**University Senate Curriculum & Instruction Committee Report to the Senate – April 10, 2017**

Dr. Erin O’Neill and Dr. Michelle Rosen- Co-Chairs

Dr. Cindy Arrigo

Dr. Adrian Martin

Dr. Wanda Rutledge

April 3, 2017

The following courses have been approved by the Curriculum and Instruction Committee:

**College of Education**

**Department of Early Childhood Education**

**Title:** Human Development: Prenatal to Adolescence

**Credits:** 3

**Gen Ed Tier:** 2

**Mode of Inquiry:** Social and Historical Perspectives

**Prerequisites or Co-requisites**: None

**Catalog Description:**

Student will learn about human development from the prenatal period through adolescence. The course will highlight developmental theories and current perspectives as they relate to social-emotional, cognitive, physical and moral development and a variety of factors influencing development and learning.

**Title:** Infants and Toddlers

**Credits:** 3

**Level: 300**

**Prerequisites or Co-requisites**: ECE 200, ECE 210, ECE 225, 2.75 GPA or higher

**Catalog Description:** In this course, students will learn about developmentally appropriate curriculum, materials, guidance, and teaching practices that can be used in infant and toddler settings. This course will emphasize the interrelationship of emotional, social, cognitive, physical, and language development of infants and toddlers and the importance of family involvement.

**College of Professional Studies**

**Department of Nursing**

**Title:** Psychiatric Nursing

**Credits:** 3

Level: 400

**Prerequisites or Co-requisites**: English 101 and 120

Semester One; NURS 310, NURS, 303, NURS 304, NURS 305, NURS 335, NURS 404

Semester Two: NURS 340, NURS 400, NURS 401, NURS 403, NURS 460

**Catalog Description:**

This theory and clinical course addresses the principles of competent holistic psychiatric nursing. A foundation of nursing care is emphasized on contemporary theories of the health and illness continuum; and the impact of developmental theory and cultural framework on the functioning of individuals, families, communities, and vulnerable populations.

**School of Business**

**Department of Management**

**Title:** Life is Good Business

**Credits:** 3

**Gen Ed Tier:** 1

**Mode of Inquiry:** SQL and SHP

**Prerequisites or Co-requisites**: None

**Catalog Description:**

This course is an introduction to and overview of the world of business and how it impacts everyone’s daily life. Students learn business concepts in a culture and civic context enabling them to be better citizens, better consumers, and better able to chart their personal and professional careers.

**The following Program Proposal was reviewed and approved:**

**College of Arts & Sciences**

Caroline L. Guarini Department of Music, Dance & Theatre

***Bachelor of Fine Arts (BFA) in Dance***

The proposed program is a rigorous, comprehensive study of dance that is based on approved curriculum by the National Association of Schools of Dance at the professional level, enhanced by NJCU’s excellent general education offering. The proposal courses consist of dance technique classes in ballet, jazz, contemporary and world dance, dance history, nutrition and dance composition. The choice of electives will be determined by the student’s interest and professional goals, in consultation with the graduate advisor/coordinator and applied teacher.

NASD accreditation is very similar to accreditation for Music called NASM. It requires minimum of 65% of the credits in the program to be in the dance area. As a result, BFA proposal is similar to the BM curriculum, which has 83 to 84 credits. In the BFA program, there are 83 credits of core dance curriculum and 6 credits of area specific general education courses, which will be required for all BFA candidates.