Called to order at 9:35 a.m.

I. Old Business:
Motion: NPIC moves to approve a new departmental minor, “Geospatial Information Science & Technology”, housed in the Geography Department. The proposal is attached.

II. New Business

A. Notifications of 4 special topics offerings were presented and logged.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Transcript Title</th>
<th>Semester</th>
<th>Times taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 498</td>
<td>Intro to Emergency Nursing</td>
<td>Fall 2013</td>
<td>0</td>
</tr>
<tr>
<td>NUR 498</td>
<td>Vulnerable Populations</td>
<td>Fall 2013</td>
<td>0</td>
</tr>
<tr>
<td>REC 398</td>
<td>Creative Problem-Solving</td>
<td>Fall 2013</td>
<td>0</td>
</tr>
<tr>
<td>SPA 398</td>
<td>Spanish National Cinema</td>
<td>Fall 2013</td>
<td>0</td>
</tr>
</tbody>
</table>

Description of logged courses with full titles

NUR 498 – Intro to Emergency Nursing

Emergency nursing is a fast-paced, high-acuity specialty in nursing. Registered nurses who work there require additional training beyond what is included in a nursing program curriculum. As a result, it can be difficult for students to acquire a position in one of these units upon graduation. In addition, due to the specialization and unique approach to patient care, students will have a limited understanding of the scope of practice in this environment. The purpose of this course is to introduce the nursing student to this specialty, and provide them with introductory level skills.

NUR 498 – Vulnerable Populations

Vulnerability results from the interaction of internal and external factors that cause a person, individually or as an aggregate, to be susceptible to poor health. Vulnerable populations are those with increased risk to develop poor health outcomes such as those experiencing homelessness, violence, or compromised medical conditions. This course will include exploration of the role of the nurse as advocate, educator, collaborator, and health care partner to achieve mutually satisfactory outcomes for vulnerable clients. Underlying theories of transition, resilience, and learned helplessness will form the foundation of the course.
REC 398 – Creative Problem-Solving in Community Settings and Programs: Basic Mediation Certification

Professionals in the Recreation field are challenged to negotiate relationships on all levels, from interactions between program participants to multiple agency agreements. This course is designed to give students the skills and tools they need to serve as neutral third party facilitators within the context of working with youth and community programs. This course is focused on experiential training using a wide range of formats including role plays, videos, lectures, discussions, and skills demonstrations. This training has been designed to meet the 40-hour course requirement many mediation centers, courts, and other agencies use to qualify mediators, so students will also receive a certificate for basic mediation skills.

SPA 398 – Spanish National Cinema

This course explores films of Spain via fundamental cinematic concepts and examines the specificities of Spanish national cinema. Discussions of the films in relation to a variety of critical readings will allow students to situate them in specific historical and cultural contexts, to analyze cinema as a means of representation and to discuss them in relation to theoretical debates in Film Studies.

B. NPIC moves that UCF adopt new language, proposed below, to replace outdated definitions of “Cognate” and “Minor” in the undergraduate catalog.

Rationale – Cognates:
By way of completing cognates, students may currently find that they are within three to twelve credits of completing a minor. Some departmental minors allow students to apply credits from their cognate courses to a minor in that area.

Motion: To clarify that cognates which reinforce majors may also fulfill minor requirements, that some departments may use cognates to augment their minors, as well as to allow for needed flexibility in revising cognate requirements, NPIC moves to adopt the proposed catalog language for the definition of “Cognate”.

Current Definition:

- The “Cognate” is a supplement of 12-15 credits in one or several related discipline, outside of one’s major or minor (emphasis added) field, planned with departmental advisement.

Proposed Definition:

- The “Cognate” is a supplement of credits in a related discipline (or disciplines) outside of one’s major, or minor, planned with departmental or program advisement. Courses in a cognate may be used to fulfill requirements for a minor.
Rationale – Minors:

UCF has received clarification from LEPC, the UCF Chair and Provost Kennedy that Minor Programs may use LEP courses to satisfy minor requirements at the discretion of the program. Moreover, the definition must reflect current practice, including minors that draw on courses in more than one discipline.

Motion: NPIC moves to replace the existing catalog definition of an academic “minor” with the proposed language below.

Current Definition:

- The “Minor” is a planned sequence of 18 credits in one discipline, outside of one’s major, with options available under departmental advisement.

Proposed Definition:

- The “Minor” is a planned sequence, usually of 18 credits, earned in addition to one’s major requirements, with options available under departmental or minor program advisement. Courses in a cognate or courses used to satisfy the Liberal Education Program may be used as courses in a minor.

Meeting adjourned at 10:20 a.m.

Respectfully submitted by Gregory Adams