in quality and/or quantity.
- Submits work that is characterized by incompleteness and/or lateness.
- Lacks demonstration of understanding and application of principles to assignments.

“F” work is not passing and does not qualify the student to progress to a more advanced level of course work.

Written Assignment Grading Rubric

<p><u>Subject Matter (35%):</u></p> <ul style="list-style-type: none"> • Key elements of assignments covered • Content is comprehensive/accurate/persuasive • Displays an understanding of relevant theory • Major points supported by specific details/examples • Research is adequate/timely 	
<p><u>Higher-Order Thinking (15%):</u></p> <ul style="list-style-type: none"> • Writer compares/contrasts/integrates theory/subject matter with work environment/experience • At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing 	

Organization (15%)

<ul style="list-style-type: none"> • The introduction provides a sufficient background on the topic and previews major points/deliverables • Central theme/purpose is immediately clear • Structure is clear, logical, and easy to follow • Subsequent sections develop/support the central theme • Conclusion/recommendations that summarize major points/deliverables follow logically from the body of the paper 	
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Style/Mechanics (35%)

<p><u>Format--10%</u></p> <ul style="list-style-type: none"> • Citations/reference page follow guidelines • Properly cites ideas/info from other sources • Paper is laid out effectively--uses, heading and other reader-friendly tools • Paper is neat/shows attention to detail <p><u>Grammar/Punctuation/Spelling--15%</u></p> <ul style="list-style-type: none"> • Rules of grammar, usage, punctuation are followed • Spelling is correct <p><u>Readability/Style--10%</u></p> <ul style="list-style-type: none"> • Sentences are complete, clear, and concise • Sentences are well-constructed with consistently strong, varied structure • Transitions between sentences/paragraphs/sections help maintain the flow of thought • Words used are precise and unambiguous • The tone is appropriate to the audience, content, and assignment 	
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Oral Presentation Grading Rubric

Content (40%)

<ul style="list-style-type: none">• Presentation content clearly follows the written paper upon which it is based (if applicable)• Topic is relevant and addresses assignment specifications• Content presented is comprehensive, accurate, and believable• Key points are noted• Topic is researched adequately	
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Organization/Structure (20%)

<ul style="list-style-type: none">• Presentation is well-organized, clear, and effectively structured• If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations• There is an introduction to gain the audience's attention and explain the purpose of the presentation	
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Style/Presentation/Appearance (10%)

<ul style="list-style-type: none">• Dress and grooming are appropriate to the setting• Non-verbal cues/gestures are appropriate to presentation and flow of ideas• Content knowledge/confidence are evident• Time was used well/not rushed	
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Use of Visual Aids (10%)

<ul style="list-style-type: none">• Visual aids are used where appropriate• Visual aids are appropriately professional given the presentation's context• They are easy to see/read• Media are used correctly, e.g., overheads, videos, Power Point slides, charts, etc.• Visual aids contribute to the overall effectiveness of the presentation	
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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.

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

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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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