EDU 300  
Fall 2016  
Learning and Teaching in Middle and Secondary Classrooms  
Tuesday 9:30 -12:15  
CECE 170

| Instructor: Dr. Ann Anderberg, Associate Professor | Mondays 1:00 –4:00 |
| andemberg@easterneet.edu | Tuesdays 12:30 -1:30 |
| Phone: 860.465.0109 | Thursday 8:30-9:30 |
| Office: CECE 211 | And by appointment |

**Catalog Description**: This course presents an overview of theories of learning most applicable to the teacher’s task of promoting students’ learning in classrooms. The task of meeting the learning needs of students ranging from gifted to the various handicapping conditions is addressed as well as the process of matching teaching practices with the range of learning styles typical of secondary classrooms.  

*Faculty reserve the right make changes to course syllabus as needed. However, every attempt will be made to keep such changes at a minimum and are usually made in response to university, program or Connecticut State Department of Education rules or regulations.*

**Required Text:**


**On-line Resources:**

- You will be asked to watch videos from this series: The Learning Classroom: Theory into Practice [http://www.learner.org/resources/series172.html](http://www.learner.org/resources/series172.html)  
- The Learning Classroom: Theory to Practice, Background Reading text, available on-line at [http://www.learner.org/resources/series172.html](http://www.learner.org/resources/series172.html)  
- Supplemental chapters and articles may be made available by the instructor over the course of the semester or will need to be accessed via on-line resources by the students.

**Optional Text:**

Course Expectations:

- It is expected that you attend the weekly class. This course is designed as a student-centered course, where we will engage in discussions, assignments, and activities during class time. These activities provide you with an opportunity to deepen your understanding of the theories and concepts presented in the readings and during class. Your active and engaged participation in each class meeting and on any on-line discussion posts will be vital to your learning in this course. There is no way to “make up” whatever might be missed if you do not attend. Thus, your attendance and active participation are a vital aspect of your learning in this course. Missing one class is equivalent to missing a week’s worth of classes. Significant absence from class will impair your ability to successful complete assignments for this course and will impact final grade for the course. If you must miss a class, please inform the instructor of prior to your absence OR as soon as possible after the absence. The instructor does not distinguish between reasons for absence. After two absences from class, each additional absence will result in a drop in your final grade by half a grade. (Adjustments and exception to this policy may be made at the discretion of the instructor for students who develop significant illness that require more than a week absence from class, or if extenuating circumstances arise.)

- This course will require a commitment of your time both during class and on out of class assignments. The weekly class is two and one half hours total. In addition, you should plan on between 3-5 hours of course reading and assignments weekly. This will include course readings, completion of course assignments, watching related videos and/or reading web-pages, and communicating via email and/or on-line discussions.

- This course relies on your willingness to engage in discussions and activities with your classmates. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct when during classroom discussions and/or when using email or on-line discussions. Please review university policies in this regard.

- It is expected that you will complete all assigned reading and view any assigned videos prior to the class period when they are assigned. This includes all reading, not just those that are required for completion of the reading response assignments. In addition, you must view assigned videos and/or web-pages prior to either classroom or on-line discussions. Lack of preparedness on a consistent basis will impact your final grade.

- Because most of the assignments are directly attached to classroom-based activities and discussion, it is vital that assignments are completed on time. Assignments will be given due dates, and it will be to your benefit as a student to get these assignments done by those dates, as these assignments align with the topics of our weekly classes. Assignments will be accepted up to two weeks after the due date, however, points will taken off if an assignment is late. Assignments will not be accepted two weeks after the due date and will receive a “0”. (Exceptions to these policies will be made at the discretion of the instructor if extenuating circumstances arise, but these must be discussed and negotiated PRIOR to the due date for an assignment).

- Assignments must be submitted electronically via the assignment drop box on the course web page on Blackboard. All correspondeces from the instructor and course materials will be available on this page. It is your responsibility to check Blackboard regularly for course updates and emails.

- It is your responsibility to be equipped for the online portions of this course. Technology related problems are not an acceptable explanation for not submitting your work on time. For technology support and issues, students must call the Help Desk At ECSU or email webct@easternct.edu Email correspondence for this course is to be sent through the email tool on the Blackboard vista course web page.
Theory to Practice Assignments:

I. Video Discussions (10 points): You must be prepared to participate in a class discussion on the video each week.  
   http://www.learner.org/resources/series172.html

II. CORE I Portfolio: Context of Learning Profile (15 points). Full assignment will be discussed in class. Final product will be uploaded to TK20.

III. CORE I Portfolio Lesson Observation and Reflective Analysis on Student Engagement (30 points): Full assignment will be discussed in class. Final product will be uploaded to TK20.

IV. Center for Disease Control Module (CDC) (5 points).  
   http://www.cdc.gov/ViolencePrevention/POP.html  
   You will complete the module on line and upload your certificate to TK20.

V. CORE I Portfolio Lesson Observation and Reflective Analysis of Content Learning (30 points)  
   Full assignment will be discussed in class. Final product will be uploaded to TK20.

VI. Looking Backwards and Looking Forward (10 points)  
   Full assignment will be discussed in class. Final product will be uploaded to TK20.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final</th>
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<tbody>
<tr>
<td>1: Video Discussions (weekly)</td>
<td>10</td>
</tr>
<tr>
<td>2: Context of Learning Profile</td>
<td>15</td>
</tr>
<tr>
<td>3: Lesson Observation - Student Engagement</td>
<td>30</td>
</tr>
<tr>
<td>4: CDC Module (CARE REQUIREMENT)</td>
<td>5</td>
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<tr>
<td>5: Lesson Observation - Content Learning</td>
<td>30</td>
</tr>
<tr>
<td>6: Looking Backwards and Looking Forward</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale  
95-100 A; 90-94 A-; 87-89 B+; 84-86 B; 80-83 B-; 77-79 C+; 74-76 C; 70-73 C-; 65-69 D+; 60-64 D; below 60 F
<table>
<thead>
<tr>
<th>Tuesdays fall 2016</th>
<th>TOPIC</th>
<th>DUE</th>
</tr>
</thead>
</table>
| 1 8/30            | Introduction  
Syllabus and materials  
Common Core of Teaching  
Intro CCSS  
Bloom’/Webb DOK | Group activity  
Video 1: How People Learn |
| 2 9/6             | The brain  
Why theories matter  
Behaviorism  
Lesson Planning Intro I  
Unpacking Standards | Video 2: Learning as We Grow  
Ormrod chapters 1,2  
Savage, et.al – pp. 7-9 and chapter 4 |
| 3 9/13            | Lesson Planning Intro II  
Draft lessons plans and presentations | Video 3: Building on What We Know  
Draft lessons plans and presentations: (use MailMerge to share)  
Ormrod chapters 6,7 |
| 4 9/20            | Bully | Video 4: Different Kinds of Smart  
**CDC Module Certificate due in TK20** |
| 5 9/27            | Dan Siegel –  
Effective Teaching Strategies | Video 5: Feelings Count  
Draft lessons plans and presentations  
Ormrod chapter 14  
Brainstorm: The Power and Purpose of the Teenage Brain (Family Action Network)  
82 minutes  
www.youtube.com/watch?v=kH-BO1rJXbQ |
| 6 10/4            | Cultural Competence 1 | Video 6: The Classroom Mosaic  
Savage, et.al chapter 3  
Draft lessons plans and presentations |
| 7 10/11           | Data Team I  
Vygotsky  
Cooperative Learning | Video 7: Learning From Others  
Ormrod chapters 12, 13  
Savage, et.al chapter 6  
**Context of Learning Profile due in TK20** |
| 8 10/18           | Reciprocal Teaching | Video 8: Thinking About Metacognition  
Ormrod chapter 8  
Draft lessons plans and presentations  
Savage, et.al chapter 13 |
| 9 10/25           | Transfer, Problem Solving & Critical Thinking  
21st century skills | Video 9: Thinking About Thinking  
Ormrod chapter 15  
**Lesson Observation - Student Engagement due in TK20** |
| 10 11/1           | Data Team II | Video 10: How We Organize Knowledge  
Savage, et.al chapter 5  
Ormrod chapters 9,10,11 Reciprocal Teaching group |
| 11 11/8           | Draft lessons plans and presentations | Video 11: Lessons for Life  
Draft lessons plans and presentations  
**Lesson Observation- Content Learning due in TK20** |
| 12 11/15          | Data Team III | Video 12: Expectations for Success  
Ormrod chaper16 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
</table>
| 13/22 | Draft lessons plans and presentations | Video 13: Pulling It All Together  
Omrod chapter 17  
Draft lessons plans and presentations |
| 11/29 | Draft lessons plans and presentations | Savage, et.al chapter 14  
Draft lessons plans and presentations |
| 12/6 | Draft lessons plans and presentations | Savage, et.al chapter 15  
Draft lessons plans and presentations |
| 12/13 | **FINAL** | Looking Backwards and Looking Forward due in TK20 |
All course outcomes are interconnected with the Eastern EPP’s Candidate Learning Outcomes (CLO), CAEP standards, Connecticut Preservice Competencies (PSC), Connecticut Common Core of Teaching (CCCT). The following table outlines the elements of Eastern’s CLO’s, NCATE, CAEP, PSC, and CCCT.

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<thead>
<tr>
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<tbody>
<tr>
<td>Domain I: Intentional Teaching</td>
<td>Standard 1: Candidate Knowledge, Skills, and Professional Dispositions</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
<td>Domain 1: Development and Characteristics of Learners</td>
<td>Domain 1: Content and Essential Skills</td>
</tr>
<tr>
<td>Domain II: Data Literacy</td>
<td>Standard 2: Assessment System and Unit Evaluation</td>
<td>Standard 2: Clinical Partnerships and Practice</td>
<td>Domain 2: Evidence-based/Standards-based Instruction</td>
<td>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning</td>
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<tr>
<td></td>
<td>Standard 5: Faculty Qualifications, Performance, and Development</td>
<td>Standard 5: Provider Quality, Continuous Improvement, and Capacity</td>
<td>Domain 5: Professional Behaviors and Responsibilities</td>
<td>Domain 5: Assessment for Learning</td>
</tr>
<tr>
<td></td>
<td>Standard 6: Unit Governance and Resources</td>
<td></td>
<td>Domain 6: Professional Responsibilities and Teacher Leadership</td>
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</tbody>
</table>

### EDU 300 Learning & Reaching in the Elementary Classroom

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>CLOs &amp; CAEP Standards</th>
<th>PSC/CCCT Standards</th>
<th>Key Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Compare and analyze key concepts in behavioral, cognitive, and humanistic</td>
<td>CLO I, III,IV</td>
<td>PSC 1,3</td>
<td>• Lesson Observation and Reflective Analysis on Student Engagement</td>
</tr>
<tr>
<td>approaches to learning theory. Develop a comprehensive understanding sociolinguistic and constructivist theories relevant to learning and teaching.</td>
<td>NCATE I</td>
<td>CCCT 1,2,3</td>
<td>• Class/BLACKBOARD discussions/Video Reviews</td>
</tr>
<tr>
<td></td>
<td>CAEP 1</td>
<td></td>
<td>• Evaluation of Lesson Plans</td>
</tr>
<tr>
<td>2: Recognize and apply learning theory as a tool in the design of instructional plans and learning contexts. Demonstrate a beginning knowledge of Lesson Planning and A positive and reflective disposition towards intention planning and teaching practices appropriate for diverse learners.</td>
<td>CLO I, II, III</td>
<td>PSC 2,3,4</td>
<td>• K-W-L: Collaborative knowledgebase</td>
</tr>
<tr>
<td></td>
<td>NCATE I</td>
<td>CCCT 3,5</td>
<td>• CDC Module</td>
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<tr>
<td></td>
<td>CAEP 1,3</td>
<td></td>
<td>• Draft lessons plans and presentations</td>
</tr>
<tr>
<td>3: Demonstrate acceptable levels of discipline-specific content knowledge and skills and beginning awareness of problem-solving and critical thinking pedagogical strategies</td>
<td>CLO I, IV</td>
<td>PSC 3</td>
<td>• Context for Learning Profile</td>
</tr>
<tr>
<td></td>
<td>NCATE I</td>
<td>CCCT 1,3,4</td>
<td>• Lesson Observation and Reflective Analysis of Content Learning</td>
</tr>
<tr>
<td></td>
<td>CAEP 1,3</td>
<td></td>
<td>• Class/BLACKBOARD discussions/Video Reviews</td>
</tr>
<tr>
<td>4: Demonstrate a beginning knowledge of</td>
<td>CLO II</td>
<td>PSC 1,4, 5</td>
<td>• K-W-L Collaborative knowledgebase</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Draft lessons plans and presentations</td>
</tr>
</tbody>
</table>

- **Course Outcomes:** EDU 300 Learning & Reaching in the Elementary Classroom
- **CLOs & CAEP Standards:** CLO I, III,IV, CLO I, II, III, CLO I, IV
- **PSC/CCCT Standards:** PSC 1,3, PSC 2,3,4, PSC 3
- **Key Experiences:** Lesson Observation and Reflective Analysis on Student Engagement, Class/BLACKBOARD discussions/Video Reviews, Evaluation of Lesson Plans, K-W-L: Collaborative knowledgebase, CDC Module, Draft lessons plans and presentations.
| Data Literacy and its role in assessment and planning of instruction. | NCATE I | CCCT 5,6 | • Lesson Observation and Reflective Analysis on Student Engagement  
• Lesson Observation and Reflective Analysis of Content Learning  
• Class/BLACKBOARD discussions/Video Reviews  
• K-W-L Collaborative knowledgebase  
• Data Team Exercises |
| 5: Demonstrate a beginning knowledge of the teacher’s role in developing and managing the classroom environment | CLO I, III, IV | PSC 3,5 | • CDC Module  
• Context for Learning Profile  
• Lesson Observation and Reflective Analysis on Student Engagement  
• Class/BLACKBOARD discussions/Video Reviews & Readings  
• K-W-L Collaborative knowledgebase  
• Draft lessons plans and presentations |
| 6: Demonstrate a beginning knowledge of research-based effective teaching strategies. Detail and interpret various instructional strategies and teacher behaviors/attitudes that seek to ensure all students achieve academic success in school contexts. | CLO I, III | PSC 1,3 | • Context for Learning Profile  
• Lesson Observation and Reflective Analysis of Content Learning  
• Class/BLACKBOARD discussions/Video Reviews  
• K-W-L Collaborative knowledgebase  
• Draft lessons plans and presentations |
| 7: Explore and describe how students’ learning is influenced by a variety of factors, including home language, ethnic background, cultural values, and socioeconomic status. Understand the basic components and responsibilities of culturally competent practitioners. | CLO III, NCATE I, 4 | PSC 1 | • Context for Learning Profile  
• Class/BLACKBOARD discussions/Video Reviews  
• Evaluation of Ed Tech tools  
• K-W-L Collaborative knowledgebase |
| 8: Understand the basic components and responsibilities of Professional Practice and Leadership | CLO I | PSC 5 | • Context for Learning Profile  
• Looking Backwards and Looking Forward  
• Class/BLACKBOARD discussions/Video Reviews & Readings  
• In class exercises |
| 9: Understand and develop instructional lessons that integrate technology, as a learning tool, within all areas of the curriculum. | CLO I, II, III | PSC 1, 2, 3, 4 | • Context for Learning Profile  
• Class/BLACKBOARD discussions/Video Reviews & Readings  
• Evaluation of Ed Tech tools  
• K-W-L Collaborative knowledgebase |
| 10: Understand issues of equity in relation to gender, culture and SES status and actively practice and advocate for appropriate use. | CLO I, III | PSC 1, 2, 3, 4 | • Context for Learning Profile  
• K-W-L Collaborative knowledgebase  
• Class/BLACKBOARD discussions/Video Reviews & Readings |
### Disposition Rubric

At the end of this course, you must submit a 1-page reflection (this is your check for understanding to be handed in during your last class) describing your strengths and challenges with respect to target or acceptable dispositions as explained in the rubric. Grades will be determined by carefully comparing your reflection with my notes. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, meetings will be conducted with individual student(s) to discuss how dispositions can be improved.

<table>
<thead>
<tr>
<th></th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class participation</strong></td>
<td>Attended every class, always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in group and whole class activities.</td>
<td>Missed one class, almost always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in group and whole class activities.</td>
<td>Missed more than one class, often came late, and/or was inactive or distracted in group/whole class activities.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Read professional and research journal(s) in their discipline(s) to improve their own personal and professional growth, sought membership of professional organization(s) to become involved in the professional community of educators, and demonstrated passion and enthusiasm for their discipline(s) and methods of teaching.</td>
<td>Read professional and research journal(s) in their discipline(s) and demonstrated some passion and enthusiasm for their discipline(s) and methods of teaching.</td>
<td>Did not read professional and research journal(s) in their discipline(s) and/or did not demonstrate passion and enthusiasm for their discipline(s) and methods of teaching.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Displayed professional and ethical behavior in the class, always paid attention and listened to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.</td>
<td>Displayed professional and ethical behavior in the class, and always paid attention and listened to peers and the instructor of the class with respect.</td>
<td>Did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor of the class.</td>
</tr>
</tbody>
</table>
Video Review Checklist

(1 point for each item)

_____ Your review includes a brief summary of the video

_____ Your review includes a link to your own experience as a teacher
    (or student if you have not worked in a classroom yet).

_____ Your review includes an appropriate reference from our class readings.

_____ Your review is no longer than two pages.
CORE I Portfolio Class
Profile Form

1. Grade level(s) in your clinical class: ____________ (i.e., 3, 4, 7/8, 9-11)

2. Clinical School Configuration: (Circle applicable choice)
   - Elementary
   - Middle
   - High School
   - Other __________________________

3. Subjects taught during the day:
   _________________________________

4. Number of Minutes Per Class: __________

5. Total number of students in class: __________
   # of boys ___                      # of girls ___
   # of special education students ___
   # of ELL ___

6. Primary texts or electronic resources used in class, if applicable. (Please provide title, author/publisher, and date of publication of all textbooks, website addresses from which unit content or materials were used.)
   _________________________________
   _________________________________

7. Number of other adults in the room during portfolio instruction: Indicate all that apply.
   ___ Paraprofessional  ___ Co-teacher  ___ Cooperating Teacher  ___ Other
“QUICK WRITE” RUBRIC
For Check for Understanding Assignments
(for journal entries, schema activators, learner log entries, or 5-10 minute writing tasks)

<table>
<thead>
<tr>
<th>TRAITS OF WRITING</th>
<th>FOCUS</th>
<th>ORGANIZATION</th>
<th>SUPPORT AND ELABORATION</th>
</tr>
</thead>
</table>
| 2                 | • Completely focused on responding to the prompt  
                   • Demonstrates deep understanding of key ideas by referencing text | • Ideas are introduced in a mostly logical and effective order  
                   • Ideas can be easily understood by reader | • Connects to clinical/ classroom experience through clear example |
| 1                 | • Somewhat focused on responding to the prompt (may have difficulty getting back on topic or may stray often)  
                   • Demonstrates gaps in understanding of key ideas | • Ideas are introduced in a seldom logical order  
                   • Ideas can be sometimes understood by reader | • Connects in a vague way to clinical/ classroom experience no example given |
| 0                 | • No attempt to focus on the prompt or substitutes a different task  
                   • Demonstrates little or no understanding of key ideas | • Ideas are randomly presented or merely listed | • No connection to clinical/ classroom experience |

1. **Academic Services**: Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. Fall 2016 hours: (Tutoring) Sun. 2-9; M.-Th. 9-9, Fri. 9-5., Sat. Closed; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at [http://www.easternct.edu/asc/](http://www.easternct.edu/asc/).

2. **Academic Misconduct**: Students should read and understand Eastern’s Academic Misconduct Policy, which can be found in the Eastern Student Handbook at [http://ecsu-sykb2.easternct.edu/index.php?View=entry&EntryID=307](http://ecsu-sykb2.easternct.edu/index.php?View=entry&EntryID=307) Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one’s own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how
to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

3. **Classroom Recording by Students**: Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern’s Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:

   “Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action.”

   A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.

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Fri. 9-5., Sat. Closed; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at [http://www1.easternct.edu/asc/](http://www1.easternct.edu/asc/).”

4. **Filing of Student Work**: For the sole purposes of course and program improvement and for program accreditation, student work will be archived. If or when samples of work are shared with stakeholders, all documents will be anonymized. If you prefer that your work not to be used for these purposes, you must submit a written request to the professor by the third week of coursework.

5. **Changes to Course Syllabus**: Faculty reserve the right to make changes to the course syllabus, as needed. However, every attempt will be made to keep such changes at a minimum and are usually made in response to School of Education and Professional Studies, program, or professional accreditation/certification requirements and regulations.

6. **Student Sexual Misconduct Policy**: Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal
Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5791. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. To receive support and advocacy, please contact Starsheemar Byrum, the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at www1.easternct.edu/saiv for more information including a list of confidential resources.