

# UNIVERSITY OF CAPE COAST

In collaboration with

**The University of Vermont and University of Minnesota**

## INTERNATIONAL CERTIFICATE IN DISABILITY STUDIES

### Programme Information

The course will train participants to gain knowledge, skills, competence and mastery on disability issues in a global economy. The participants will be engaged in critical thinking, problem-solving and collaborative task accomplishment that will equip them in contributing to the educational and other sectors dealing with disability issue and concerns.

### 1. Objectives

The objectives of the programme are to:

- a) Equip students with knowledge and skills to identify and assess diverse learning needs.
- b) Develop the capacity of students to play advocacy role in promoting the welfare and integration of persons with disabilities in societies.
- c) Build skill sets of students in to affect meaningful change for learners with diverse learning needs.
- d) Develop practical skills of students to enable them to work with children and adults with disabilities in a variety of settings.

### 2. Intended/Expected Outcomes

The intended outcomes of the programme are to enable students to use the knowledge, skills and competencies acquired to:

- a) conduct needs assessment to identify learners' diverse learning needs to inform service provision and intervention.
- b) effectively manage persons with diverse needs in schools and institutions.
- c) develop the capacity to advocate and promote the welfare and integration of persons with disabilities in societies.

### 3. Admission Requirements

#### a) SSSCE/WASSCE

Applicants must have credit passes (grade D or better in the case of SSSCE holders, or C6 or better with WASSCE holders in English, Mathematics, Integrated Science or Social Studies. Additionally, they must pass three elective subjects.

#### b) Mature Applicants

The applicant must be at least 25 years and must pass the mature entrance examination organised by the University.

**c) Diploma Holders**

Diploma holders in education. These categories of applicants are expected to do three years.

**d) Special Admission**

Individuals (local or international) who have worked with or are working in an inclusive environment where the needs of persons with disabilities must be met.

#### **4. Target Groups**

The target groups for the programme include the following:

- Educators
- Counsellors
- Psychologists
- Disability Service Providers
- Policy Makers
- Attorneys
- Hospitality Industry
- Human Resource Managers
- Social Workers
- Health Administrators or Managers
- Engineers And Designers

#### **5. Programme Structure**

##### **First Semester**

| <b>Course Code</b> | <b>Course Title</b>                              | <b>Credits</b> |
|--------------------|--------------------------------------------------|----------------|
| EDS 011            | Culture of Disability                            | 3              |
| EDS 013            | Assessing Diverse Learning Needs                 | 3              |
| EDS 015            | Exceptional Individuals in Inclusive Environment | 3              |
| EDS 017            | Basic Braille                                    | 3              |
| EDS 019            | Rehabilitation Services                          | 3              |
| <b>Total</b>       |                                                  | <b>15</b>      |

##### **Second Semester**

| <b>Course Code</b> | <b>Course Title</b>                             | <b>Credits</b> |
|--------------------|-------------------------------------------------|----------------|
| EDS 010            | Disability Policy and Services                  | 3              |
| EDS 012            | Global Disability Studies                       | 3              |
| EDS 014            | Disability and Families                         | 3              |
| EDS 016            | Diversity, Equity and Inclusion                 | 3              |
| EDS 018            | Community-Based Learning Experience (Practicum) | 3              |
| <b>Total</b>       |                                                 | <b>15</b>      |

**NB: EDS means Education Disability Studies**

## 6. Course Descriptions

**EDS 010      Disability Policy and Services**

**3 Credits**

### Objectives

By the end of the course, the student should be able to:

- i. Trace the evolution of policies affecting people with disabilities, with an in-depth examination of some policies in developed and developing countries.
- ii. Examine some contemporary approaches to providing services to people with disabilities throughout the life cycle.
- iii. Explain policies and services that affect community living, education, employment, and self-advocacy.

### Content

The course focuses on the evolution of policies affecting people with disabilities, with an in-depth examination of some policies in developed and developing countries. Topics to cover include history of policies on disabilities, types of services for people with disabilities; self-advocacy; family-centred approaches; collaboration and interdisciplinary perspectives.

### Mode of Delivery

Online

### Reading materials

Hardy, I., & Woodcock, S. (2015). Inclusive education policies: Discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141-164.

Henshaw, L. (2003). Special educational needs and the law: Some practical implications, *Education and the Law*, 15(1), 3-18.

Ministry of Education (2015). *Inclusive education policy in Ghana*, Accra: MOE.

Ministry of Education (2006). *Persons with disability act 2006, Act 715*. MOE: Accra

United Nations (1990). *World declaration for education for all*, New York: UN

UNESCO (2000). *Dakar framework for action*, Paris: UNESCO

UNCRC (1989). *United nations convention on the rights of the child*, New York: UN

UNESCO (1994). *Salamanca statement*, Paris: UNESCO

UNESCO (1993). *Standard rules on the equalization of opportunities for persons with disability*, Paris: UNESCO

**Objectives**

By the end of the course, the student should be able to:

- i. Conduct a substantive analysis of the social, cultural, and legal history of the disability experience in the United States.
- ii. Find and use a range of first-person, academic, and policy narratives to analyse the intersections between personal, historical, and social responses to disability.
- iii. Identify and analyse many of the cultural influences on how disability has been portrayed in literature, film, art, public media, and artifacts over time.
- iv. Examine and discuss the cross-cultural understandings of disability, and the intersection of disability with other social identities and cultural experiences.

**Content**

The course examines the social and cultural experience of disability in different times and cultures. Topics covered will include: foundational concepts from the field of Disability Studies; the influence of cultural beliefs relating to disability on individuals, families, disability law, and social policy in the United States and other countries; and responses to disability reflected in first person narratives, media, academic and professional discourse and practice, film, art and literature.

**Mode of Delivery**

Online

**Reading materials**

- Connor, D. J., Ferri, B. A., & Annamma, S. A. (Eds.) (2016). *DisCrit: Disability studies and critical race theory in education. disability, culture, and equity series*. New York: Teachers College Press.
- Lennard, J. D., & Sanchez, R. (Eds.) (2021). *The disability studies reader* (6th ed.). New York, NY: Routledge.
- Munyi, C. W. (2012). Past and present perceptions towards disability: A historical perspective. *Disability Studies Quarterly* 32(2).
- Piepzna-Samarasinha, L, L. (2018). *Care work: Dreaming disability justice*. Vancouver: Arsenal Pulp Press.
- Walker, A. (2004). *In search of our mothers' gardens: Womanist prose*. A Harvest Book. Orlando: Harcourt.
- Wehmeyer, M. L. (Ed.) (2017). *A comprehensive guide to intellectual and developmental disabilities* (2<sup>nd</sup> ed.). Baltimore: Paul H. Brookes Publishing, Co.

Wong, A. (Ed.) (2017). *Disability visibility: First-person Stories from the twenty-first century*. New York: Vintage Books, a division of Penguin Random House LLC, 2020.

**Objectives**

By the end of the course, the student should be able to:

- i. Analyse a disability policy issue in a different country from their own and develop a rational approach to address and hopefully resolve identified policy issue or concern.
- ii. Use the UNCRPD, ADA, UDL, diversified or individualized special education practices as tools to guide systemic change. Generalise current trend information to project future impact and change to existing educational practice in connection with disability.
- iii. Analyse the field of comparative and international education in order to identify global education challenges and policy alternatives that will improve Special Education and inclusive education practices.
- iv. Connect and engage with a disability policy work to a disability leadership coalition locally and or internationally for a systemic change.
- v. Apply different methods of communication and teaching using universal design principles and culturally and linguistic competencies.
- vi. Explain how traditional African families perceive disability, African modes of communication, and the various changes that have taken place over the years through the influence of modernization, urbanization, and the impact of colonization on formal education.

**Content**

The course discusses various ways disability is viewed across cultures in Africa. Students will compare, contrast, and conceptualise what they learn for advocacy and systemic change. Topics to be covered are: what disability is in Africa particularly how to conceptualise African myths and beliefs about disability in Ghana and La Cote Ivoire; how we can connect Universal Design for Learning and Ubuntu frameworks with cultures in East and West Africa (Tanzania and Ghana) while focusing on Albinism; cultural concepts of people with mental health considering African perspectives from (Ghana and Liberia) and the USA and growing advocacy around policy and practices: Kenya's Social Protection Programme and cultural connections to disability. Also discussed are the use of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD); the African Protocol, and some Disability Laws of African countries and their impact (Nigeria, Ghana and Kenya); Disability, and cultural diversity and linguistic competence in Liberia. The students will analyse the field of comparative and international education with contemporary global education challenges and policy alternatives in Nigeria and Egypt and also work with our cultural values and beliefs in inclusive classrooms in South Africa and Zambia.

**Mode of Delivery**

Online

## Reading materials

- Baglieri, S., & Lalvani, P. (2019). *Undoing ableism: Teaching about disability in K-12 classrooms*. Abingdon, UK: Routledge.
- Bauman, S., Soerens, M., & Smeir, I. (2016). *Seeking refuge: On the shores of the global refugee crisis*. Chicago, IL: Moody Publishers.
- Bennett, K. C. (2022). Prioritizing access as a social justice concern: Advocating for ableism studies and disability justice in technical and professional communication. *IEEE Transactions on Professional Communication*, 65(1), 226-240.
- Chardin, M., & Novak, K. (2020). *Equity by design: Delivering on the power and promise of UDL*. Corwin Press.
- Geurts, K. L., & Komabu-Pomeyie, S. G. (2016). From 'sensing disability' to Seselelame: Non-dualistic activist orientations in twenty-first-century Accra. *Disability in the Global South* (pp. 85-98). Springer, Cham.
- Grech, S., & Soldatic, K. (2016). Disability in the global south. *Cham: Springer*.
- Komabu-Pomeyie S. (2023). *I'm Able: An African Woman's Advice for Disability Change Makers*. Burlington, VT: Onion River Press.
- Kpanake, L. (2018). Cultural concepts of the person and mental health in Africa. *Transcultural Psychiatry*, 55(2), 198-218.

**Objectives**

By the end of the course, the student should be able to:

- i. Describe various techniques that can be used to identify and assess special needs;
- ii. Assess various decisions that can be made to meet the needs of persons with special needs.

**Content**

The course discusses various techniques that can be used to identify and assess special needs. Topics to be covered will include the assessment process, principles of assessment; and educational placement decisions. Also discussed are formal and informal assessment procedures such as norm referenced tests, curriculum-based assessment, criterion referenced tests and ecological assessment. The student will assess and report on a child at risk for developmental disability.

**Mode of Delivery**

Online

**Reading materials**

Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). *Alternative assessment of students with disabilities in inclusive settings*. Needham Heights, MA: Allyn & Bacon.

Cohen, L. G., & Spencimer, L. J. (2011). *Assessment of children and youth with special needs* (4<sup>th</sup> ed.). Boston, MA: Pearson/Allyn & Bacon.

Gyimah, E. K., Ntim, E. K., & Deku, P. (2018). *Assessment techniques in special education*. Cape Coast: UCC Press.

McLaughlin, J. A., & Lewis, R. B. (2009). *Assessing students with special needs* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Hallahan, D., Kauffman, J. M., & Pullen, P. (2014). *Exceptional learners: An introduction to Special education* (12<sup>th</sup> ed.). Boston: Allyn & Bacon.



**Objectives**

By the end of the course, the student should be able to:

- i. Explain various ways disabilities impact on families and the ways families respond to them.
- ii. Discuss models and barriers of parental involvement and theories of collaboration.
- iii. Discuss the roles of service providers.
- iv. Identify how effective communication can be promoted amongst families.

**Content**

The course examines various ways disabilities impact on families and the ways families respond to them. Topics to be discussed include models and barriers of parental involvement and theories of collaboration. The roles of service providers and how effective communication can be promoted amongst them will also be discussed.

**Mode of Delivery**

Online

**Reading materials**

Epstein, J. L. (2018). *School, family and community partnerships: Preparing educators and improving schools*. New York: Routledge.

Friend, M., & Cook, L. (2014). *Interactions: Collaboration skills for school professionals*. New York: Pearson Education Limited.

Grant, K. B., & Ray, J. A. (2019). *Home, school, and community collaboration: Culturally responsive family engagement* (4<sup>th</sup> ed.). London: Sage.

Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. New York: Springer.

Knackendoffel, A., Dettmer, P., & Thurston, P. L. (2018). *Collaboration consultation, and teamwork for students with special needs* (8<sup>th</sup> ed.). New York: Pearson.

Sheldon, S. B., & Turner-Vorbeck, T. A. (Eds.). (2019). *The Wiley handbook of family, school, and community relationships in education*. New Jersey: John Wiley Sons.

Vanderpuye, I. (2017). Parental expectations of their children in inclusive schools in Ghana. *Nigeria Journal of Educational Foundation*, 16 (1), 88-109.

**Objectives**

By the end of the course, the student should be able to:

- i. Describe various approaches to supporting exceptional individuals in inclusive environment.
- ii. Explain the various strategies of behaviour modification with exceptional individuals

**Content**

The course will explore various approaches to supporting exceptional individuals. Topics to be discussed will include peer tutoring techniques, cooperative learning technique, one-on-one, activity-based method, and dramatization or role play in the classroom. Others are field trip, discussion method and projects. The use of applied behaviour analysis in increasing and decreasing adaptive and maladaptive behaviours, respectively will be examined.

**Mode of Delivery**

Online

**Reading Materials**

- Bryant, D. P., Bryant, B. R., & Smith, D. D. (2016). *Teaching children with special needs in inclusive classrooms*. London: Sage Publication Ltd.
- Bulloch, K. L. (2012). *Adapting materials and strategies for special needs students' assistants*. England: Routledge.
- Carpenter, B., Egerton, J., Cockbill, B., & Bloom, T. (2015). *Engaging learners with complex learning difficulties and disabilities: A resource book for teachers and teaching*. New York: Routledge.
- Heward, W. L., Sheila, R. A., & Moira, K. (2017). *Exceptional children: An introduction to special education*. (11<sup>th</sup> ed.). Ohio: Pearson Education.
- Holbrook, M. C., Tessa, M., & Cheryl, K. (2017). *Foundations of education: Instructional strategies for teaching children and youths with visual impairments*. Virginia: American Foundation for the Blind.
- Ntim, E. K., & Gyimah, E. K. (2020). Competence in expanded core curriculum skills: Does the level taught matter to the visually impaired? *Journal of Education, Society and Behavioural Science (JESBS)*, 33(7), 63-73.
- Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the general education classroom*. (7<sup>th</sup> ed.). New Jersey, USA: Pearson Education Inc.
- Wheeler, B. J. J., & Carter, S. L. (2017). *Teaching students with special needs in general education classrooms*. (9<sup>th</sup> ed.). Boston: Pearson.

**Objectives**

By the end of the course, the student should be able to:

- i. Discuss the processes of socialisation;
- ii. Analyse development and the biases that are produced in the process of socialising;
- iii. Advocate for equity in communities to create a culture that respects and values all persons including persons with disabilities.
- iv. Discuss factors that impede effective integration and what could possibly be done to mitigate the adverse effects to promote inclusion.

**Content**

The course discusses the processes of socialization and identity development and the biases that are produced. Topics to be covered are ways to advocate for equity in communities; how to create a culture that respects and values all persons including persons with disabilities. Also discussed are factors that impede effective integration and what could possibly be done to mitigate the adverse effects to promote inclusion.

**Mode of Delivery**

Online

**Reading Materials**

- Antoine, A., Mason, R., Mason, R., Palahicky, S., Rodriguez de France, C. (2018). *Pullin together: A guide for curriculum developers*. Retrieved from <https://opentextbc.ca/indigenizationcurriculumdevelopers/>.
- Bolger, M. (2020). *What's the difference between diversity, inclusion, and equity?* General Assembly. Retrieved from <https://generalassemb.ly/blog/diversity-inclusion-equity-differences-in-meaning/>
- Brown, J. (2019). *How to be an inclusive leader: Your role in creating cultures of belonging where everyone can thrive* (2<sup>nd</sup> ed.). USA: Berrett-Koehler Publishers.
- Hamilton-Jones, B., & Vail, C. O. (2013). Preparing special educators for collaboration in the classroom: Pre-service teachers' beliefs and perspectives. *International Journal of Special Education*, 28(1), 56-68.
- Kearney, D. (2022). *Universal design for learning (UDL) for inclusion, diversity, equity, and accessibility (IDEA)*. Retrieved from <https://ecampusontario.pressbooks.pub/universaldesign/>.

**Objectives**

By the end of the course, the student will be able to:

- i.     Improve their knowledge and skills in Braille literacy;
- ii.    Use simple upper word signs, and simple upper group signs
- iii.   Read, write and transcribe braille.

**Content**

The course discusses skills in Braille reading and writing. Students will read, write and transcribe elementary Brailled scripts. The course includes writing of the alphabet, punctuations and numbers in braille. The course also focuses on equipping students with knowledge and skills in Braille literacy. The use of simple upper word signs, and simple upper group signs will be taught. Braille signs for Ghanaian languages will be introduced.

**Mode of Delivery**

Online

**Reading Materials**

Bryant, J. (2016). *Six dots: A story of young Louis Braille*. New York: Knopf Books.

Herzberg, T. (2016). *Book review: Burns braille guide: A quick reference to unified English Braille*. New York: Sage.

Howse, J. (2017). *Unified English Braille Manual*. Auckland: Royal New Zealand Foundation of the Blind.

Simpson, C. (2013). *The rules of unified English braille*. San Francisco: International Council on English Braille.

**Objectives**

By the end of the course, the student should be able to:

- i. Explore services provided to people with disabilities and their families.
- ii. Write a comprehensive report on their community-based learning experience

**Content**

The course explores services provided to people with disabilities and their families. Students will arrange one online interview or in-person visit (if available) with a community-based site to learn first-hand how certain activities or supports are delivered to individuals with disabilities and/or their families and hear how their relationship is to the core policies and concepts discussed in class. These settings may include programmes or events focused on early-intervention, schooling, health, community recreation, the arts, supported living, employment, self-advocacy, housing, transportation, policy and advocacy, and wellness supports or services.

**Mode of Delivery**

Online

**Reading Materials**

Epstein, J. L. (2018). *School, family and community partnerships: Preparing educators and improving schools*. New York: Routledge.

Chung, E. Y. H. (2019). Facilitating learning of community-based through problem-based in higher education. *BMC Medical Education*, 19(1), 1-14.

Grant, K. B., & Ray, J. A. (2019). *Home, school, and community collaboration: Culturally responsive family engagement* (4<sup>th</sup> ed.). London: Sage.

**Objectives**

By the end of the course, the student should be able to:

- i. Describe on the type of services given to persons with disabilities in helping them to integrate fully in their communities
- ii. Describe the experiences of persons with disabilities regarding service provision

**Content**

The course focuses on the type of services given to persons with disabilities in helping them to integrate fully in their communities. Issues related to community participation and factors that promote effective integration will be examined. The experiences of persons with disabilities with regard to the services provision will be discussed.

**Mode of Delivery**

Online

**Reading Materials**

Grant, K. B., & Ray, J. A. (2019). *Home, school, and community collaboration: Culturally responsive family engagement* (4<sup>th</sup> ed.). London: Sage.

Grumi, S., Provenzi, L. Gardani, A., Aramani, V., Dargenio, E., Naboni, C., ... (2021). Engaging with families through online rehabilitation for children during the emergency (enforce) group.

Rehabilitation services lockdown during the COVID-19 emergency: The mental health response of caregivers of children with neurodevelopmental disabilities. *Disability and Rehabilitation*, 43(1), 27-32.

Waljee, A., Gyimah, E. K., & Acheampong, E. K. (2022). *Changing perspectives: Inclusive schools in inclusive communities A training manual on inclusive education for teachers*. Accra: World Bank Group