

IDEAL PROGRAM COURSE SYLLABUS

Dear Student,

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 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 our classes 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 time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-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.**

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

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.

The IDEAL Program

The IDEAL Program

HUMAN SERVICES 277 – PRACTICUM IDEAL PROGRAM

COURSE SYLLABUS

Bridgeport Campus (see below for meeting dates)

Prerequisites: HUSV 201 or HUSV 203

Pre-Requisite Courses:

- HUSV 201 Introduction to Counseling
- HUSV 203 Introduction to Human Services

The Practicum part of the Human Services degree allows you to perform in a practical way the theories and ideas expressed in the classroom. This aspect of a Human Services degree program will certify that you have successfully integrated the knowledge, skills, and attitude of a human service professional in a real-life, client-based environment. It is the time to use your classroom experience as a valuable learning resource.

Course Description

The Practicum or field experience provides the student with the opportunity to apply classroom learning in a community based human service setting e.g. agency, nursing home, school, etc. It is designed to enable the student to gain practical experience as a team member and to expand their base of knowledge about their particular human service interest and/or specialization. The goals of the experience are: 1) to give students the opportunity to work in agencies/organizations that serve physical, psychological, social, educational, and vocational needs of persons with disabilities and other barriers; and 2) to enhance the student's academic knowledge, personal sense of responsibility and professional development. The Practicum is an academic requirement for Human Service majors that are enrolled in the university.

Course Objectives: The student will:

1. Demonstrate a working knowledge of the agency/organization in which they are working as a practicum student.
2. Demonstrate an ability to work professionally with agency/organization peers and supervisors.

3. Develop related counseling/case management skills for working with clients and diversity.
4. Develop a familiarity with the manner in which human service programs are organized.
5. Develop an understanding of management and operational practices employed in human service programs and organizations.
6. Develop specific skills and strategies identified by university and on site supervisors.

The following is a list of suggested Practicum sites:

Health facilities, rehabilitation and corrections, juvenile programs, sheltered workshops, insurance companies, industries, employment agencies, state and private social service agencies, hospitals (veterans, general practice & specialized care), mental health facilities, geriatric facilities, adult day care facilities, counseling and testing facilities, educational settings, and government agencies that serve persons with disabilities and other barriers.

If a student is not already affiliated with an agency, the following Provider Directory may be useful in identifying a Practicum Site.

<http://www.caahs.org/publications/documents/06-08PTHPCTProviderDir.pdf>

PLEASE NOTE: AS SOON AS YOU ENROLL IN THIS CLASS, YOU SHOULD START SEARCHING FOR A PLACEMENT. Before the first class meeting, it is recommended that the student identifies more than one site and makes contact with those organizations **PRIOR** to the course start date. The student is encouraged to select a site that is going to provide the most opportunities for learning about a field of interest. This course provides a connection to the field of Human Services. One hundred hours must be completed during the dates of this course; therefore it is in the student’s best interest to secure a site before the first meeting.

The agency site supervisor should have a degree, preferably a master’s degree with supervisory experience, or a history of working with individuals in the following areas:

- | | |
|----------------------|----------------------|
| ▪ Rehabilitation | ▪ Sociology |
| ▪ Counseling | ▪ Medicine |
| ▪ Social Work | ▪ Physical Education |
| ▪ Allied Health Care | ▪ Special Education |
| ▪ Psychology | |
| ▪ Business | |

Guidelines for the Agency:

- 1) To assign a qualified staff member as field supervisor who will provide on-site supervision.
- 2) To provide appropriate work assignments for student based on field supervisor's assessment of the student's abilities and prior experience.
- 3) To include the student in appropriate planning meetings, case conferences, etc.
- 4) To provide exposure to group process whenever appropriate.
- 5) To communicate with Practicum Advisor, if needed.
- 6) To assist student in learning and practicing the role of client advocate whenever appropriate.
- 7) To provide a written evaluation of student performance before the end of the semester.
- 8) NOTE: If you are already working within a Human Services agency, it is possible that you may be able to complete up to fifty hours there. Please speak with the Advisor.

Course Requirements

- 1) Students must select an agency for their Practicum as soon as possible, before the first class.
- 2) The Practicum Advisor must approve each placement.

- 3) Students must complete 100 hours of intern experience within one semester to receive three (3) credits. *Semester Timeframe 5/18/13 to 9/1/13* Students submit journal entries **each week**. At the end of the semester, students submit a 5 page report and presentation on their field experience.

***Practicum Advisor:** Professor Donna Miller M.S.

***Phone:** (203) 520-5796

E-mail:** donnam@bridgeport.edu (Please write ‘Practicum’** in the ‘subject’ line).

Class Sessions:

-The practicum class will meet four times during this semester at the Bridgeport Campus: With the exception of one class, the sessions will take place on Saturdays mornings from 9:00 to 1:00 pm, Saturday classes will be held on, ***5/25/13, 6/15/13, 7/6/13, and the last class will be held on Friday 8/16/13 from 6pm -10pm** (pre work is due on 5/18/13 via email).

***The first meeting will be on Saturday 5/25/13 from 9am – 12pm.**

***Pre work is due on 5/18/13 Please email me your Practicum placement, tell me a bit about the placement and have the direct supervisors name and phone number for me. Email your contracts including your duties, to me, filled out and signed as well for approval.**

Grading Criteria

- Weekly Journal (35%)
- Mentor’s Evaluation (15%)
- Class Participation (10%)
- Report and presentation (40%)

Weekly Journal

Journal Entries need to be typed, 12-point font, double-spaced. The entries should be dated. The weekly journal should contain experiences from the week that relate to your work in the social service agency, or a summary journal of your whole week of experiences.

Email your weekly journal to the instructor, every week, no later than midnight on Sunday.

The instructor will review and evaluate each weekly journal. **Entries that are submitted later than Sunday will not be reviewed and therefore, will receive a zero as a grade.** Include your weekly log; journals are a minimum of 500 words.

Journal entries are based on the idea that you write to learn. Writing forces you to be actively engaged with the material you were just learning, to reflect on it and write about the result of that reflection. Your journal reflects your personal thoughts and beliefs—you should feel free to write exactly what you are thinking without fear of being judged. One of the biggest hurdles with journal writing is making the leap from simply summarizing what you learned to reflecting and thinking about how that material applies to you. It is not enough to merely regurgitate information without answering the “so what?” question. Why are you writing this down? Why did this information give you an “ah ha!” moment or why did you find it interesting or useful? **Your journal is one place to intentionally make connections between what you know or hope to gain and what you just learned.** Your journal is a place to raise questions and it is a place for critical analysis and evaluation.

In your journals, we will be looking for evidence of thought, reflection, and individual thinking about the connections between class material and your lives. We will be looking for careful thinking, rather than superficial or summary writing. Develop an idea, rather than listing numerous unconnected thoughts.

Write regularly! We are not expecting you to write after every day, but that would be ideal. Making specific connections will also make writing easier for you. Don't try to cover everything—pick one issue or topic and expand on it. Write entries that are engaging. Use specifics! Be interesting! Think, reflect, and then start writing. See what flows from your mind to your pen (or computer, as the case may be!).

Some journal writing 'Don'ts':

- Don't ignore the basic rules of grammar and punctuation.
- Don't wait until the last minute to write your entries.
- Don't focus too much on feelings—rather focus on what you are learning and how it applies to the field of human services.
- Don't merely describe or summarize. Take it to the next level.

Grading Guidelines for Weekly Journal:

For an A Grade, your journal will:

- Be engaging, creative, and thoughtful
- Use precise, appropriate, and sophisticated vocabulary; varied patterns and lengths of sentences that easily and clearly convey findings
- Be coherent and organized structure
- Use relevant and intriguing of details to convey personality and experience
- Contain few surface feature errors; only noticeable if looking for them

For a B Grade, your journal will:

- Be clear and thoughtful
- Use appropriate, precise vocabulary and varied sentences that clearly convey findings
- Have logical organization
- Use relevant details to convey personality and experience
- Contain few surface feature errors; occasional spelling or punctuation errors

For a C Grade, your journal will:

- Be quite well developed and detailed
- Use generally precise vocabulary and complex sentence structures containing minimal errors that convey findings
- Have obvious organization
- Use some details to convey personality and experience
- Contain generally few surface feature errors; some punctuation, spelling, or pronoun reference errors

For a D Grade, your journal will:

- Be direct and usually clear
- Use straightforward vocabulary and effective sentences that are rarely complex or varied that convey findings, but unsatisfactorily
- Have some organization evident
- Use very few details to convey personality and experience
- Contain surface feature errors such as comma splice, spelling, or pronoun reference errors

For an F Grade, your journal will:

- Not be clear or thoughtful

- Be unsophisticated and, at times, inappropriate vocabulary use with simple sentences defying conveyance of content
- Not have evidence of some organization
- Not contain details to convey personality and experience
- Contain multiple surface feature errors may at times distract reader

***The Professor will read your journals, and respond to you via e-mail with comments periodically throughout the course term. IT IS ADVISED THAT YOU KEEP ALL OF YOUR JOURNALS IN AN ORGANIZED FASION, SAVED IN FOLDERS IN YOUR COMPUTER, and PRINTED OUT AND KEPT IN A BINDER FOR CLASS.**

Guidelines for Final Report

The Practicum is an experiential learning opportunity, which has several stages. A student should go through all of them to get the most out of the learning experience. 1. *Plan the experience* - write thoughtful learning objectives for the practicum; 2. *Have the experience*: do the practicum; 3. *Reflect on what you did*: write your report about what you did during the practicum; 4. *Evaluate the experience* - so what did it mean for you in terms of meeting your academic/career goals? 5. *Apply what you learned to make new plans for new experiences*.

NOTE: Prepare one report copy for your Professor and one for your Practicum Supervisor. The report should be typed on standard 8 ½" X 11" papers, 5 pages, stapled or bound with a non-bulky binder (no 3-ring binders!) for easy filing. Other students may review these reports as they plan their own practicum experiences in the future. PLEASE KEEP THIS FINAL REPORT SAVED IN A COMPUTER FILE, PRINT A COPY FOR YOUR ADVISOR AND YOUR SUPERVISOR IF HE/SHE WOULD LIKE A COPY.

Unless otherwise instructed by your faculty advisor, use the following format for your final report:

- A. Your report should be typewritten or printed on white paper using a font sized no larger than 12 pt. and double -spaced.
 1. Title Page—four lines centered just above the middle of the page
 - i) First line—“My Practicum or Internship at _____.”
 - ii) Second line—the semester and year, for example, “FALL, 2013”
 - iii) Third Line—your name.
 - iii) Fourth line—the date you submit your report.
 2. Abstract – One or two paragraphs covering the highlights of the Intern experience.
 3. Body of your report—no less than seven pages of double-spaced text.
 - i) Include a description of your sponsor’s organization—its products/services, customers/clients and an overview of the mission.
 - ii) Include a detailed description of your duties and any projects you were assigned.
 - iii) Describe your learning objectives and activities designed to accomplish these objectives. A useful structure for this is to list each learning objective separately and identify the related activities, responsibilities and learning experiences. Be sure to include the methods and procedures for accomplishing the objectives. How did you plan to accomplish objectives? What techniques were employed? What did you do? What were your responsibilities? Where and how did you gain information and experience? Identify what you learned. Did you accomplish your objectives? Why or why not?
 4. Summary and Conclusions – Your summary should include answers to the following questions. What will you do with what you have learned so far? Can you apply your learning to other work or academic situations? Give examples of situations in which your learning from the internship experience will change or affect what you do or how you do something. Also, include analysis of the additional preparation you need to be able to (work in the field or specific job that you are interested in), (accomplish your academic/career goals)? List 3-5 actions that you will take in the near future to prepare yourself further (e.g., taking specific classes, or arranging another

internship or work experience focused on gaining the new skills that you want to acquire).

B. Before you write your final report:

1. Read through your time sheets/periodic reports and your log or other notes you may have taken
2. Reflect back on your internship experience from your initial interview to your last work date.
3. Write notes about how you felt at various times—the beginning, middle and ending of your internship, any difficulties you faced, successes you experienced and what these mean to you now.
4. Try to organize your notes into an outline that you can use to write your report narrative.

C. After you write your report:

1. Read it through from your own point of view—does it adequately describe your experience?
2. Read it through from your Practicum/Intern advisor’s point of view—does it meet the grading criteria?
3. Read it through from your sponsor’s point of view—does it protect any confidential or sensitive information revealed to you during your internship?
4. If the answers to any of the above questions are “no,” then rewrite your report accordingly.
5. If you are mailing a copy of your final report to your mentor, consider enclosing a “thank you” card.
6. If you completed any projects assigned by your mentor, consider attaching them to the report.

Final Report and Presentation Grading Criteria
Grading Scale

95-100 = A
90-94 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59-below = F

Date	Topic	
5/18/13	Practicum assignment <i>pre work emailed to me.</i>	Introduce yourself. Contract, site and Supervisor’s information <i>emailed</i> to Professor Miller.
5/25/13 FIRST CLASS	<ul style="list-style-type: none"> • Introductions Syllabus Review. • History of working with people and major trends. • Understanding yourself, and the human condition. 	Practicum placements. Signed off and paperwork complete. First weekly logs and journals brought to class in 3 ring binders.

	<ul style="list-style-type: none"> • Working with diversity and communication skills. 	
6/15/13	<ul style="list-style-type: none"> • Using the helping relationship in a dynamic and effective way. • The basic listening sequence, basic problem solving, and electric approaches to practice. • Assessing skills and use of techniques. 	Journals printed in a binder. (Weekly entries sent to advisor). Also brought to class.
7/20/13	<ul style="list-style-type: none"> • Group process. • Dealing with vulnerability, dependency and resistance. • Pulling it all together! 	Journals completed in binders. (Weekly entries sent to advisor). Also brought to class.
8/17/13	<ul style="list-style-type: none"> • Presentations 	Presentations and Papers. Journals completed in binders. (Weekly entries sent to advisor). Also brought to class.

**B.S. in HUMAN SERVICES
IDEAL PROGRAM
REGISTRATION FOR PRACTICUM/INTERNSHIP PLACEMENT**

To be completed by the student, signed by the student, Practicum/Intern Advisor, and field mentor and submitted to the Practicum/Intern Advisor.

Student Information

Name: _____ Phone Number: _____
Address: _____
City, State, Zip: _____
Email Address: _____

Mentor for the Practicum/Internship Placement

Name: _____ Phone Number: _____
Email Address: _____
Agency Name: _____
Agency Address: _____
Agency City, State, Zip: _____

Practicum/Internship Placement Project Description (attach extra paper as needed)

Content of Practicum/Internship Placement

**Describe the goals of the field placement in terms of skills, knowledge and experience to be acquired and the specific activities that will lead to the accomplishment of the goals.
(Attach extra paper as needed)**

I agree with the description of the Practicum/Internship Placement:

Student: _____ Date: _____
Mentor: _____ Date: _____

N/A – Not Applicable

Note: If you rate the student Unsatisfactory/Failing (1), please provide comments.

PERFORMANCE	RATING	COMMENTS
1. Accomplishments of Assignments a. Has acquired appropriate knowledge. b. Has acquired appropriate skills. c. Quality and accuracy of work. d. Work proceeds in orderly, organized fashion.	_____ _____ _____ _____	_____ _____ _____ _____
2. Reliability and Initiative a. Works effectively with minimal supervision. b. Initiates appropriate actions and follows through to completion. c. Uses time efficiently.	_____ _____ _____	_____ _____ _____
3. Communication Skills a. Comprehension of oral and written instructions. b. Communicates information orally with clarity and tact. c. Written communication is complete, concise and accurate.	_____ _____ _____	_____ _____ _____
4. Interpersonal Relations a. Accepts direction from Supervisor. b. Accepts constructive criticism of performance. c. Ability to work with others.	_____ _____ _____	_____ _____ _____
5. Human Services Knowledge and Commitment a. Overall quality of Practicum/Internship project. b. Understanding of project's relevance to the field of human services. c. Understanding of agency's role in the larger social service community. d. Commitment to the field of human services.	_____ _____ _____ _____	_____ _____ _____ _____

Overall Final Grade for this Practicum/Internship placement:

Grade (Pass/Fail): _____ Comments: _____

RECOMMENDATIONS

1. For Student:

a. Professional Strengths:

b. Recommendations for Continued Professional Growth:

2. For Practicum/Internship Placement Experience:

a. Do you have recommendations for improving the Practicum/Internships placement program?

Yes No

Describe:

b. Are you willing to continue sponsoring future students?

Yes No

Comment:

c. Do you have other possible student assignments in your organization?

Yes No

Describe:

Signatures:

Student: _____ Date: _____

Mentor: _____ Date: _____

Practicum/Internship Advisor: _____ Date: _____

**Practicum/Internship
Weekly Log**

Student Name:

Site Location:

Week of:

Date	Time	Activity Description	# of Direct Hours	# of Indirect Hours

Weekly Total Direct:
Weekly Total Indirect:
Overall Total Direct:
Overall Total Indirect:

Student's Signature:

Site Supervisor's Signature:

Practicum/Internship Coordinator's Signature:

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 advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. 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 the student earned 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.**

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

Starting Fall 2012

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.**

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 Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, 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 computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document 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 as well as in the library. 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 classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

The 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://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. 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 your grades, access library services, access online tutoring, access the computers in 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 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. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to:

<http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library’s website: <http://www.bridgeport.edu/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.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers

Open access computer labs are available at three campuses:

- 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/ Weather Policy

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.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
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
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	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.**