

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 302		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Disability Justice and Adult Education Course Short Title: Disability Justice & Adult Ed															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Engages in contemporary disability theory, culture, and social movements, learning through a decolonial lens. Students examine disability as a socially produced and politically situated relation shaped by power, social control, and ableism. Disability is positioned as relational and co-constituted through history, place, and intersecting systems of race, class, citizenship, and other axes of power, challenging individual and medicalized understandings within adult education contexts.															
Prerequisites (or NONE):		30 university-level credits or department permission.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		None.													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	33							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	33														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: April 15, 2026													
Faculty Council approval		Date of meeting: June 12, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: October 2, 2026													

Learning Outcomes

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

1. Articulate a critical understanding of key theories, debates, and methodologies in critical disability studies in relation to adults.
2. Analyze disability as a socially constructed and politically situated phenomenon shaped by power relations.
3. Examine how disability intersects with race, gender, colonialism, and other systems of oppression.
4. Reflect on Indigenous and other alternative perspectives and language used around gifts and (dis)abilities in adult education.
5. Critically engage with dominant narratives of normalization, ableism, and medicalization.
6. Apply disability justice, intersectional, and decolonial frameworks to adult education contexts.
7. Design inclusive, accessible, and transformative adult learning environments grounded in critical praxis.
8. Reflect on their positionality as adult educators.
9. Demonstrate a practice grounded in an understanding of "nothing about us without us".

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	30%	Holistic assessment:	35%	%
Project:	35%		%	%

Details:

Book/documentary analysis (30%), activism photovoice project (35%), case study (20%), in-class activity (15%).

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Readings, lectures, class discussions, written assignments.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Book	Clare, Eli	<i>Brilliant Imperfection: Grappling with Cure</i> . Duke University Press. https://doi.org/10.2307/j.ctv1168bcj	2017
2. Book	Dan Goodley	<i>Disability Studies: An Interdisciplinary Introduction</i> Sage Publications (Third Edition)	2024
3. Video	New Day Film	FIXED: The science/fiction of human enhancement New Day Films – Disability – Sociology [Video]. Youtube.	2017
4. Other	Wong, A.	Cyborgs (No. 66) [Audio podcast episode] . In Disability Visibility Project. Disability Visibility Project.	2019
5.			

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Course Content and Topics**

Week 1 – Introduction: Critical disability studies in adult education
 Week 2 – Intersectionality, borderlands, and adult learners
 Week 3 – Feminist and queer crip pedagogies
 Week 4 – Body/mind: Embodiment and becoming
 Week 5 – Body/mind: Embodiment, madness, neurodivergence
 Week 6 – Disability, capitalism, and lived experiences
 Week 7 – Disability, colonialism, and adult education
 Week 8 – Disability, technology, and power
 Week 9 – Disability and spatial justice
 Week 10 – Care, labor, and survival and adult learning
 Week 11 – Disability justice and activism
 Week 12 – Designing disability justice pedagogy
 Week 13 – Reimagining disability in adult education