



UNK General Education Council Meeting
Agenda
Thursday, November 6
101 Calvin T. Ryan Library, 3:30 p.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. AGENDA APPROVAL (completed by November 4 *via* e-mail)
- IV. APPROVAL OF PREVIOUS MEETING MINUTES – **10/2/25 enclosed**
- V. SPECIAL PRESENTATIONS
- VI. REPORTS
 - A. Senior Vice-Chancellor of Academic Affairs
 - B. Registrar
 - C. Director of Assessment & Accreditation
 - D. Director of Academic Advising & Career Development
 - E. Director of General Education
 - i. Update on Assessment Review/Revision process
 - ii. LOPR 101 – spring sections, training & revision calendar
 - F. Non-business Item Reports from Subcommittees
- VII. OLD BUSINESS
 - A. Oversight Subcommittee report on potential for ENG 102 in LOPER 2
- VIII. NEW BUSINESS
 - A. Course Proposals – **attached**
 - i. CYBR 140 (The Internet Explained) for addition to LOPER 9
 - ii. MATH 108 (Applied College Algebra & Geometry) for addition to LOPER 4
- IX. GENERAL COMMENTS (from Council members)
- X. ADJOURNMENT



UNK General Education Council Meeting Minutes

Thursday, October 2, 2025

101 Calvin T. Ryan Library, 3:30 p.m.

(UNOFFICIAL)

Present: Derek Boeckner, Kurt Borchard, Joe Dolence, Chris Exstrom, Heather Kennedy, Katherine Moen, John Petzet, Rochelle Reeves, Chris Steinke, Jane Strawhecker, Frank Tenkorang, Evan Boyd, Janice Emal, John Gibbs, Lisa Neal, Nita Unruh, Scott Unruh, Gabriela Valencia

Absent: Kate Heelan, Angela Hollman, Heather Meyer, SVCAA Julie Shaffer

Guests: Seth Long, Amanda Sladek

- I. CALL TO ORDER
- II. ROLL CALL
- III. AGENDA APPROVAL (completed on September 30 *via* e-mail)
- IV. APPROVAL OF PREVIOUS MEETING MINUTES – 9/4/25 enclosed
 - A. Boeckner moved and Reeves seconded the motion to approve the 9/4/25 meeting minutes. **Motion Carried.**
- V. SPECIAL PRESENTATIONS
 - A. None
- VI. REPORTS
 - A. Senior Vice-Chancellor of Academic Affairs
 - i. N. Unruh conveyed to council members that SVCAA Shaffer feels everyone is doing a great job.
 - B. Registrar
 - i. Neal informed council members that she is available to assist with accessing information and to contact her if needed.
 - C. Director of Assessment & Accreditation
 - i. S. Unruh requested that all council members continue their data collection for LOPR 101.
 - D. Director of Academic Advising & Career Development
 - i. Gibbs reported that the Fall 2025 Career & Internship Fair that was held on October 2 had an excellent turn out and they were receiving favorable employer feedback.

E. Director of General Education

- i. Report on Institute on Developing & Sustaining First-Year Seminars, University of South Carolina National Resource Center for the First-Year Experience & Students in Transition, Columbia, SC, September 18-19
 1. Exstrom reported on his recent trip to Columbia, South Carolina to attend the Institute of Developing & Sustaining First-Year Seminars. The sessions included information on trends and practices connected to first-year seminars and how to identify new strategies to ensure the success of first-year students and to increase retention rates. Exstrom felt future considerations here at UNK might include sponsoring FYS and FYE conference travel, utilizing the best instructors regardless of their classification, employing academic skills sequencing flexibility, using upper-class students as peer mentors and offering a Second-year Seminar Class.
- ii. LOPER 10
 1. Exstrom provided a heads-up to each council member regarding UNK's LOPER 10 which addresses respect for human diversity. He expressed the need for each department and/or college to discuss how they really feel about LOPER 10 and its efficacy.

F. Non-business Item Reports from Subcommittees – **rosters enclosed**

- i. Exstrom explained that subcommittee assignments had been made and referenced the roster that was included in the meeting packet.

VII. OLD BUSINESS

A. Proposed LOPR 101 regrade policy – **enclosed**

- i. Exstrom brought the proposed General Education Council LOPR 101 Grade Replacement Policy to everyone's attention. Neal confirmed that there is nothing in the proposal that would violate any policies. After a brief discussion, a motion was made by Boeckner and seconded by Moen to accept the General Education Council LOPR 101 Grade Replacement policy. **Motion Carried.**

VIII. NEW BUSINESS

A. Writing in the General Education curriculum – Guest presentation: Seth Long and Amanda Sladek, Department of English

- i. Long addressed the council asking them to replace ENG 101 and 102 with ENG 102 to satisfy LOPER 2 requirements. This action would put UNK in line with similar institutions. Long and Sladek emphasized that the majority of students entering UNK already have credit for ENG 101

and that incoming students without ENG 101 credit can submit a portfolio of high school writing enabling them to skip ENG 101 and place directly into ENG 102. After discussion ended, Exstrom asked each council member to reflect on this concept and to send their thoughts to him. At that point, the Oversight Committee can take it on and do further research and investigation. No official action was taken on this agenda item.

B. Discussion and acceptance of 2024-25 General Education assessment report – **executive summary, response from Assessment Subcommittee enclosed**

- i. The Assessment Subcommittee made conclusions and recommendations based on the report presented to the council last month. There were no objections to their report. The council accepted the report and Exstrom will release the report to the campus at large.

IX. GENERAL COMMENTS (from Council Members)

- A. None

X. ADJOURNMENT

- A. With no more agenda items to discuss, the motion was made by Boeckner and seconded by Strawhecker to adjourn. **Meeting adjourned at 4:38pm.**

Next meeting: November 6, 2025 @ 3:30 pm, 101 Calvin T. Ryan Library

CYBR 140

UNK General Education Course Proposal Checklist

Complete the following checklist and include this in your course proposal. Marking "yes" affirms that your proposal includes the required information and that information is complete.

The Director of General Education will review your proposal to make sure all of the following information is included. Once approved, the proposal will then be reviewed by the General Education Council Course Review Subcommittee prior to consideration by the full Council.

Proposal includes required Course Information (Part 2):	Yes
Basic course information (prefix, number, title, and credit hrs.; catalog description)	☒
Proposing department and contact person	☒
Type of GS course: ☒ Existing course, new to GS; OR ☐ Newly-created course ¹	☒
Department assurance that all sections will be taught consistent with submitted syllabus	☒
Department assurance that all sections will meet all LOPER category learning outcomes	☒
Department assurance that all instructors will participate in GS Program assessment	☒
LOPER category (or categories, where applicable)	☒
Learning outcomes for LOPER category (or categories, where applicable)	☒
Detailed explanation / evidence of how course will achieve the learning outcomes	☒
Proposal includes Course Syllabus with required contents (Part 3):	Yes
Syllabus includes all required Basic Course Information ²	☒
Syllabus includes all required General Studies Program Information	☒
Syllabus includes all required Course and University Policy Information ³	☒
Director of General Education approval of required proposal information:	
Name (please print): Christopher L. Exstrom	
Signature: 	

¹ For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process.

² The submitted syllabus may use headings or spaces for instructor-specific information and omit those details.

³ The submitted syllabus should include examples of the course policies that are required to be included in a syllabus, but it should indicate which of those are instructor-specific and which are common to all sections/instructors of the course.

CYBR 140 Proposal

Part 1: Course Information Document Requirements

1. Basic submission information:

- a. Course prefix and number:

CYBR 140

- b. Course title:

The Internet Explained

- c. Credit hours:

3 Credit hours.

- d. Catalog description

This course explores the internet as a powerful force, which continues to shape culture, politics, and economies worldwide. Through historical analysis and critical exploration, students identify public issues, evaluate information, and assess civic consequences. Students will become informed digital citizens ready to address challenges in today's interconnected world.

- e. Department or program that is proposing the course's inclusion in the GE Program

Cyber Systems Department

- f. Contact person (and their contact information)

Angela K Hollman

Email: hollmanak@unk.edu

- g. Indicate if the proposed course is:

It is an existing UNK course that is being proposed for addition to the GE Program under LOPER 9. This course previously in old general education and was successfully assessed

2. Department assurance statements:

- a. The Council relies on chairs and departments to act in good faith in delivering General Education courses once they are approved for inclusion in the Program. The Council also depends on instructors (including visiting and adjunct faculty) to cooperate in collecting and reporting data on student performance, and to provide the Council with information on how their GE courses are being taught, so the Council can assess the Program's effectiveness. Accordingly, we require that the proposal includes assurances from the department on all of the following:
- All sections of the course will be taught in a manner consistent with the submitted syllabus. Reasonable instructor freedom to select assigned texts/materials, craft assignments, and adopt their own course policies is, of course, permitted.

- All sections of the course will meet all learning outcomes for the LOPER category (or categories, where applicable) for which the course is approved.
- All instructors will participate in GE Program assessment. Courses approved to meet LOPER categories will be scheduled for assessment in rotating semesters; this schedule will be announced to campus and posted on the General Education for Faculty Canvas organization. Instructors are responsible to collect the requested data and report it to the GE Director by the established deadline. Instructors also are responsible to submit their GE course syllabi to the Council upon request.

3. Suitability for the GE Program:

- LOPER 9: Civic Competency & Engagement
- Student Learning Outcomes for LOPER General Education

DISPOSITIONAL REQUIREMENTS – Every university-educated person should have:

Civic competency and engagement (Civic competency encompasses civic knowledge; analytical skills; and participatory and involvement skills. Civic engagement encompasses motivations, attitudes, and efficacy; democratic norms and values; and participation and activities.) Courses must meet all learning outcomes. Assessed as:

1. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.
2. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them
3. Can evaluate practices and decisions for their civic consequences
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern

- Explain clearly and in detail how the course meets each learning outcome and how student achievement of those outcomes will be demonstrated.

1. Current Events Discussion – Current events discussion will be facilitated in the classroom. You will be expected to bring to class a typed initial discussion and be prepared to talk.

Example 1: Discussion about Internet as Open Source. Before class: Students will be asked to prepare 500 words on the purpose of the internet engineering task force and its technical documents known as Request for Comment (RFC). In class, the instructor will facilitate a discussion surrounding the public participation and contribution to IETF and RFCs processes. (Outcome 1)

Example 2: Discussion about Internet accessibility. Before class, students will be asked to prepare 500-word rural vs urban, and socioeconomic disparities. In class, the instructor will facilitate a discussion surrounding the idea of internet accessibility for certain classes of people. Different people have different internet access. Why? (Outcome 2)

2. Small Project class debate: Internet as a utility: students will debate whether the internet should be treated as a utility such as electricity or as commercial service. Other aspects such as the affordable connectivity program will be examined. (Outcome 4)

3. Essay: the influence of social media on election processes. Students will write an essay of choice about how voters interact with politics using social media or how information about the election is disseminated or how politicians conduct their campaigns using social media. (Outcome 3)

CYBR140 – The Internet Explained

Section 01 | Fall 2026

Blended Course – Meeting Wednesdays-only at 11:15am

Instructor:

Office:

Email:

Office Hours: Monday: 11:00am – 1:00pm | Tuesday: 9:15am – 12:15pm or by appointment

Phone:

Course Description

This course explores the internet as a powerful force, which continues to shape culture, politics, and economies worldwide. Through historical analysis and critical exploration, students identify public issues, evaluate information, and assess civic consequences. Students will become informed digital citizens ready to address challenges in today's interconnected world.

No pre-requisite.

General Education Program Information

CYBR 140 is a General Education course that meets LOPER 9 (Civic Competency & Engagement)

The purpose statement for General Education:

The UNK LOPERS General Education Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

LOPERs 9-11 Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

Student Learning Outcomes for LOPER General Education

DISPOSITIONAL REQUIREMENTS – Every university-educated person should have:

Civic competency and engagement (Civic competency encompasses civic knowledge; analytical skills; and participatory and involvement skills. Civic engagement encompasses motivations, attitudes, and efficacy; democratic norms and values; and participation and activities.) Courses must meet all learning outcomes. Assessed as:

1. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.
2. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them
3. Can evaluate practices and decisions for their civic consequences
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern

Examples of how learning outcomes are achieved:

- The student achieves LOPER 9 Outcomes 1 and 2 by writing a short essay with at least 2 sources, bringing it to class, and then discussing.
- The student achieves LOPER 9 Outcome 3 by writing a longer essay of choice on the influence of social media on election processes.
- The student achieves LOPER 9 Outcome 4 by participating in a small project of a class debate on the topic of whether the internet would be treated as a utility.

Course Objectives

- Explain historical issues beginning with the telephone network structure and the evolution to the internet and cell services (location services, phone number structure (E.164), e-911).
- Describe how the internet affects everyone and is of public and community concern
- Evaluate different internet services and internet service provider mechanisms; explore how these affect rural and urban users differently.
- Define the different radio spectrums (cell vs wi-fi); how they are regulated; and why it is important for public officers to understand and address issues that arise.
- Define how the Internet of Things /Internet of Everything is growing exponentially and why it is hard to secure; evaluate why this is an area of public concern.
- Discuss current security issues arising from social media; policies governing social media and the internet; and be able to make a judgement pertaining to regulations of such media.
- Define data and artificial intelligence; explore ethical issues that arise when robots make decisions.
- Debate policy maker decisions in regard to internet-related items.

Required Materials

Open Educational Resources. (OER) All texts will be assigned through Canvas. No textbooks necessary.

Evaluation Criteria

The student will be evaluated on an objective basis through use of worksheets, discussions and small projects*:

Quizzes (12 modules x 20 pts)	240
Small projects (2 projects x 50 pts)	100
Initial response & in-class discussion (12 initial and class x 20 pts)	240
Final Essay	50

	630*

*Points are approximate and subject to change based upon the individual class.

Class Activities

- Online Course Material – This course uses Canvas for reading assignments, videos and other learning material. The course is setup in Canvas to be a self-guided learning experience.
- Lectures – Short lectures/video are provided to enhance reading information. Lectures and videos are provided through a variety of resources including YouTube, VoiceThread and various other web sites.
- Reading Assignments – Reading and handout material will be assigned and included on the Modules in Canvas. No textbook is required.

- Current Events Discussion – Current events discussion will be facilitated in the classroom. You will be expected to bring to class a typed initial discussion and be prepared to talk.
- Quizzes – Quizzes will be given using Canvas. You will be allowed take the quiz a total of two times. The average score is then placed in Canvas.
- Essay – One essay is required at the semester's end. The essay will concentrate on being able to read and understand an internetworking topic, analyze the topic and then relate the topic to general education. More details will be provided in the last module on Canvas.
- Extra Credit – Extra credit opportunities will be available throughout the semester. These opportunities will be announced and details may be seen on the Extra Credit.

Instructional Units

- I. Introduction – Start Here
- II. Unit 1 – Internetworking Fundamentals
 - A. The dinosaur: telephone concepts (Week 1)
 - B. History & regulation debate (Week 2)
 - C. The internet and open-source structure; is it working? (Week 3)
 - D. Location based services and issues that arise (Week 4)
 - E. The internet of things and why you should care (Week 5)
- III. Unit 2 – The Mobility Monster
 - A. Spectrum & cellular generations (Week 6)
 - B. Cell, the internet, & Wi-Fi (Week 7)
 - C. Did our media produce higher broadband needs? Is culture exposure important to rural areas? (Week 8)
 - D. Social media and YOU (Week 9)
 - E. Politics, social media, and the worldwide influencer (the internet) (Week 10)
- IV. Unit 3 – Data & Robots
 - A. Data described (Week 11)
 - B. Why do I care how data is processed? (Week 12)
 - C. The robots are coming (Week 13)
 - D. Ethics and artificial intelligence (Week 14)
 - E. Student choice issues (Week 15)

Course Structure

- The structure of this course is a top-down approach using the left-hand menu buttons. To get started:
 - In the first week and before, examine the Start Here and Tech Corner.
 - In the first week, work on to Module 1 and finish assignments by end of week.
 - Make sure you have read through the Start Here sections and Module 1 to be able to complete the assignments fully.
 - On the second week, work on Module 2 and continue in this fashion all semester.
- Pay attention to the Announcements. The Announcements are your communication line.
- Each module is structured to be the same to provide consistency.
 - Videos will be provided and reading materials assigned to learn the module content.
 - Assignments will be presented:
 - Quiz
 - Initial response for in-class discussion
 - After every four modules, a project will be given to bring the modules all together. Two projects are planned.
 - There will be no comprehensive final exam. Instead an essay project will be given to tie all the information together and will be due on finals week.

Online Course Information

- This course is a blended course.
 - Canvas will still be used as an important means of communication with your class and your instructor.
 - However, the discussion is held in person, in the classroom instead of online.
 - The classroom session is scheduled for Wednesdays at 11:15am CST. Please email if you are unable to attend these sessions because of distance.
- Please take advantage of the online tutorials and materials suggested in the Tech Corner section on Canvas.
- You must stay current with your coursework to succeed. Online courses are entirely self-guided courses.
- Please download the calendar provided under Course Materials on to your smart phone or laptop and take advantage of the reminders built-in to Canvas. You can setup the Canvas app to notify you when assignments are due.

Instructor Communication

Announcements will be sent out on a weekly basis. These announcements will include prompts for deadlines to keep you on track. More announcements may be added as needed.

I believe that peer discussion is one of the best learning tools. Discussion from you in the classroom is an expectation. Get involved in the discussion by bringing your initial thoughts on the discussion question to class. Think about what your classmates are saying and be prepared to respond with your thoughts on the subject.

Email is a very good way to reach me. I check my email frequently throughout the day. I will respond to most emails send from 8am to 5pm on Mon - Fri within a 4-hour window. On the weekends, I check email infrequently so keep this in mind when working on your assignments.

Calendar & Deadlines

Pay close attention to the calendar and upcoming deadlines. Assignments must be handed in when due or no points will be issued. A calendar is available for download on Canvas in either PDF format or electronically.

Grading Scale

Letter Grade:	GPA Impact:	Percent Required:
A+	4.0	96.6%
A	4.0	90.0%
B+	3.67	86.6%
B	3.0	80.0%
C+	2.67	76.6%
C	2.0	70.0%
D+	1.67	66.6%
D	1.0	63.3%
F	0.0	0.0%

INSTRUCTOR POLICIES:

Instructor Attendance Policy – Applied to Missed Assignments & Examinations

Missing assignments: If you are unable to complete your work due to one of the reasons specified in the attendance policy below, you must contact the instructor within 12 hours of the missed assignment. Failure to contact the instructor may result in a 0 grade for the missed work.

Late homework/assignments: If you turn in homework late—past the due date listed on the assignment—a 5% deduction per day will automatically be assessed. No late homework will be accepted on the final week of the course (finals week).

Examinations: Examinations can only be taken during the scheduled time announced by the instructor unless prior arrangements or an excused absence dictates otherwise. Arrangements for makeup exams will be made with the instructor. Makeup exams will only be granted if either previously arranged with the instructor before the exam or if you have missed the exam due to one of the reasons specified in the University Attendance Policy Statement and the instructor is notified within 12 hours after the exam is due.

Group Work & Participation Points: If group work is assigned, students are expected to contribute a fair percentage to their group. This means being present during any group scheduled sessions; participating fully; and doing an appropriate share of the work (e.g. if there are 4 groups members, you should be doing 25% of the work; 2 group members, you should be doing 50%; etc).

Instructor Academic Honesty Policy: Any student found in violation of an act of academic honesty standards as defined in the UNK Undergraduate Catalog will be subject to disciplinary action in this course. The first violation can result in an automatic 0 for the assignment in question or a warning may be issued. A second violation can result in an automatic failure of the course. Assignments found to have been completed in violation of the academic honesty policy cannot be redone.

AI/Grammarly/Chatbots/Etc.: You should avoid using AI to write any assignments in this class unless specifically assigned. This means you should not ask an AI like ChatGPT or other similar programs to write your answers for you. If there are exceptions to this rule, I will explicitly state them. If you find an instance where you think AI may enhance your learning, please reach out to me for discussion. I welcome such ideas. Technology should be leveraged as a tool.

Grammarly can be used to help edit and improve your original writing. I am completely okay with this. However, Grammarly should not answer the questions for you. You should write in your own words, to the best of your ability first, and then ask Grammarly for help to improve your writing.

“Study” Sites and Plagiarism (Vintage-style Cheating): You may NOT use “flashcard” sites, paper mill sites, paid custom papers, or other similar types of sites/services (Quizlet, Course Hero, etc.) to complete any part of this course. If you would like to use Quizlet to make your own flashcards to study, you must set them to be private so that only you can see them. You may not use Quizlet or any other site to look up specific answers to specific assignment/quiz questions.

You may not use any other student’s work. You may not post any part of my course materials online. These acts violate my rules for this course, and you will receive an automatic zero along with other possible penalties. I would encourage you to educate yourself about plagiarism. I do think students plagiarize without knowing it. Great resource here: <https://www.turnitin.com/static/plagiarism-quiz/>

Additionally, familiarize yourself with these “Everyday Examples of Academic Dishonesty”:
<https://www.purdue.edu/odos/osrr/honor-pledge/examples.html>

UNIVERSITY POLICIES:

https://www.unk.edu/academic_affairs/asa_forms/course-policies-and-resources.php

UNK General Education Course Proposal Checklist

Complete the following checklist and include this in your course proposal. Marking "yes" affirms that your proposal includes the required information and that information is complete.

The Director of General Education will review your proposal to make sure all of the following information is included. Once approved, the proposal will then be reviewed by the General Education Council Course Review Subcommittee prior to consideration by the full Council.

Proposal includes required Course Information (Part 2):	Yes
Basic course information (prefix, number, title, and credit hrs.; catalog description)	☒
Proposing department and contact person	☒
Type of GS course: ☐ Existing course, new to GS; OR ☒ Newly-created course ¹	
Department assurance that all sections will be taught consistent with submitted syllabus	☒
Department assurance that all sections will meet all LOPER category learning outcomes	☒
Department assurance that all instructors will participate in GS Program assessment	☒
LOPER category (or categories, where applicable)	☒
Learning outcomes for LOPER category (or categories, where applicable)	☒
Detailed explanation / evidence of how course will achieve the learning outcomes	☒
Proposal includes Course Syllabus with required contents (Part 3):	Yes
Syllabus includes all required Basic Course Information ²	☒
Syllabus includes all required General Studies Program Information	☒
Syllabus includes all required Course and University Policy Information ³	☒
Director of General Education approval of required proposal information:	
Name (please print): Christopher L. Exstrom	
Signature: 	

¹ For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process.

² The submitted syllabus may use headings or spaces for instructor-specific information and omit those details.

³ The submitted syllabus should include examples of the course policies that are required to be included in a syllabus, but it should indicate which of those are instructor-specific and which are common to all sections/instructors of the course.

1. **Basic submission information:**

- a. Course prefix and number
 - a. MATH 108
- b. Course title
 - a. Applied College Algebra and Geometry
- c. Credit hours
 - a. 4
- d. Catalog description
 - a. This is an application-based course that develops practical problem-solving and mathematical modeling skills in geometry and algebra. Students will use real-world problems as the context for mathematical reasoning. Topics include applications of measurement; geometry and trigonometry; polynomial, rational, and transcendental functions; and other practical uses of mathematics.
- e. Department or program that is proposing the course's inclusion in the GE Program
 - a. Mathematics and Statistics
- f. Contact person (and their contact information)
 - a. Derek Boeckner - email: boecknerdc@unk.edu, Phone ext.: 8558
- g. Indicate if the proposed course is:

 - i. ~~An existing UNK course that is being proposed for addition to the GE Program (include current GE courses being proposed for cross-listing in an additional LOPER category or to move to a different LOPER category), or~~
 - ii. A newly-created course (NOTE: For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process. The Council will not vote on final approval of a new course until it has been approved by the FS Academic Affairs Committee.)
 - A. A newly created course – Workflow documentation is attached.

2. **Department assurance statements:**

- a. The Council relies on chairs and departments to act in good faith in delivering General Education courses once they are approved for inclusion in the Program. The Council also depends on instructors (including visiting and adjunct faculty) to cooperate in collecting and reporting data on student performance, and to provide the Council with information on how their GE courses are being taught, so the Council can assess the Program's effectiveness. Accordingly, we require that

the proposal includes assurances from the department on all of the following:

- All sections of the course will be taught in a manner consistent with the submitted syllabus. Reasonable instructor freedom to select assigned texts/materials, craft assignments, and adopt their own course policies is, of course, permitted.
- All sections of the course will meet all learning outcomes for the LOPER category (or categories, where applicable) for which the course is approved.
- All instructors will participate in GE Program assessment. Courses approved to meet LOPER categories will be scheduled for assessment in rotating semesters; this schedule will be announced to campus and posted on the General Education for Faculty Canvas organization. Instructors are responsible to collect the requested data and report it to the GE Director by the established deadline. Instructors also are responsible to submit their GE course syllabi to the Council upon request.

I, Derek Boeckner, Chair of Mathematics and Statistics assure the three bullets above will be carried out by the Mathematics and Statistics department in the instruction and administration of this course.

3. Suitability for the GE Program:

a. Indicate for which LOPER category the course is being proposed. Courses in the Broad Knowledge categories (LOPERs 5-8) may propose to be cross-listed for LOPER 9 or for LOPER 10 (e.g., count for both LOPER 7 and LOPER 9), if the course content satisfies all the relevant learning outcomes (see Appendix for learning outcomes).

- **LOPER 4: Mathematics, Statistics, and Quantitative Reasoning**

b. List the learning outcomes for the LOPER category (or categories, where applicable)

- a. Can describe problems using mathematical, statistical, or programming language.
- b. Can solve problems using mathematical, statistical, or programming techniques.
- c. Can construct logical arguments using mathematical, statistical, or programming concepts.
- d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods.

c. Explain clearly and in detail how the course meets each learning outcome and how student achievement of those outcomes will be demonstrated. In other words, specify the course contents and the types of activities and assignments that enable students to develop and to exhibit the

applicable skills, knowledge, and/or dispositions. To obtain approval, a course must meet all [learning outcomes for its LOPER category](#) (or categories, where applicable).

- a. (a), (b), (c) and (d) will be achieved by using mathematical language and techniques in solving problems and presenting thorough solutions to them throughout the course. Success in this course is intrinsically tied to completing all four objectives.

Math 108 Applied College Algebra and Geometry, Section 01
Fall 2025
Section 01: TBD

Instructor: Dr. Derek Boeckner
Office: DSCH 337
Email: boecknerdc@unk.edu
Office Hours: TBD
Phone: 308-865-8558 (but email is better.)

TEXTS: Content will be provided via Canvas

COURSE DESCRIPTION: 4 Credit Hours

This is an application-based course that develops practical problem-solving and mathematical modeling skills in geometry and algebra. Students will use real-world problems as the context for mathematical reasoning. Topics include geometry and trigonometry; polynomial, rational, and transcendental functions; and other practical uses of mathematics.

GENERAL EDUCATION AND COURSE OBJECTIVES:

Purpose: The UNK General Education program helps students acquire knowledge and abilities to: understand the world, make connections across disciplines, and contribute to the solution of contemporary problems. Learning outcomes:

- (a) Can describe problems using mathematical, statistical, or programming language.
- (b) Can solve problems using mathematical, statistical, or programming techniques.
- (c) Can construct logical arguments using mathematical, statistical, or programming concepts.
- (d) Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods.

Meeting the LOPER 4 Learning Outcomes:

(a), (b), (c) and (d) will be achieved by using mathematical language and techniques in solving problems and presenting thorough solutions to them throughout the course. Success in this course is intrinsically tied to completing all four objectives.

COURSE OBJECTIVES:

Upon Completion of the course, students will be able to:

1. Apply the concepts of Algebra and Geometry to model problems they may encounter in work or life.
2. Apply problem solving methods in situations to quantitatively analyze situations and solutions.
3. Gain a deeper understanding of operations, geometry, and algebra and how they interact with each other to help solve quantitative problems.
4. Understand and apply basic mathematical modeling techniques.
5. Understand different types of functions and operations and how they relate to real world situations.
6. Understand the differences in growth rates of basic functions: log, roots, linear, polynomial, exponential.
7. Understand basics of trigonometry and solving lengths and distances in triangles.
8. Understand and apply concepts of geometry and measurement.

EVALUATION PROCEDURES: You will be assigned a final grade for this course based on the following:

Homework(10) :	35%
Projects(3) :	30%
Midsemester Exams(2) :	20%
FinalProject :	15%

If you get the following scores you will receive no less than the grades listed:

97% : A+	87% : B+	77% : C+	67% : D+	< 60% : F
93% : A	83% : B	73% : C	63% : D	
90% : A-	80% : B-	70% : C-	60% : D-	

HOMEWORK: I will assign and collect homework approximately weekly. On each assignment there will be several practice problems that you should do to get a basic understanding of the topics before attempting the (much harder) problems which you are to turn in. Though it is possible you can do the problems to be turned in without attempting the practice problems, you will not get as much from the course and the exams will be more difficult for you because your basic understanding will likely be shallow. There will be approximately 10 assignments collected through the semester.

PROJECTS: Throughout the course we will have some projects that will incorporate methods from the course to do. These projects will ask you to compute/solve/analyze a real world situation with the mathematics you've been taught. There will be at least 3 projects during the term. Due approximately the 15th of each of September, October, and November.

EXAMS: We'll have two in class exams. The tentative dates for these exams are September 27 and November 7.

FINAL PROJECT:

The final project is due on the date of the final class meeting (December 15.)

Make up exams will only be given for university approved excuses.

TENTATIVE SCHEDULE:

Week 1: Introduction to Mathematical Modeling with an Algebra Focus

Week 2: Introduction to Mathematical Modeling with a Geometry Focus

Week 3: Constructions and Plane Geometry

Week 4: More on Plane Geometry

Week 5: Units and Measurement

Week 6: Linear Problems

Week 7: Analytic Geometry: Combining algebra and Geometry

Week 8: Coordinates and Coordinate Systems

Week 9: Problems that lead to Polynomial functions

Week 10: Analysis of Polynomial Functions

Week 11: Problems that lead to Exponential and Log Problems

Week 12: Analysis of Exponential and Log Problems

Week 13: Logistic models

Week 14: Function comparison

Week 15: Sequences and Series

Week 16: Catch up and Review

Finals Week: Final Project Due.

Weekly Topics may include: concentration mixing, joint rates, exponential growth and decay, interest, amortization, present/future value, carrying capacity, Richter/decibel scales, optimizing with parabolas, surface area, cubics and modeling volume, growth rates: log, roots, linear, polynomial, exponential, arithmetic and geometric - simple/compound interest, summation, Tower of Piza, length of a ladder, force needed to support, geometry vocabulary, bisectors, parallel, perpendicular, parallelograms, angles of reflections/refraction, wall partitions, units, area, surface area and painting, pivot irrigation problems, rates/lengths, bicycle problems; distance, rate, time; proportion/ratio, linear systems, mixing problems, coordinate systems, related rates set ups, triangulation, distance, introduction to trigonometric functions and their applications.

RESOURCES:

Me

If you are having trouble, you should see me as soon as possible. This can be before or after class, during office hours, or you can set up a meeting with me during a better time for you.

Tutoring in the Student Success Hub

UNK provides assistance to help you improve your academic performance! The Learning Commons, located on the 2nd floor of the Calvin T. Ryan Library, centralizes several academic services in one convenient place: Language Tables, Library Services, Subject Tutoring, Supplemental Instruction, and the Writing Center are all offered in a casual, collaborative environment. Most services are facilitated by fellow UNK students, which means you will be able to learn and practice more effective study skills, problem-solving techniques, and writing strategies with people who have been there and done that! Statistics indicate that students who come to the LC regularly are more likely to succeed in their classes—so come early and come often. For more information about schedules and services, contact the Learning Commons at 865-8905 or visit them online at www.unk.edu/lc.

LEGAL STUFF

Student Attendance Policy Statement

The University of Nebraska at Kearney is invested in supporting students and promoting their success. This requires communication between instructors and students and setting clear attendance guidelines.

The university maintains that attendance is critical to allow the student to reach their full potential in their coursework. Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students are expected to be aware of attendance policies for all of their classes.

Instructors hold the right and responsibility to establish attendance policies for their courses consistent with this UNK Attendance Policy. Each instructor must inform and explain to all classes at the beginning of each semester their attendance policies in their syllabus. Asynchronous online course instructors must develop policies that align with their curricular expectations for participation. Students who are unable to meet the requirements of the course due to attendance issues may consider withdrawing.

Excused absences include official university sponsored activities as well as documented serious health concerns, medical or personal emergencies, and religious observances. Students are expected to inform faculty in advance of scheduled absences and to inform faculty within 24 hours or in as timely a manner as possible of unscheduled absences.

Instructors shall seek to make reasonable accommodations for a student with an excused absence. Students should also recognize that not every course activity (assignments, exams, labs, group discussions, etc.) can accommodate excused absences, and neither absence nor notification of an absence relieves them from meeting the course requirements. In such circumstances it is the obligation of both the faculty member and the student to work together to ensure that the student is held responsible for the work and provided the opportunity to engage in an equivalent or alternative assignment, if possible. In the event the instructor and student cannot come to an agreement on the terms of such, the student may initiate the Attendance Policy Appeal Process.

Attendance Policy Appeal Process

A student may appeal if their grade was placed in jeopardy for one of the following reasons:

- Reasonable accommodations were not made for an excused absence
- A request for an excused absence was declined when the absence met one of the described conditions above

The student must initiate contact with the instructor of record (or, in the absence of the instructor, the appropriate department chair) within 15 days of the absence or associated score/grade assignment, whichever is later. In an appeal:

1. The student should meet with the faculty member teaching the course to resolve the dispute.

2. If the student and the faculty member are unable to reach agreement, the student, the faculty member, and the department chair should meet to resolve their differences. Should the faculty member involved in the dispute be the department chair, the student shall proceed immediately to step 3.
3. If the student, the faculty member, and the department chair are unable to resolve the dispute, the department chair will refer the matter to the dean. The dean may seek to resolve the matter informally and/or refer the matter to that colleges Educational Policy Committee before making a decision.
4. If the student, the faculty member, the department chair, and college dean are unable to resolve the dispute, the matter will be referred to the Senior Vice-Chancellor of Academic Affairs for a final decision.
5. This process, including steps 1, 2, and 3 above, must be completed within 25 University days of the end of the term for which the grade was assigned. University days are defined as weekdays during which the campus is open and specifically excludes those days for which the campus is closed.

Failure to notify the instructor/department chair within the allotted time will render the issue moot. If the appeal occurs within 15 days of the end of the semester, the student should follow the colleges grade appeal process rather than filing an attendance appeal.

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found in violation of the standards of academic integrity may be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

1. Cheating: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.
2. Fabrication and falsification: Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
3. Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.
4. Abuse of academic materials and/or equipment: Destroying, defacing, stealing, or making inaccessible library or other academic resource material.
5. Complicity in academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty.
6. Falsifying grade reports: Changing or destroying grades, scores or markings on an examination or in an instructor's records.
7. Misrepresentation to avoid academic work: Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination.
8. Other Acts of Academic Dishonesty: Academic units and members of the faculty may prescribe and give students prior written notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard shall constitute a violation of the Code.

Under Section 2.9 of the Bylaws of the Board of Regents of the University of Nebraska, the respective colleges of the University have responsibility for addressing student conduct solely affecting the college. Just as the task of inculcating values of academic honesty resides with the faculty, the college faculty are entrusted with the discretionary authority to decide how incidents of academic dishonesty are to be resolved. For more information, please visit UNK's Procedures and Sanctions for Academic Integrity and the Student Code of Conduct.

Finals Week Policy

Finals at UNK will be scheduled Monday through Thursday during the last week of the semester.

1. Final examinations for full semester classes are to be given at the regularly scheduled examination time only as published on the Office of the University Registrar website policy (Final Exam Schedule).
2. During the week prior to Finals Week, the only examinations that may be given are laboratory practical examinations, make-up or repeat examinations, and self-paced examinations.
3. If a student is scheduled to take three or more final exams in one day during the finals week, the student has the following options take all final exams as scheduled; take the exam during the allotted day and time that is open for make-up examination or resolution of conflict, which is Thursday at 3:30 pm; or take the exam during Finals Week at an agreed-upon time worked out between the student and the instructor. Students seeking accommodation are responsible for notifying their instructor at least one week before the final exam period and providing documentation proving eligibility for accommodation.
4. Projects, papers, performances, and speeches scheduled for completion during the last week of classes must have been assigned in writing by the end of the eighth week of the semester. This refers to the project and its scope, not the topic.
5. Complaints about failure to follow the above outlined procedures should be made immediately to the faculty member. If the faculty member is not responsive to the students concerns, the appropriate department chair should be notified. If necessary, appeals can be filed with the dean of the college offering the course.
6. Any course not having an examination during Finals Week will meet under the direction of its instructor during the scheduled Finals Week time period for a continuation of regular class work. The dean may grant exceptions to this policy on the basis of good and sufficient reasons submitted to the dean in writing.
7. Faculty should include a Finals Week Policy statement indicating that The final exam will be administered in the time period scheduled during finals week in accordance with University policy (Final Exam Schedule).

Mental Wellness

The UNK Counseling Center provides mental health services to support the academic success of students. The Counseling Center provides a full range of short-term professional mental health services.

Getting help is a smart and courageous thing to do. Contact the UNK Counseling Center at 308-865-8248 or visit their website for more information:

https://www.unk.edu/offices/counseling_healthcare/counseling_care/index.php

Military and Veteran Services

Military and Veteran Services assist veterans, service members, and their dependents with education benefits and academic and supporting resources. They serve as a liaison between students and the Veterans Administration and branches of the military. Contact the UNK Military and Veteran Services office at 308-865-8677 or visit their website for more information:

https://www.unk.edu/offices/financial_aid/veterans_services/index.php

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), to take appropriate action to prevent a recurrence of such sexual misconduct, and to protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes they may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- Local Domestic Violence, Sexual Assault Advocacy Agency 308-237-2599
- Campus Police (or Security) 308-865-8911
- Title IX Coordinator 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

Students with Disabilities

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, Loper Success Hub, 2nd Floor of Calvin T Library, 308-865-8214 or by email unkdso@unk.edu

Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308-865-8218. The following links provide information for students and faculty regarding pregnancy rights. <https://thepregnantscholar.org/title-ix-basics/>
<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

UNK Policy for Inclusive Excellence

At UNK, inclusive excellence is rooted in our values.

- People matter. The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community.
- The learning environment matters. We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another.
- Learning matters. Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives.

The following link provides information for students regarding UNKs commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging:

<https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

SUCCESS STRATEGIES:

Class

- Attend all classes and arrive on time.
- Engage in mathematics and cooperative learning
- Avoid the distraction of your phone

Assignments

- Complete every assignment the day it is assigned
- Work with peers: ask each other questions including why, and how do you know
- Use scratch paper and write out your work
- Use your resources well: me, the Learning Commons, friends, textbook, the internet
- Stick with a problem until you understand it: that means getting the right answer isnt the end, even being able to follow the process isnt the end, even being able to do the process independently isnt the end, the end is when you can explain why that was the right process to get the correct answer

Studying

- Review class notes daily
- Read textbook sections that go with class material
- Seek help until you understand
- Work with peers
- Pretend you are teaching someone and try to explain a problem to him or her. Pretend he or she asks, How do you know? and try to give an answer.