



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction**

Effective Date: **September 2004**

B. Departe

If Revision, Section(s)  
Revised:  
Date of Previou

**C, H, J**

**M:** Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

- 1. Examine how cultural influences shape our view of people who are labelled as disabled.**
  - § Examines values, language and perspective regarding people who are labelled as being disabled
  - § Identifies the opportunities and limitations of classification systems for people who are labelled as disabled
  - § Compares and contrasts the medical and social model perspectives regarding disability
  - § Explores Disability and Deaf cultures
- 2. Identify opportunities for self-advocacy, advocacy and support.**
  - § Describes what advocacy means for people labelled as disabled, their personal support networks and practitioners
  - § Reviews historical examples of advocacy opportunities, e.g.,: right to die/live, court challenges, media reviews, etc.
  - § Reflects on what values, skills and resources contribute to effective self-advocacy, advocacy, and supportf-advocacy, advocac

<b>P:</b> Textbooks and Materials to be Purchased by Students <b>T.B.A.</b>		
<b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. § <b>Portfolio</b> § <b>Group Presentations</b> § <b>Self and Peer Assessments</b>		
<b>R:</b> Prior Learning Assessment and Recognition: <b>This course is open for PLAR</b>		
Course Designer(s): <b>Lori Woods</b>		Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>		Registrar