I. COURSE INFORMATION
ADVENTURE BASED THERAPY-REC 367

Class Time/Days: Hybrid Online with scheduled in person classes on 1/27, 2/3, 2/17, 3/2, 3/16, 3/30, 4/13, 4/27. Please note that as this is a hybrid class, the first day of each week is considered to be Monday. In class time: 10:15AM – 12:45PM

Classroom/Site: Science Building, Room 362P
Instructor: Holly J. Bean, LCPC, CRC, CTRS
Office: Recreation and Leisure Studies, 3rd Floor Masterson Hall, room 320
Phone: Office- 207-780-4646
Cell: 207-899-8992
Office Hours: TBD and by Appointment and by appt.

Updated 10/29/2019
E-mail: Holly.j.bean@maine.edu or hypbean@gmail.com (they feed into each other)
II. COURSE DESCRIPTION
The course focuses on how to facilitate and then process outdoor/adventure/recreation activities as a means to improve self-concepts, develop group cohesion and uncover feelings, among others. Course objectives will be met through experiential as well as theoretical methods, thus allowing the student to acquire the skills necessary to lead groups through similar activities. Class format will be lectures, discussions, group activities and presentations by class members. The course will address how to plan, implement, lead, debrief and evaluate adventure experiences.

III. COURSE OBJECTIVES
At the completion of the course students will be able to:

a) Chronicle the historical roots of adventure/challenge education.

b) Describe the philosophical/theoretical foundations of adventure/challenge education.

c) Define adventure based learning and discuss the benefits of participating in adventure based experiences.

d) Interpret processing, including the experiential learning cycle and levels of processing.
e) Explain the "adventure-based learning process", the "Adventure Wave" and "edge-work."

f) Describe the process of change and conditions that enhance the state of disequilibrium.

g) Plan various exercises and activities utilizing the GRABBSS Assessment and the group developmental stages.

h) Lead a group through adventure-based learning experiences that include overseeing safety parameters, providing skill instruction and facilitating personal development.

i) Understand and apply the facilitation techniques to structure and process adventure-based learning experiences.

j) Understand and employ communication skills; attending behaviors, active listening, noticing nonverbal behaviors, using I-messages, empathic responses and giving feedback, when leading groups through adventure-based experiences.

k) Develop and use metaphors related to adventure based counseling.

l) Evaluate and then adapt adventure-based experiences to meet the needs of different groups and individuals.

m) Develop a curricula for adventure-based experiences.
**IV. TENTATIVE COURSE CALENDAR**

### Week 1  In person

| **Class Overview** | Introductions & Syllabus  
| 1/27 | Overview/Historical Perspective  
| | Group Ground Rules  
| | Full Value Contract  
| | Challenge & Choice  
| | Acquaintance Activities/Ice Breakers  |

| **Readings** | Section 1 Schoel, J. & Maizell, R. Exploring Islands of Healing  
| | Intro Jacobson, M. & Ruddy, M. Open to Outcome  
| | Prepare a SQQ for the reading Due Sunday of the first week  |

| **Additional Readings** | Ewert, A.E. et al. “Outdoor Experiential Therapies”  
| | Rohnke & Butler, Section 1 Quick Silver  
| | Rohnke, Silver Bullets p 1-78  |

| **Assignments** | Journal set-up individually as a google doc.  
| | Journal Prompt 1 due by Sunday evening of the first week: What is your impression of our class? How is our class similar or different to other groups that you have joined or participated in in the past? What do you hope to contribute to this class?  |

### Class 2: On line

| **Class Overview** | Bedrock-Theoretical Perspective  
| | ABCs of Adventure  
| | Full Value Contract  
| | Icebreakers/Deinhibitizers  
| | Discussion and participation online  |

| **Readings** | Section II, Schoel & Maizell Chapter 4  
| | Chapter 1 Jacobson, M. & Ruddy, M. Open to Outcome  
| | Prepare an SQQ for the reading due Sunday  |

*Updated 10/29/2019*
### Additional Readings

<table>
<thead>
<tr>
<th>Luckner &amp; Nadler, pp. 1-16</th>
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<tr>
<td>Rohnke &amp; Butler, Section 1 Quick Silver</td>
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### Assignments

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<tr>
<th>Journal Prompt 2 due by Sunday of Week 2</th>
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“Every time we encourage people to circle up, move through a series of activities and initiative problems and gather in debriefing circles to share thoughts and feelings we are giving them an opportunity to understand the need, the value and the joy of being fully human in connection with other people.” What power do you see in the use of circles, and how have they impacted your experience in class and in groups?

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### Week 3  In person class

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<tr>
<th>Class Overview</th>
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“Affect – Behavior – Cognition”
Experiential Learning
Processing, why?
Theory Change Edgework
Adventure Wave “Brief, Doing, Debriefing”
Leadership & Styles
Presentation From Community Engagement & Career Service

<table>
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<tr>
<th>Readings</th>
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Section II, Schoel & Maizell Chapter 3
Chapter 2 Jacobson, M. & Ruddy, M. Open to Outcome
Prepare a SQQ for the reading assignment due Sunday

<table>
<thead>
<tr>
<th>Additional Readings</th>
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Rohnke, Tait & Wall, pp. 88-91
Luckner & Nadler, 17-67
Rohnke, Silver Bullets p 1-78

<table>
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<tr>
<th>Assignments</th>
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Journal Prompt 3 due by Sunday of Week 3:
Reflect on your leadership styles & tendencies:
Were you surprised by any of the tendencies?
Do you feel there are specific scenarios that different styles are more likely to be present?
How does knowing your own style & tendencies help you as a facilitator?
## Week 4 Online

| Class Overview | Assessment  
|               | GRABBS (Goals, Readiness, Affect, Behavior, Body Setting & Stage of Development)  
|               | Intake Assessment  
|               | Ongoing Group Assessment  
|               | Leadership Assessment  
|               | General Assessment  
|               | Deinhibitizer/Trust Activities  
|               | Discussion and participation online  
| Readings | Section III, Schoel & Maizell  
|          | Chapter 3 Jacobson, M. & Ruddy, M. Open to Outcome  
|          | Prepare an SQQ for the reading due Sunday  
| Additional Readings | Autry, C. E. “Adventure therapy with girls at risk...  
|                    | Herbert, J. T. “Therapeutic adventure staff attitudes  
| Assignments | Journal Prompt 4 due by Sunday of Week 4:  
|              | Describe a group that you have been a part of and link it to the stages of development that we investigated today.

## Week 5 in Person

| Class Overview | Trust Activities/Sequence  
| Readings | Schoel, Prouty & Radcliffe, 284-285; 294-296 (On reserve)  
|          | Prepare a SQQ for the reading due Sunday  
| Additional Readings | Rohnke, Silver Bullets, pp. 79-94  
|                    | Rohnke & Bulter, Quicksilver, 220-234  
| Assignments | Journal Prompt 5 due by Sunday of the Week:  

Updated 10/29/2019
Reflect upon our class discussions of trust and forming relationships as it relates to your own experiences in groups in life & work.

### Week 6: Online

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>“The Adventure Wave”</th>
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</table>
| **Readings**       | Section 4- Chapter 10 & 11 –Schoel & Maizell(2002)  
                      Exploring Island of Healing  
                      Chapter 4 &5 Jacobson, M. & Ruddy, M. Open to Outcome  
                      Prepare an SQQ for the reading due Sunday |

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<tr>
<th><strong>Additional Readings</strong></th>
<th><strong>Assignments</strong></th>
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|                        | Journal Prompt 6 due by Sunday of Week 6:  
                          Reflect upon the semester so far;  
                          What has worked well;  
                          What would you like to do more of;  
                          What would you like to challenge yourself to do? |

### Week 7: In person

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>Activity Selection “Decision Tree”</th>
</tr>
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</table>
| **Readings**       | Section 4- Chapter 9 –Schoel & Maizell(2002) Exploring Island of Healing  
                          Prepare a SQQ for the reading and its due Sunday |

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<thead>
<tr>
<th><strong>Additional Readings</strong></th>
<th><strong>Assignments</strong></th>
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</table>
|                        | Journal Prompt 7 due by Sunday of Week 7 :  
                          What is your understanding of the importance of activity sequencing and choosing the appropriate activities?  
                          How has this or will this shape the activity you choose to present in class?  
                          Online Quiz posted this week, due Sunday of this week |
### Week 8  In class

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>Developing &amp; Processing Curricula for the “Adventure Experience&quot;</th>
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</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
<td>Section 4- Chapter 12 &amp;13 –Schoel &amp; Maizell(2002)</td>
</tr>
<tr>
<td></td>
<td>Exploring Island of Healing</td>
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<tr>
<td></td>
<td><em>Prepare a SQQ for reading due Sunday of this week</em></td>
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<tr>
<td><strong>Additional Readings</strong></td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Journal Prompt 8 due by Sunday of Week 8:</td>
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<td></td>
<td>Reflect upon the process of working with your group members</td>
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<td>to devise a cohesive activity program. What works well in</td>
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<td>group projects in class for you &amp; what is challenging?</td>
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<td></td>
<td><em>Online Quiz posted this week, due Sunday of this week</em></td>
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### Week 9  Online

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<thead>
<tr>
<th>Class Overview</th>
<th>Developing &amp; Processing Curricula for the “Adventure Experience&quot; Continued</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
<td>Section 4- Chapter 12 &amp;13 –Schoel &amp; Maizell(2002)</td>
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<tr>
<td></td>
<td>Exploring Island of Healing</td>
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<td></td>
<td><em>Prepare an SQQ for the reading due Sunday of this week</em></td>
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<tr>
<td><strong>Additional Readings</strong></td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Journal Prompt 9 due Sunday Week 9:</td>
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<td></td>
<td>Reflect upon the process of working with your group members to devise a</td>
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<td></td>
<td>cohesive activity program over the last few weeks. Do you have any</td>
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<td>expectations or pre-conceived ideas of how our group may work together at</td>
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<td></td>
<td>Ketcha next week? How has the process of working together on a project</td>
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<td>informed your ideas of what next weeks activities may bring up? Look like?</td>
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### Week 10: In person

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>Challenge Course discussion and probable field trip. Day and time tbd</th>
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<tbody>
<tr>
<td><strong>Additional Readings</strong></td>
<td></td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Journal Prompt 10 due by Sunday of Week 10</td>
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<td></td>
<td>Reflect on your experience at the field trip site. How as a group did our class work together or not? What were elements that surprised you in the program and what worked well?</td>
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### Week 11: on line

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>Evaluation &amp; Assessment</th>
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<tr>
<td><strong>Additional Readings</strong></td>
<td></td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Journal Prompt 11 due by Sunday of Week 11:</td>
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<td>Reflect on your thoughts on how individual, group and program evaluations are done in practice.</td>
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**Week 12: In Person**

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>Challenge Course Part 2</th>
<th>Like field trip, Location and time TBD</th>
</tr>
</thead>
</table>

**Readings**

Eatough, Erin; Chang, Chu-Hsiang; Hall, Nicholas (2015) Getting Roped In: Group Cohesion, Trust, and Efficacy Following a Ropes Course Intervention. *Performance Improvement Quality*. Vol 28(2)65-89. *Prepare an SQQ for the reading due Sunday of this week*

**Additional Readings**

**Assignments**

Journal Prompt 12 due Sunday of Week 12: Reflect on your experience from both trips to Ketcha’s low and high ropes course. How did our class work together, how did our class deal with challenges? What were elements that surprised you in the program and what worked well?

*Take Home Exam Due at the Beginning of the next class*

**Week 13 on line**

<table>
<thead>
<tr>
<th>Class Overview</th>
<th>Closings, Processing &amp; Rites of Passage</th>
</tr>
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</table>

**Readings**

Bell, Brent (2003). The Rites of Passage and Outdoor Education: Critical Concerns for Effective Programming. *Journal of Experiential Education*, 26(1)41-49. *Prepare a SQQ for the reading due Sunday of this week*

**Additional Readings**

**Assignments**

Online final examExam Due at the Beginning of scheduled exam period for the class (next week)

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**V.COURSE EVALUATION**
**Leading/Debriefing**  
Students will lead and then debrief the class through an adventure activity with handout. Activities will be drawn from the student's Adventure Experience Curriculum.

**On-line Mid-Term Quizzes**  
20%

**Journal**  
Throughout the semester the student will keep a journal, recording their thoughts, feelings and reflections on the various topics covered in class. Journals will be turned in on a weekly basis.

**Online Final EXAM**  
25%

**ATTENDANCE/PARTICIPATION/READING ASSIGNMENTS**  
10%  
(Attendance is mandatory and will be reflected in the final grade)

**TOTAL**  
100%
Journal Assignment (20%)

Journals will be turned in on a weekly basis to earn credit. Your journal should be set up as a google doc that is shared with the professor beginning the first week of classes. The google doc should be named: ABC 2019 Journal-Student Last Name, Student First Name. Please share the google doc with the appropriate email address (Thomas.mullin@maine.edu) as a comment only. The google doc will be a continuous document, you will write your reflections with this prompt head each week: Journal Prompt # - Due By Date; Question Posed. For example; Journal Prompt 1- Due by Sunday of the Week; What is your impression of our class? How is our class similar or different to other groups that you have joined or participated in in the past? What do you hope to contribute to this class? Every entry should begin at the top of the page; therefore the most recent entry will always appear at the top.

A prompt is given each week for you to reflect upon your experience and understanding of the materials we have covered. Journal entries should reflect on class experience. Please use some of the prompts below (in addition to the weekly prompt) to outline your journal responses. Each journal entry should be one to two pages (400-700 words).

- How do you feel you may be able to use the activities and lessons in class outside of class?
- What did it feel like to have your physical safety entrusted to the group or a group member?
- How are decisions being made by the group?
- What could be done to improve the ways that the group goes about solving problems?
- What are some of the effective ways of communicating that you used in completing the tasks?
- What would you like more or less of from the group?
- What could you do to improve the quality of this experience for yourself?
Student Led Activities & Activity Paper (25%)

Applying principles of Adventure Based Counseling

Student led activities should be based on material presented throughout the semester. Activities will be drawn from Rohnke, Rohnke & Butler, Tait & Wall, Hundredth Monkey, Jim Cain, Michelle Cummings, etc. Students should utilize the GRABBS and Adventure Wave sequence presented by Schoel & Maizell.

Students will prepare an activity to lead the class in that should be approximately 20-30 minutes. Students will need to identify a specific population of people that they would like to work with and identify an appropriate activity (i.e. a family, youth on probation, a freshman college group to support first generation students, domestic violence survivors, cancer support group, etc.). Students can work with a partner and co-facilitate or “fly solo.” All students need their activity pre-approved with the professor. Please make sure to check-in at least one week prior to your scheduled activity date for approval of appropriate activities and a materials check.

Students will also prepare a two page paper of the activity including a section on each of the following:

- Introduction with citations of why the activity is appropriate
- GRABBS Assessment of the Activity for the specific population
- Front Loading & Framing;
- Activity Guidelines;
- Debriefing Plan & Processing Questions
Grading Rubric:
A project receiving full points will:
- Have had a pre-approval conversation
- A two page paper grammatically correct & inclusive of the 4 sections
- APA guidelines followed for Works Cited page with at least 3 works cited
- Activity presented in class in a timely fashion

VI. COURSE TEXTS/MATERIAL (I will strive to have copies of all these on reserve at the Library for your use)
REQUIRED:


RECOMMENDED:


SUPPLEMENTAL REFERENCES:


Updated 10/29/2019


GRABBSS – Focus

- **Goals** – dynamic reminders of purposes, whether focused on individual development or group work
- **Readiness** – an assessment of skills for a given activity
- **Affect** – the feeling sense experienced (or presented) by the group or individuals in it
- **Behavior** – the physical ability of participation
- **Setting** – the environment in which an activity takes place, as well as the origin of participants (culture, etc.)
- **Stage of Development** – that place in the growth process where the individual/group can be found

The Uses of GRABBSS
The GRABBSS Assessment Model

Individual group members can be looked at with GRABBSS during the intake, pre-group process. They can also be assessed during the life of the group as part of an ongoing process. The group itself is responsive to GRABBSS assessment, as is the leader.
Introduction to “Adventure Wave”

Doing

Briefing

- **Basics** - Descriptions and Expectations; Preparation; Here-and-Now Orientation; New Use of Language; Forgiveness and Fresh Starts; Safety and Authority;
  Grounding the Group
- **Framing the Adventure – Metaphors**
- **Establishing Full Value – Norms**
- **Goals**

Doing (Directing/Co-creating)

- **Grounding** – Trust Fall Spotting Sequence
- **Activity Leadership**
- **Doing the Framing**
- **Full Value in Action**
- **Metaphor Management**
- **Reframing and Intervening**
- **Readings, Myth & Fantasy**

Debriefing (Processing the Adventure)

- Reflecting (What?)
- Generalizing (So What?)
- Transferring (Now What?)

- **Connecting the Debrief**
- **Opportunities and Issues**
- **The Debrief as Action and Initiative**
- **Debriefing Skills**
- **Sequencing the Debrief**
- **Deepening the Discussion**
- **Cutting Off the Discussion**
- **Planning New Variations and Activities**
- **Consequences**
Debriefing Activities
- Managing Feedback
- Closure

Activities Selection Chart

Ice Breaker/Acquaintance Activities
Object: To provide opportunities for group members to get to know each other and to begin feeling comfortable with each other through activities. Initiatives and games that are primarily fun, non-threatening and group-based.

De-inhibitizer Activities
Object: To provide a setting wherein group participants are able to take some risks as well as make improvement in commitment and a willingness to appear inept in front of others.

Trust and Empathy Activities
Object: To provide an opportunity for group members to trust their physical and emotional safety with others by attempting a graduated series of activities which involve taking some physical and/or emotional risks.

Communication Activities
Objective: To provide an opportunity for group members to enhance their ability and skill to communicate thoughts and feelings, and behaviors more appropriately through activities which emphasize listening, verbal, and physical skills in the group decision-making process.

Decision-making/Problem-solving Activities
Objective: To provide an opportunity for group members to effectively communicate, cooperate, and compromise with each other through trial-and-error participation in a graduated series of problem-solving activities which range from the more simply solved to the more complex.

Social Responsibility Activities
**Objective:** To provide a setting wherein group participants can build upon previous gains in areas of acquaintance, trust, communications, and decision-making, to develop skill in assessing and working effectively with the strengths and weaknesses of individuals in a group.

**Personal Responsibility Activities**

**Objective:** To provide activities and initiatives of a somewhat more individualistic nature which challenge participants to develop persistence and resistance to frustration in attempting to reach a desired goal.

**VII. COURSE POLICIES:**

Tests are on Blackboard. There is no class on test days.

All presentations (Adaptation discussions, Group Project) are expected to take place as scheduled as they will be time sensitive; i.e. scheduled in advance.

The Activity Plan and Paper is to be handed in on its due date. A paper turned in after the due date without prior arrangement being made will have the grade reduced by at least one letter grade. Each Presenter will submit three true or false questions from their program to be used on the exam.

**Attendance:** I do take attendance as this allows me to get to know my students. You are expected to be in attendance for the entire class period.

**Classroom Behavior:** The below is expected classroom behavior.

- Turn cell phones off and keep them stored during class time. This includes text messaging. If you are texting you will be asked to leave and this will count as being absent.
- Laptops are for classwork only
- Come to class on time and stay the entire time.
- Be prepared for class
  - Read material prior to class.
  - Download PowerPoint’s.
  - Bring notebook and writing utensils to class and take notes.
  - Bring textbook.
- Be respectful of the other students and faculty in the class.
Listen when somebody else is talking. Refrain from any side conversations during class.
If you are expecting an important phone call, please have your phone on vibrate and leave
the classroom to take it.

Final Grades (as well as grades for course assignments) will be awarded as letter grades, with the
option of a plus or minus designation, representing levels of achievement. The students work is
graded as follows:

A  High honors, clearly exceeding the course or assignment objectives
through superior work quality.
B  Honors, exceeding the course or assignment objectives.
C  Satisfactory, successful, and respectable meeting of the course or
assignment objectives.
D  Low-level work, marginally meeting the objectives of the course or
assignment.
F  Failure to meet the course or assignment objectives.

Incompletes are given only at the discretion of the instructor and assigned only to the student
who has been in attendance, whose work has been satisfactory, and who has a valid reason for
being unable to complete all assigned work.

USM POLICIES

NOTICE OF RISK: Because there are always risks when one participates in physical activity,
participation in the activities incorporated in this course could cause participants to suffer minor
or serious bodily harm. Any student who enrolls in this course voluntarily chooses to do so at
his/her own risk. A student should only participate if he/she is physically and mentally able to
do so. If a student has questions about the content of the course, risks or hazards, he/she should
discuss concerns with the Instructor. The Recreation and Leisure Studies Department reserves
the right to request written medical clearance for entrance into and participation in courses,
which require high intensity or physically challenging exercise.

Civility Statement: The College of Science Technology and Health encourage all students
to review our “commitment to civility”. As outlined in the statement, “we will not tolerate
disrespectful or abusive speech and/or disruptive behavior from individuals or groups.
Everyone has the responsibility to foster a safe and supportive learning and work environment.”

**APA 6th Edition Format:** Students are expected to follow the format of The Publication Manual of the American Psychological Association (APA). The APA Publication Manual presents explicit style requirements for authors and students in the preparation of manuscripts and papers. The sample paper found in the back of the APA manual may be very helpful. APA tutoring is available through the Student Success Center.

Cover page with running head and page numbering in upper right hand corner.

- Double spaced, 12-point font, Times New Roman
- 1-inch margins
- Reference page following APA style of writing.

**Blackboard Access Change:** Log in to Blackboard using your "@maine.edu" e-mail username and the password that you selected when you activated your (@maine.edu) e-mail account (or a more recent version if you have changed your e-mail password since.) This password is CASE-SENSITIVE! Be sure you have cookies enabled in your browser.

If you cannot remember your e-mail password, go to http://mail.maine.edu and click on Reset lost password to reset it. You will need your student identification number, username (the portion of your e-mail address to the left of the @ sign), and the answers to the questions you offered during the account activation process.

You MUST activate your e-mail account if you haven’t already and, if you wish to receive your e-mail at an account other than your maine.edu account, set up mail forwarding on the UNET mail server site (http://mail.maine.edu).

If you need assistance, call 1-800-696-4357 or e-mail techsupport@maine.edu. USM students can call 780-4029 or e-mail Helpdesk@usm.maine.edu.

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<th><strong>Spring 2020</strong></th>
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<tr>
<td><strong>Classes Begin</strong></td>
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Updated 10/29/2019
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<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last day to drop for 100% refund (Classes 12 weeks or more)</td>
<td>Monday, February 3</td>
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<tr>
<td>President's Day Holiday (no classes)</td>
<td>Monday, February 17</td>
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<td>Priority Registration for Summer 2020</td>
<td>Monday, March 9</td>
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<tr>
<td>Open Registration for Summer 2020</td>
<td>Wednesday, March 11</td>
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<tr>
<td>Spring Break (no classes)</td>
<td>Monday, March 16 - Friday, March 20</td>
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<td>Classes Resume</td>
<td>Monday, March 23</td>
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<tr>
<td>Last day to drop for a grade of &quot;W&quot; (Classes 12 weeks or more)</td>
<td>Thursday, March 26</td>
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<tr>
<td>Priority Registration for Fall 2019</td>
<td>Monday, April 6 - Friday, April 10</td>
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<tr>
<td>Open Registration for Fall 2019</td>
<td>Monday, April 20</td>
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<td>Classes End</td>
<td>Friday, May 1</td>
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<tr>
<td>Final Examinations</td>
<td>Saturday, May 2 - Friday, May 8</td>
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<td>Commencement</td>
<td>Saturday, May 9</td>
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<td>Grade Submission Deadline</td>
<td>Monday, May 18</td>
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