UNIVERSITY OF CAPE COAST

POLICY FOR THE PROVISION OF DISABILITY SERVICES

Office of Disability Services (ODS)

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Mission Statement

At the University of Cape Coast (UCC), we assert that education is a basic human right, and all persons must be included in the accessing of that right. At UCC, and as a society, we cannot develop to our maximum potential if we are actively or tacitly allowing the exclusion of certain persons or groups. The University strongly respects the inherent dignity and worth of all persons with disabilities, and is committed to promoting their human rights by responsibly and responsively supporting equal access to all areas of campus life – academic, social, and professional. We do not pursue this course in order to be charitable. We do so because anything less would be an unequivocal denial of human rights and a rejection of development and growth.

At UCC, we strongly believe that persons with disabilities have a powerful voice to advocate for change, and we work towards their full participation, achievement and leadership in the services, programmes, and activities of UCC. The University further upholds that persons with disabilities must be directly involved in decision-making processes about policies, including those directly concerning them; this policy, therefore, is the result of student, faculty and administrative collaboration.

The University of Cape Coast acknowledges that:
- Persons with Disabilities (PWDs) have the full potential to achieve equal success to able-bodied persons when appropriate support services and structures are in place to meet their disability-related needs.
- Approximately10 percent of the world's population is living with a disability, constituting the world's largest minority – and this figure is increasing.
- Students with disabilities in tertiary education remain significantly underrepresented.
- Unemployment of persons with disabilities is estimated to be as high as 80%.
- Women with disabilities are internationally recognized to be multiply disadvantaged, experiencing exclusion on account of their gender and disability.

In recognition of these realities, we pledge to:
- address barriers faced by persons with disabilities in their participation as equal members of society.
- promote equality and eliminate discrimination by taking the appropriate steps to ensure that appropriate accommodations are provided.
- view disability from the gender perspective, working toward the empowerment of women with disabilities.

I. Definitions and Terms

A. The University of Cape Coast (UCC) recognizes the definition of a Person with a Disability (PWD) based on the Persons with Disability Act 2006, Act 715. Therefore, a PWD is an individual with physical, mental or sensory impairment, including visual, hearing or speech functional disability, which gives rise to physical, cultural or social barriers that substantially limits one or more of the major life activities of that individual.

B. A person with a disability at UCC shall refer to:
1. any person who has record of such impairment, or
2. any person who has record of a psychological or psychiatric disability, or
3. any person who is regarded as having either of the above.

C. A qualified individual with a disability shall mean an individual with a disability who:
1. meets the academic and technical standards to be required for admission or participation in the education programmes of UCC. This includes students with disabilities participating in distance learning or field placements that are offered as part of a programme's field of study.
2. meets the essential eligibility requirements for the receipt of services or the participation in programmes or activities provided by a public entity regardless of:
a. reasonable modifications to rules, policies, or practices
b. the provision of auxiliary aids and services
c. the removal of architectural, communication, or transportation barriers

"Discrimination on the basis of disability" means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of appropriate accommodation.

"Appropriate accommodation" means necessary and justified modifications and adjustments not imposing a disproportionate or undue burden, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

II. UCC Disability Categories for Reporting Purposes

For reporting purposes, an individual shall be counted only in one category, that of the primary impairment. Support services to students with temporary disabilities will be decided on a case-by-case basis. These students do not constitute a separate category but shall be reported in one of the disability categories based on the nature of their disability. The University has established eight broad disability categories to be used for reporting purposes:

A. Visual limitation: Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programs.

B. Deaf and Hard of Hearing: Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programs. Students in this category may require communication accommodation such as oral or sign language interpreters, note taking services, or assistive technology.

C. Mobility limitation: Limitation in locomotion or motor functions that indicates a need for accommodations, support services, or programs.

D. Communication disability: Limitations in the speech and/or hearing processes that impede the educational process and may necessitate accommodations, support services, or programs.

E. Learning disability: A generic term that refers to the heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other disabling conditions (e.g., sensory impairment) or environmental influences (e.g., cultural/language differences or psychiatric conditions), the learning disability is not the direct result of those conditions or influences.

F. Attention Deficit/Hyperactivity Disorder (AD/HD): A neuro-cognitive disorder characterized by inattention, restlessness, impulsivity, and behavioral dysregulation, or a combination of these. Problems with focus and attention manifest as chronic problems with concentration, organizing work, planning, sustaining effort, and utilizing short-term memory. AD/HD is not the result of a psychological or psychiatric disorder.

H. Psychiatric Disability: Chronic and persistent mental illnesses as categorized by the current Ministry of Health, that impede the educational process and may necessitate accommodations, support services or programs.

I. Medical Limitation/Other Functional Limitations: Any other disability, due to either a medical condition (such as epilepsy or seizure disorder, asthma, cardiovascular problems) or a dysfunction of a body part or process (such as a neurological condition) that necessitates accommodations, support services, or programs.

III. Confidentiality

• The Office for Disability Services (ODS) views all materials pertaining to a student's disability as confidential.

• Any written material regarding a student's disability obtained by ODS is used to verify the disability and plan for appropriate services.

• All disability-related information for students at UCC is housed in the Office for Disability Services. Each student has a separate file housed in a secure filing cabinet. Only staff persons working at ODS have access to these files.

• Disability information may be released only when a student submits a signed "Release of Information" form to ODS.

• ODS maintains that it is only necessary to share with the faculty the information that a student has a documented disability and need for accommodation(s). Faculty members will not be informed of the nature of the disability, only that it has been appropriately verified by the individual (office) assigned this responsibility on behalf of the institution.
• A student may request to review the contents of his/her own file when the counselor is present. All information in the file is the property of ODS.
• ODS will retain all disability documentation for five years after students leave the University, according to standard University policy.

IV.UCC Policy on Non-Discrimination on the Basis of Disability

This policy is intended to ensure that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in the services, programmes, or activities of UCC.
The UCC will provide appropriate accommodations and support services and make reasonable modifications in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless through review by the Advisory Board it is demonstrated that providing such accommodations, services, or modifications would result in a fundamental alteration in the nature of the service, program, or activity or would create undue financial or administrative burdens.

The University also recognizes that to achieve full inclusion, it should develop and implement an aggressive and comprehensive program of recruiting, hiring, and retaining faculty, administrators, staff, and students with disabilities. Only by attracting and retaining faculty, staff, administrators, and students with disabilities will a culture of inclusion develop and thrive. At a minimum, and as soon as possible, the University's commitment to increasing diversity based on disability should be included in all University admission materials and hiring protocols.

V. Admissions

All persons with disabilities, as defined by the Persons with Disability Act 2006, shall be admitted with the minimum University requirements to the first degree program. Applicants are asked to identify themselves as being a person with a disability on the application. Where appropriate, applicants are encouraged to visit the UCC campus to satisfy them that their needs can be met. After acceptance into UCC, the Office of Disability Services will be notified and initiate the intake process.

VI. Financial Aid

The University of Cape Coast is committed to students with disabilities reaching their academic goals, and recognizes that funding one's education can be a serious hindrance. Therefore, UCC will:
• Create a centralized database of funding opportunities for all undergraduate and graduate students with disabilities and provide assistance in seeking funding;
• Establish a fund specifically dedicated to scholarships for students with disabilities; and
• Inform students that their disability-related expenses (such as equipment and assistive technology) should be part of their financial need statement, not only part of the parental income statement, when seeking aid.

VII. Provision of Services

An individual in need of auxiliary aids and services and appropriate accommodations or modifications should make their requests to the Office of Disability Services immediately upon arrival on campus for the academic year in order to facilitate scheduling or the acquisition of personnel, equipment, and/or other materials. Requests for support services should be made a minimum of 5 working days in advance of the program for which the service is required. The Director of the Office of Disability Services shall establish campus guidelines to implement the provision of services.
For all University lectures, functions, events, programs, and other activities, which are open to the University community and/or the public, persons with disabilities are not required to request accommodations for services before they are provided. This includes but is not limited to the following:
- Entry/exit access ramps
- Guides to assist in seating
- Sign language interpreting services
- Closed-captioning of all University-produced videos for events and classroom instruction

VIII. Comprehensive Services

The University must furnish appropriate support services and accommodations where necessary to afford a person with a disability an equal opportunity to participate in and enjoy the benefits of campus services, programmes, and activities. In determining the appropriate type of auxiliary aid or services, the University should consider the individual's request(s). However, UCC is not required to take any action that would result in a fundamental alteration in the nature of a service, program, or activity, or that would result in undue financial or administrative burdens.

Accommodations and support services offered may not duplicate services or instruction available to all UCC students. For example, personal assistants, individually prescribed devices, readers for personal use, or other devices or services of a personal nature are not required to be funded by UCC.

A. Initiation of Services

This process is initiated by the Office of Disability Services upon an individual's submission of a Self-Identification Form in order to ensure timely service provision. It is intended to be an active collaboration between the individual and a Liaison Officer from the Office of Disability Services. If a Self-Identification Form is not provided by the individual in order to initiate services, the student should come to ODS and meet with an ODS Liaison Officer. An assessment of the individual's disability-related needs will determine the support services that are warranted to ensure that individual's success while on campus. A Letter of Support Services will be issued from the Office of Disability Services that will be provided to Faculty, Administration, or Hall Masters as determined. The individual is responsible for following up with the relevant University personnel and keeping in contact with the Office of Disability Services.

B. Priority Registration

Students who have completed their intake at the Office of Disability Services have the option to register for courses at ODS. Priority Registration will be given to these students five (5) working days in advance of general registration. If timetables are available at the time of Priority Registration, this service allows students the opportunity to select schedules that match their unique disability-related needs. If timetables are not available at the time of Priority Registration, the student will register for an additional two "safety" courses, so that if preferred courses are inaccessible, s/he will automatically have alternatives available. All registrations completed through ODS will be submitted by ODS to the Timetable Committee as priority regarding ground floor location and reasonable amount of travel time between classes (minimum of one hour).

If when the timetables are made available and the individual's disability-related needs do not allow her or him access to any aspect of the educational setting of the registered course(s), including safety course(s), the individual has the right to request a change in location and/or time of the course(s) from the Timetable Committee. If course location and/or time cannot be reasonably changed, the following steps will be taken by the individual with the assistance of the Liaison Officer:
1. discuss with lecturer how the individual's disability-related needs can be met with regards to location and/or time.
2. if no change can reasonably be made, the individual will be registered in a preferred course(s) that is accessible. The next scheduled offering of the original course(s) will be ensured accessible by the Timetable Committee with regards to location and/or time.

C. Academic Adjustments

Defined as, but not limited to, the following:
1. changes in the length of time permitted for the completion of a requirement,
2. substitution for specific courses required, and
3. adaptation of the manner in which a required course is conducted.

ODS supports petitions for course substitutions or other non-major specific course requirements as an appropriate accommodation *if* disability documentation supports the

petition *and* if the course(s) in consideration is not essential to the individual's major. Furthermore, in order for the course to be considered for substitution, there needs to be evidence that a student either cannot pass the course with support services or would have extreme difficulty doing so. For example, a student may be exempted from, or asked to take a course in lieu of, a required course that s/he is unable to take due her/his disability. This could include, but is not limited to, oral and listening courses and tests that a student who is deaf/hard of hearing would be unable to complete.

D. Access
The aim of the University is that information and communication technology (ICT) resources and services be accessible to all UCC students, faculty, staff and the general public regardless of disability. The UCC has identified alternative media, web accessibility (per international standards set forth in the Web Accessibility Initiative), intensive computer training, assistive technology training, and ongoing procurement of assistive technology as priorities.

ICT and Assistive Technology
The Main Library currently has two (2) ICT labs. Intensive computer classes and assistive technology classes (JAWS) are offered to persons with disabilities at the start of each semester, immediately after arrival on campus and before lectures begin. The Office of Disability Services currently has a fully accessible website.

Assistive Technology:
• Reading and Writing Enhancement Software
• Screen reader software (JAWS 12.0)
• Screen enlargement software (ZoomText)
• CCTV text magnification systems
• Printer access for note-takers
• Refreshable Braille display
• Alternative navigation programs
• Adaptive mouse available upon request

Adaptive keyboards and assistive listening devices are being pursued.

The Office of Disability Services will seek opportunities to provide students with the use of laptops to support their education.

Alternative Media
The Resource Centre for Alternative Media provides free printing or embossing of learning materials, such as quizzes, exams, assignments, notes and handouts. Individuals have the responsibility of going through the orientation process at the Resource Centre following intake at ODS, and following through with all requirements. Braille transcription services are also provided. Individuals may request digital recorders, with the option of having recorded material transcribed to text or Braille.

E. Exam Services

At the Resource Centre for Alternative Media, exam accommodations may include but are not limited to:

- o Scanned Exam using Screen Reader Software (JAWS)
- o Taped Exam
- o Extended time
- o Braille, CCTV, Large print
- o Readers
- o Scribes

Individuals may take exams in class with appropriate support services arranged by the lecturer, or at the Resource Centre for Alternative Media. Individuals are responsible for following the guidelines set for use of the above exam accommodations and abide by University of Cape Coast policy regarding academic conduct.

F. Support Services

1. Adjunct Student Orientation including Mobility Training
2. Registration assistance, including priority registration; financial aid assistance; and related university services.
3. Coordination and administration of specialized services based on an individual's disability-related needs, as determined collaboratively by the individual and Liaison Officer at ODS.
4. Advocacy on campus, in community and through national agencies.
5. Disability-related events and trainings.
6. ICT labs with internet access, with intensive and ongoing computer training programs;
7. Access to assistive technologies (e.g. JAWS, FM listening devices) including new devices that may become available with emerging technology.
8. Conversion of instructional materials to accessible formats, including but not limited to, digitized, large print, electronic screen-readable text, CCTV and Braille.
9. Exam services including, but not limited to, extended time; invigilating; adapting the mode or presentation of exam without changing content, scope or depth of the exam; conversion of the exam to alternative format; and provision of distraction-reduced environment.
10. Oral and sign language interpreters.
11. Note-takers for writing, note taking, and manual manipulation (scribe) for courses and academic activities.
12. Readers.
13. Lab assistants.
14. On-campus mobility assistance (shuttle services) to and from university courses and related educational activities. Transportation for nonacademic activities will be considered based on availability.
15. Disability-related counseling and advising.

G. The Office of Disability Services Director or designee of the programme for services to students with

disabilities shall be responsible for the recruitment of an adequate pool of qualified persons to serve as interpreters, readers, note-takers, and similar support service personnel.

IX. Services to Students in Sandwich Programs

The University of Cape Coast is responsible for ensuring that students with disabilities are provided reasonable support services regardless of the type of course in which the student is enrolled. The University willfully fund and make provision for support services for qualified students with disabilities enrolled in sandwich courses, including but not limited to distance learning. Such services may include but are not limited to interpreters, readers, note takers, invigilators, and the provision of instructional materials in alternative formats.

X. Services for Staff and Faculty with Disabilities

In keeping with the University of Cape Coast's commitment to equity for all employees, Office of Disability Services (ODS) serves all staff and faculty members with disabilities by providing direct services and collaborating in the delivery of other support services according to the individual's disability-related needs. The Office has a broad range of expertise in matters pertaining to persons with disabilities and appropriate accommodations and thus can be consulted with regard to disability-related issues. Its primary on-going areas of support to faculty and staff members are:

Communication Support Services
Sign language interpretation may be provided for staff and faculty members who are deaf or hard of hearing. Note-takers, scribes, or readers are also available.

Alternative Media/Assistive Technology Support Services
Upon request, ODS will complete an assessment with staff and faculty members with disabilities to determine who may benefit from alternative media, the use of assistive technology or other specialized equipment, as well as training in those technologies or use of those devices. Training will be provided such services as recommended.

Transportation Support
The staff or faculty member may request on-campus mobility assistance (shuttle service) to and from college courses and related educational activities.

Staff persons with a disability must be given a work space that is fully accessible, in terms of physical access and ICT/Assistive Technology.

XI. Residential Accommodations

The University will provide accessible residential accommodations to students and to staff as per contract. Housing s guaranteed for the individual's academic career. Considerations must be given specific to a person's disability, including but not limited to:

- A person with a mobility impairment having easy access in and out of the room, and sufficient turning radius inside for his/her wheelchair or general ease of maneuvering with no more than one (1) other person.
- A person with a visual impairment having a room with no more than one (1) other person, due to organizational concerns related to his/her impairment, in a quiet area that allows for listening devices to be used.
- When newly built accessible residential accommodations are available, persons with disabilities will be given priority placement.

The University will continue to make improvements to the campus environment to meet the requirements of the Disability Act of 2006, which states that institutions must be fully accessible by 2016. Please refer to the Environmental Access Policy Plan and Timeline.

XII. Environmental Access

The University will institute an Environmental Access Plan and Timeline to ensure that appropriate accommodations are taken to make the University of Cape Coast campus physically accessible to all persons with disabilities in accordance with the Disability Act of 2006, Act 715, following the guidelines set by International Standards of Accessibility. Annual program evaluation, as designed by the Office of Disability Services in collaboration with UCC Administration, will monitor the progress of campus-wide improvements, including but not limited to:

- Curb ramps
- Ramps at building or area entrances and access provided to every floor (by ramp or lift)
- Accessible restrooms in every building
- Automatic doors at building entrances
- Braille signs at building entrances and in lifts
- Hand rails
- Painted edges of steps
- Clearly delineated crosswalks
- Cleared walkways
- Traffic lights to protect pedestrians as needed
- Accessible residential accommodations

This will include but not be limited to the following:
- Overall campus layout
- Academic and residential buildings

- Athletic facilities
- On-campus market
- Hospital/clinic facilities
- Eating areas

If the University is unable to provide access to a certain area or building of campus, steps will be taken to ensure that an individual is granted access through another means, including but not limited to:
- Priority registration
- Change of classroom location
- Change of class schedule
- Temporary ramps
- Alternate routing

The University will ensure that all on-campus public functions, for example graduation ceremonies and sporting events, will be accessible to all persons/students. To reiterate, persons with disabilities are not required to request services necessary for accessing such functions, for example a ramp or sign language interpreter, before they are provided.

Funding for this work will be guaranteed year-to-year.

XIII. Grievance Procedures

The University and ODS supports the rights of all PWDs to file a grievance when s/he believes there has been a denial of equal access in the form of appropriate support services, modifications, auxiliary aids, or effective communication or suffered discriminatory harassment as described in the Persons with Disability Act 2006.

A. **Resolving Conflicts with the University, Faculty and/or Staff, Academic Department or University Non-academic Department, Program or Organization**
1. Students are encouraged to discuss their concerns with their ODS Liaison Officer. The ODS Liaison Officer will attempt to resolve the issues through discussion with the faculty member or department head. In some instances, the ODS director may be consulted or a meeting convened in order to develop a resolution. Most situations are positively resolved through Liaison Officer support and mediation. The student and involved parties will be notified by the Liaison Officer of progress, findings or resolution within 10 business days. Due to the urgency of many issues, it is likely that many problems will be resolved much sooner.
2. If either the student or the ODS Liaison Officer feels that a satisfactory resolution is still not reached, the student should notify the Dean of Students. From that point, the student will follow already established University structure to resolve grievances, with support of ODS.

3. If the complaint is not resolved at the University level, the student may choose to file a grievance with the Ghana Federation of the Disabled. This entity will hear complaints and assist in the next step in the grievance process as necessary.

B. Resolving Conflicts with ODS and/or an ODS Staff Member
1. When a student has a complaint against ODS and/or one of its staff members, the student should first discuss the complaint with his/her ODS Liaison Officer. Resolution of the issue may be reached at this level.
2. If the complaint is not resolved or for a specific reason cannot be discussed with the counselor, the Director of ODS will become involved. After investigating the situation, the Director will inform the student and involved parties of progress, findings or resolution within 10 business days. A student has the right to bypass ODS and go directly to the Dean of Students.
3. If the complaint is not resolved or for any reason cannot be discussed with the director of
ODS, the student should notify the Dean of Students. From that point, the student will follow already established University structure to resolve grievances.
3. If the complaint is not resolved at the University level, the student may choose to file a grievance with the Ghana Federation of the Disabled. This entity will hear complaints and assist in the next step in the grievance process as necessary.

C. Resolving Alleged Discrimination by Another Student
1. In situations where students allege discrimination by another student, students have the option of filing formal charges under the Code of Student Conduct. Please refer to the policy and procedures in the Student Handbook. Contact the Office of Disability Services for further information.

XIV. Disability Sensitisation Training

The University of Cape Coast will provide mandated Disability Sensitisation Training for all incoming faculty, administration and staff, including all health, safety and security personnel. This includes but is not limited to University hospital, police and fire service personnel. This training will be advertised and made available to all hospitals, clinics, police, fire service personnel and members of the community.

Annual training will be provided to all current staff of the University. This training will be additionally be advertised and made available to all hospitals, clinics, police, fire service personnel and members of the community.

XV. Disability in the Curriculum

The University of Cape Coast will establish, encourage, and financially support the multidisciplinary study of disability across campus from a variety of perspectives and within many fields of study. This will be accomplished by the following means:

• Creating a compulsory Inclusive Education course at Level 300 for all students in the Faculty of Education, including Educational Psychology, before major (off-campus) teaching practice.
• Providing funding to support the creation of Disability Studies as an undergraduate minor with the potential to become a major.
• Increasing funding to support additional courses, research, and multi- and cross-disciplinary Disability Studies initiatives on the graduate and undergraduate levels.

Universal Design
The University also adopts a commitment to the philosophy and practice of "beyond compliance" in all aspects of University life by use of universal design principles in the development of architectural, programmatic, instructional and technological access. This means highlight the value of teaching to a multitude of learning styles and abilities, and develop a much-needed overall plan for universal design in academic assessment, teaching, and learning. The University recognizes that it has been demonstrated that people possess multiple intelligences and that learners benefit from instruction which incorporates multiple modalities, and therefore to teach to a variety of learners from the outset ensures that everyone in the classroom feels they are valued and have the potential to succeed.

XVI. Emergency Procedures

A. Persons with disabilities must take responsibility for their own safety, with full cooperation from faculty, hall masters, police, fire service and security personnel on campus. In order to ensure that safety, an emergency plan or a strategy **must be prepared at the beginning of:**
1. each academic year, with the hall master
2. each semester, with faculty
3. as part of employment contract, and updated as necessary

B. Emergency Protocol is available in the Student Handbook, and will be provided to Faculty and Hall Masters at the beginning of every academic year.

XVII. Monitoring and Evaluation of Policy

A. Establishment of Advisory Board

The primary purpose of this Advisory Board will be to ensure that the Policy is being enforced effectively. The review will take into account all new international and national policies, and changes in UCC policies or structure.

The Advisory Board will also determine when accommodations and/or support services are creating a "fundamental alteration" in the nature of the service, program, or activity

or would create undue financial or administrative burdens, in accordance with the University's Policy on Non-Discrimination on the Basis of Disability.

B. The Advisory Board for UCC's Policy for Persons with Disabilities will consist of the following:

1. Member of Student Body (female) elected to position
2. Member of Student Body (male) elected to position
3. Dean of Students
4. Director of Development
5. Member of Administration elected to position by Student Association
6. Faculty Head (female)
7. Faculty Head (male)
8. Director of Office of Disability Services

To the extent possible, the Advisory Board will be disability and gender-balanced to work toward the goal of inclusivity.

C. Procedures
1. The University of Cape Coast's Office of Disability Policy for Persons with Disabilities will have a mandated policy review, as follows. For the first five years following its passage, the Advisory Board will meet on an annual basis. Thereafter, the Board will come together for policy review every three (3) years for possible amendments or changes.
   a. If at any time a UCC student or staff brings forth a challenge against the Policy as it is written, after following the appropriate grievance procedures, the Advisory Board shall convene an Emergency Session within 10 working days for a review of the section or area in question.
   b. If a member of the Advisory Board brings forth a challenge to the Policy, the Advisory Board shall convene an Emergency Session within 10 working days for a review of the section or area in question.
2. The Advisory Board will review each submission or claim regarding "fundamental alteration" within 10 working days and offer its final decision on provision of accommodations and/or support services at the close of that period. The Advisory Board will consider the following:
   a. The rights of the disabled student, per University Policy and the Disability Act, and as he or she has paid for the program;
   b. Limited resources; and
   c. Cost, if any, to all students.

   The individual whose accommodations and/or support services are in question has the right to appear before the Advisory Board to present her/his case and/or any relevant documents.

XIII. Reporting

A. Enrollment Data and Use of Services
Data shall be provided annually on enrollment of matriculated students with verified disabilities. The data shall include the primary and secondary (if applicable) disability categories and services provided.

B. Program Evaluation
1. In consultation with students, staff at the Office of Disability Services and Dean of Students, UCC shall develop and implement a system for evaluating the effectiveness of services for persons with disabilities on campus. The evaluations shall be conducted on an annual basis. At a minimum, the evaluation shall report outcome data on categories of persons with disabilities in attendance, staff and student perceptions of program effectiveness, recommendations for improvements within the program, and environmental accessibility improvements as specified in the UCC Environmental Access Plan and Timeline, Disability Act of 2006, Act 715, and International Standards of Accessibility.
2. To ensure reporting compliance with enrollment, retention, transition, and graduation trends of students with disabilities, the UCC Office of Disability Services will work with the Vice-Chancellor and the National Council on Persons with Disability to publish these data annually.
3. The Office of Disability Service shall maintain within its alumni database a means of reporting on employability, entrance into and/or completion of post-graduate work by UCC Persons with Disabilities.

C. Staff and Faculty with Disabilities Evaluation
1. Conduct regular surveys to collect statistics on the number of faculty and staff with disabilities in order to measure progress in recruitment and retention.
2. Ensure that search committees develop specific recruitment plans to identify and attract potential faculty and staff applicants with disabilities.
3. Establish specific goals based on a percentage increase over the current University representation. These goals should be shared with all administrators who are responsible for hiring faculty and staff.
4. Create, disseminate, and enforce disability hiring policies, procedures, and practices, including written guidelines on interviewing applicants with disabilities; and provide training on these disability hiring policies, procedures, and practices to University personnel involved in hiring, including members of faculty search committees.
5. Create benchmarks, funding levels, and incentives for diversity hires within schools and departments. Disability is a form of diversity that should be included in incentive programs.
6. Develop multiple venues for dissemination of information on workplace accommodations and procedures for requesting them.

<u>Addendum to Policy for the Provision of Disability Services:</u>
<u>Office of Disability Services Description, Staff Positions</u>
<u>and Functions</u>

I. Office of Disability Services (ODS)

A. The Department of the "Office of Disability Services" will be immediately created and be fully funded by the University to serve as the body that directly oversees all disability-related issues and services on campus. The ODS will be centrally located on the ground floor of a fully accessible building and be of an appropriate size for personnel and student use.
B. The Office of Disability Services will head the activities and oversee staff at the Centre for Alternative Media and Assistive Technology in conjunction with the Main Library. CAMAT will continue to be funded by the Main Library as appropriate for library-related materials (i.e. braille embossing of texts, ICT labs and assistive technology to access research). Funding for non-library related materials, i.e. digital recorders, will come through ODS. Library and non-library related materials will be determined by the Librarian and Director of ODS.
C. The Office of Disability Services will at all times be fully staffed by qualified personnel with the education, experience and appropriate training as relevant to their position.
    The functions of Office Staff:
    - **Director of ODS**– Minimum qualifications: Preferred PhD or MA in Disability Studies, minimum a recent MA in Special Education or related field (Psychology, Social work, Educational Administration) with demonstrated disability-related experience. Fundraising/proposal writing experience. Preferred training delivery experience. Responsible for management of ODS, networking and fundraising.
    - **Administrative assistant** – BA, undergo Disability Awareness Training
    - **Liaison Officer**– BA Special Education or related field (Psychology, Sociology, Educational Psychology). Excellent communication skills required. Collaborates with the student in the planning and the implementation of appropriate services and accommodations. Responsible for the scheduling of support services. Responsible for recruitment and management of volunteers.
    - **Advocacy Officer** – BA Special Education or related field with equivalent experience. Maintains working relationship with Disability Student Association. Assists students to engage in advocacy or conflict resolution between students/staff, faculty, students. Responsible for working with students to identify and implement trainings/events.
    - **Resource Officer**- BA Sociology or Psychology. Website experience preferred. Responsible for maintaining relationships with national DPO (Disabled People's Organisations) in Ghana and internationally, identifying sources of information, funding, and opportunities for students.
    The functions of the CAMAT staff:

- **Centre Coordinator** – MA Special Education. Knowledge of assistive technology. S/he supervises programming and undergraduate/graduate student employees.
- **Assistive Technology Officer, Visual Disabilities**–Minimum diploma in computer studies with assistive technology, including familiarity with JAWS. Provides training and education in the use of assistive technology for students, faculty and staff with visual disabilities. In addition, s/he consults with faculty and staff to incorporate AT into campus and departmental computer labs.
- **Assistive Technology Officer, Students with Disabilities** – Minimum diploma in computer studies with assistive technology. Provides training and education in the use of assistive technology or students, faculty and staff with disabilities. In addition, s/he consults with faculty and staff to incorporate AT into campus and departmental computer labs.
- **Alternative Media Officer**–BA. Knowledge of Braille, Grade 2.Req'd experience with Braille embossing. Coordinates the production of print materials into alternative format. S/he is responsible for ensuring that the students using this service receive their materials in a timely manner.
- **Alternative Media Associate**–BA, Knowledge of Braille, Grade 2 for transcription, good typing skills. Assists with the production and flow of Alternative Media services as well as provides backup support to the Exam Scheduling Coordinator.
- **Exam Scheduling Coordinator**- BA, Knowledge of Braille, Grade 2 for transcription, good typing skills. Coordinates the procurement, scheduling and invigilation of exams and quizzes taken at ODS with accommodations, as well as the transcription/typing/printing of student work.
- **Exam Scheduling Assistant**- Knowledge of Braille, Grade 2 for transcription, good typing skills. Assists the Exam Scheduling Coordinator with coordinating the procurement, scheduling and invigilation of exams that are taken at ODS with accommodations, as well as the transcription/typing/printing of student work.
- **Accommodations Service Coordinator**–Schedules and coordinates sign language interpreting, note takers, scribes, lab assistants and guides.