

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 350: Foundations of Teaching as a Profession  
CRN: 22142  
ACD 407, Tuesday 6:00-8:45 p.m.**

**Professor: Stephen J. Ahle  
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Office Hours: 5:15-6:00 by appointment**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course and hearing what teaching in society today is about, the student should understand the nature of the formalized education in the United States and be able to assess his or her ability to go on and make teaching a career. Major topics include:

- Understanding the role of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding the reform movements, nationally and statewide, for elementary, middle, and secondary schools.
- Clarification of motives for choosing teaching as a career.
- Understanding the laws which influence teaching responsibilities.
- Understanding infusion of Special Education in General Education practices.

**Course Prerequisites**

**For the College of Education courses, admission to the program is considered a prerequisite. Each student will be required to observe classroom settings for 45 hours during the course of the semester.**

**Course Objectives**

**Students will be expected to develop a portfolio at the end of the semester. It will include all of the assignments listed in an organized pattern. The portfolio will be a compilation of the projects, homework and readings for the course content. It will include:**

**Philosophy:** Summarize in a page your personal philosophy of teaching and produce a personal portfolio page. (see class schedule) The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for

assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion to your teacher education program.

**Reading Log:** Students are expected to read and summarize at least **one article each week** selected from newspapers, magazines, and/or professional journals (minimum one page). The article chosen should relate to education in general and to the topics mentioned in the text and the course syllabus. Full credit is given only for articles turned in each week on time. Late articles receive half credit. Entries in the log are to provide the following:

- title, source, **date , and number of the article**  
**(Please be clear for credit purposes)**
- a summary of the main points
- personal reflections

Summaries are to be emailed to the instructor prior to the beginning of class. When reviewed all parts must be present in the summaries and be one page minimum in length. Each week you will print off and be ready to share these articles with another student for peer review and feedback. Students will save the final printed and reviewed copy with feedback for their class portfolio.

Each week's article must be placed in a portfolio and will be collected at the end of the year. A log of the articles (Titles, Author, Source, date) will also be included. All writing assignments done out of class must be word-processed. Because they will be dialogued with, they are required to be double-spaced and have a 1.5 inch margin.

**Group Presentations:** Each student will participate in a group presentation on a major contemporary issue in education. The presentation should provide:

- a description of the issue
- an analysis of the issue's implication for the classroom teacher
- a summary or conclusion.

The group should prepare a one page typed abstract and a selected reading list (10-12 references in bibliographic form) for each member of the class (make it hands-on and/or FUN!). Each student is expected to participate equally in the presentation.

**QuickWrites:** May be completed in class on spontaneous points of interest over the course of the semester.

### **Course Requirements**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted after the assigned date.

### **Unique Course Requirements: Guidelines for EDUC 350 Field Experience**

In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings.

EDUC 350 requires 45 hours of field experience in public schools. You must visit each of the following educational levels:

1. Elementary school classroom (K-6)
2. Middle school classroom (6-8)
3. High school classroom (9-12)

In these three basic settings, observe a variety of students with different instructional environments. These include multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc. Some of the environments you should see are:

1. English language development or primary language classroom
2. Special education setting
3. Primary (K-3) and intermediate (4-6) levels in elementary schools

4. General and advanced levels in high school subject fields
5. Gifted education setting
6. Sheltered instruction

You may choose to make some of your observations in schools other than "regular" daytime schools. Consider observing in charter schools, alternative education sites, adult education schools, or court schools. For additional settings, obtain permission from your instructor before you do the observations.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask for an appointment with the principal. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. However, approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Log (see attached) with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs.

You must observe in varied settings to satisfy this course requirement. Each observation should last at least 30 minutes. Your observation entries must reflect these different settings. You will turn in a total of 15 classroom observation records throughout the semester (see syllabus for dates) and your Field Experience Record on a log format.

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive no more than 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide. To request a waiver, complete the form in this packet and submit it with supporting documentation no later than third week of the semester to your instructor.

Your classroom observation entries should follow this frame:

- Your name      • School name      • Type of classroom/grade/subject
- Day of the week/date/time/number of teachers and assistants/number of students in class.
- **Assumptions/expectations you have about this observation. What do you think you're going to see? What assumptions do you have about these particular kinds of students and teachers or about this class?**
- Focus of your observation and a description of what you saw within this focus-don't try to observe everything. Zero in on a few key points and how they affect the big picture of the classroom.
- Analysis of the observation-comparison with classroom discussions and readings and ways in which your assumptions/expectations were accurate or inaccurate. Questions for discussion or exploration.

Type your entries on your own paper. Use this frame for your write-ups. Do not write them by hand. You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

#### **Classroom Observation Entry #**

Your name: \_\_\_\_\_ School name: \_\_\_\_\_ Type of classroom (grade/subject/special program): \_\_\_\_\_

Day of the week/Date/Time: \_\_\_\_\_

Number of teachers and assistants/Number of students: \_\_\_\_\_

- Describe the demographic characteristics of this site/classroom:
- Assumptions/Expectations/Questions I have about this observation (concerning the teachers, students, class, etc.):
- Focus of observation/Description (highlights) of what I saw around this focus:
- Analysis of observation-connect back to course work and to above assumptions, expectations and/or questions:
- Questions for discussion or exploration:

### Required Texts

Texts: Armstrong D.G., Henson, K.T., and Savage, T.V. (2001). *Teaching Today*. Merrill Prentice Hall.

Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)

Stuart, Jesse, 1949. *The Thread That Runs So True*  
Charles Scribner and Sons: MacMillan Publishing Company (Required)

Ryan, K & Cooper, J.M. (1998) . *Kaleidoscope: Readings in Education* (Eighth Edition)  
Boston: Houghton Mifflin (Recommended)

### Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for **Single Subject, Multiple Subject, and Special Education** Credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

**Teaching Performance Expectation (TPE) for EDUC 350:** A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. A total listing of the CSTP and TPE is included in the syllabus. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

#### **TPE 12: Professional, Legal and Ethical Obligations**

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class. All coursework will be submitted electronically and back up hard copies will be printed by students for their class portfolio

**Credential Program Recommendations:** As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

**College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A -; if you miss three class sessions, you cannot receive a grade of B+ or B. A minimum grade of a C+ is also required in this course. *(Adopted by the COE Governance Community, December, 1997).*

**Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**Grading Standards**

**Grading Policy:** The following will be considered in determining the final grade:

1. Attendance	15 (12 min)
2. Class participation (lack of)	15
3. Reading Log-with articles and not late	14
Intro page	2
Plilosophy Statement (2 Drafts + Final)	3
Portfolio	6
TTRST	2
4. Oral Presentation	3 (gr.) 3 (ind.)
5. Field Experience- hours	45
Observation Write-ups	15
6. Final Exam (completed)	2

\* Late or incomplete items will not get total points available. Make sure it's complete.

A 125(100%)/A-124-118 (95%)/B+ 117-110(88%)/B 109-100(80%)/B- 99-93(75%)/C+ 92-87(70%)

A= all items and attendance **must be perfect** and final completed.  
Each absence drops the grade half.

**Tentative lesson plan**

**Review articles/observations**  
**Presentation**  
**Break**  
**Presentation**

**Quiz/Assessments**

**Assignment reviews/Follow-up**

### All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The total of the reading writeups, the observation summaries, and additional personal creations will allow you enough writing for the University requirement.

### CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### Schedule/Course Outline

Provide sufficient detail to allow teacher candidates to understand roughly what percent of course time is spent on the different topics. The suggested calendar below can also suffice to include assignment due dates.

Date	Topic	Assignment- DUE
Session 1 January 18	Course/Class Introduction, Becoming a Teacher, Art versus Science	Read Ch 2, 3
Session 2 January 25	Lesson Planning- Field Experience Dead Poets Society- Keating vs Pritchard	Current Events #1 Read Ch 1, 10
Session 3 February 1	Philosophical perspectives <b>Philosophy assessment</b> Choose Movie	Current Events #2 Introduction Page (Pict, Wrds, # and an extra copy for instructor) Read Ch 11
Session 4 February 8	Credential requirements John Bowman <b>Working Styles assessment</b>	Current Events #3 Read Ch 12 Set up Groups
Session 5 February 15	History of Education TTRST	Current Events #4 <b>TTRST Due</b> Read Ch 9
Session 6 February 22	Interview Teacher Review Guest Speaker	Current Events #5 Teacher Interview Due Read Ch 7, 8
Session 7 March 1	The lives and work of teachers Effective Teaching Movie Reviews	Current Events #6 Movie Read Ch 4, 6 Personal philosophy draft 1 due
Session 8 March 8	Research in groups	

Session 9 March 15	Turning Loose Classroom management	Current Events #7 Read Ch 5
Session 10 March 22	Interview tips for CSUSM Inclusion, F.A.T. City Credo for Support	Current Events #8 <b>Read CIS Ch 1-3, Pg 125-135, 162-167</b>
Session 11 March 29	<i>Spring Break</i>	
Session 12 April 5	Standards and testing <b>Learning styles assessment</b>	Current Events #9 Read Ch 15 Personal philosophy draft 2 due
Session 13 April 12	School finance Issues Presentation	Current Events #10 Read Ch 14
Session 14 April 19	Issues of school curriculum <b>7 Intelligence assessment</b>	Current Events #11 Read Ch 13
Session 15 April 26	School reform A Class Divided	Current Events #12 <b>Philosophy Final</b>
Final Exam May 3	Issues Presentation Portfolio Reviews	Current Events #13 <b>Portfolio</b>
Final Exam May 10	Portfolio Reviews Potluck Final	<b>Portfolio</b> <b>Take Home Exam</b>

## SPRING 2005 Semester

January 12-14 (Wed-Fri)

Faculty pre-instruction activities January 17 (Mon)

Martin Luther King Jr. Day – campus closed January 18 (Tue)

First day of classes March 12 (Sat)

Last day of class for first session of Spring half-semester classes\* March 14 (Mon)

First day of class for second session of Spring half-semester classes\*

March 28-April 2 (Mon-Sat) Spring break — campus closed March 31 (Cesar Chavez Day)

May 5 (Thur) Last day of classes

May 6-12 (Fri-Thur) Final examinations

May 14-15 (Sat-Sun) Commencement weekend

May 17 (Tue) Grades due from instructors; last day of Spring semester



Cal State San Marcos  
College of Education  
San Marcos, California 92006-0001

Spring, 2005

Dear Colleague:

This letter is to introduce \_\_\_\_\_ who is a prospective candidate for our teacher credential program and is currently enrolled in an Early Field Experience course at California State University, San Marcos. This course requires students to complete 45 hours of classroom observation within one or more classroom (s) at your school.

As an important component of our program, it provides the student with first-hand experiences in the application of his/her understanding of effective schools, student learning, teaching strategies, and the role of the teacher, but should not be confused with student teaching.

We encourage the students to be observant, formulate questions for discussion, and to participate in classrooms where the classroom teacher feels comfortable allowing them to do so. Our students are responsible for documenting their observation hours. When they complete their log, we ask you to verify by initial that they were actually there. Over the past eight years as an Education 350 Instructor, I have found, and have heard back from the students, that the experience of observing first hand the teachers in the schools is **one of the best learning activities** we require of our students.

Thank you for your participation in the professional preparation of our students. We recognize and appreciate the giving of your time and expertise in this endeavor. Should you have any questions or comments please feel free to contact the University.

Sincerely,

Stephen J. Ahle  
Lecturer  
Education 350  
California State University, San Marcos





## Request to Waive Observation Hours-EDUC 350

EDUC 350 Section \_\_\_\_\_ Semester \_\_\_\_\_ Instructor \_\_\_\_\_

\_\_\_\_\_  
Name

\_\_\_\_\_  
SS #

I request a waiver for the following experience in public schools:

- Tutor
- Substitute teacher
- Teacher Aide
- Parent volunteer
- School aide
- Casey Foundation participant
- Other (describe):

The experience took place as follows:

School:

District:

Dates:

No. of hours in this experience:

Attach the following to this request:

1. A letter from supervisor/teacher verifying the experience, including the length of time spent in this experience.
2. Provide your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.

Do not write below this line.

\_\_\_\_\_  
 Approved     Number of hours to be waived (20 max):

Denied

Reason for denial:

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

**College of Education**  
**Contract for Clearing a Grade of Incomplete**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**SS#** \_\_\_\_\_ **Email** \_\_\_\_\_

A grade of Incomplete can be granted by a professor when a student has completed approximately 80% of course work and, for fully justifiable reasons, is unable to complete the remaining course requirements by the end of the semester. To grant an Incomplete, there must be a possibility of earning a passing grade or credit in the course. A grade of Incomplete is NOT automatically granted in such circumstances but must be negotiated with the professor including the terms for completion. Although the university time limit for completing such work is limited to one year beyond the end of the term in which the Incomplete was assigned, the professor may require that the work be completed in a shorter timeframe.

Course # \_\_\_\_\_ CRN # \_\_\_\_\_

Semester (EX: Fall 2002) \_\_\_\_\_

The following must be completed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The above work must be completed by: \_\_\_\_\_

If the above work is not completed by the contract completion date, the professor reserves the right to either allow the grade to revert to an IC (Incomplete Charged which turns to a No Credit or grade of F) or record the grade earned considering the work completed by the due date. For additional information on a grade of Incomplete, consult the current university general catalog.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Professor Signature

***Copies of the signed contract must be retained by:***  
*(A) student, (B) professor, (C) Associate Dean's Office and (D) Student Services Center*

**California Standards for the Teaching Profession (CSTP)  
And  
Teaching Performance Expectations (TPEs)**

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction

TPE I A: Subject-specific pedagogical skills for Multiple Subject Teaching assignments

TPE I B: Subject-specific pedagogical skills for Single Subject Teaching assignments

B. Assessing Student Learning

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 6 A: Developmentally appropriate teaching practices in K-3

TPE 6 B: Developmentally appropriate teaching practices in 4-8

TPE 6 C: Developmentally appropriate teaching practices in 9-12

TPE 6 D: Developmentally Appropriate Teaching Practices for Special Education (CSUSM)

TPE 6 E: Middle Level Philosophy and Social Organization (CSUSM)

TPE 7: Teaching English Language Learners

D. Planning Instruction and Designing Learning, Experiences

TPE 8: Learning about students

TPE 9: Instructional planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10- Instructional time

TPE 11: Social environment

F. Developing as a Professional

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

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CSUSM Additional TPEs - Note 6D and 6E in addition to the following:

TPE 14: Educational technology

TPE 15: Social justice

TPE 16: Biliteracy

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

### **Credo For Support**

Throughout history, people with physical and emotional disabilities have been abandoned at birth. Banished from schools, used as court jesters, drowned and burned during the inquisition and gassed in Nazi Germany, and still continued to be segregated, institutionalized, tortured in the name of behavior management, abused, raped, euthanized and murdered.

Now for the first time people with disabilities are taking their rightful place as fully contributing citizens. The danger is we will respond with remediation and benevolence rather than equity and respect.

And so we offer you a **CREDO FOR SUPPORT**.

Do not see my disability as the problem, recognize my disability as an attribute.

Do not see my disability as a deficiency. It is you who see me as deviant and helpless.

Do not try to fix me because I am not broken. Support me. I can make my contribution to the community in my own way.

Do not see me as your client. I am your fellow citizen.

See me as your neighbor. Remember, none of us can be self-sufficient. Do not try to modify my behavior.

Be still and listen. What you define as inappropriate may be my attempt to communicate with you in the only way I can.

Do not try to change me, you have no right. Help me learn what I want to know.

Do not hide your uncertainty behind your “professional” distance.

Be a person who listens and does not take my struggle away from me by trying to make it all better.

Do not use strategies and theories on me.

Be with me. And when we struggle together with each other, let that give rise to self-reflection.

Do not control me. I have a right to my power as a person.

What you call non-compliance and manipulation may actually be the only way I can exert some control over my life.

Do not teach me to be obedient, submissive, quiet and polite.

I need to feel entitled to say no if I am to protect myself.

Do not be charitable to me. The last thing the world needs is another Jerry Lewis.

Be my ally against those who exploit me for their own gratification.

Do not try to be my friend. I deserve more than that.

Get to know me. We may become friends.

Do not help me even if it makes you feel good.

Ask me if I need your help. Let me show you how you can best assist me.

Do not admire me. A desire to live a full life does not warrant adoration.

Respect me for respect presumes equity.

Do not tell, correct, and lead. Listen, support, and follow.

Do not work on me. Work with me.

*Written in memory of Tracy Latimer.*