



EFFECTIVE: JANUARY 2005

Course SD

1270

D: Perspectives on Disability

E: 1.5

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: In this course students will explore a variety of perspectives regarding disability. With all these perspectives in mind, students will then investigate characteristics and possible implications of a number of disabling conditions.	
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 30 hours Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks	H: Course Prerequisites: None	
	I: Course Corequisites: None None	
	J: Course for which this Course is a Prerequisite CCSD 2340	
	K: Maximum Class Size: 30	
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	

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**

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