

Rethinking PRF 101 and PRF 201 as CONS 101 and CONS 201

CONS 101 and CON 201 are year-long courses designed to acclimate the student to life in the Conservatory, help students discover their artistic self, and determine and connect to their audience. The courses are conceived as an expanding circle that begins with the student awareness of self, expand to self and their art, further expand to relationship with colleagues, and finally expand to connection to audience in pursuit of a career in their art. The outcomes below provide the array of topics that will be covered in the course.

IMPORTANT FEATURE 1: The students meet in groups of no more than 22, led by faculty that meet 7 times during the semester. The structure of the course is similar to FYS where certain outcomes expected, but the content and delivery is left to the faculty and student assistants. It is thought that faculty would bring juniors and seniors to assist when appropriate.

IMPORTANT FEATURE 2: At the end of the first year, in their group, students would produce a product that utilized the talents of the students but would encourage getting out of the “comfort zone” to make music if not a musician, act if not an actor, or dance if not a dancer. The purpose of the first year collaboration is to stretch the students and begin to experience what others at the Conservatory experience in performance of their art. At the end of the second year, students would be expected to produce a product that would be of quality that could be publicly performed.

IMPORTANT FEATURE 3: Faculty leaders would need to consult to coordinate guest speakers presenting topics of interest to all students. To accommodate planning, it is expected that CONS 101 and CONS 201 would meet every other week; the remaining weeks would rotate between program meetings and division meetings.

IMPORTANT FEATURE 4: Time will be set aside once a semester to have professional seminars on topics of interest to students in areas. Suggestions coming from students include how to create resume, personal finance, applying for the job, interviewing, etc. These will be scheduled to accommodate student availability and availability of the presenter.

1st-Year Learning outcomes

Personal wellness assessment, wellness of others

Interdisciplinary awareness through immersion and collaboration

Time management:

Personal practice habits (when, how)

Rehearsal habits (when, how)

Study habits (when, how)

Executive Skills

- Impulse Control
- Emotional Control
- Flexible Thinking
- Working Memory
- Self-Monitoring
- Planning and Prioritizing
- Task Initiation
- Prioritization

2nd-year Learning outcomes

Emotional intelligence (wellness of others, community, audience)
Interdisciplinary awareness through immersion and collaboration (and solving some social/aesthetic/economic/educational/gig-finding/voice-finding problem)

Time management:

Personal practice habits (when, how)

Rehearsal habits (when, how)

Study habits (when, how)

Soft Skills

- Acting as a team player
- Flexibility
- Effective communication
- Problem-solving and resourcefulness
- Accepting feedback
- Confidence
- Creative thinking