

**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** \_\_\_\_\_

**School/Department/Program:** Fine Arts/Music/Musical Theatre

**Preparer/Contact Person:** Dr. Brian F. Wright

**Telephone Extension:** x3645

**Date Originally Submitted:** \_\_\_\_\_

**Revision (Indicate date and label it Revision #1, #2, etc.):** \_\_\_\_\_

**Implementation Date Requested:** Spring 2019

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal creates a new 28-hour Minor in Musical Theatre housed in the School of Fine Arts/Department of Music. The intent of this minor is to meet a growing student desire for musical theatre training.

Two new courses, MUSI 2207: History of Musical Theatre and THEA 2218: Musical Theatre Dance, are created.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. *Deletion of course(s) or credit(s) from program(s)*

N/A

Total hours deleted: 0

B. Addition of course(s) or credit(s) from program(s)

N/A

Total hours added: : 0

C. Provision for interchangeable use of course(s) with program(s)

N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

MUSI 2207: History of Musical Theatre

Prerequisites – None

FSU owned

Required by the Musical Theatre program

THEA 2218: Musical Theatre Dance

Prerequisites – None

FSU owned

Required by the Musical Theatre program

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

SEE APPENDIX C

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

SEE APPENDIX D

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

SEE APPENDIX E

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A

### III. RATIONALE FOR THE PROPOSAL.

- A. Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

During discussions with prospective recruits and with incoming freshmen, both music and theatre faculty are continually asked about what programs we offer for students interested in musical theatre? We currently do not offer any; the music and theatre degrees are separate tracks and students interested in musical theatre instead are forced to choose between one or the other. This proposal creates a minor in musical theatre based on standards set by the National Association of Schools of Theatre (NAST). Housed in the department of music, this minor would be open both to theatre majors and to the general campus.

There is a need for this type of program in our state. The only two universities in West Virginia that offer degrees in musical theatre are WVU and WV Wesleyan, and even so, those are both full Bachelor's degrees; no local institution offers a musical theatre minor. This is a unique opportunity to set ourselves apart from our peer institutions in the region.

Offering this minor would allow us to increase our enrollment in the School of Fine Arts and bring students to Fairmont State who might otherwise matriculate to another institution.

- B. Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

We have received repeated requests, both from current and prospective students, for a program of study in musical theatre. There are very few such program available across the state, and most do not accommodate students who would prefer a musical theatre minor.

A musical theatre minor is a powerful recruiting tool that will bring more students into fine arts programs, increase enrollment across campus, and raise our institution's visibility across the state.

All of this could be accomplished with minimal changes to the existing fine arts curriculum. Only two new courses would need to be created: MUSI 2207: History of Musical Theatre and THEA 2218: Musical Theatre Dance. MUSI 2207 would be taught by Prof. Brian F. Wright as part of his

regular course load; the course would also be open to the wider campus and we have already sought approval for the course to be added to the general studies curriculum. THEA 2218 would require hiring an adjunct faculty member to teach one course per semester. If the program becomes even more successful than anticipated, another adjunct faculty member may be required to handle the amount of vocal lessons.

- C. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

- D. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

SEE APPENDIX F

- E. ADDITIONAL COMMENTS.

SEE APPENDIX G

**APPENDIX A**  
 Minor in Musical Theatre  
 Proposed Program

Required Minor Courses		HRS
	MUSI 1102: Introduction to Keyboard I	1
	MUSI 1104: Functional Piano I	1
	MUSI 1108: Beginning Theory	2
	MUSI 1113: Theory I	3
	MUSI 1114: Aural Skills I	1
	MUSI 1139: Voice Class	1
	MUSI 1140: Music Private Lessons (taken 3x)	3
	MUSI 1167: Collegiate Singers (taken 2x)	2
	MUSI 2207: History of Musical Theatre	3
	THEA 1114: Body Training & Stage Movement	3
	THEA 2218: Musical Theatre Dance (taken 3x)	3
	THEA 2230: Acting	3
	THEA 2238: Acting Workshop I (taken 2x)	2
<b>TOTAL Req. Minor Courses</b>		<b>28</b>

**APPENDIX B**

*Minor in Musical Theatre*

Proposed Model Schedule



Spring 1 <sup>st</sup> Year	
MUSI 1102: Introduction to Keyboard I	1
MUSI 1108: Beginning Theory	2
MUSI 1139: Voice Class	1
MUSI 1167: Collegiate Singers	1
THEA 1114: Body Training & Stage Movement	3
Total:	8

Fall 2 <sup>nd</sup> Year	
MUSI 1104: Functional Piano I	1
MUSI 1113: Theory I	3
MUSI 1114: Aural Skills I	1
MUSI 1140: Music Private Lessons	1
THEA 2238: Acting Workshop I	1
THEA 2218: Musical Theatre Dance	1
THEA 2230: Acting	3
Total:	11

Spring 2 <sup>nd</sup> Year	
MUSI 1140: Music Private Lessons	1
MUSI 1167: Collegiate Singers	1
MUSI 2207: History of Musical Theatre	3
THEA 2218: Musical Theatre Dance	1
Total:	6

Fall 3 <sup>rd</sup> Year	
MUSI 1140: Music Private Lessons	1
THEA 2238: Acting Workshop I	1
THEA 2218: Musical Theatre Dance	1
Total:	3

**Minor Total Hours: 28**

## **APPENDIX C**

### Minor in Musical Theatre

#### **COURSE DESCRIPTIONS**

**MUSI 2207 HISTORY OF MUSICAL THEATRE 3 HRS**

A chronological survey of the development and history of musical theatre from the mid-nineteenth century to the present. Emphasis will be placed on influential composers, lyricists, directors, choreographers and performers from musical theatre history with special focus on major periods and works. The class will also discuss the ways that the musical both forms and reflects ideas about American and personal identity, as well as attitudes towards race, ethnicity, gender, and interpersonal relationships. Students will be expected to listen to/watch assigned recordings outside of class.

**THEA 2218 MUSICAL THEATRE DANCE 1 HR**

This course is designed to develop the student's ability to understand and properly execute various dance styles prevalent in American musical theatre. Emphasis will be on the development of proper body movement, building strength, flexibility and learning techniques. Students will also learn awareness of musicality and artistic expression. Repeatable. Instructor approval required.

**APPENDIX D**  
Minor in Musical Theatre

**DETAILED COURSE DESCRIPTIONS**

**MUSI 2207    HISTORY OF MUSICAL THEATRE                    3 HRS**

A chronological survey of the development and history of musical theatre from the mid-nineteenth century to the present. Emphasis will be placed on influential composers, lyricists, directors, choreographers and performers from musical theatre history with special focus on major periods and works. The class will also discuss the ways that the musical both forms and reflects ideas about American and personal identity, as well as attitudes towards race, ethnicity, gender, and interpersonal relationships. Students will be expected to listen to/watch assigned recordings outside of class.

**TEXTS**

Stempel, Larry. *Showtime: A History of the Broadway Musical Theatre*. College Edition. New York: W.W. Norton. 2011.

**COURSE OUTLINE**

1. Elements of the Musical
  - a. Music
  - b. Book
  - c. Directors
  - d. Staging
  - e. Dance
  - f. Actors
  - g. Design
2. Musical Theatre Roots
  - a. Minstrel shows
  - b. Vaudeville
  - c. Operetta
3. Tin Pan Alley and the Rise of Broadway



- a. Irving Berlin
  - b. George M. Cohan
4. The Integrated Musical
  - a. Oscar Hammerstein II
  - b. *Show Boat*
5. The Great American Songbook
  - a. George Gerswhin
  - b. Cole Porter
  - c. Rodgers and Hart
6. The Musical Play
  - a. Rodgers and Hammerstein
  - b. Lerner and Loewe
7. Broadway Opera
  - a. *Porgy and Bess*
  - b. Leonard Bernstein
  - c. *West Side Story*
8. “Off” Broadway and Rock ‘n’ Roll on Stage
  - a. *Hair*
  - b. *Bye Bye Birdie*
  - c. *Jesus Christ Superstar*
9. The Concept Musical
  - a. *Cabaret*
  - b. *Follies*
10. Modern Choreography
  - a. De Mille
  - b. Champion
  - c. Fosse
11. Stephen Sondheim and Hal Prince
  - a. *Company*
  - b. *A Little Night Music*
  - c. *Sweeney Todd*
  - d. *Merrily We Roll Along*

12. The Megamusical!
  - a. *Cats*
  - b. *Phantom of the Opera*
  - c. *Les Miserable*
13. The 1990s
  - a. *Rent*
  - b. Disney
14. 2000s and beyond
  - a. Juke Box Musicals
  - b. *Wicked*
  - c. Film on Broadway

#### **COURSE OUTCOMES/ASSESSMENTS**

- **Outcome 1:** Students will classify various pieces of musical theatre by historical period and style.
  - **Assessment:** reflection papers, in-class discussion questions, tests/quizzes
- **Outcome 2:** Students will compare and contrast musical repertoire through discussed works, composers, and styles.
  - **Assessment:** reflection papers, in-class discussion questions, tests/quizzes
- **Outcome 3:** Students will demonstrate critical thinking skills by analyzing how the history of musical theatre is connected to larger political, economic, and social developments in American history.
  - **Assessment:** reflection papers, historical/analytical research term paper

#### **THEA 2218 MUSICAL THEATRE DANCE**

**1 HR**

This course is designed to develop the student's ability to understand and properly execute various dance styles prevalent in American musical theatre. Emphasis will be on the development of proper body movement, building strength, flexibility and learning techniques. Students will also learn awareness of musicality and artistic expression. Repeatable. Instructor approval required.

## **COURSE OUTLINE**

1. Introduction to American Ballet
  - a. Barre Principles
  - b. Alignment
2. Early Jazz Dance
  - a. Jack Cole
  - b. Jerome Robbins
  - c. Michael Kidd
3. Tap Technique
  - a. Gower Champion
  - b. Gregory Hines
4. Modern Jazz Dance
  - a. Bob Fosse
  - b. Michael Bennett
5. Contemporary Dance/Hip Hop
  - a. Andy Blankenbuehler
  - b. Tricia Miranda

## **COURSE OUTCOMES/ASSESSMENTS**

- **Outcome 1:** Students will be able to identify and demonstrate the stylistic attributes of historically influential musical theatre choreographers
  - **Assessment:** in-class lectures, student research and presentations
- **Outcome 2:** Students will develop basic body mechanics and dance techniques essential to musical theatre
  - **Assessment:** in-class performances
- **Outcome 3:** Students will gain experience working collaboratively in ensemble-based choreography
  - **Assessment:** in-class performances, final group project

## **APPENDIX E**

### Minor in Musical Theatre

#### **PROGRAM OUTCOMES AND ASSESSMENTS**

**Based on standards set by the National Association of Schools of Theatre (NAST)**

Students who complete this program of study will:

- Develop basic music skills, including keyboard skills, music theory, ear training, sight reading, and part-writing
  - **Course(s) Mapped to Outcome:** MUSI 1102: Introduction to Keyboard I, MUSI 1104: Functional Piano I, MUSI 1108: Beginning Theory, MUSI 1113: Theory I, MUSI 1114: Aural Skills I
- Develop singing skills through individual lessons, ensembles, and performances
  - **Course(s) Mapped to Outcome:** MUSI 1139: Voice Class, MUSI 1140: Music Private Lessons, MUSI 1167: Collegiate Singers, THEA 2238: Acting Workshop I
- Develop acting skills through coursework and performances
  - **Course(s) Mapped to Outcome:** THEA 2230: Acting, THEA 2238: Acting Workshop I
- Develop dance and movement skills appropriate to musical theatre
  - **Course(s) Mapped to Outcome:** THEA 1114: Body Training and Stage Movement, THEA 2218: Musical Theatre Dance
- Develop an understanding of various styles, genres, and compositional procedures in musical theatre since 1900
  - **Course(s) Mapped to Outcome:** MUSI 2210: History of Musical Theatre

**APPENDIX F**  
Minor in Musical Theatre

**MEMO**

To: FSU Curriculum Committee  
From: Jim Matthews, Chair of General Studies Committee  
Re: History of Musical Theatre course  
Date: 4/17/2018

At Dr. Brian Wright's request, I have reviewed his proposed course on the History of Musical Theatre. We are currently engaged in a complete revision of the General Studies program into a new Core Curriculum and are not accepting new applications for courses to be considered for General Studies credit. However, the proposal I read would be eligible for inclusion in the Core Curriculum as a general education Fine Arts course. As such, it would be one option among many and would not affect the credit requirements of any program. The committee will be happy to entertain a proposal for this course after the curriculum revision is complete and a new procedure for course applications is available.

## **APPENDIX G**

### Minor in Musical Theatre

#### **LETTER OF SUPPORT FROM INTERIM DEAN ROBERT MILD**

This letter is to express my support for the proposal to add a Minor in Musical Theatre to the curriculum. The School of Fine Arts has a rich history of theatrical productions, many of them musicals. In fact, the Town and Gown Players have been producing musicals almost every summer since the 1950s. Just ask anyone old enough to remember the shows put on in the red and white summer tent and you'll quickly find out how important they were to the Fairmont community. As an historical note, the end of tent era came in 1972 when Lawrence Wallman and George Turley took their final bows following a performance of Oklahoma.

There has been an increased demand from the students for our offering additional courses in this area as students that sing, dance, and act are more likely to find internship and employment opportunities than those with lesser training. This Minor could easily be added to the curriculum with a limited need for new resources. The courses needed for this Minor already exist within the curriculum with the exception of dance, although some dance (Ballroom) is offered through Pierpont Community and Technical College.

In closing, I firmly believe that this minor in Musical Theatre fills a need in our curriculum and could be easily added. Therefore, I recommend that this curriculum proposal be approved.

Should you have any questions regarding my support for this proposal, please do not hesitate to contact me.

Sincerely,

Robert E. Mild, Jr., Interim Dean  
School of Fine Arts  
Senior Level Professor of Communication  
Fairmont State University  
[robert.mild@fairmontstate.edu](mailto:robert.mild@fairmontstate.edu)  
304-367-4167

**APPENDIX H**  
Minor in Musical Theatre

**Note from Registrar confirming the availability of new course numbers**

Dr. Wright—

I can confirm that the two course numbers listed below are currently available for use in your curriculum proposal.

Please let me know if you have any questions. Sincerely,

*Lori Schoonmaker*, M.A.

Associate Registrar/PDSO

Fairmont State University  
1201 Locust Avenue  
Fairmont, WV 26554  
(304) 367-4141  
FAX: (304) 367-4789

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**From:** Wright, Brian  
**Sent:** Thursday, May 24, 2018 12:31 PM  
**To:** FSU Office of the Registrar <registrar@fairmontstate.edu>  
**Subject:** Curriculum Proposal Check

Hello,

The Department of Music is currently working on a curriculum proposal for a new minor in musical theatre. This necessitates the creation of two classes, and I am writing to confirm that each of these course numbers are available for use:

- MUSI 2207
- THEA 2218

Many thanks,

Brian F. Wright, Ph.D.  
Fairmont State University  
Department of Music

## RECOMMENDATIONS OF THE COMMITTEE ON ADMISSIONS AND CREDITS

The Committee on Admissions and Credits has voted to recommend the following policy changes:

- 1.) That the requirement of a grade point deficit be removed from the qualifications for Academic Forgiveness.
- 2.) That the scope of Academic Forgiveness be extended to include courses transferred in from other institutions.
- 3.) That the Test of English for International Communication (TOEIC) be added (with the minimum score of 605) to the list of reliable language-proficiency tests available for international students.

The Committee on Admissions and Credits has voted to recommend the following changes to the Committee's membership:

- 4a.) That the Admissions Manager and the Manager of Recruitment become *ex-officio* members, replacing the former Director of Recruiting and Admissions (though it is not entirely certain that Recruitment needs to be so represented).
- 4b.) The Committee approved Dr. Kirby's suggestion that the Director of the Center for Educational Support Programs be made an *ex-officio* member, and recommends that the Senate act accordingly.



The Faculty of Fairmont State University recognizes the Board of Governors' responsibility for the selection of the next president. The Faculty, in the form of the attached petition, and in this Faculty Senate Resolution, request an increase in the Faculty representation on the Presidential Search Committee. The Faculty seeks to share its expertise in the vetting and initial interview process.

Be It Resolved that:

We the Faculty support the Board of Governors' choice of a leader who:

- Has the spirit of entrepreneurship with demonstrated skill in community, state, national, and international fundraising;
- Has demonstrated the ability to communicate to funding bodies the proven cost-benefit of public higher education;
- Has experience in higher education budgeting with sound ideas about allocating funds under conditions of limited resources;
- Has demonstrated the public relations skills necessary to promote Fairmont State to its numerous constituencies;
- Has demonstrated the interpersonal skills necessary to create sound agreements between the University and Pierpont Community & Technical College;
- Understands and has demonstrated support of the role of strong athletic programs, extracurricular activities, and programmatic initiatives in promoting a sense of belonging across the campus, promoting enthusiasm within the alumni, and in connecting the University with the surrounding community;
- Understands and has demonstrated commitment to the University's mission is to prepare students for the twenty-first century workplace and the civic responsibilities of local, state, national, and global communities.

Be It Further Resolved that:

The Faculty of Fairmont State University are seeking additional representation on the Presidential Search Committee because of our commitment to the Institution. We seek to ensure the University's continued success as an institution of higher learning for which Faculty are significantly responsible, including inspiring students with the desire for lifelong learning; providing students the foundation to meet their goals in life and to progress to a gratifying level of significance in their chosen profession; and instilling in students the ethical and aesthetic values which enable them to appreciate life in the context of truth, beauty and the good.

In order for FSU to meet its academic responsibilities we the Faculty believe that the next President of FSU should meet the following qualifications, experience, and qualities:

- Earned doctoral degree;
- Progression through the academic ranks from faculty member to senior-level positions, such as dean, vice-president, or provost;
- Measurable intellectual and scholarly accomplishments;
- Demonstrable commitment to shared governance;

- Demonstrable understanding that faculty tenure promotes the free exchange of ideas and creation of knowledge;
- Demonstrable commitment to academic standards and freedom;
- Demonstrable commitment to using search committees and national searches for faculty and administrative positions;
- Demonstrable ability to communicate with faculty in the context of the academic mission;
- Demonstrable commitment to working with faculty, chairs, and deans to support programmatic development to enhance the recruitment of quality students;
- Demonstrable success in increasing student enrollment and retention, and a commitment to keeping Fairmont State affordable;
- Demonstrable commitment to transparency between administration and Faculty and a vision for the relationship among faculty, chairs, deans, and the Chief Academic Officer;
- Demonstrable commitment to transparency in budgetary and other functions of the Office of the President;
- Demonstrable commitment to an Office of Institutional Research and understanding of the relationship of institutional research data to student success and institutional improvement;
- Demonstrate an understanding of what types of institutional services and structures support faculty communication;
- Demonstrable commitment to academic alliances with the secondary schools and articulation agreements with community colleges and other institutions of higher learning;
- Understand the detrimental effects that a high number of temporary faculty can have upon shared governance and the free exchange of ideas and knowledge, and have a vision for improving full-time faculty ranks;
- Understand the detrimental effects of long term appointments of interim administrators, and have a vision for avoiding lengthy interim appointments.
- Recognition of and commitment to the importance of ethics in the mission of higher education and demonstrable achievement of the highest ethical standards in administrative actions and decisions.



# Fairmont State University

## 2019-2020 Academic Calendar

### **2019 Fall Semester**

Wednesday-Friday, August 14-16	Opening Session and Professional Development
Thursday, August 15	Move-In Day
Friday, August 16	Student Convocation
Monday, August 19	Classes Begin
Friday, August 30	PR or NP Grades Due
Monday, September 2	Labor Day, No Classes
Friday, September 13	Early Alert Grades Due
Friday, October 11	Midterm
Monday, October 14	Fall Break, No Classes
Tuesday, October 15	2nd 8-week Classes Begin
Monday-Friday, November 25-29	Thanksgiving Recess, No Classes
Friday, December 6	Last Day of Classes
Monday-Friday, December 9-13	Final Exams
Saturday, December 14	Commencement
Tuesday, December 17	Last Day for Faculty

### **2020 Spring Semester**

Wednesday-Friday, January 8-10	Opening Session and Professional Development
Monday, January 13	Classes Begin
Monday, January 20	Martin Luther King Day, No Classes
Friday, January 24	PR or NP Grades Due
Friday, February 7	Early Alert Grades Due
Friday, March 6	Midterm
Monday-Friday, March 9-13	Spring Break, No Classes
Monday, March 16	2nd 8-Week Classes
Friday, April 10	Spring Holiday, No Classes
Friday, May 1	Last Day of Classes
Monday-Friday, May 4-8	Final Exams
Saturday, May 9	Commencement
Tuesday, May 12	Last Day for Faculty

### **2020 First Summer Term (6 weeks)**

Monday, May 18	Classes Begin
Monday, May 25	Memorial Day, No Classes
Thursday, June 26	First Summer Term Ends

### **2020 Second Summer Term (6 weeks)**

Monday, June 29	Classes Begin
Thursday, August 6	Second Summer Term Ends

### **2020 Full Summer Term (12 weeks)**

Monday, May 18	Classes Begin
Thursday, August 6	Term Ends



# Fairmont State University

## 2020-2021 Academic Calendar

### **2020 Fall Semester**

Wednesday-Friday, August 12-14	Opening Session and Professional Development
Thursday, August 13	Move-In Day
Friday, August 14	Student Convocation
Monday, August 17	Classes Begin
Friday, August 28	PR or NP Grades Due
Monday, September 7	Labor Day, No Classes
Friday, September 11	Early Alert Grades Due
Friday, October 9	Midterm
Monday, October 12	Fall Break, No Classes
Tuesday, October 13	2nd 8-week Classes Begin
Monday-Friday, November 23-27	Thanksgiving Recess, No Classes
Friday, December 4	Last Day of Classes
Monday-Friday, December 7-11	Final Exams
Saturday, December 12	Commencement
Tuesday, December 15	Last Day for Faculty

### **2021 Spring Semester**

Wednesday-Friday, January 6-8	Opening Session and Professional Development
Monday, January 11	Classes Begin
Monday, January 18	Martin Luther King Day, No Classes
Friday, January 22	PR or NP Grades Due
Friday, February 5	Early Alert Grades Due
Friday, March 5	Midterm
Monday-Friday, March 8-12	Spring Break, No Classes
Monday, March 15	2nd 8-Week Classes
Friday, April 2	Spring Holiday, No Classes
Friday, April 30	Last Day of Classes
Monday-Friday, May 3-7	Final Exams
Saturday, May 8	Commencement
Tuesday, May 11	Last Day for Faculty

### **2021 First Summer Term (6 weeks)**

Monday, May 17	Classes Begin
Monday, May 31	Memorial Day, No Classes
Thursday, June 24	First Summer Term Ends

### **2021 Second Summer Term (6 weeks)**

Monday, June 28	Classes Begin
Thursday, August 5	Second Summer Term Ends

### **2021 Full Summer Term (12 weeks)**

Monday, May 17	Classes Begin
Thursday, August 5	Term Ends