New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):

Example: PHL 361 RH

Check here if “Special Topics” x91 course: ✓

Course Title: The Art of Mental Healing: Collaboration in Scholarship and Creativity

Abbreviated Course Title (≤ 30 chars): The Art of Mental Healing

First Semester to be Offered: F'15

Submitted by: Elizabeth Croy x5769 ecroy@montana.edu

Submitter’s Contact Info: Phone, Email:

Instructor: Elizabeth Croy

Department: School of Music/CAA Arts and Architecture

College:

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes.

APPROVALS

Submitter *

Department Head *

Chair, College Curriculum Comm. *

Dean *

Chair, Core Subcommittee (if app.) *

Registrar’s Office (for distribution)

Provost

CPC Review

Core Review (if required)

Provost Review

CCN Assignment

Registrar’s Office (for Catalog)

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mq.edu/OTools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

   Course Title: The Art of Mental Healing: Collaboration in Scholarship and
   Abbrev. Course Title (≤ 30 char): The Art of Mental Healing
   Credits: 3
   Department Offering Course: School of Music/CAA
   College: Arts and Architecture

Is this course “equivalent” to a course in the MUS System?: Yes ☑ No ☐

Learning Outcomes for the Course:

- Identify and apply knowledge of common mental illnesses to creative projects
- Hypothesize ways to assist those suffering from mental illness and better inform the public through creative works, scholarship and public presentation
- Evaluate the potential impact of student projects through dialogue with professionals and peers
- Demonstrate an understanding of how the arts can assist in healing as measured by student journals throughout the semester.
- Initiate, develop and present a final artistic/scholarly project to a public audience
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):
The Art of Mental Healing: Collaboration in Scholarship and

Course Title (for Schedule of Classes, 30 characters, max.):
F'15

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required: □ Yes □ No
Instructor’s GID (last 4 digits only):
0637

Department Offering Course:
School of Music/CAA
College:
Arts and Architecture

Is the requested course number available? (x4155 to check): □ Yes □ No

Frequency of course offering:
□ Annually □ Alternate Years, starting ______

Semester(s) offered (check all that apply):
☑ Summer □ Fall □ Spring

Summer Options (check all that apply):
□ First 6 weeks □ Second 6 weeks □ 12 weeks

Credits by mode of instruction:
Lecture: ______
Seminar: ______
Independent Study: ______
Lab/Studio: ______
Recitation/Discussion: ______

TOTAL CREDITS: ______

Primary Mode(s) of Delivery:
☑ Face-to-face □ Web-Enhanced (small on-line comp.)
□ On-Line Only □ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): ☑ M ☑ Tu □ W ☑ Th □ F □ Sa □ Su
Assigned Time(s): TBA
Assigned Building: TBA
Assigned Room:

Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
sophomore standing and WRIT 101W.

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Students work collaboratively to produce scholarly and creative products that educate and
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

THIS COURSE WOULD BE TAUGHT AS PART OF FACULTY LOAD, AND WOULD NOT REQUIRE ADDITIONAL RESOURCES.
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

**General Course Information**
1. Requested Rubric, Course Number, and Core Designation (if any)
   
   > CAA 491 RA

2. Course Title

> The Art of Mental Healing: Collaboration in Scholarship and Creativity

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> Preamble:

Montana has ranked in the top five states for suicide rates in the nation, for the past thirty years. Recently, the U.S. Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration awarded MSU a three-year, $248,000 grant to expanded suicide prevention resources and mental health outreach services. Yet suicide is only one of the mental health issues facing young adults today.

Many MSU students suffer from or have friends who suffer from illnesses such as depression, disabling anxiety, eating disorders, mood disorders, and PTSD. Developmental stressors over gender and sexual identity, social and personal challenges, provide added mental burdens on the young adult population. The public and their peers often gravely misunderstand students struggling with mental illnesses. In turn, students may then seek out unhealthy ways of managing these conditions by over or under eating, binge drinking or smoking, engaging in self-harming or risky behaviors.

**Course Description:**

This core course will foster developing solutions for mental healing and educating the community through scholarship and creativity.
In The Art of Mental Healing, students will learn about common mental illnesses and the current treatments used to manage them and restore wellness. Guest speakers will illuminate obstacles and societal stereotypes that hinder progress in the field of mental health. Through journaling, small group forums, and research/creative activities, students will expand their understanding of mental health issues and deepen their understanding through the creation of art, discussion, public speaking and writing.

Core Designation

Core Through the Research and Creative Experience students will: (R)

1. Improve their ability to put concepts and facts into practice.

   Students will draw upon skills learned in their major curriculum and synthesize information to formulate artistic and scholarly products.

2. Increase their understanding of the processes and dynamic nature of knowledge.

   The course will function much like a community organization; gathering information, inviting discussion and problem solving, drawing upon each member’s strengths and skills to find solutions and educate the community. Using this model, students will come to understand both the process and dynamic nature of knowledge, discovery, and how art can impact mental healing.

3. Strengthen their habits of critical and creative thinking while seeking and synthesizing information from broad and diverse sources.

   The broad nature of this course offering allows students to synthesize information from a wide range of sources. Through reading, focus group discussions, journaling and creativity exercises, students will continually be exchanging critical and creative thoughts.

4. Deepen their understanding of the importance of teamwork and collaboration.

   Almost a third of the course will be based on collaboration both in and out of the classroom. While each student will work independently on various aspects of the projects, collaboration on the final product is a founding principle of this course.

5. Develop responsibility, competency, and confidence.

   Each student will be asked to assess their skills and competencies at the beginning of the class to better understand how to engage in groups. As the term progresses students will take on more responsibility using their strengths and exploring new skills. In this way students will proceed through the course feeling competent and confident. There are creative and critical thinking exercises done in class so students can explore understanding their own skills without evaluation.
6. Expand intellectual curiosity and interest in the subject area.

There will be many opportunities for students to interact with a wide range of people in and out of the classroom. Students will direct the topic focus for the final third of the course. Through journaling exercises and interactions with an outside mentor students can shape the direction of their work. This allows them to better understand their own skills and knowledge, and how it can contribute to the university and local community.

**Arts (IA or RA)**

*Courses in the Arts will explore the production and consumption of meaning and value through forms of expression that communicate, in both logical and emotional terms, the arts.*

Students will explore their own personal modes of creativity and develop strategies for fostering collaboration. Both the process and the product will draw upon logic and emotion to create scholarly work. Final products in visual arts, music, film, architecture and literary arts will draw upon research and human interaction to make an impact on mental health in the community.

**The Art of Mental Healing Learning Outcomes:**

- Describe the basic symptoms of common mental illnesses
- Hypothesize ways to assist those suffering from mental illness and better inform the public through creative works, scholarship and public presentation
- Evaluate the potential impact of student projects through dialogue with professionals and peers
- Demonstrate an understanding of how the arts can assist in healing as measured by student journals throughout the semester.
- Initiate, develop and present a final artistic/scholarly project to a public audience

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

**Assessment**

- Participation (15%)
  - Lectures/discussions/participation
  - Formulating questions for guest speakers and oral/written responses
- Innovation of ideas/products & potential for impact (15%)
  - Collaborating on creative and/or scholarly products
  - Creative/critical thinking exercises
- Writing (20%)
  - Journaling
  - Final product
  - Topic Research
  - Interviews
- Ready Assessment Testing (10%)
  - Short quizzes at the start of class to ensure students are prepared for discussion
- Final Product (40%)
  - Paper, oral presentation, creative product
5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

**Course Format**

My role as instructor of this seminar course will be to facilitate learning, guide creative/scholarly work and coordinate guest speakers. The organizational structure of the course will include a weekly guest lecture, creative/collaborative exercises, group discussions and written exercises. The course will also require weekly readings with Ready Assessment Testing (RAT) to help prepare students for engaging discussions. Early in the term, each individual student will identify a professional mentor with whom they can consult the artistic or scholarly elements of their work. To simulate real life experiences students will gather data from a variety of sources: Internet, library resources, MSU professors, professional artists, therapists and community members. Through various stages of independent and collaborative work, each student’s work will receive formative assessment from the instructor and fellow students.

**Sample Products**

Due to the broad subject matter of the course, students will be able to select topics that are of particular interest to them. Creative products may share insight into mental illness, be informative about one aspect of mental illness, promote mental services or help audiences explore their own level of mental wellness.

Students make elect to take on a role as a scholar or as an artist. Students conducting research will provide information to students working on creative products. They will work on public speaking and writing skills to effectively communicate their findings to peers and the community. Students selecting to use their artistic skills to create a final product will work to translate scholarly information into making an impact through artistic expression.

Students work in pairs or teams to create collaborative presentations at the end of the term. For example a psychology major may team up with a film student and music major to create an informative film about eating disorders; a history major may want to examine the historical progression of medical interventions for patients with mood disorders and work with a team of students who write and perform a play depicting a possible scenario. An art major may want to create a poster to help promote suicide awareness and collaborate with a student from Health and Human Development who is interested in school counseling. Students will need to consult with experts on the faculty or in the community for additional mentoring as their projects progress.

**Course Outline:**

The general course structure will include weekly reading assignments, Ready Assessment Testing (RAT), a weekly lecture and forum/group activity. The Creativity and Scholarship Labs are conducted in class so students can work within a community of scholars and artists during production.
Week 1  
**Introduction & historical examples exploring the link between creativity and mental illness**

Reading: Redfield Jamison, Kay. *Touched with Fire: Manic-Depressive Illness and the Artistic Temperament*

Shelley Carson, *Your Creative Brain*, Jossey-Bass; 2012  
http://www.shelleycarson.com/your-creative-brain

**Individual and Group Activity:** Assessment of Assets and Interests

Week 2  
**Mental Health Issues**

Reading: Norton, Christine Lynn. *Innovative Interventions in Child and Adolescent Mental Health*


Guests: GCMHC, Scott Malloy

**Individual and Group Activity:** Journal and discussion about possible causes and factors influencing mental illness

Week 3  
**Neurobiology and Pharmaceutical Basics**

Reading: TBA

Guests: Michael Babcock, Psychology

**Individual and Group Activities**

*Identify possible topics for projects*

Week 4  
**The Creative Process**

Reading: Shelley Carson, *Your Creative Brain*, Jossey-Bass; 2012

Ueland, Brenda. *If You Want to Write: A Book about Art, Independence and Spirit*, Chapter 1

Guests: Gregory Young, Undergraduate Research in the Arts

**Individual and Group Activities**

Week 5  
**Therapies (CBT, DBT, Interpersonal, etc)**

Week 6

Therapy cont.


Guest Speakers: (Local therapists: Kim Lockwood, Greg Smith, Rebecca Koltz, HHD, Assistant Professor Ph.D, Health and Human Development, MSU

Initial Proposals/Bibliographies Due, Establish Outside Mentors

Week 7

Creativity & Scholarship Labs


Other reading: TBA

Hansen, Phil. “Embrace the Shake“ TED Talk

http://www.ted.com/talks/phil_hansen_embrace_the_shake?language=e

Week 8

Creativity & Scholarship Labs

Reading/Video: Theo Bennett https://www.youtube.com/watch?v=VohNDqzWP9E

TBA, reading based on group projects

Guest Speakers: (artists, film makers, writers, musicians, etc), Robert Bennett, English

Week 9

In Class Charrette:

(Students ask questions, provide suggestions and reassess the direction of the projects)

Week 10

Student topics

Outlines and Bibliographies Due

Preliminary Art Samples

Week 11

The Impact of Art

Guest Speakers: (artists, film makers, writers, musicians, etc)
Examples of art that present a perspective on mental health

(i.e. films: Silver Linings Playbook, Beautiful Mind, Robert Schumann, Van Gogh, Contemporary composers, Expressionists, writers, etc.)

Week 12 Creativity & Scholarship Labs, Presentation Rehearsals

Week 13-15 Final Presentations

6. List required texts or other required references.

> Bibliography/Reading Sources

Psychology TBA

Creativity


Hansen, Phil. “Embrace the Shake” TED Talks
http://www.ted.com/talks/phil_hansen_embrace_the_shake?language=e


Creativity and Mental Illness


Arts
Elements (form, line, color, texture, style, melody, rhythm, perspective)

7. What are the estimated enrollment and student credit hour (SCH) production?
   
   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]
> (25 students x 3 credits) = 75 SCH

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

> Student enrollment should exceed 16 and not exceed 25. Individual and group projects will require both require mentoring. To provide quality instruction and maintain qualitative integrity, enrollment should remain close to these levels.

9. Will course be a "restricted enrollment" course? If so, why is restricted enrollment necessary?

> No. PREREQUISITE: College Writing (W) and University Seminar (US) core

10. Describe how the success of the course will be evaluated? ("End-of-semester student evaluations" is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> Student projects will show creative and scholarly products that demonstrate creative inception, thoughtful development, and collaborative effort provoking a new perspective. Highly successful projects may be presented to appropriate community organizations.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor's qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor's qualifications to teach this course.

> Yes. Qualifications:

As Professor of Music at Montana State University, a large portion of my research and creative work has been in collaborative/interdisciplinary settings. The nature of the art song medium naturally brings together the worlds of poetry and music. I have designed theme recitals collaborating with professionals in film, art, dance, English literature, women in the home, war, ornithology, humor and the modern languages. My article "Collaborative Arts Presentations: A Holistic Approach" outlined strategies for collaborating with other artists to create engaging new song programs. A number of years ago, I presentation at a national conference for the National Association of Teachers of Singing on how to utilize PowerPoint in song recitals, a practice which is now a standard practice for recitals around the country.

The one-to-one nature of my teaching assignment along with the personal aspect of solo voice training allows me to stay connected with students and the many challenging issues that can influence the singing voice. The well being of the entire person (emotional, mental, social, and physical) impacts the singing voice. It is not unlike the professional athlete who must find holistic balance to perform at an optimal level. Years of this unique relationship combined with family mental illness, provide additional life experiences that make me a qualified facilitator for this course.
Ideally, I would like to have two peer leaders to assist with content, technical terms and other aspects of the different disciplines.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No

13. Justify the level of course offering.

> One third of the course is devoted to students completing a final research/creative project. Students must have adequate writing and research skills to contribute successfully to collaborative work. The seminar format and level of independence required makes this course best suited for upper division students who are ready to synthesize and create a product.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> Yes, it allows students in the College of Arts and Architecture to work collaboratively and encourage artists to pursue in-depth scholarship and allow scholars and scientists to explore communicating through artistic mediums.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> Advisors from the Advising Center informed me that there is sufficient demand for (RA) courses on campus particularly from students in the liberal studies program. Also, I only anticipate that this course will produce approximately 75 SCH.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> YES! This course is designed to replicate community-based organizations. Each student comes into the course with different skill sets, experiences and ideas. Students work together to identify key
issues in the field of mental healing and use their craft, creativity and research skills to develop solutions and create impactful products.

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course will be of particular interest to those desiring upper division (RA) credit. Students from the College of Arts and Architecture, liberal studies, social sciences, education and health and human development would be particularly encouraged to enroll.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> There may be funding required for artistic supplies (films, art supplies, hired musicians). I would like to encourage students to use resources from their respective schools or pursue funding through the undergraduate scholars program. The objective of the course is to foster collaboration and creativity among scholars and artists not produce high quality art. Innovation, problem solving, creativity, imagine solutions and promote understanding across disciplines are the primary objectives. If high quality artistic products are desired, USP funding or student opportunity grants through the College of Arts and Architecture.

20. What existing information resources -- print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) -- provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> There are many resources available Online as well as in Renne Library. I am currently requesting more acquisitions for Renne Library and reviewing them as they are received.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

>
Proposal Cover Sheet: CORE 2.0

Music/CAA Department
Arts and Architecture College
CAA Rubric
Course Number (if known)

The Art of Mental Healing: Collaboration in Scholarship and Creativity
Course Title

Core Category (Please check one):

- Contemporary Issues in Science
- Diversity
- Research
- Inquiry-Arts
- Inquiry-Humanities
- Inquiry-Natural Sciences
- Inquiry-Social Sciences
- Research-Arts
- Research-Humanities
- Research-Natural Sciences
- Research-Social Sciences

Does the course have any prerequisites: College Writing (W) and University Seminar (US) core

Frequency offered: Annual
Alternate Years
If alternate, starting year

Semester(s) offered: Summer
Fall
Spring

Credits by mode of instruction: Lecture: __ Seminar: 3 Recitation/Discussion: __ Lab/Studio: __

Total credits: 3

Number of sections/year: 1
Section capacity: 25

Name of person submitting this proposal: Elizabeth Croy

Phone: x5769
E-mail: ecroy@montana.edu

Required signatures

You need to obtain only those that are marked with an asterisk (*)

- Department Head
  - Kristin Harney
  - Date: 12/6/14
- Chair, Departmental Curriculum Committee
  - Date:
- Chair, College Curriculum/Committee
  - Date: 12/6/15
- Chair, CORE 2.0 Steering Committee
  - Date:
- *College Dean or Assistant Dean
  - Date: 12/6/15
- Vice Provost for Undergraduate Education
  - Date:

Revised: 8/27/2003
New CORE Course Narrative  
Montana State University  
Reviewed August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. A draft syllabus must be attached to the New Course Packet. For CORE courses, the syllabus must include:

- The CORE designation after the course rubric and number (e.g., PHL 361 RH)
- The CORE learning outcomes appropriate to the CORE designation.

You may (and are strongly encouraged to) include course learning outcomes in addition to the CORE learning outcomes, but they should be kept in separate lists.

CORE learning outcomes are listed at: http://www.montana.edu/newcore/criteria.html.

General CORE Course Information
1. Requested Rubric, Course Number, and Core Designation
   
   CAA 491 RA

2. Course Title

The Art of Mental Healing: Collaboration in Scholarship and Creativity

Information on CORE Criteria: http://www.montana.edu/newcore/criteria.html (called “Guidelines” for R courses)

3. For CS, D, I, or R designations, how will the proposed course meet the Criteria (or Guidelines) for the requested CORE designation? [Skip this question for Q, US, or W designations.]

Criteria

1. Students experience the process of research and creative experience as a unique intellectual activity and generate a scholarly product.

The Art of Mental Healing allows students to explore their unique creative and research strategies through classroom exercises alone and with peers. By interacting with peers and professionals, students will work together to create a combined scholarly and creative product.

2. Student autonomy directs the research and creative experience, while faculty and staff provide the framing concepts and contexts.

Topics such as eating and mood disorders, depression and anxiety, self-harming and PTSD are becoming more common. Through reading and guest lectures, students will learn about these mental issues, the creative process, and how art can make an impact in a community. I will provide the framework with classroom activities, lectures and discussions, and the students will direct their own creativity and research.
3. Research and Creative Experience courses provide frequent and early benchmarks for student progress to encourage early engagement in the research and creative process.

There are numerous formative assessment points to keep students on track. The course begins with exercises that help students identify their particular strengths and interests. Project pacing is provided for forming creative/research partners or groups, submitting proposals and submitting bibliographies. Students will have opportunities to give and receive feedback about their products throughout the creative/research process. Near the end of the course, students will have the opportunity to rehearse their oral presentation that will accompany the presentation of their creative product.

4. The research and creative experience component done individually or in small groups constitutes at least 1/3 of the course. The remaining part of the course should provide sufficient information about the subject to enable the student to formulate a project as well as provide the student with the tools to do a research and creative project.

Conducting research and stimulating the creative process requires interaction, investigation and exploration. Students will be introduced to various challenges in the field of mental health and asked to find ways that art and research can make an impact on mental healing in the community. By actively seeking feedback from community professionals, artists, counselors and university mentors, the students will formulate and craft ways to promote mental healing through scholarship and art.

5. Courses geared toward sophomore level students are particularly encouraged, but Research & Creative Experience courses can be at any level. Research & Creative Experience courses may have prerequisites.

Students must complete College Writing (W) and University Seminar (US) core (or have consent from the instructor) to be prepared to successfully participate in the course. It is recommended that students have explored or have an interest in the arts and college level writing and communication skills.

6. Course must address the responsible conduct of research.

The instructor is currently completing IRB certification and will address responsible research with the student to ensure compliance.

Information on CORE Learning Outcomes: [http://www.montana.edu/newcore/criteria.html](http://www.montana.edu/newcore/criteria.html)

4. How will the proposed course prepare students to meet the Learning Outcomes for the requested CORE designation?
   [Options: C5, D, I, Q, R, US, W]

   Note: For R designations please recognize that committee members do not have experience in all disciplines; therefore it is helpful if you will describe how the proposed experience is related to the research/creative norms in your discipline.

Core Through the Research and Creative Experience students will

1. Improve their ability to put concepts and facts into practice.
Students will draw upon skills learned in their major curriculum and synthesize information to formulate artistic and scholarly products.

2. Increase their understanding of the processes and dynamic nature of knowledge.

The course will function much like a community organization; gathering information, inviting discussion and problem solving, drawing upon each member’s strengths and skills to find solutions and educate the community. Using this model, students will come to understand both the process and dynamic nature of knowledge, discovery, and how art can impact mental healing.

3. Strengthen their habits of critical and creative thinking while seeking and synthesizing information from broad and diverse sources.

The broad nature of this course offering allows students to synthesize information from a wide range of sources. Through reading, focus group discussions, journaling and creativity exercises, students will continually be exchanging critical and creative thoughts.

4. Deepen their understanding of the importance of teamwork and collaboration.

Almost a third of the course will be based on collaboration both in and out of the classroom. While each student will work independently on various aspects of the projects, collaboration on the final product is a founding principle of this course.

5. Develop responsibility, competency, and confidence.

Each student will be asked to assess their skills and competencies at the beginning of the class to better understand how to engage in groups. As the term progresses students will take on more responsibility using their strengths and exploring new skills. In this way students will proceed through the course feeling competent and confident. There are creative and critical thinking exercises done in class so students can explore understanding their own skills without evaluation.

6. Expand intellectual curiosity and interest in the subject area.

There will be many opportunities for students to interact with a wide range of people in and out of the classroom. Students will direct the topic focus for the final third of the course. Through journaling exercises and interactions with an outside mentor students can shape the direction of their work. This allows them to better understand their own skills and knowledge, and how it can contribute to the university and local community.
Course Outcomes:

*The Art of Mental Healing* Learning Outcomes:

- Identify and apply knowledge of common mental illnesses to creative projects
- Hypothesize ways to assist those suffering from mental illness and better inform the public through creative works, scholarship and public presentation
- Evaluate the potential impact of student projects through dialogue with professionals and peers
- Demonstrate an understanding of how the arts can assist in healing as measured by student journals throughout the semester.
- Initiate, develop and present a final artistic/scholarly project to a public audience

Additional Information for R courses: [www.montana.edu/newcore/areadescritpions.html](http://www.montana.edu/newcore/areadescritpions.html)

5. For R designations, describe how the courses meet the criteria for the Arts, Humanities, Natural Sciences, or Social Sciences.

> Arts (IA or RA)

*Courses in the Arts will explore the production and consumption of meaning and value through forms of expression that communicate, in both logical and emotional terms, the arts.*

Students will explore their own personal modes of creativity and develop strategies for fostering collaboration. Both the process and the product will draw upon logic and emotion to create scholarly work. Final products in visual arts, music, film, architecture and literary arts will draw upon research and human interaction to make an impact on mental health in the community.
The Art of Mental Healing: Collaboration in Scholarship and Creativity

Course Syllabus
Fall 2015, 3 cr.
Tuesday/Thursday Room/Time: TBA

INSTRUCTOR:
Elizabeth Croy, Professor of Music
176 Howard Hall, 994-5769
ecroy@montana.edu
Office Hours: TBA

PREREQUISITE: College Writing (W) and University Seminar (US) core

INTRODUCTION
Montana has ranked in the top five states for suicide rates in the nation for the past thirty years. Recently, the U.S. Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration awarded MSU a three-year, $248,000 grant to expanded suicide prevention resources and mental health outreach services. Yet suicide is only one of the mental health issues facing young adults today. Many MSU students suffer from or have friends who suffer from illnesses such as depression, disabling anxiety, eating disorders, mood disorders, and PTSD. Developmental stressors over gender and sexual identity, social and personal challenges, provide added mental burdens on the young adult population. The public and their peers often gravely misunderstand students struggling with mental illnesses. In turn, students may then seek out unhealthy ways of managing these conditions by over or under eating, binge drinking or smoking, engaging in self-harming or risky behaviors.

This course will foster developing solutions for mental healing and educating the community through scholarship and creativity.

COURSE DESCRIPTION
This course will use scholarship and creativity to promote mental healing and heighten awareness of mental health in the community. The Art of Mental Healing course will present information about common mental illnesses and the treatments used to manage and restore wellness. Guest speakers will illuminate obstacles and societal stereotypes that hinder progress in the field of mental health. Through journaling, small group forums, and research/creative activities, students will expand their understanding of mental health issues and deepen their understanding through the creation of art, discussion, public speaking and writing.
The Art of Mental Healing LEARNING OUTCOMES:

- Identify and apply knowledge of common mental illnesses to creative projects
- Hypothesize ways to assist those suffering from mental illness and better inform the public through creative works, scholarship and public presentation
- Evaluate the potential impact of student projects through dialogue with professionals and peers
- Demonstrate an understanding of how the arts can assist in healing as measured by student journals throughout the semester.
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ASSESSMENT/GRADING

- Participation (15%)
  - Lectures/discussions/participation
  - Formulating questions for guest speakers and oral/written responses
- Innovation of ideas/products & potential for impact (15%)
  - Collaborating on creative and/or scholarly products
  - Creative/critical thinking exercises
- Writing (20%)
  - Journaling
  - Final product
  - Topic Research
  - Interviews
- Ready Assessment Testing (10%)
  - Short quizzes at the start of class to ensure students are prepared for discussion
- Final Product (40%)
  - Paper, oral presentation, creative product

ATTENDANCE-- Due to the interactive nature of the course, attendance and active participation is mandatory. Contacting the instructor and peers in advance if you are ill or unable to attend class demonstrates professionalism and courtesy. Credit lost from Ready Assessment Tests (RAT) and participation cannot be made up. Attending identified events/concerts/lectures may apply for extra credit.

READY ASSESSMENT TESTING
Students are expected to complete reading assignments prior to lectures and discussions. Each week a Ready Assessment Test (RAT) will be administered at the beginning of class to test reading retention and discussion readiness. These tests are often multiple choice and take only 3 minutes to complete. Discussion of the responses may follow after student’s responses are submitted.
Collaboration:
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism:
Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Academic Misconduct:
Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Academic Expectations:
Section 310.00 in the MSU Conduct Guidelines states that students must:

A. be prompt and regularly attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

(Bibliography on next page)
Bibliography

Psychology TBA


Creativity


Hansen, Phil. “Embrace the Shake” TED Talks http://www.ted.com/talks/phil_hansen_embrace_the_shake?language=en


Creativity and Mental Illness


Arts


Community and Arts


Lane, Mary Rockwood. *Healing with the Arts: A 12-Week Program to Heal Yourself and Your Community*. Atria Books/Beyond Words. November 5, 2013