REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1.	General Information.			
a.	Submitted by the College of: Education		Today's Date: 11/23/09	
b.	Department/Division: EDSRC			
c.	Is there a change in "ownership" of the course?		YES ☐	NO ☒
	If YES, what college/department will offer the course instead?			
d.	What type of change is being proposed? ☒ Major ☐ Minor¹ (place cursor here for minor change definition)			
e.	Contact Person Name: Ralph Crystal	Email: crystal@uky.edu	Phone: 7-8275	
f.	Requested Effective Date: ☒ Semester Following Approval OR ☐ Specific Term²:			
2.	Designation and Description of Proposed Course.			
a.	Current Prefix and Number: RC 560	Proposed Prefix & Number: RC 560		
b.	Full Title: Supported Employment, Independent Living/Transition	Proposed Title:		
c.	Current Transcript Title (if full title is more than 40 characters): Supported Employ. Indep. Liv./Trans.			
c.	Proposed Transcript Title (if full title is more than 40 characters):			
d.	Current Cross-listing: ☐ N/A OR Currently³ Cross-listed with (Prefix & Number):			
	Proposed – ☐ ADD³ Cross-listing (Prefix & Number):			
	Proposed – ☐ REMOVE³,⁴ Cross-listing (Prefix & Number):			
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.			

Voice of the Senate Council 7/14/09 11:15 AM
Comment Excerpt from SR 3.0.62...
[faded text]

Current:

___ Lecture	___ Laboratory⁵	___ Recitation	___ Discussion	___ Indep. Study
	___ Clinical	___ Colloquium	___ Practicum	___ Research	___ Residency
___ Seminar	___ Studio	___ Other – Please explain:	Add a DL section	

Proposed:

___ Lecture	___ Laboratory	___ Recitation	___ Discussion	___ Indep. Study
___ Clinical	___ Colloquium	___ Practicum	___ Research	___ Residency
___ Seminar	___ Studio	___ Other – Please explain:	Add a DL section	

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¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.*

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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f.	Current Grading System:	☐ Letter (A, B, C, etc.)	☐ Pass/Fail		
	Proposed Grading System:	☐ Letter (A, B, C, etc.)	☐ Pass/Fail		

g.	Current number of credit hours:		Proposed number of credit hours:	

h.	Currently, is this course repeatable for additional credit?	YES ☐	NO ☐
	Proposed to be repeatable for additional credit?	YES ☐	NO ☐
	If YES: Maximum number of credit hours:		
	If YES: Will this course allow multiple registrations during the same semester?	YES ☐	NO ☐

i.	Current Course Description for Bulletin:	
	Proposed Course Description for Bulletin:	

j.	Current Prerequisites, if any:	
	Proposed Prerequisites, if any:	

k.	Current Distance Learning(DL) Status: ☐ N/A	☐ Already approved for DL*	☒ Please Add*	☐ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.			

l.	Current Supplementary Teaching Component, if any:	☐ Community-Based Experience	☐ Service Learning	☐ Both
	Proposed Supplementary Teaching Component:	☐ Community-Based Experience	☐ Service Learning	☐ Both

3.	Currently, is this course taught off campus?	YES ☐	NO ☒
	Proposed to be taught off campus?	YES ☒	NO ☐

4.	Are significant changes in content/teaching objectives of the course being proposed?	YES ☐	NO ☒
	If YES, explain and offer brief rationale:		

5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES ☐	NO ☒
	If YES, identify the depts. and/or pgms:		
b.	Will modifying this course result in a new requirement[7] for ANY program?	YES ☐	NO ☒
	If YES[7], list the program(s) here:		

6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: <u>RC 560</u>

Proposal Contact Person Name: <u>Ralph Crystal</u>   Phone: <u>7-8275</u>   Email: <u>crystal@uky.edu</u>

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRC faculty	10/1/09	Debra Harley 7-7191 DHARLO0@email	R. A. Haley
Courses + Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	
College of Education	12/3/09	Deborah Slaten 7-9775 dslaten@uky.edu	
	12/3/09	Rosetta Sandidge 7-8847 sandidge@uky.edu	Rosetta Sandidge

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[a]
Undergraduate Council	3/30/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[a] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: RC 560	Date: 11/23/09
Instructor Name: Ralph Crystal	Instructor Email: crystal@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.

Internet/Web-based ☒   Interactive Video ☐   Hybrid ☐

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Discussion Boards, chat rooms, email
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Same text, assignments, readings, course materials, papers, and exams
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. password protections, separate student identifiers, alternate forms of the exam given
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes If yes, which percentage, and which program(s)? *100* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Same test, assignments, readings, exams, papers, course materials,
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? We use the facilities of the DL librarian and the UK library

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

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Distance Learning Form

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7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. see # 2 and 5 above
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Student have access to IT support, TASC, Ombud
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10.	Does the syllabus contain all the required components, below? ☒ Yes ☐ Instructor's _virtual_ office hours, if any. ☐ The technological requirements for the course. ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). ☐ Procedure for resolving technical complaints. ☐ Preferred method for reaching instructor, e.g. email, phone, text message. ☐ Maximum timeframe for responding to student communications. ☐ Language pertaining academic accommodations: o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Ralph Crystal Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

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Syllabus
RC 560 Supported Employment, Transition, and Independent Living
Campus

Instructor: Kathy Sheppard-Jones, PhD, CRC
Office Phone: (859) 257-8104
Office Hours: By appointment
Email: kjone@uky.edu

Required Text:

Wehman, P., (2006). *Life beyond the classroom: Transition strategies for young people with disabilities. 4th Edition.* Baltimore; Paul H. Brookes.

Additional readings will be assigned in an effort to enhance your learning. Be sure to complete the readings prior to viewing the lectures and notes in order to participate more fully in discussions and to build a strong foundation for your knowledge.

General Description of Course:

This course emphasizes acquisition of a basic knowledge and understanding of the origins and development of supported employment, transition, and independent living. The contents of the course provide the student with the following information:
- (a)   philosophies for transition and supported employment programs;
- (b)   the concept of Person Centered Planning;
- (c)   a model for developing a transitional process in the community;
- (d)   vocational training and placement concepts of transition and supported employment,
- (e)   various perspectives and roles within supported employment and transition; and
- (f)   major elements of independent living rehabilitation.

Core Standards

C.2.2 Counseling Services (d & e)
- Environmental and attitudinal barriers to individuals with disabilities; services to a variety of disability populations, including multiple disabilities, in diverse settings.

C. 23 Case Management (b & c)
- Planning for the provision of independent living services and vocational rehabilitation services; identification and use of community resources and services in rehabilitation planning.

Objectives

Upon completion of this course, students will be able to:
1.   Identify characteristics of populations served by supported employment, transition, and independent living programs.
2.   Distinguish among existing models for supported employment, transition, and independent living.

3. Understand and utilize the philosophies and concepts for supported employment, transition, and independent living.
4. Understand and apply job placement strategies for supported employment and transition programs.

Assignments:

1-Reaction Paper

Your reaction paper should be approximately 4 pages in length and reflect your reasoned response to a class discussion of an important issue or to a key concept presented in our lectures or readings. Reaction papers are not simply summaries of what you have read or discussed, but rather are critical responses to a specific problem or issue addressed in the context of this course. Reaction papers may integrate new readings/experiences into your previous knowledge and experience, explore new insights into a specific problem, or analyze the implications of a specific position or conclusion. Guidelines for completing reaction papers will be available in the "assignments" folder.

2-Case study exploration
You will choose a case study on transition, supported employment or independent living. The case study will include a set of questions to which you will respond. Your case study assignment will be approximately 3-4 total pages.

3-Final Exam

A Final Exam will be given during Week eight. The short answer, essay type exam will be cumulative, covering all materials from weeks one – eight.

There are five graded requirements for this course. The requirements and the percentage of the final grade that each requirement represents are as follows:

NOTE: Our accreditation association and the policy of the Graduate School require that there be different assignments and grading criteria for undergraduate and graduate students in 400 G and 500-level courses. In this course, undergraduate students will not be required to complete the term paper. The course requirements and their percentage of the total grade are presented below:

For Graduate Students:

	Points
Class Participation	15
Weekly Quizzes	15
Reaction Paper	20
Case Study	20
Final Exam	30
TOTAL	100

For Undergraduate Students:

	Points
Class Participation	15
Weekly Quizzes	15
Reaction Paper	20
Case Study	20
Final Exam	30
TOTAL	100

Graduate Grading Scale

90-100	A
80- 89	B
70-79	C
69 & Below	E

Undergraduate Grading Scale

90-100	A
80- 89	B
70-79	C
60-69	D
Below 69	E

Course Schedule

		Readings
Week 1	Introduction to the course Historical overview of transition Federal requirements for transition Components of successful transition planning Student directed IEPs	Text: Chapter 1
Week 2	Community-based work transition Vocational Exploration Current research in transition The experiences of families in transition Transition to postsecondary education	Text: Chapter 4 & 6
Week 3	Supported employment – history and development Barriers to successful supported employment APSE – The Network on Employment	Text: Chapter 11 & 12
Week 4	Components of supported employment Job analysis Fading and follow up Connecting transition and supported employment	

Week 5	Social role valorization and its role in supported employment and transition Self-determination and self-advocacy Enhancing life outcomes – social, avocational, and spiritual networks	Text: Chapter 2
Week 6	Principles of independent living Independent living history Independent living and state rehabilitation Supported Living Funding streams that impact independent living and employment	Text: Chapter: 14 & 15
Week 7	Rehabilitation technology across transition and supported employment Introduction to job accommodations Rehabilitation technology across environments	Text: Chapter 9
Week 8	Person-centered planning, overview and history Person-centered planning tools Final exam	Text: Chapters 3 & 5

Other Course-Related Information

Students in Need of Accommodations: Any student in need of accommodations in order to meet the requirements of the course should inform the instructor at the beginning of the course. Additionally, students may obtain information related to classroom accommodations through the university Disability Resource Center (DRC). The DRC certifies the need for, and specifies the particular type of, such accommodations on a student-by-student basis. DRC staff can answer questions and provide guidance and assistance. Visit: www.uky.edu/StudentAffairs/DisabilityResourceCenter/ for more information.

Office Hours: Course instructors will be available throughout the semester. Additionally, the instructors are available to speak with you, via email or telephone, concerning class matters throughout the semester. If you send an email, you can expect a response within a maximum of 48 hours, though most responses occur even quicker.

Excused Absences: Completion of all course assignments/activities, including discussion board participation is mandatory. Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2). Acceptance of late assignments is at the discretion of the course instructor. According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation will be required.

Late Assignments: In order to achieve and maintain sufficient progress in this web-based course it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the announcement page with regard to each individual assignment. The submission window will close for each respective assignment after the due date indicated. Failure to submit an assignment by the due date will result in a penalty of 5 points (on a 100 point scale) per day and could result in a failing grade for the assignment unless prior arrangements are made with the course instructor.

Student Integrity: Any cheating or plagiarism will be addressed in accordance with University guidelines. Plagiarism or cheating will result in a grade of "E" for the course, and may result in a recommendation for expulsion from the university. Please see section 3.1 of the university *Student Rights and Responsibilities* for a detailed discussion of student plagiarism/cheating.

Distance Learning Library Services: To get more information on the Distance Learning Library Services, visit: www.uky.edu/Libraries/DLLS or contact Carla Cantagallo 859.257.0500 ext 2171; long-distance 800.828.0439 (email: dllservice@email.uky.edu). To learn about the DL Interlibrary Loan Service visit: www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16

Additional Readings/Reference Materials

Albrecht, G. L., Seelman, K. D, & Bury, M. (eds.) (2001). *Handbook of Disability Studies.* Sage publishers.

Bond, G. R. (20)4). Supported employment: Evidence for *an* evidence-based practice. Psychiatric Rehabilitation Journal, 27 (4), 345-359.

Bond, G.R., Becker, D.R., Drake, R.E., Rapp, CA., Meister, N., Lehman, A.F., Bell, M.D., *and* Blyler, C.R. (2001). Implementing supported employment as an evidence based practice. *Psychiatric Services, 52 (3),* 313-322.

Campbell, J. & Lehr-Essex, E. (1994). Factors affecting parents in their future planning for a *son* or daughter with developmental disabilities. *Education Training in Mental Retardation and Developmental Disabilities, 29 (3),* pp 222-228.

Gowdy, E.A., Carlson, L.S, &. Rapp, C.A. (2004). Organizational factors differentiating high-performing from low-performing supported employment programs. *Psychiatric Rehabilitation Journal, 28 (2),* 150-156.

Halpern, A. & Doran, B. & Bends, M. (1993). Job experiences of students with disabilities in their last two years in school. *Career Development for Exceptional Individuals, 16 (1),* pp 63-74.

Heal, L., & Rusch, F. (1995). Predicting employment for student who leave special education high school programs. *Exceptional Children,* 61(5), pp 472-488.

Hughes, C. (1992). It's my life! Facilitating self-advocacy through the transition planning process. *LINCletter. 15 (1).*

Inge, K., Dymond, S. & Wehman, P. (1996). Transition from school to adulthood. P. J. McLaughlin & P. Wehman & (Eds.). *Mental Retardation and Developmental Disabilities pp* 69-84. Austin: PRO-ED.

Mac-Donald-Wilson, K.L., Rogers, E.S., Massaro, J.M., Lyass, A., & Crean, T. (2002). An investigation of reasonable workplace accommodations for people with psychiatric disabilities: Qualitative findings from a multi-site study. *Community Mental Health Journal. 38 (1), 35-50.*

MacMillan, D.L., Widaman, K., Balow, Borthwick-Duffy, S., Hendrick, I., & Hemsley, R. (1992). Special education students exiting the educational system. *Journal of Special Education, 26 (1), pp 20-36.*

McGrew, J.H., Johannessen, J.K., Griss, M.E., Born, D.L., & Katuin, C.H. (2005). Performance-based funding of supported employment: A multi-site controlled trial. *Journal of Vocational Rehabilitation, 23, 81-99.*

McNulty, K. (1995). Parents speak out: Perspectives on transition services. In J. Everson (Ed.) *Supporting young adults who are deaf and blind in the communities.* Baltimore: Paul Brookes Publishing Co., pp *87-98.*

Sale, P., Metzler, H., Everson, J., & Moon, J.S. (1991). Quality indicators of successful vocational transition programs. *Journal of Vocational Rehabilitation, 1 (4), pp* 47-63.

Wehman, P. (1996). *Life Beyond the Classroom: Transition Strategies for Young Adults with Disabilities* (2nd ed.). Baltimore: Paul Brookes Publishing Company.

Wehman, P., Revell, W. G. (1995). Transition into supported employment *for young* adults with severe disabilities: Current practices and future directions. *Journal of Vocational Rehabilitation.*

Wermuth, T. (1991). Impact *of* educational legislation on transition and supported employment programs. *The Advance, 3 (1), pp 3-4.*

West, L.L. (1987). Designing vocational programs for special needs individuals. In G.D. *Meers (Ed.), Handbook of vocational special needs education (2nd ed.)* (pp 222-242): Rockville, MD, Aspen.

Whitney-Thomas, J. & Hanley-Maxwell, C. (1996). Packing the parachute: Parents experiences as their children prepare to leave high school. *Exceptional Children, 63* (1), pp 75-87.

Syllabus
RC 560 Supported Employment, Transition, and Independent Living
Distance Learning

Instructor: Kathy Sheppard-Jones, PhD, CRC
Office Phone: (859) 257-8104
Office Hours: By appointment
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3. Understand and utilize the philosophies and concepts for supported employment, transition, and independent living.
4. Understand and apply job placement strategies for supported employment and transition programs.

Assignments:

1-Discussion Board Participation

Students are expected to participate in the course through contribution in threaded discussion. Your instructors will advise you as to what is expected for full credit. Reasons for losing points in this requirement include lack of participation or consistent participation that is not topical.

2-Weekly Quizzes

Following review of each week's materials, students will complete a quiz consisting of no more than ten questions.

3-Reaction Paper

Your reaction paper should be approximately 4 pages in length and reflect your reasoned response to a class discussion of an important issue or to a key concept presented in our lectures or readings. Reaction papers are not simply summaries of what you have read or discussed, but rather are critical responses to a specific problem or issue addressed in the context of this course. Reaction papers may integrate new readings/experiences into your previous knowledge and experience, explore new insights into a specific problem, or analyze the implications of a specific position or conclusion. Guidelines for completing reaction papers will be available in the "assignments" folder.

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(DRC). The DRC certifies the need for, and specifies the particular type of, such accommodations on a student-by-student basis. DRC staff can answer questions and provide guidance and assistance. Visit: www.uky.edu/StudentAffairs/DisabilityResourceCenter/ for more information.

Office Hours: Course instructors will be available throughout the semester. Additionally, the instructors are available to speak with you, via email or telephone, concerning class matters throughout the semester. If you send an email, you can expect a response within a maximum of 48 hours, though most responses occur even quicker.

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Late Assignments: In order to achieve and maintain sufficient progress in this web-based course it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the announcement page with regard to each individual assignment. The submission window will close for each respective assignment after the due date indicated. Failure to submit an assignment by the due date will result in a penalty of 5 points (on a 100 point scale) per day and could result in a failing grade for the assignment unless prior arrangements are made with the course instructor.

Student Integrity: Any cheating or plagiarism will be addressed in accordance with University guidelines. Plagiarism or cheating will result in a grade of "E" for the course, and may result in a recommendation for expulsion from the university. Please see section 3.1 of the university *Student Rights and Responsibilities* for a detailed discussion of student plagiarism/cheating.

On-line classroom behavior, decorum, and civility: The university, and the course instructor and facilitator(s), maintain a commitment to respect the dignity of all students/guests, and to value responsible differences among members of the academic community. Discussion and debate are integral components of academic discovery, and every individual retains the rights to disagree respectfully in the course of that discovery. Students/guests have the right to take reasoned and respectful exception to opinions voiced by the course instructor or facilitator(s), other students, or guests. The expected level of civility in this course will not tolerate attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such personal factors.

Distance Learning Library Services: To get more information on the Distance Learning Library Services, visit: www.uky.edu/Libraries/DLLS or contact Carla Cantagallo 859.257.0500 ext 2171; long-distance 800.828.0439 (email: dllservice@email.uky.edu). To learn about the DL Interlibrary Loan Service visit: www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16

Technical Support

If you experience technical difficulties that preclude you from accessing course materials or participating in the course, contact:

TASC: 859.257.8272 or visit: www.uky.edu/TASC

Information Technology Customer Service Center: 859.257.1300 or visit: www.uky.edy/UKIT/

In addition, you **must** inform your primary instructor if the technical difficulties will impact your ability to meet course deadlines.

Additional Readings/Reference Materials

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