

# Issues in Information and Communication Technology Policy

ICT 205, Section 001, Fall 2018

**Instructor:** Prof. Bryce C. Newell  
**Class time and location:** Tu & Th, 9:30 am – 10:45 am, L.C. Little Fine Arts Library, Room 302  
**Office address:** 341 Lucille Little Fine Arts Library (LCLI)  
**Email:** [brycnewell@uky.edu](mailto:brycnewell@uky.edu)  
**Office phone:** (859) 218-3415  
**Office hours:** Tuesday and Thursday from 11:00am-1:00pm  
**Virtual office hours:** During office hours (or by appointment) via Zoom:  
<https://uky.zoom.us/j/7332000666>

**Preferred method of contact:** Email.

**Communication and appointments policy:** Contact me via e-mail to schedule an appointment to meet or to talk about the class; I will try to respond as soon as possible, usually within 24-48 hours during weekdays, or on Monday for emails sent over weekends. I will generally not check or respond to my email on weekends or holidays, so please be patient if you email me during these time periods.

## COURSE DESCRIPTION

This course introduces students to the legal, political, and ethical issues confronting today's information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure. All of these issues are examined with respect to the global cultures from which they develop.

## PREREQUISITES

None.

## STUDENT LEARNING OUTCOMES

Students completing the course will be able to:

1. Define and describe relevant aspects of ICT policy;
2. Understand how systems of shared values influence the creation of laws, policies, and regulations;
3. Recognize, evaluate and determine emerging policy issues and how it impacts the ICT landscape;
4. Identify stakeholders impacted by ICT policy development;
5. Critically consider Constitutional sections, amendments, acts, laws, and court decisions that govern information and communication technologies in the United States and abroad;
6. Critically consider specific national and global policy issues governing information, communication, and technology professions, particularly in regard to freedom of speech, information equity, and standards of moral and ethical conduct.

## COURSE OBJECTIVES

1. To examine the ways in which culture influences the creation and maintenance of law, policy, and regulation;
2. To examine the implications of current issues and trends in the global ICT infrastructure on policy development and maintenance;

3. To evaluate the methodologies and tools for the development of contemporary ICT law and policy;
4. To analyze key issues in ICT policy related to government and private sector information, intellectual property, censorship, information equity, and information security;
5. To discuss the ethical aspects of ICT policy and law in global civil society.

## REQUIRED MATERIALS

None. All required readings will be posted to Canvas (or linked to online, if they are open-access materials). Assigned readings are noted in the Course Schedule (on Canvas).

### Canvas

The Canvas course management system will be used to facilitate the class. The course’s Canvas page is at <https://uk.instructure.com/courses/1935360>. Please visit <https://www.uky.edu/canvas/> to learn about this system and the login requirements.

### Computer and Internet Access

You will need access to an appropriate computer with a broadband Internet connection and a word processing program (e.g., Microsoft Word).

## SUMMARY OF ASSIGNMENTS

<u>Assignment</u>	<u>Deadline</u>	<u>Points</u>
Reading group	Varies per student	15
Leadership (x2; 5 pts each)	--	(10)
Participation (x10; 0.5 pts each)	--	(5)
Midterm project: Takeout, unpack, and critique	Oct. 11	15
Debate	Varies; in class	10
Pop quizzes (x5; 5 pts possible each)	Varies; in class (unannounced)	25
Surveillance journal	Dec. 6	10
Final project		25
Preliminary written project proposal	Oct. 11	(2)
Updated proposal (project report)	Dec. 11	(6)
Time-based media project	Dec. 11	(12)
Final presentation	Dec. 11	(5)
<b>TOTAL</b>		<b>100</b>

## SUMMARY DESCRIPTION OF COURSE ASSIGNMENTS

Success in this course will require student attendance and participation—in class and outside of class. The following paragraphs summarize the graded assignments for the course. Please note that there are a variety of on-campus resources for students to seek assistance on oral or written assignments, including Presentation U! (<http://www.uky.edu/presentationU/>). Please make use of the resources that are available to you, as needed.

All written assignments are due by 11:59pm on the dates indicated above, unless otherwise noted. Written assignments must be submitted online via Canvas. It is the student’s responsibility to ensure that all assignments are submitted successfully in Canvas, so please check your submissions after submitting to ensure no errors have occurred. **All written assignments should be submitted in letter format with 12pt Times New Roman (or similar) text and single or 1.15-line spacing, and with standard (e.g., 1 inch) margins.**

**Reading Group**

You will be assigned to a reading group for the semester. As part of the reading group, you will be required to 1) lead two discussions with your group (on assigned days) of the allotted readings for those days, and 2) participate in all (10) reading group discussions that will take place during class.

**Leadership:** As leader, you will be responsible for reading assigned readings and leading two 10-minute discussions with your group. You should come prepared to generate discussion (including asking questions of your group members to help facilitate the discussion), which should last for at least 10 minutes. Prior to the class starting on your assigned leadership days, you should submit (via Canvas) a short summary of the reading as well as your list of prepared questions for your group.

**Participation:** When not leading the discussion, you will be graded on your participation in discussions led by your groupmates. You should be in attendance and actively participating in the discussion to receive full points (which will also require having read the material prior to class).

**Pop Quizzes**

Throughout the term there will be five pop quizzes. The quizzes will be based on the readings—and all readings since the previous quiz will be fair game. The quizzes will not be announced ahead of time, so you must be in attendance to participate in the quizzes when they occur. Each quiz will consist of ten multiple-choice questions, administered on paper-based scratch-off forms. Each question is worth 0.5 points, but—as the scratch-off quiz forms allow multiple attempts for each question—partial credit will be given for correct answers on the second try (reduced by 50%, or 0.25 pts). That is, if you don’t get it right the first time, scratch off a second answer for the possibility of partial credit. Any answers with three or more answers scratched off will not receive any credit.

**Debate**

You will be required to participate in one in-class debate as part of a team. The debate will be worth 10% of your final grade. Each student will be randomly assigned to a debate team of 3-4 students (depending on course enrollments). Each team will be randomly assigned to a debate date and topic. The statements to be debated will be announced at least 2 weeks prior to each debate, but teams will not know whether they will be debating the negative or affirmative case until 5 minutes prior to the debate itself. Thus, students will need to brief both sides of the case in preparation for the debates. The debates will follow a modified Lincoln-Douglas debate structure, as outlined below.

Time	Speech	Description
4 min.	Affirmative Constructive	The Affirmative reads a pre-written case.
4 min.	Cross Examination	The Negative asks the Affirmative questions about the Affirmative case.
5 min.	Negative Constructive (and first negative Rebuttal)	The Negative (almost always) reads a pre-written case and (almost always) moves on to address the Affirmative's case.
4 min.	Cross Examination	The Affirmative asks the Negative questions.
4 min.	First Affirmative Rebuttal	The Affirmative addresses both his/her opponent's case and his/her own. This speech is considered by many debaters to be the most difficult.
5 min.	The Negative Rebuttal	The Negative addresses the arguments of the previous speech and summarizes the round for the judges.
2 min.	The Second Affirmative Rebuttal	The Affirmative addresses the arguments of the previous speech and summarizes the round for the judges.
<b>28 min.</b>		

**Mid-Term Project: Takeout, Unpack, and Critique**

For this assignment, you will be required to download and analyze the data that Google or Facebook (or, if appropriate, another social media platform) holds about you. To receive credit, you should:

- 1) **Get the data.** Download the data that Facebook, Google, or some other large internet service provider has about you (see links below for resources to help you get started);
- 2) **Data analysis.** Sift through it and unpack what’s contained in the data. As part of your analysis, you must create at least one visualization of the data, using data visualization software (e.g., Tableau, Adobe Creative Suite, etc.) OR physical/analog materials (pen, markers, paper, etc.);
- 3) **Report.** Write a 400–600 word report in which you discuss what sorts of things the company knows about you and what it (apparently) thinks about who you are (your “digital double”) given the data it has, and conclude by discussing how comfortable you are with what you have found. Please also explain whether or not you intend to use the platform differently in the future because of what you learned while doing this analysis.

See the following resources for instructions for getting your data, as well as ideas and examples:

- <https://amp.theguardian.com/commentisfree/2018/mar/28/all-the-data-facebook-google-has-on-you-privacy>;
- <https://www.wired.com/story/download-facebook-data-how-to-read/>;
- <https://www.nytimes.com/2018/04/11/technology/personaltech/i-downloaded-the-information-that-facebook-has-on-me-yikes.html>;
- <https://www.cnbc.com/2018/03/29/how-to-download-a-copy-of-everything-google-knows-about-you.html>.

**Surveillance Journal**

Throughout the semester, you should keep a journal (e.g., an editable Word or GoogleDoc document) in which you document how surveillance is part of, intrudes on, or exists in your life. The format for the project can take a variety of different shapes, but it should include both text and images and you should date your entries. For example, you might take notes about when and where you noticed some form of surveillance (whether online or in the physical world, e.g., web trackers or cameras) and also take photographs or sketch images of the devices or scenes in which you find surveillance devices or practices. By the end of the semester, you should have a fairly robust journal of how surveillance contacted you in your daily life over these next few months. Prior to turning in the final draft for credit, you should write a formal introduction to the journal (provide an overview of how you compiled the journal, what you included or didn’t include, and why you did or did not include certain things—your method) as well as a conclusion in which you reflect on each of the following questions:

- 1) Did keeping the journal change the way you thought about surveillance in your daily life or alter your behavior in any way? If so, how? If not, why not?
- 2) In your opinion, do any of the forms of surveillance you noticed this semester go too far? Do they intrude on (your) personal privacy? Explain.
- 3) Based on your experience, and the responses to the first two questions, would you propose any changes to the way surveillance is allowed to operate (online or offline)? Would you propose any changes to current law or policy?

**Final (Group) Project: Time-based Media Project on an ICT Policy Issue**

In lieu of a final exam (which we will not have), you will be required to work (individually or with a group, based on your preference) on a final class project over the course of the semester, in which you will plan, research, and produce a short (4-6) minute time-based media piece (documentary, animation, or podcast) on an issue of ICT policy (and in which you also compare the US policy on your chose topic with the approach taken in another country of your choosing). This project will conclude with a final presentation (of your meda project + time for a few short questions) during our final week of classes

(Dec. 4–6, 2018). Students will be allowed to form their own groups of 3-4 students (or indicate they prefer a solo project) until Sept. 27, 2018. Any students not in a group after that date will be randomly assigned to a group (either a new group or to a pre-existing group).

As part of the project, you will be required to **1)** identify an issue of ICT policy that is of interest to everyone in your group, **2)** develop a research question (or questions, if they are highly-related or dependent on each other), **3)** conduct a literature review of relevant academic literature (examining literature focused on the US and one other country or jurisdiction), **4)** conduct a small number of interviews (minimum of four interviews) with people outside the class (i.e., not fellow students or your instructor; choose people based on their expertise or because they provide you with the opportunity to get input on your chosen issue from people with a broad range of different perspectives), and **5)** produce (shoot/animate/record, edit, and render) your documentary film, animation, or podcast and provide a link to your final project (hosted on Vimeo or YouTube, etc.; private links are OK), and **6)** present your project to the rest of the class during our final week of classes (show project + answer questions about your project). Within your film/animation/podcast, you should identify the ICT policy issue you are confronting, how that issue is handled in the US and one other jurisdiction (**to be clear, your project must compare and contrast the approach to the issue in the US with the approach taken by another jurisdiction**), the primary question you sought to answer, and some normative conclusions based on your research and interviews.

Due dates:

**Sept. 27** – finalize group or individual assignments. Submit names of group members via canvas.

**Oct. 11 (2 points)** – submit (via Canvas) a document containing the following information:

- 1) The names of each member of your team;
- 2) A description of the ICT policy issue you are seeking to address;
- 3) Your primary research question(s);
- 4) A preliminary research plan (including interview questions and a description of who you plan to interview).

**Dec. 11 (@ 10:29 am, before final exam period begins)** – Submit (via Canvas):

- 1) A link to your project (private links from Vimeo or YouTube, etc., are fine) (**the time-based-media portion is worth 12 of your 30 possible points**); and
- 2) An updated version of the document submitted earlier, including an additional written literature review (400–600 words) summarizing relevant academic literature (e.g., journal articles, conference papers, books) in which you identify i) what research already exists that is relevant to your research question(s), and ii) what gaps in the existing research you sought to fill by completing your project. (**This document is worth 6 of your 30 possible points.**)

**Final presentations** will be scheduled during the final exam period on Dec. 11 between 10:30am and 12:30pm. (**Presentations will be worth 5 of your 30 possible points.**)

### LATE SUBMISSIONS

If you submit a piece of coursework after the deadline but within 24 hours of the deadline, your mark will be reduced by 25 percent (i.e. you will receive 75 percent of what you would have received if the assignment was turned in on time). Assignments turned in more than 24 hours (but less than 48 hours) after the deadline will receive a 50 percent deduction. Assignments turned in 48 or more hours late will not be accepted and will not be graded (i.e., you will get zero points for that assignment). The only exceptions to these rules will be for excused absences, which will be handled according to University policies (see Senate Rule 5.2.4.2; more details are outlined below in the General Course Policies section of the syllabus) and for situations where the instructor deems an extension reasonable.

## **COURSE GRADING**

### **Undergraduate Grading Scale**

- [90% – 100%] = A (Exceptional Achievement)
- [80% – 89%] = B (High Achievement)
- [70% – 79%] = C (Average Achievement)
- [60% – 69%] = D (Below Average Achievement)
- [00% – 59%] = F (**Fail**)

### **Grading Rubric for Written Assignments**

The following grading rubric will be employed to evaluate submitted written assignments:

#### Written communication (50%)

##### Organization (25% possible)

- Professional quality (25%): The essay can be easily followed. A combination of the following is apparent: Effective transitions are used; a professional format is used.
- Adequate (20%): The essay can be easily followed. A combination of the following is apparent: Basic transitions are used; a structured format is used.
- Needs Improvement (15%): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format.
- Inadequate (10%): There appears to be no organization of the essay's contents.

##### Mechanics and grammar (25% possible)

- Professional quality (25%): The essay is clear and concise and contains no grammatical or mechanical errors.
- Adequate (20%): The essay contains minimal grammatical or mechanical errors.
- Needs improvement (15%): The essay contains numerous grammatical and mechanical errors.
- Inadequate (10%): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics

#### Content (50%)

##### Correctness of facts (25% possible)

- Professional quality (25%): All facts are correct, and the technical explanation is both concise and complete.
- Adequate (20%): Technical details are generally correct.
- Needs improvement (15%): Some facts are wrong.
- Inadequate (10%): Most facts are wrong.

##### Completeness (25% possible)

- Professional quality (25%): Addressed all questions completely.
- Needs improvement (15%): Addressed the questions, but provided few details.
- Adequate (20%): Address the questions, but left out some details.
- Inadequate (10%): Did not address some of the questions.

### **Midterm Grade Policy**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/content/academic-calendar>).

### **Final Exam Information**

There is no formal, written final exam in this class, although we will have a final (group) project due at the end of the semester and which will be presented during our scheduled final exam period. The final exam is scheduled for Dec. 11, 2018 from 10:30am–12:30pm (<https://www.uky.edu/registrar/content/fall-final-exam-schedule>). Please see the summary of the final project above for more details.

### **GENERAL COURSE POLICIES**

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>.

#### **Attendance Policy**

You are expected to attend every class session. Some assignments require attendance, and excessive unexcused absences may result in a lower grade. If a student misses 20% or more of the class (6 or more class sessions), the student will fail the course and will be expected to withdraw from the course (SR 5.2.4.1-2) (Senate Rules are available online at <http://www.uky.edu/universitysenate/>). This class is a community whose success depends on everyone's participation, and it is vital for you to attend class in order to be successful. If you are absent on a day when an assignment is due, you will be allowed to hand in or make up that work only if the absence is officially excused. You will be asked to provide official written documentation for excused absences the next time you are in class in order for your absence to be excused. If you know ahead of time that you will be absent from class with an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made prior to such absences. For any emergency situation that arises, email your instructor as soon as you know about the situation when possible. No make-up work is available for in-class exercises unless approved in advance by your instructor. Students have one week to complete a missed assignment or quiz due to an excused absence upon their return without penalty.

#### **Excused Absences (S.R. 5.2.4.2)**

Students need to notify the professor of absences prior to class when possible. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of Student Rights and Responsibilities or on the web at [http://www.uky.edu/Faculty/Senate/rules\\_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012\\_clean.pdf](http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf).

If a student has excused absences in excess of one-fifth (20%) of the class contact hours for that course, a student has the right to receive a "W", or the Instructor of Record may award an "I" for the course if the student declines to receive a "W" [US: 2/9/1987; SREC: 11/20/1987; US: 2/8/2016].

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Academic Integrity, Cheating, and Plagiarism**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Group Work & Student Collaboration**

Unless otherwise noted, all assignments are expected to be done by the individual student. Students are only allowed to collaborate on assignments when explicitly allowed by the instructor or syllabus.

### **Incompletes**

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 <http://www.uky.edu/StudentAffairs/Code/part2.html>.

### **Classroom Behavior**

Students are expected to fully participate in class. This means having completed all assigned readings prior to class and arriving prepared to discuss the topics for that class period. Participation also includes activity on our Canvas site used to facilitate in-class activities. All students participating in classroom discussions are expected to provide relevant discussion, be respectful of other classmates and their opinions, and share any relevant personal experience that may add to the topic at hand. You are encouraged to make your own arguments and state your own opinions about relevant issues we cover in class, but you must do so in a way that respects opposing points of view and does not belittle or denigrate the opinions of others in the class. Additionally, you should be prepared to present and defend the premises of (or logical reasons behind) your arguments and to not simply state conclusions.

### **Technology use in the classroom**

You may use laptops and other devices in the classroom for class-related purposes (completing in-class assignments, reviewing class readings or other lecture and class related materials, etc.). The use of smartphones, tablets, laptops, or other technologies in the classroom for non-class-related activities is not allowed. Violations of this policy may result, at the discretion of the instructor, in changes to this policy and/or penalties to students' participation grades for the course.

### **Academic accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

## **TECHNOLOGY INFORMATION & RESOURCES**

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-218-4357

### **Library Services & Distance Learning Services**

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (opt. #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16).

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>.

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>.

### **MILITARY MEMBERS AND VETERANS**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.