

Sunrise Program & Curriculum Analysis

Curriculum Learning Analysis Needs

The mission of the curriculum focuses on encouraging all individuals, regardless of their health or functional abilities, to learn based on their strengths, rather than to focus on their weaknesses. All health and learning programs are customized for each individual and are intended to tap into each person's innate needs and passions. At Sunrise, we empower individuals to live in harmony with nature, both in our wellness center and the home environment, so the family member or parent education is a key factor in each individual's success.

Rationale

Believing that our health and well-being is closely linked to our environment, the medical and health instructor experts at Sunrise University began developing a unique program to assess the environment for individuals at-risk for chronic diseases and learning disabilities. That program includes creating a community-based, environmentally concerned coalition that can perform multi-level interventions, profile the community's environmental health status, and develop appropriate action plans. In doing so, we are also able to identify gaps between educators, health professionals, and families of individuals at risk in regards to chronic and environmental diseases.

Curriculum Process

Sunrise was launched in December 2018 in New Jersey with the main aim of advancing the science and practice of environmental health in the Northeast for mentally challenged individuals. As part of achieving its objective, Sunrise was successful in being led by Environmental and Occupational health experts and Montessori special educators. One of the goals of the curriculum is to ensure that the student's initiative and creativity are recognized and used to its full potential. The establishment of the curriculum was facilitated through a number of workshops at Sunrise.

This Sunrise Innovative Course (SIC) is designed for students and those with disabilities who wish to build their clinical skills for the new integrated Mental Health experiences that inform their vision as future nurses and physicians. Course goals include integration into the clinical setting with preceptors, development of concrete skills, and introduction to different career paths. With a 2:1 peer ratio, Sunrise is the first university to allow those with disabilities an undergraduate degree (B.S. or A.A.). Courses will remain rigorous; those with disabilities will have more application and lab-based courses while mainstreamed students will attend both lectures and lab applications and have the opportunity to be teacher's assistants (TA) in labs.

Objectives of the Curriculum

1. To build a curriculum for students interested in integrative fields which will ensure quality and facilitate increased articulation;

2. To build a curriculum which can be flexible and easily adapted to relevant institutional standards and changing knowledge;
3. To build a curriculum for Sunrise which ensures relevance to integrative health standards.

Implementation of the Curriculum

Admission to the program will require compliance with the relevant institutional policies and accreditation standards. Various admissions pathways will be considered for all potential students, to ensure an open and inclusive environment. However, a potential student must have fundamental knowledge in Mathematics, Core sciences (biology, math, and physics), and language, depending on the course. Courses will have varying length depending on their content and the amount of CEUs awarded, as will be defined in the curriculum guide.

Course Requirements

The student must strongly achieve and pass the curriculum to be proficient in the course, and be awarded a certificate and CEUs. Competence is not just the relevant knowledge and learning materials of the course, but practical application is important. The student must also pass a multiple-choice test, achieving a minimum score of eighty (80) percent.

Competency Criteria

This curriculum is based on a range of skills and knowledge that reflects integrative science. These can be measured based on accepted curriculum standards and improved via teaching and practical application. Assessment is to be aligned with institutional and accreditation policy, based on a holistic vision to ensure that the student fully learns the curriculum and can achieve it in practice. The flexible element of the curriculum is very important in this respect. We believe that the learning process is constantly evolving with the creativity of the collective minds of everyone. Students should be equipped with the necessary skills that would enable them to gain relevant knowledge and provide an effective professional service.

Course List

Introductory Courses (Select 4 — Applicable for All Majors)

- BIO 001
- NEURO 101
- MATH 201
- PHYS 301
- PHYSIOLOGY 401

Majors

Natural Science

Description: The university offers a broad base of liberal arts education, in subjects environmental, social sciences, natural sciences, and history. These general education courses will help you develop important career skills that are in high demand across many industries.

Intro Courses

- BIO 001
- MATH 201
- NEURO 101
- HORTI I w/ BOT Lab
- HOMEOPATHY w/ Lab
- MUSIC THEORY
- MINDFULNESS SEMINAR
- INTRO TO Herbal and Aromatherapy

Production Courses

- MUSIC IMPACT PLANT AND HUMAN PHYSIOLOGY
- PHYSICS 302
- PSYCHOLOGY I
- HORTICULTURAL II

Theory and Practice

- PLANT AND HUMAN EVOLUTION
- SOCIOLOGY
- NATURE AND ECOSYSTEM
- ENERGY MEDICINE AND GARDEN THERAPY

Application

- GARDENING
- GARDEN MEDITATION
- INTEGRATED HORTICULTURE AND MENTAL HEALTH

Capstone

- HORTICULTURAL AND NATURAL CURE
- GARDENING REMEDY TO ANXIOUS WORLD
- WORKSHOP PRESENTATION

Music

Description: Students will learn the importance of music and its impact on human development, as well as apply music in a more systematic way to address the physical, psychological, and cognitive needs of individuals in order to integrate with the human mind and body.

Intro Courses

- BIO 001

- MATH 201
- NEURO 101
- INTRODUCTION TO ABA

Production

- MUSIC & BRAIN PHYSIOLOGY
- PHYSICS 302
- PSYCHOLOGY I
- MATH 202

Theory and Practice

- MUSIC THEORY
- HUMAN SPEECH EVOLUTION
- NATURE MUSIC
- ENERGY AND VIBRATION

Application

- STUDIO
- Hypnosis and neuro-linguistic
- INTEGRATED MUSIC AND ABA

Capstone

- MUSIC AND NATURAL CURE
- MUSIC REMEDY TO ANXIOUS WORLD
- MUSIC AND MENTAL HEALTH
- WORKSHOP PRESENTATION

Human Movement Science

Description: It is time to integrate natural science, like human body movement, into our scientific work habits and attitudes when measuring the emotional, behavioral, intellectual skills, and progress of humans. Students learn how movement-incorporated environments increase skill acquisition and have higher levels of tacting skills.

Intro Courses

- BIO 001
- PHYSIOLOGY 401
- PHYSICS 301
- INTRODUCTION TO ABA

Production

- BODY MOVEMENT & BRAIN PHYSIOLOGY
- KINESIOLOGY I
- PHYSICS 302
- PSYCHOLOGY I

Theory and Practice

- ABA & SOMATIC MVMT

- KINESIOLOGY II
- PSYCHOLOGY II

Application

- Introduction to Mind/Body/Movement Studio
- Allopathic Vs. Alternative Therapies (including Movement Exercises, Gardening and Music)

Capstone

- HUMAN MOVEMENT AND NATURAL CURE
- OCCUPATIONAL THERAPY REMEDY TO ANXIOUS WORLD
- SPORTS MEDICINE AND MENTAL HEALTH
- WORKSHOP PRESENTATION

Environmental Science

Description: Students learn the role of environmental education, natural living, concepts of the prepared environment and alternative healthcare, and how working together, educators and health professionals can create a socially conscious environment that serves the local and global community.

Intro Courses

- BIO 001
- BIO 002 (Consciousness)
- PHYS 301
- PHYS 501 (Fundamentals of Quantum)
- PHYS 601 (Fundamentals of Quantum)
- INTRO. TO HERBAL & AROMATHERAPY SCIENCE
- ENVIRONMENTAL NUTRITION
- CLEAN WATER
- CLEAN AIR

Production

- ENVIRONMENTAL POLLUTION
- CLIMATE CHANGE AND MENTAL DISORDERS
- ENVIRONMENTAL REMEDIES AND MENTAL HEALTH
- RIGHTS AND RECOVERY

Theory and Practice

- Introduction to Environmental Health History and Policies
- Climate change and body organs diseases
- Introduction to the Ecosystem and humans
- Introduction to Ecology Diet

Application

- Environmental Nutrition & Detoxification
- Clean Water & Detoxification
- Clean-air and socially conscious globe

- Environment & hygiene
- Introduction to Mental Health and Integrative Psychology

Capstone

- Natural Cure of body organs disorders
- REMEDY TO Environmental Pollutants
- Natural cure for Neurological Environmental Diseases
- Mental health Atlantis EHR
- Environmental ACTIVIST
- Future Healthcare and Natural Environmental Cures
- WORKSHOP PRESENTATION — CHOOSE OWN TOPIC

Visual Arts

Description: An ASD-inclusive, college-level art program spanning a 4-semester sequence, designed for both ASD students and educators. Students explore all visual media — traditional, digital, and fabrication — grounded in Universal Design for Learning (UDL) principles. Every course offers multiple output formats, structured process frameworks, and special interest-driven creative entry points.

Phase 1 — Foundation (Semester 1): Sensory + Material Literacy

- ART 101 — Material Encounters
- ART 102 — Visual Language I
- ART 103 — Neurodiversity and Creative Identity
- ART 104 — Digital Studio I: Introduction

Phase 2 — Exploration (Semester 2): Deep Dives by Medium

- ART 201 — Painting and Drawing Intensive
- ART 202 — Printmaking I
- ART 203 — Sculpture and 3D Form
- ART 204 — Digital Studio II: Animation and Motion

Phase 3 — Integration (Semester 3): Cross-Media and Conceptual Depth

- ART 301 — Mixed Media and Collage
- ART 302 — Printmaking II: Intaglio and Digital Print
- ART 303 — 3D Digital and Physical Fabrication
- ART 304 — Art, Accessibility, and Inclusive Design (Seminar)

Phase 4 — Capstone (Semester 4): Sustained Independent Practice

- ART 401 — Senior Studio Practice
- ART 402 — Exhibition and Professional Practice
- ART 403 — Teaching Art to Neurodivergent Learners: Practicum (Educator Track)

UDL Principles Applied Across All Courses

- Representation — Every concept taught in at least two modalities: visual demo, written steps, and verbal explanation.

- Expression — Students may demonstrate learning through drawing, collage, digital output, written reflection, or recorded presentation.
- Engagement — Projects anchor to student special interests (SpIn); every project brief includes at least three entry points.

Studio Accommodations

- Sensory — Adjustable lighting zones, scent-free materials policy, tool-mediated tactile options, quiet studio hours weekly.
- Structure — Visual project roadmaps, pre-assessment before every unit, broken-down milestones, no surprise critiques.
- Critique — Written or recorded option, 1:1 before group format, advance prompts provided, asynchronous option available.
- Assessment — Process portfolio weighted equally to final work, extended deadlines standard, self-assessment rubrics, multiple submission formats.