

Recreation Education and Therapy Program  
Department of Health Sciences  
Lehman College  
City University of New York

**B.S. in Recreation Education  
Program Self-Study Report  
2020-2021**

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## Introduction

The Recreation Education Program was established in 1970 by Dr. Richard Kraus, with a BS degree in Recreation Education. Upon graduating with this degree and completing one year of full-time experience in recreation, park resources, and leisure services field, students have met the eligibility requirements for the national certification exam, known as the Certified Park and Recreation Profession (CPRP). The program requirements have been revised over the years to include three concentrations: therapeutic recreation, administration, and exercise and sport. The culminating experience includes the completion of a 400-hour internship, to be completed at two internship sites (200-hours each), or at one internship site for the full 400-hours. As the undergraduate student body has grown at Lehman College, the number of majors enrolled in the BS in Recreation Education program has been slowly, but steadily increasing. This has reflected the increased need, and evolution, of parks and recreation professionals as the field has diversified over the years. The program is currently in the process of several changes to adapt to the diversification with a focus on administration in the field, specifically recreational sports management. We are currently cooperating with several institutions in the development of articulation agreements, including Kingsborough Community College. We also have a significant number of older students who either work in the field of parks and recreation or are seeking a career change.

Over the past 5 years, the BS in Recreation Education has achieved several of its strategic goals established from the previous program review. *Note:* The previous program review combined the B.S. in Recreation Education and the B.S. in Therapeutic Recreation programs. Some of the goals established during the previous program review applied to only one program or the other. Those goals are as follows:

1. Successful approval and implementation of articulation or joint degree with LaGuardia CC. This goal was established specifically for the B.S. in Therapeutic Recreation program, which was accomplished. We are currently exploring the establishment of an articulation agreement with Kingsborough Community College that would benefit students that wish to transfer into the B.S. in Recreation Education at Lehman College.
2. Hiring of one new faculty by 2016-2017. This goal was accomplished by the hiring of one new faculty member with an expertise in the field of parks, recreation, and tourism in Fall 2018, along with the hiring of an additional new faculty member in Spring 2019 with an expertise in the field of therapeutic recreation.
3. Revise curriculum to strengthen individual options. Extensive progress has been made toward accomplishing this goal, but it remains to be under development. In the past few years, several curriculum changes have been initiated, including the development of three new courses with a focus on the topic of recreational sports management, and one new course with a focus on inclusive recreation. The course numbers of the core courses in the program have also been changed to reflect a developmental educational process (i.e., beginner, intermediate, mastery), and to serve as a recruitment tool for freshman, sophomore, and undeclared students.
4. Develop a recreation lab with appropriate supplies and equipment for more experiential learning. This goal continues to be under development due to a lack of resources and office space.

5. Increase the number of students completing pre-internship field experiences. This goal continues to be under development. Program faculty have started to explore options that encourage a pre-internship field placement, or practicum, experience that would provide the student with experience in various sectors of the parks, recreation, and leisure industry.
6. Continue to pursue the process for national accreditation of the program. This goal was not accomplished. This goal continues to be under development. We are exploring and pursuing the process of accreditation.

## **College Mission, Vision, and Goals**

The mission of Lehman College is stated as “Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.”

The Recreation Education and Therapy Program serves as a leader in the region for recreation students, practitioners, agencies, and colleges. The mission of the Recreation Education and Therapy Program is to educate students to be competent professionals who provide quality services in a range of recreation and leisure service settings. The program is committed to providing an outstanding curriculum taught by exceptional faculty, enhancing students' lives through learning and pre-professional experiences, collaborating with practitioners in the field through internships and research, and advancing knowledge of the discipline through scholarly work. The B.S. in Recreation Education contributes to the institutional learning goals established by Lehman College, specifically to educate, engage, and empower its students.

Students in the B.S. in Recreation Education Program reach several the institutional learning goals. Graduates of the program at Lehman College are educated, independent thinkers that demonstrate competence in their discipline and develop reasoning skills in several of their core courses (i.e., Research Methods in Recreation Services). Graduates also demonstrate empowerment in the program by utilizing various methods of communication to several different audiences. An example of this is in the Recreation Leadership course where students are challenged to deliver presentations and facilitate teambuilding activities, both virtually (VoiceThread) and face-to-face. Lastly, graduates of the program are engaged at the local, state, regional, and national level through conference attendance and participation. Students regularly attend, and even present at, conferences along with being active volunteers within their community. The steady success of the program and its students have also contributed to the overall strategic plan of the college which has traditionally focused on “student retention, recruitment, and success alongside serving as both a catalyst for upward mobility and as a cultural hub,” and is now currently under development.

In addition to the minor in recreation that is offered, the program also supports three additional minors: developmental disabilities, geriatric health, and youth services. These minors directly enhance our students’ knowledge and preparation for the field of parks and recreation, particularly among priority populations. The minors in developmental disabilities and youth services were developed to meet CUNY requests for minors in these areas. The geriatric health minor was developed to strengthen knowledge base in geriatrics as this represents a major source of jobs for our graduates.

### ***The Bachelor of Science in Recreation Education***

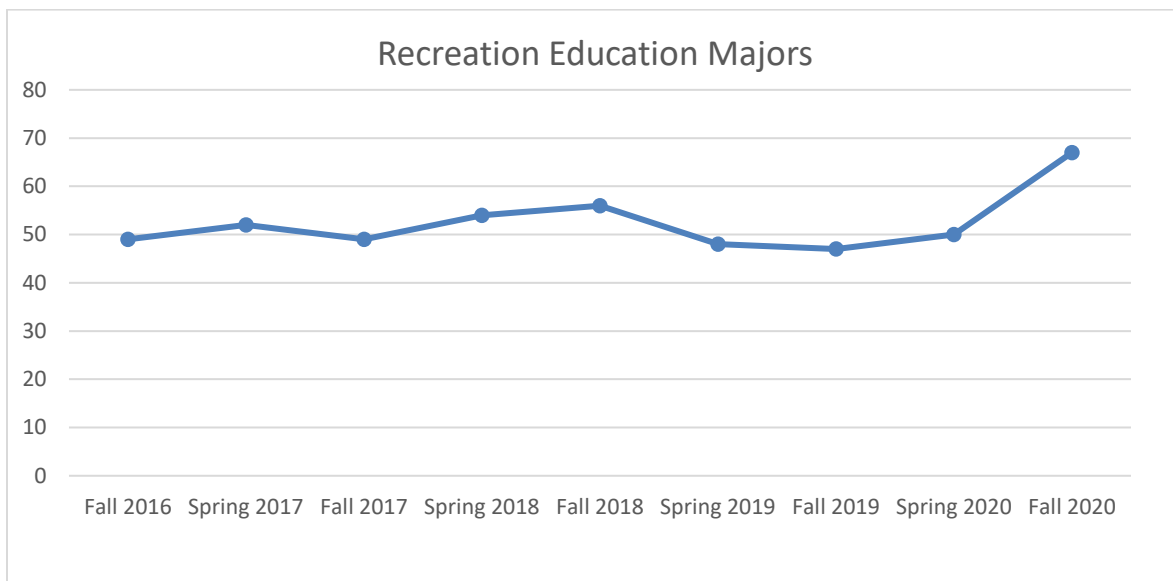
The BS in Recreation Education is one of seven multidisciplinary programs in the Department of Health Sciences residing in the School of Health Sciences, Human Services, and Nursing (HS2N) at Lehman College. Other programs within the Department of Health Sciences are Dietetics, Foods, and Nutrition (DFN), Exercise Science (EXS), Health Education and

Promotion (HEA), Health Services Administration (HSA), Public Health, and Therapeutic Recreation (REC). The Recreation Education program consists of three full-time faculty members, accounting for 14% of the department faculty. This is an increase of 4% from the beginning of Fall 2018. The program also consists of approximately nine adjunct faculty members who teach approximately 50% of the courses in the program. We are fortunate in being able to accommodate all qualified applicants to the BS in Recreation Education Program. The following statistics relate to those with a bachelor’s degree. According to the Bureau of Labor Statistics, for gross job gains for recreation, employment grew by 12% from 2016 to 2020, and is expected to grow by 10% from 2019 to 2029 for those in the leisure and hospitality industry, highlighting the need for well-educated and prepared graduates from BS programs in the field of parks, recreation, and tourism.

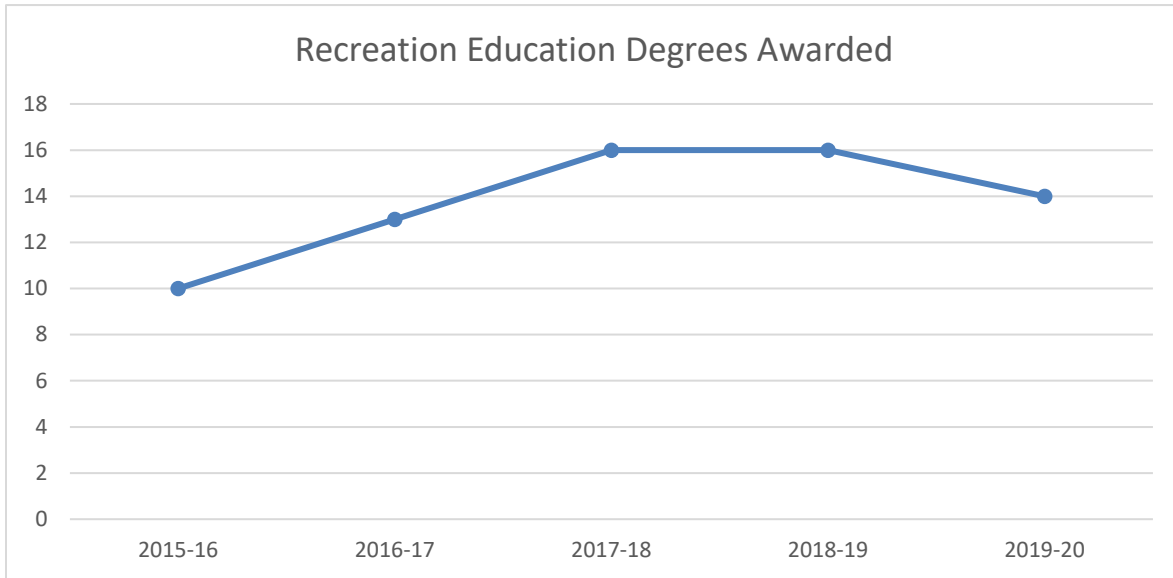
In addition, part-time and seasonal positions have been increasing and are expected to continue this upward trend, providing opportunities for retirees who wish to continue working as well as students, people seeking a second job, and those working as consultants.

\*As a result of COVID-19, the leisure and hospitality industry experienced a 30% drop in full-time and part-time employment, according to the Bureau of Labor Statistics. However, this time-limited drop in employment is expected to rebound.

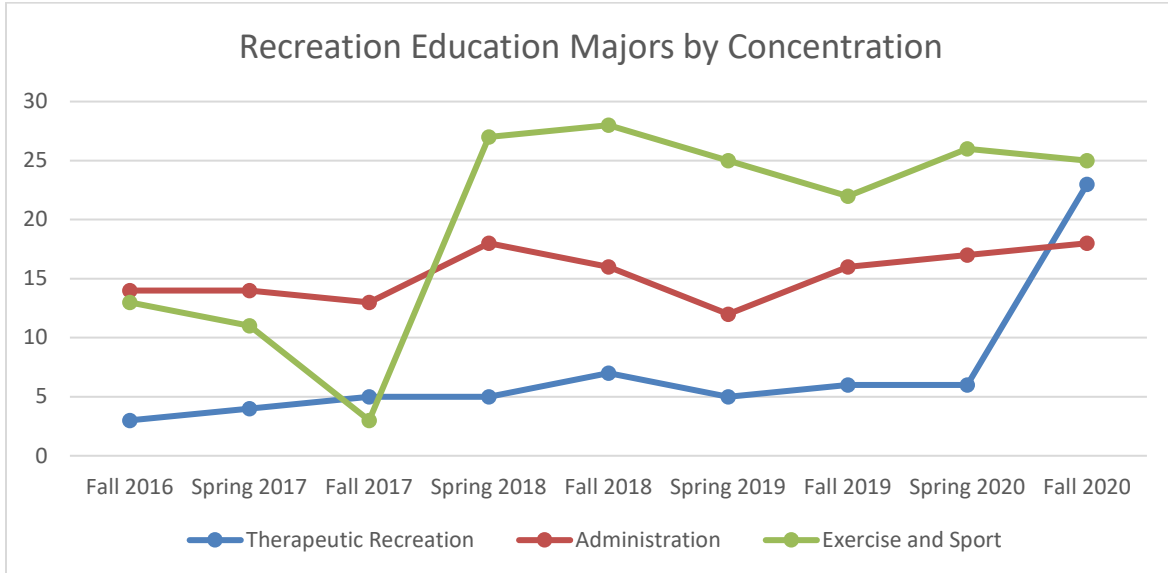
Over the past five years, the total number of majors has steadily increased in the BS in Recreation Education Program. The program currently consists of 67 majors in the Fall 2020 semester, which is up from 47 in Fall 2019. This enrollment has grown by 36% from Fall 2016.



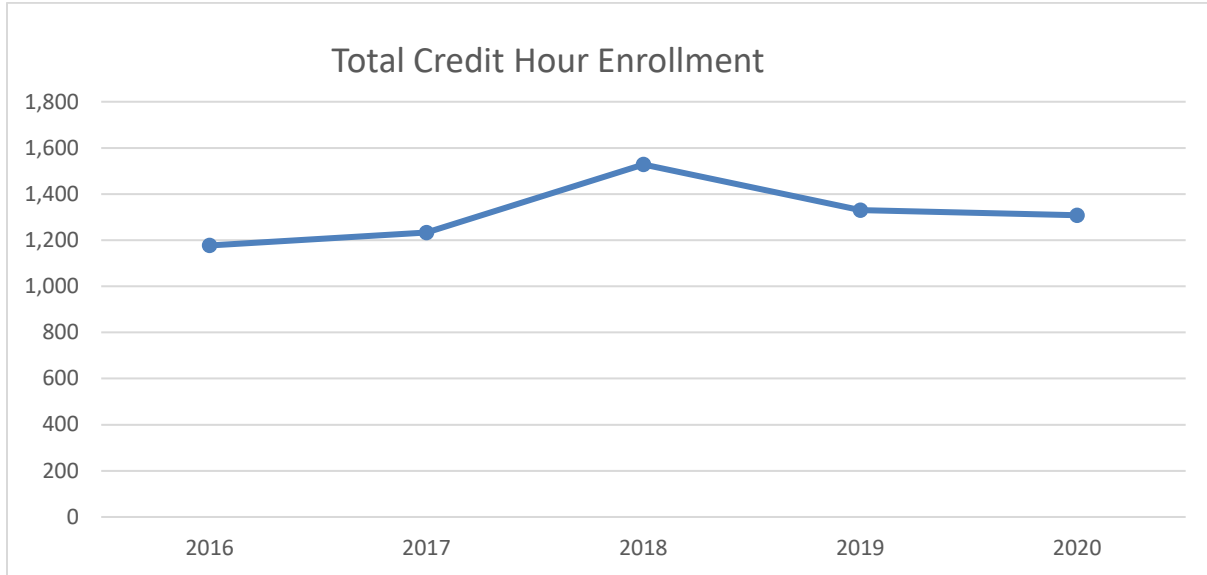
Over the past five years, the number of degrees awarded has steadily increased. From 2016-2020, 116 students graduated with the BS in Recreation Education. Almost every student graduated with under 140 credit hours.



Over the past five years, the number of majors in each concentration has steadily increased.



Over the past five years, the number of total enrolled credit hours has remained steady. The REC courses accounted for a total of 1,308 credit hours in the Fall 2020, 5.8% of the total credit hours in the Department of Health Sciences. Using figures of \$300 per credit hour generated revenue, this is a total of \$392,400.



This steady increase in enrollment numbers (in both the program and within the concentrations) and graduation rates contribute to the overall 90 x 30 initiative at Lehman College. The faculty and the curriculum prepare students to become respected and empowered professionals within the field of parks, recreation, leisure, and tourism; contributing to both the institutional goals and the overall strategic plan of the college that is currently under development.



## **Program Curriculum**

The program goals are achieved through participation in the B.S. in Recreation Education curriculum, supplemented by the various minors students can also declare. Routine assessment is utilized to ensure students' success in meeting the program learning goals and objectives.

### ***Program Goals***

Goal I: Demonstrate entry-level knowledge of the following:

1. Nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries.
2. Techniques and processes used by professionals and workers in these industries.
3. Foundation of the profession in history, science, and philosophy.

Goal II: Demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experience and that embrace personal and cultural dimensions of diversity.

Goal III: Demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Goal IV: Demonstrate, through a comprehensive internship of no less than 400 hours and no fewer than 100 weeks, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, tourism, or related organizations.

These program goals are reflected throughout the B.S. in Recreation Education curriculum.

### ***BS in Recreation Education***

A 40-credit hour major that consists of 15-credit hours in Recreation Education core coursework, 9-credit hours in concentration coursework, 8-credit hours in departmental elective coursework, and 8-credit hours in internship coursework.

The required courses and credits are distributed as follows:

#### *15 credits in Recreation Education*

REC 300 History and Philosophy of Recreation  
REC 320 Recreation Leadership  
REC 321 Introduction to Therapeutic Recreation  
REC 387 Research and Evaluation in Recreation  
REC 401 Administration of Recreation Services

#### *9 credits in one three options*

Therapeutic (TR)  
REC 325 TR in Long-term Care  
REC 421 Programs in TR Services  
REC 425 Processes and Techniques of TR

#### Administration

REC 360 Selected topics in Recreation  
REC 361 Camp Leadership & Outdoor Recreation  
REC 422 Program Planning in Recreation

Exercise and Sport  
EXS 264 Physical Fitness and Exercise  
EXS 265 Behavioral Aspects of Physical Activity  
EXS 304 Coaching Sports

*8 credits in major electives*

Select from REC, REH, EXS, DNC, DFN, HEA, HSA, and/or HSD courses with approval of the advisor

*8 credits in recreation internship*

REC 370 Recreation Internship  
REC 470 Senior Internship in Recreation

***Minor in Recreation***

Minors are not required, but students may select any one of the College's minors, including those offered by the Recreation program. Students from other majors may satisfy the college's requirement for a minor with one of the following options.

- A. Recreation: REC 300, 320 and two of the following: REC 360, 401, 422
- B. Therapeutic Recreation: REC 300, 321, and two from: REC 320, 421 or 425
- C. Special Topics: This option is available to students who have an interest not covered by the above. Option C must be approved by the recreation program director.

***Minors Offered in the Recreation Education Program:***

*Developmental Disabilities*

12 credits from REC 321, PSY 232, REH 220, SPV 221, any DST course, or one of the following: ECE 301, ESC 301, ESC 343.

*Geriatric Health*

12 credits from HEA 310, HSA 325, REC 325, PSY 219, HEA 360, SWK 242

*Youth Services*

12 credits from REH 230, REC 320, REH 370, REC 324, EXS 304, REH 330, PSY 217 or 218, ECE 301 or ESC 301

### ***Comparable Programs***

The BS in Recreation Education program is the only one at a senior, public college or university in New York south of SUNY Delhi. We attract students from as far north as Orange and Putnam Counties, as far east as Suffolk, and as far south and east as New Jersey and Connecticut, as well as all five boroughs. There is one community college in the City University of New York that offers an AAS program in the field of parks and recreation, Kingsborough Community College (KCC), that provides us an opportunity to develop an articulation agreement. Our program is unique in the NYC area in that we are long-established (over 40 years), have nationally known productive faculty, and have consistently graduated qualified and competent professionals. We are sought after as speakers and for general advice on the discipline and are nationally active.

### ***Curriculum Compared to Accreditation Standards***

External accreditation programs exist but the program is not accredited due to the extensiveness of the process necessitating more staff resources, and time for faculty to pursue this. However, the program does follow all guidelines of the external accrediting body, Council on Accreditation Parks, Recreation, Tourism, and Related Professions (COAPRT).

### ***Articulation Agreements***

There are currently no articulation agreements with the BS in Recreation Education Program. Progress is currently being made with curriculum changes with the goal of establishing articulation agreements with several 2-year community colleges within the City University of New York (CUNY), including Kingsborough Community College (KCC).

### ***Curriculum Changes***

To stay up to date on the current trends and diversification of the parks, recreation, and leisure field, we have introduced three new courses to the curriculum that covers topics such as Principles and Practices of Recreational Sports Services, Facility Management in Recreational Sports Services, and Advanced Financial and Human Resource Management. Furthermore, a course that introduces concepts of inclusion and diversity in recreation to students has been developed titled, Inclusive Recreation.

Other curriculum changes include the conversion of existing course numbers to educate students in a more structured delivery with introductory-level courses (i.e., 200-level), intermediate-level courses (i.e., 300-level), and mastery-level (i.e., 400-level). Reducing introductory-level courses from 300- to 200-level also contributes to recruitment of undergraduate students earlier in their career. A future goal is to submit REC 200 (previously REC 300) as a pathways course to further increase recruitment.

A dual-credit option for BS-MS in Recreation Education was recently passed allowing students enrolled in the BS in Recreation Education to take 12-credit hours of graduate level courses that would fulfill requirements in both programs, including the MS in Recreation Education.

### ***Departmental and Other Program Support***

Students in other majors frequently enroll in recreation education courses as electives as well as for their minors. Students are also required to complete 8 credit hour electives in the Department of Health Sciences, further contributing to course enrollment in programs such as Exercise Science (EXS); Dietetics, Foods, and Nutrition (DFN), Health Education and Promotion (HEA), and Health Services Administration (HSA).

### ***Student Perceptions and Expectations***

To improve teaching effectiveness and communication with students, faculty regularly participate in faculty development programs including WAC, teaching with technology, online course development through CUNY, attending conferences, meetings with adjuncts and alumni, and informal discussions. For example, all full-time and adjunct faculty were required to take the two-week Preparation for Online Teaching Course recently to better prepare for virtual courses. Lastly, all Student Evaluation of Teaching and Learning (SETL) are reviewed by the undergraduate program director to identify broad areas of improvement in teaching.

Student retention and success is improved through intensive individual advising sessions as needed for students at risk. Scheduling courses to meet the needs of working students and students with families is undertaken. A full list of majors in the BS in Recreation Education program is requested from the Office of Student Success Initiatives to communicate approaching registration dates, deadlines, and advising hours. A social media group has also been created to improve communication with majors in the program.

Lastly, students in the program completed a student survey (see Assessment section) during the Fall 2020 semester to capture data involving their own expectations, perceptions, and satisfaction with their enrollment in the program. Various faculty members also encourage open-ended feedback at the end of the semester to gain further insight into how to better improve our program delivery.

## Faculty Activities

(See appendix A for full faculty CVs.)

### ***Full-time faculty:***

***Hyangmi Kim*** *Positions:* Dr. Kim is currently an Assistant Professor and the Graduate Program Director of the Recreation Education and Therapy Program (2017- present). She also serves a faculty senator as a representative of Department of Health Sciences (2020-present) and a member of curriculum committee (2017-present). She also serves a director of ACE program for TR major (2018- present), a steering committee for disability studies minor (2017- present), and a faculty mentor of CUNY Baccalaureate. She had served on several other ad hoc committees such as a chair of three search committees, a member of grade appeal committee, and an evaluator of adult degree program life experience. *Research:* Dr. Kim has published six articles in peer-reviewed journals, with three currently in submission. *Presentations:* Dr. Kim has five research presentations at the state, national, and international level. *Award:* She was been awarded the *PSC-CUNY Research Award Cycle 49 (2018)*. *Pedagogy:* She completed in a year-long pedological training, Writing Across the Curriculum (WAC), through Lehman College. She also completed CUNY's Preparation in Online Teaching Course, and is currently enrolled in a year-long training in online teaching through the Association of College and University Educators (ACUE). *Professional Involvement:* She is active in both the New York State Therapeutic Recreation Association (NYSTRA), and American Therapeutic Recreation Association (ATRA) at local and national level. Dr. Kim also holds leaderships roles in interdisciplinary organizations, an editor board of the Korea Society for Wellness and a board member of the Korea Para Sports Association of New Jersey. She also has served as a reviewer for Journal of Affective Disorders, and Journal of Advances in Hospitality and Leisure.

***Jacob M. Eubank*** *Positions:* Dr. Eubank is currently an Assistant Professor and the Undergraduate Program Director of the Recreation Education and Therapy Program, including the scheduling of courses and advisement of students in both BS in Recreation Education and the BS in Therapeutic Recreation. He also serves as the Chair of the University Faculty Senate Elections Committee (2020-2023); a Faculty Affiliate on the CUNY Institute of Health Equity; and has served on several other ad hoc committees such as Co-Chair of the department's scholarship statement review committee (2020), two full-time faculty search committees, grade appeals committees, and as a HS2N Faculty Representative on the Middle States Commission on Higher Education Re-certification Roundtable (2019). *Research:* Dr. Eubank has published two articles in peer-reviewed journals, with four currently in submission, and one non-peer reviewed (online periodical). *Presentations:* Dr. Eubank has facilitated six research presentations at the state, regional, national, and international level. *Awards:* He was been awarded the PSC-CUNY 50 Traditional A Grant (2019-2020), two Provost Travel Award Grants (2019, 2020), the 2020 National Intramural Recreational Sports Association (NIRSA) Travel Scholarship, the 2020 and 2021 Emerging Scholar Award from the International Conference on Tourism and Leisure Studies, and was accepted into the CUNY Faculty Fellowship Publication Program in Spring 2020. *Pedagogy:* Dr. Eubank has participated in CUNY's Preparation in Online Teaching Course, the Western Governors University (WGU)-CUNY Effective Online Teaching Workshop, and is currently enrolled in a year-long training in online teaching through the Association of College and University Educators (ACUE). *Professional Involvement:* He is

active in the New York State Recreation and Park Society (NYSRP) and NIRSA, at the state, regional, and national level. Dr. Eubank also serves as a member of the Faculty Strategic Planning Group for NIRSA.

***Em V Adams Research:*** Since starting at Lehman in Jan 2019 Dr Adams has published seven articles in peer reviewed journals, published eleven research abstracts. ***Awards:*** She has received the following national awards: 2021 Academy on Violence and Abuse Scholar, 2020 Swami Kuvalyanda Young Investigator Award from the International Association of Yoga Therapy, Recreational Therapy Foundation 2020-2021 funding. ***Pedagogy:*** She participated in a year-long pedagogical training, Writing Across the Curriculum, through Lehman College. She also completed a week-long training through the Peace and Justice Institute on using trauma informed pedagogy practices, and is currently enrolled in a year-long training in online teaching through ACUE. ***Professional involvement:*** She is active in both the local (NYSTRA) and national (ATRA) professional associations. She also holds leadership roles in two national interdisciplinary organizations: she is the co-chair of the Society of Behavioral Medicine Violence and Trauma Special interest group, and is on the community for the Trauma Informed Health Care, Education, and Research group. She has had 35 conference presentations accepted for local and national conferences.

### ***Adjunct Faculty***

Adjunct faculty is essential to this program. Adjuncts are carefully recruited, interviewed and trained by the program faculty. All resources are provided, including syllabi, texts, notes, course materials, and ongoing mentoring. Adjuncts are dedicated, hold extensive office hours and meet regularly with students before and after class. Adjuncts also write letters of recommendation, refer students to jobs, and attend professional conferences with students. Adjuncts have represented the program at conferences and information sessions both on and off campus. They frequently collaborate on projects with faculty and students. Their input is solicited on curriculum revision and intern placement sites. Full-time faculty is always available to them for support, to answer questions, and provide suggestions. This strong relationship and the commitment and dedication of the adjuncts are indispensable. The Adjunct Faculty within the program have a long and distinguished record of professional and community engagement.

Adjuncts are drawn from diverse agencies such as NYC Parks and Recreation (Professor Traverso), NYS Office of Mental Health (Professor Burshtyn-Wall), Stony University Medical Center (Professor Archer), Queens Borough Public Library (Professor Urrutia), Eastchester Parks and Recreation (Professor Veltidi), and New Castle Parks and Recreation (Professor Esperito). Professor Wall had served as a formal president in the New York State Therapeutic Recreation Association and continues to serve on the NYSTRA board. She is the lead Recreational Therapist at Rockland Psychiatric Center. Professor Kunstler has co-authored a textbook on therapeutic recreation, and a chapter on therapeutic recreation, authored a chapter on substance abuse, in addition to several other refereed publications and book chapters over the years. Professors Archer and Kunstler have chaired NYSTRA committees, Professor Cash served on the Board members of ATRA committees, and Professor Pelisson currently has served on the NYSTRA board. Professor Sally Valtidi has served as the vice-president for the Westchester Recreation and Park Society. Professor Shields is former Chair of the National Council for Therapeutic Recreation Certification and is sought after as guest speaker and trainer

at local agencies including Center Light, Jewish Home Healthcare, NYC Dept. of Health and Hospitals, NYS OMH, NYU, Medical Center, NY Presbyterian, and NYC Parks and Recreation. She remains active in the profession and has helped set up a scholarship program to assist TR students to pay to sit for the NCTRC exam. Adjunct faculty present regularly at the NYSTRA Annual conference (Professors Burshtyn-Wall, Archer, Cash, and Pelisson), NYS Recreation and Park Society Annual Conference (Professors Veltidi, Esperito, and Urrutia), Downstate Recreation Conference (Professors Esperito, Urrutia, Kunstler, Archer, Cash, and Veltidi), Therapeutic Recreation Association of Long Island (Professors Caroleo and Archer) and the American Therapeutic Recreation Association annual conference (Professor Archer). Adjuncts are sought after to teach at other institutions as well. Professor Traverso teaches at Kean University and Cash teaches at Adelphi and St. Joseph's University. Professor Fierle is a full-time faculty member at KCC.

Areas of expertise of our faculty include non-profit management (Professor Urrutia); public recreation programming and administration (Professors Traverso, Esperito, and Veltidi); geriatric services (Professor Pelisson); psychiatric and pediatric care (Professor Burshtyn-Wall); psychiatric, program evaluation and certification exam review (Professor Archer); all aspects of therapeutic recreation services (Professors Shields, Kunstler, and Cash); program design, administration, and grantsmanship (Professor Caroleo); and complementary and alternative therapies (Professor Fierle). Informal advice is always provided to the local agencies that look to the Lehman College Recreation Education and Therapy faculty for guidance and information as the leading educators in the region.

All adjunct faculty have taken the CUNY online teaching program, and several completed the year-long, WAC training. They have been active in a number of faculty development programs, including OER.

To improve teaching effectiveness, faculty regularly participate in faculty development programs including teaching with technology, online course development through CUNY, open educational resources workshop, attending conferences, meetings with adjuncts and alumni, and informal discussions.

## Departmental and Program Assessment

The program participates in the assessment process for continuous improvement as part of the health sciences department. Each student learning objective is assessed every four years, based on direct student outcomes. Last year field work experience was assessed, the year before grant-writing skills was assessed.

### *2017-2018 Assessment Cycle*

Table 1. 2017- 2018 Assessment Cycle			
Learning Objective	Course and Sample	Assessment Tool	Summary Findings
Objective IA: Compare the concepts of leisure, recreation and play	REC 300  30 samples	On the mid-term exam, one essay question was used to measure the objective IA. The following is the example of the essay question:  "Identify and compare leisure, recreation, and play"	32% (9 students) meet "Distinguished" 46% (13 students) meet "Proficient" 21% (6 students) meet "Marginal  Acceptable Target Achievement: Met Ideal Target Achievement: Met



*2018-2019 Assessment Cycle*

Table 1. 2017- 2018 Assessment Cycle			
Learning Objective	Course and Sample	Assessment Tool	Summary Findings
Objective IIID: Create a grant proposal	Two sections of REC 401  50 samples	A rubric that addressed seven dimensions (i.e. Introduction, Purpose, and Objective; Organization and Needs; Logistics and Budget; Capability and Evaluation; Writing Technique; Argument Structure; and Feasibility) across four scale levels (i.e., Exemplary, Proficient, Marginal, and Unacceptable).	14% (3 Students) met the "Exemplary" 67% (14 Students) met the "Proficient" 100% (21 Students) met the "Marginal" 0% (0 Students) met the "Unacceptable"  Acceptable Target Achievement: Exceeded Ideal Target Achievement: Approaching

*2019-2020 Assessment Cycle*

Learning Objective	Course and Sample	Assessment Tool	Summary Findings
<p>Objective IIID: Demonstrate, through a comprehensive internship the potential to succeed as professionals.</p>	<p>REC 370, REC 470, and REC 471</p>	<p>Survey distributed to all internship students.</p>	<p>73% strongly agreed were prepared, 67% strongly agreed they had a good experience in their internship, and 64% strongly agreed that their supervisor was very professional. 60% strongly agreed they learned from their chosen profession, strongly agreed their professor provided the support they needed to be successful, strongly agreed they understood the organizational structure and administrative systems of their internship site, and their internship helped them clarify their career goals. 93% reported they worked in teams a great deal; 87% reported they used writing, critical thinking, and oral communication a great deal; 86% reported they used problem solving skills a great deal.</p>

### ***Self-Study Student Survey Data – Fall 2020***

(See appendix B for complete student survey)

A survey was distributed among all current students during Fall 2020. A total of 12 students enrolled in the BS in Recreation Education Program responded. Of the 12 respondents, 8 were female and 4 were male. 75% were Hispanic, 16.6% were Black, 8.3% were Native Hawaiian or Pacific Islander, and 9.26% identified as two or more races. 50% of the respondents were enrolled in the Therapeutic Recreation concentration, 25% were enrolled in the Administration concentration, and 25% were enrolled in the Exercise and Sport concentration. The average number of years respondents were enrolled in the program is 3.4. (See Appendix B for full results of the survey.)

Students ranked different aspects of the course on a four-point scale (Very unsatisfied, unsatisfied, satisfied, and very satisfied) for the following items:

Satisfaction with quality of instruction: 50% of students reported being Very Satisfied with quality of instruction, 33.33% were Satisfied, and 8.33% were Unsatisfied.

Courses you have taken: 41.67% of students reported being Very Satisfied with the courses they have taken, 41.67% were Satisfied, and 8.33% were Unsatisfied.

Days and times your courses were offered: 25% of students reported being Very Satisfied with the days and times courses were offered, 25% were Satisfied, and 16.67% were Unsatisfied.

Advising in selection of courses in support area: 25% of students reported being Very Satisfied with the advising in selection of courses in support areas, 41.67% were Satisfied, and 16.67% were Unsatisfied.

Advising in helping you explore different career opportunities: 16.67% of students reported being Very Satisfied with the advising in helping them to explore different career opportunities, 25% were Satisfied, and 25% were Unsatisfied.

Advising in helping you address personal matters: 8.33% of students reported being Very Satisfied with the advising in helping them address personal matters, 25% were Satisfied, and 16.67% were Unsatisfied.

Advising in helping you secure an internship experience: 16.67% of students reported being Very Satisfied with the advising in helping them secure an internship experience, 25% were Satisfied, 8.33% were Unsatisfied, and 8.33% were Very Unsatisfied.

The open-ended questions were related primarily to: The opportunities related to the Recreation Education Program, specifically helping students to guide them towards employment in the field. Several students indicated they appreciated how professors have helped them along they way, especially during the pandemic, with online courses.

## **Future Directions**

The following goals from the last review have been revised and remain a priority to the program:

### ***Strategic Goals for 2021-2026***

1. Successful approval and implementation of articulation or joint degree with Kingsborough Community College by July 2023.
2. Seek funding for the hiring of one new faculty with the sole responsibility of serving as an internship supervisor/coordinator for students majoring in the M.S.Ed. in Recreation Education, B.S. in Therapeutic Recreation, and B.S. in Recreation Education by July 2025.
3. Revise curriculum to strengthen individual options by July 2024:
  - a. The development of the new concentration: Recreational Sports Management that will include REC 250, REC 405, and REC 410 as required courses.
  - b. Submission of REC 200 as a pathways course.
  - c. Re-alignment of core courses: Removal of REC 321, adding REC 330 and REC 422.
  - d. Fieldwork/practicum development that leads to internship experience, specifically for recreation education majors to explore various fields of parks, recreation, and tourism
4. Seek funding for resources, space, and technology that will increase experiential learning by July 2026:
  - a. Incorporation of virtual or physical recreation labs for activity-based research and learning.
  - b. Office space for confidential faculty-student advising and career counseling.
  - c. IT Resources such as classroom technology (i.e., smart classrooms) and website development.
5. Continue to pursue opportunities for research, particularly that involves undergraduate and graduate students, through internal and external grants.
6. Continue to pursue the process for national accreditation of the program by July 2026.

### ***Additional Strategic Goals for 2021-2026***

1. Continue to explore strategies to increase recruitment, retention, and graduation.
  - a. Continue to attend major fairs and career forums.
  - b. Strategize a marketing and recruitment program.
  - c. Build relationships with local and national agencies.
2. Implement an assessment for alumni to be distributed annually for information regarding their experience with the program, what field they are in, and what position they acquired.
3. Seek funding for faculty and student travel.
4. Improve advising and access to information. According to the student survey, advisement was the area with which students were least satisfied. This includes information regarding courses, internships, and job opportunities by creating/revising a website to support this information. Additionally, we will be developing a more systematic orientation system.

## **Conclusion**

The Bachelor of Science in Recreation Education Program continues to develop alongside the growth within the field as outlined by the Bureau of Labor Statistics. For gross job gains for recreation, employment grew by 12% from 2016 to 2020, and is expected to grow by 10% from 2019 to 2029 for those in the leisure and hospitality industry, highlighting the need for well-educated and prepared graduates from BS programs in the field of parks, recreation, and tourism. Recruitment, retention, and student success rates continue to contribute to Lehman College's 90 x 30 Initiative, supports the Institutional Learning Goals, and integrates the college's strategic plan (currently under development).

According to the findings from the program's self-study that was implemented in Fall 2020, students were highly satisfied with the quality of instruction they have received from the full-time faculty and the adjunct faculty in the program. Also, students enrolled in the BS in Recreation Education Program are enrolled in the program with career aspirations towards therapeutic recreation and coaching recreational sports, which reflects the goal of developing the Recreational Sports Management concentration. Faculty will continue to find strategies to offering courses on days and times that may help to increase recruitment and retention. Internship coordination and advisement will improve the student experience as well, particularly if more support is provided to an additional faculty line, office and lab space, and technology assistance to improve the delivery of information to students. We will continue to conduct routine assessment pertaining to learning outcomes, goals, and objectives of the program, department, and college. Additional program goals over the next five years will be achieved through an increase in resources to the program such as office and lab space, classroom technology, and funding for faculty and student travel.

**Appendix A: Faculty Curriculum Vitae**

**Curriculum Vitae: Jacob M. Eubank**

**RECOMMENDATION FOR:**

APPOINTMENT \_\_\_\_\_ PROMOTION \_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_ REAPPOINTMENT W/ TENURE \_\_\_\_\_

OTHER (Sabbatical Leave, Designation ECP, etc.) \_\_\_\_\_

TITLE Assistant Professor DEPARTMENT Health Sciences

EFFECTIVE DATE \_\_\_\_\_ SALARY RATE \_\_\_\_\_

Initial Appointment Date 8/28/2018 Tenure Date \_\_\_\_\_

**HIGHER EDUCATION** (in reverse chronological order)

Institution	Dates Attended	Degree & Major	Date Conferred
University of North Carolina Wilmington	8/2013-5/2017	Ed.D. – Higher Education Admin.	5/2017
Bowling Green State University	1/2007-5/2008	M.Ed. – Leisure and Tourism Studies	5/2008
Bowling Green State University	8/2002- 12/2006	B.S. – Integrated Social Studies	12/2006

**EXPERIENCE** (in reverse chronological order)

A. Teaching (at Lehman and any other institutions)

Institution	Dates	Rank	Department
Lehman College CUNY	8/2018-Present	Assistant Professor	Health Sciences
University of North Carolina Wilmington	8/2015-5/2018	Adjunct Professor	Health and Human Services

B. Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
University of North Carolina Wilmington	7/2011- 8/2018	Assistant Director	Campus Recreation

Indiana State University	8/2008- 6/2011	Assistant Director	Recreational Sports
Bowling Green State University	1/2007- 8/2008	Graduate Assistant	Recreational Sports

**ACADEMIC AND PROFESSIONAL HONORS** (since last personnel action, with dates received, in reverse chronological order)

Sixth International Conference on Tourism and Leisure Studies Emerging Scholar Award Recipient (May 2021)

Fifth International Conference on Tourism and Leisure Studies Emerging Scholar Award Recipient (June 2020)

Lehman's Executive Committee of the General Faculty Nominee (April 2020)

National Intramural-Recreational Sports Association Annual Conference Scholarship Award Recipient (April 2020)

University Faculty Senate Nominee (March 2020)

Faculty Fellowship Publication Program (2019-2020)

**PUBLICATIONS/CREATIVE WORKS** (since last personnel action, in reverse chronological order)

Peer-Reviewed

**Eubank, J.M.** & DeVita, J.M. (2020). Informal recreation's relationship with college student stress and anxiety. *Journal of Student Affairs Research and Practice*. DOI: 10.1080/19496591.2020.1822854.

Non-Peer-Reviewed

Eubank, J.M. (2020, December 8). *Making the jump: Tips for transitioning from practitioner to academic*. NIRSA News. [https://nirsa.net/nirsa/2020/12/07/nirsa-member-jacob-eubank-offers-tips-for-transitioning-academic-faculty/?\\_zs=7HnkU1&\\_zl=7RoH7](https://nirsa.net/nirsa/2020/12/07/nirsa-member-jacob-eubank-offers-tips-for-transitioning-academic-faculty/?_zs=7HnkU1&_zl=7RoH7)

**PUBLICATIONS / CREATIVE WORKS** (prior to last personnel action, in reverse chronological order)

Peer-Reviewed

Non-Peer-Reviewed

**PRESENTATIONS** (since last personnel action, in reverse chronological order)

**Eubank, J.M.** *Perceived stress and concerns of college students at a Hispanic-serving institution in the time of COVID-19: Health and leisure behavior.* Invited Presenter, Sixth International Conference on Tourism and Leisure Studies (May 28, 2021, Dubrovnik, Croatia).

**Eubank, J.M.** *Perceived stress and concerns of college students at a Hispanic-serving institution in the time of COVID-19: Health and leisure behavior.* Invited Presenter, National Intramural Recreational Sports Association Annual Conference and Expo (April 30, 2021, Virtual Conference). \*Presented virtually due to COVID-19

**Eubank, J.M.** *The influence of barriers and motivations to recreation and physical activity in traditional and non-traditional college students on a commuter campus.* Invited Presenter, Fifth International Conference on Tourism and Leisure Studies (June 18, 2020, Dubrovnik, Croatia). \*Presented virtually due to COVID-19

**Eubank, J.M.** *Creating connections: The parallels of individual participation and communal recreation.* Presenter, New York State Recreation and Park Society Annual Conference: Vision 2020 (April 2020, Tarrytown, NY). \*Accepted but conference cancelled due to COVID-19

**Eubank, J.M., & Fielder, A. (Student).** *Rolling in the deep: Stereotypes and misconceptions in the aquatic environment.* Co-Presenter, New York State Recreation and Park Society Annual Conference: Vision 2020 (April 2020, Tarrytown, NY). \*Accepted but conference cancelled due to COVID-19

**Eubank, J.M.** *The influence of barriers and motivations to recreation and physical activity in traditional and non-traditional college students on a commuter campus.* Presenter, National Intramural-Recreational Sports Association Annual Conference (April 2020, Phoenix, AZ). \*Accepted but conference cancelled due to COVID-19

**Eubank, J.M.** *School, work, friends, family... The role recreation plays in our stressful lives.* Presenter, 25<sup>th</sup> Anniversary Downstate Recreation Conference (November 2019, Tarrytown, NY).

**Eubank, J.M.** *A test of will versus body image: Exploring the intrinsic and extrinsic motivations of participation.* Presenter, National Intramural Recreational Sports Association Region 1 Conference (October 2019, Annapolis, MD).

**PRESENTATIONS** (prior to last personnel action, in reverse chronological order)

**PH.D. DISSERTATION/THESIS TITLE:**

The Effects of Informal Recreation Participation on the College Student Experience



**UNPUBLISHED WORK** (Supported by evidence, including unpublished Ph.D. or Master's Thesis)

a. Works accepted for publication/Exhibition/Production

**Eubank, J.M.**, Burt, K.G., & Orazem, J. (in press). Examining the psychometric properties of a refined perceived stress scale during the COVID-19 pandemic. [Special issue]. *Journal of Prevention and Intervention in the Community*.

b. Works submitted for publication, exhibition and production

Optimism, resilience, and other health-protective factors among students at a New York City Hispanic-serving institution during the COVID-19 pandemic. [**Second author**]. [Submitted to *Journal of Effective Teaching in Higher Education* on 12/4/2020.]

Motivations to physical activity in non-traditional college students at a Hispanic-serving institution. [**First author**]. [Submitted to *Journal of American College Health* on 5/9/2020.]

c. Works in progress

- Manuscripts in preparation

COVID-19 and the faculty experience. [**First author**]. [Progress: Data analysis phase. To be submitted to *Journal of Higher Education*.]

COVID-19 and the college student experience. [**Second author**]. [Progress: Data analysis phase. To be submitted to *Journal of Higher Education*.]

Relationships and sense of belonging through informal recreation participants. [**First author**]. [Progress: Final edits phase. To be submitted to *Journal of Higher Education*.]

Internal and external motivations in campus recreation participants. [**First author**]. [Progress: Final edits phase. To be submitted to *Recreational Sports Journal*.]

Strengthening academic success and persistence through campus recreation participation. [**First author**]. [Progress: Final edits phase. To be submitted to *College Student Journal*.]

Barriers to recreation and physical activity in traditional and non-traditional college students at a commuter school. [**First author**]. [Progress: First draft. To be submitted to *Research Quarterly for Exercise and Sport*.]

Higher education and student affairs faculty members' perceptions of technology. [**Second author**]. [Progress: Manuscript underdevelopment. To be submitted to *Journal of the Study of Postsecondary and Tertiary Education*.]

- Research in progress

COVID-19 and the Faculty and College Student Experience. [**Expect to generate four manuscripts, two First Author**]. [Progress: Data analysis phase. To be submitted to the *Journal of Higher Education*.]

- Exhibitions / Productions in preparation

## GRANTS

- Current
- Completed
  - Provost Faculty Travel Grant (June 2020)  
**Total: \$2,257.67**
  - Fifth International Conference on Tourism and Leisure Studies Emerging Scholar Award Recipient (Awarded June 19, 2020)  
**Total: \$475**
  - National Intramural-Recreational Sports Association Annual Conference Scholarship Recipient (April 19, 2020)  
**Total: \$635**
  - PSC-CUNY 50 Traditional A Research Grant (Awarded April 16, 2019) for “*The influence of barriers and motivations to recreation and physical activity in traditional and non-traditional college students on a commuter campus.*”  
**Total: \$3,500**
  - Provost Faculty Travel Grant (February/March 2019)  
**Total: \$1,000**
- Applied but not funded
  - PSC-CUNY 52 Traditional B Research Grant (Submitted December 4, 2020) for “*The impact of COVID-19 on college student leisure time physical activity, sedentary behavior, and stress in New York City.*”  
**\$6,000**
  - Research in the Classroom Fellows Grant (2020) for “*Exploring the impact of COVID-19 on the college student experience at a Hispanic-serving institution.*”  
**Total: \$7,500**
  - 2020 Inter-association Well-being Research Grant (2019) for “*Social Comparisons and Objectification in Physical Exercise.*”  
**Total: \$15,000**
  - PSC-CUNY 51 Traditional B Research Grant (2019) for “*Barriers and Motivations to Recreation and Physical Activity in a City University System.*”  
**Total: \$6,000**

## **SERVICE TO DEPARTMENT**

Undergraduate Program Director – Recreation Education and Therapy (Fall 2018-Present)

B.S. in Recreation Education Self-Study and Program Review – Author (Fall 2020-Spring 2021)

Ad hoc Committee Co-Chair, Department Scholarship Statement Review – Health Sciences (Spring 2020)

Search Committee Member, Department of Health Sciences – Assistant/Associate Professor Position for Exercise Science (Fall 2019)

Ad hoc Grade Appeals Committee – Member (Fall 2019)

Ad hoc Grade Appeals Committee – Member (Spring 2019)

Bronx Community College Career Forum – Departmental Representative and Presenter (October 17, 2019)

Major Fair Departmental Representative (April 13, 2019)

Search Committee Member, Department of Health Sciences – Open Rank Position for Therapeutic Recreation (Fall 2018)

## **SERVICE TO SCHOOL**

HS2N Faculty Representative, Middle States Commission on Higher Education Re-certification Roundtable (April 9, 2019)

## **SERVICE TO LEHMAN COLLEGE**

University Faculty Senate Elections Committee – Chair (Fall 2020 – Present)

CUNY Institute of Health Equity – Faculty Affiliate (Fall 2020 – Present)

NE Multi-state Research Collaboration – Member – 1939 Proposal: Improving the Health Span of Aging Adults through Diet and Physical (Fall 2020 – Present)

## **SERVICE TO CUNY**

## **SERVICE TO THE PROFESSION**

National Intramural-Recreational Sports Association (NIRSA) Faculty Strategic Planning Committee – Member (Fall 2020 – Present)

Fifth International Conference on Tourism and Leisure Studies Volunteer\* (June 2020)  
 \*Cancelled due to COVID-19

National Intramural-Recreational Sports Association (NIRSA) Annual Conference Volunteer\*  
 (April 2020) \*Cancelled due to COVID-19

American Red Cross Lifeguarding Instructor Trainer, Water Safety Instructor Trainer, and First Aid/CPR/AED Instructor Trainer – Aquatic Solutions, Inc. (February 2019-Present)

Contributing expert in the occupation of Fitness and Wellness Coordinators in the Occupational Information Network Program (O\*NET) for the U.S. Department of Labor (May 21, 2019)

**COMMUNITY SERVICE**

Tri-County Science and Technology Fair Volunteer Judge (April 8, 2020-April 24, 2020)

**TEACHING**

**A. COURSES TAUGHT**

Course Code	Course Title	Semester First Taught	Lehman or GC
REC 700	Recreation and Leisure in Modern Society	Fall 2020	Lehman
REC 320	Recreation Leadership	Fall 2020	Lehman
REC 360/680	Special Topics: Practices in Rec Sports Mgmt.	Summer 2020	Lehman
REC 387	Research and Evaluation in Rec. Services	Fall 2018	Lehman
REC 401	Administration in Recreation Services	Fall 2018	Lehman

**B. STUDENT EVALUATIONS (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)**

Course	Semester	SETL 5.1 mean	SETL 5.1 median	SETL 5.2 mean	SETL 5.2 median	Number of responses
REC 387	Fall 2019	1.05	1	1.18	1	22 out of 26
REC 387	Spring 2019	1.33	1	1.5	1	18 out of 29
REC 401	Spring 2019	1.14	1	1.23	1	22 out of 26
REC 387	Fall 2018	1.38	1	1.48	1	21 out of 24
REC 401	Fall 2018	1.15	1	1.23	1	13 out of 15

| | | | | | |

**C. Mentorship and Student Development (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)**

Yudianto, K. *Does therapeutic recreation positively impact veterans with PTSD?* Presenter, Student Research Advisory Board: Lehman College Student Scholarship Showcase (May 7-8, 2020).

\*Presented virtually due to COVID-19

**D. Curriculum Development and Design (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)**

- Curriculum Renewal Proposals
  - Dual Credit BS-MS in Recreation Education (Option A)
- Change in Degree Requirements
  - Course Numbers
    - REC 300 to REC 200
    - REC 320 to REC 210
    - REC 321 to REC 221
    - REC 401 to REC 302
  - Adding of Departmental Consent Requirement
    - REC 370
  - Removal of Departmental Consent Requirement
    - REC 360
    - REC 361
- New Courses
  - REC 250
  - REC 330
  - REC 405
  - REC 410

**Curriculum Vitae: Hyangmi Kim**

**RECOMMENDATION FOR:**

APPOINTMENT \_\_\_\_\_

PROMOTION \_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_

REAPPOINTMENT WITH TENURE \_

OTHER (Designation as Vice President, Dean, etc.) \_\_\_\_\_

TITLE Assistant Professor

DEPARTMENT Health Science

EFFECTIVE DATE 8/25/2016

SALARY RATE \_\_\_\_\_

**HIGHER EDUCATION**

Institution	Dates Attended	Degree & Major	Date Conferred
Indiana University	Jan. 2011	Leisure Behavior	July 2016
Indiana University	Aug. 2008	Therapeutic Recreation	Dec. 2010
Kookmin University	Mar. 2003	Sport Industry	Aug. 2006

**EXPERIENCE**

A. Teaching

Institution	Dates	Rank	Department
Lehman College	Aug. 2016- Present	Assistant Professor	Health Sciences

B. Others

Institute	Dates	Rank	Department

**ACADEMIC AND PROFESSIONAL HONORS**

## **PUBLICATIONS**

Peer-Reviewed Journal Publications (in reverse chronological order)

**Kim, H.** (2020). Perceptions of benefits and constraints of leisure travel for pregnant women: A qualitative study. *Advances in Hospitality and Leisure*. *Advances in Hospitality and Leisure*, 16, 159-166), DOI: <https://doi.org/10.1108/S1745-354220200000016012>

**Kim, H., & Chen, J. S.** (2020). Memorable travel experiences: Recollection vs. belief. *Journal of Tourism Recreation Research*, (Published online first, 06/16/20), DOI: <https://www.tandfonline.com/doi/abs/10.1080/02508281.2020.1771653>

Chen, J. S., Wang, W., Jensen, O., **Kim, H.**, & Liu, Wan-Yu. (2020). Perceived impacts of tourism in the Arctic. *Journal of Tourism and Cultural Change*, DOI: <https://doi.org/10.1080/14766825.2020.1735403>

**Kim, H., Kim, J., Kim, K., & Chen, Y.** (2019). Memorable travel experiences: A qualitative approach. *Advances in Hospitality and Leisure*, 15, 101-112.

**Kim, H., & Chen, J. S.** (2018). The memorable travel experience and its reminiscence functions. *Journal of Travel Research*. 58(4), 637-649.

Kim, J., Chun, S., **Kim, H.**, Ha, A., & Hodges, J. (2018). Contribution of Leisure Participation to personal growth among individuals with physical disabilities. *Therapeutic Recreation Journal*, 52(3), 201-214.

Non-Peer-Reviewed Journal Publications (in reverse chronological order)

## **PRESENTATIONS** (in reverse chronological order)

**Kim, H.** (2020, April) Paralympics: Good for spectators too! Report from the PyeongChang 2018 Winter Paralympics in Korea. *NYSTRA'S 25<sup>th</sup> Annual Multiday Conference*. Saratoga, New York. **Invited Presentation - Cancelled due to Covid-19, 2020**

Gonzalez, N., Hernandez, W., Robinon, J., **Kim, H.**, & Adams, E. V. (2020, April). Evidence-based interventions for children with ADHD. *NYSTRA'S 25<sup>th</sup> Annual Multiday Conference*. Saratoga, New York. **Student Research Presentation - Cancelled due to Covid-19, 2020**

**Kim, H.** (2019, Nov.) Paralympics: Good for spectators too! Report from the PyeongChang 2018 Winter Paralympics in Korea. *25<sup>th</sup> Annual Downstate Recreation Conference*. Tarrytown, New York.

**Kim, H., & Kim, K.** (2019, Sept.) Memorable Travel experience. *2019 National Recreation and Park Association Annual Conference*. Baltimore, Maryland (Accepted, 6/4/19).

Kim, J., Chun, S., **Kim, H.**, Han, A., & Hodges, J. S. (2018, Sept.) Personal growth and physical disability. *2018 American Therapeutic Recreation Association Annual Conference*. Grand Rapids, Michigan.

**Kim, H.**, & Chen (2017, May-Jun). Measuring memorable travel experience: A qualitative study. *15<sup>th</sup> APacCHRIE Conference*. Bali, Indonesia.

**Kim, H.** (2016, Nov). Memorable travel experience and its reminiscence functions. *22<sup>th</sup> Annual Downstate Recreation Conference*. White Plains, New York.

### **UNPUBLISHED WORK** (Supported by Evidence)

a. Works accepted for publication

b. Works submitted for publication

Eubank, J., Adams, E.V., & **Kim, H.** (2020). Motivations to physical activity in non-traditional college students at Hispanic-serving institution. *The Journal of American College Health*. (Submitted, 05/09/20)

Kim, K., Hawkins, B., Lee, Yong-ho., & **Kim, H.** Conceptualizing and testing a model for aging well. *Activities, Adaptation & Aging*. (Submitted, 09/08/20)

c. Works in progress

• Manuscripts in preparation

Kim, K., & **Kim, H.** The benefits of Taekwondo among older adults [Progress so far: Analyzing data]. To be submitted to *Journal of Leisure Research* by Spring, 2021.

**Kim, H.**, Kim, K. T., Lee, C. S., & Kim, J.H. Exploring the effects of Paralympic on individuals with physical disabilities: The case of PyeongChang 2018 Paralympic [Progress so far: Finalizing the manuscript]. To be submitted to *Disability & Society* by Winter, 2021.

Kim, J. H., Kim, J. **Kim, H.**, Kim, J.H. Leisure engagement impact on social support, coping, and life satisfaction among veterans [Progress so far: Analyzing Data completed]

• Research in progress



## GRANTS

- Current  
Leisure Engagement Impact on Social Support, Coping, and Life Satisfaction among individuals with Physical Disabilities- *PSC-CUNY Research Award Cycle 49: TRADA-49-670* (Received, April 13, 2018)- *Total: \$ 3483.76*
- Completed
- Applied but not funded

## SERVICE TO THE DEPARTMENT

Name of Committee or Project	Type of Service	Role (I.e. Chair)	Dates
Program Director- <i>Graduate</i> (Therapeutic Recreation)		Director	Fall, 2017- Present
Curriculum Committee		Member	Spring, 2017 - Present
Reopening of the CAFÉ – An Afternoon of Advisement		Program Representative	March, 15, 2019 May, 11, 2020
Program Director- <i>Undergraduate</i> (Therapeutic Recreation & Recreation Education)		Director	Spring, 2017 – Fall, 2018
Search Committee (Therapeutic Recreation)		Chair	Fall, 2018
Search Committee (Recreation Education)		Chair	Fall, 2017 – Summer, 2018
Search Committee (Therapeutic Recreation)		Chair	Fall, 2017 – Spring, 2018
New student reception for accepted student		Representative	April 20, 2018
Search Committee (Recreation Education & Therapy)		Member	Spring, 2017
Search Committee (Exercise Science)		Member	Fall, 2016- Spring, 2017
Recreation Education B.S. Program Representative, the Fall'17 Majors and Minors Fair		Representative	September 13, 2017

Recreation Education M.S Degree Program Representative, Graduate Student Welcome Day		Representative	August 15, 2017

**SERVICE TO SCHOOL**

<b>Name of Committee or Project</b>	<b>Type of Service</b>	<b>Role (I.e. Member)</b>	<b>Dates</b>
ACE Program for Therapeutic Recreation Major		Director	Spring, 2018-Present
Conversations at 50 events		Program Representative	April, 17, 2019

**SERVICE TO LEHMAN COLLEGE**

<b>Name of Committee or Project</b>	<b>Type of Service</b>	<b>Role (I.e. Member)</b>	<b>Dates</b>
Steering Committee for Disability Studies Minor		Member	Spring, 2017 – Present
Adult Degree Program Life experience portfolios		Evaluator	December, 2018
Note: Obtained “Certificate of Mastery: Assessing Learning for College Credit” (March, 1, 2020)			

**SERVICE TO CUNY**

<b>Name of Committee or Project</b>	<b>Type of Service</b>	<b>Role (I.e. Member)</b>	<b>Dates</b>
CUNY BACCALAUREATE Faculty Mentorship		Faculty Mentor	Fall, 2020-Present

**SERVICE TO THE PROFESSION**

<b>Name of Committee or Project</b>	<b>Type of Service</b>	<b>Role</b>	<b>Dates</b>
Journal of Advances in Hospitality and Leisure		Reviewer	Spring, 2017 – Present
Korea Society for Wellness		Editor Board	February, 2018 – Present
Journal of Affective Disorders		Reviewer	January. 28, 2019 – February 17, 2019
Rec Summit Conference		Moderator	April, 7- 8, 2019

**COMMUNITY SERVICE**

<b>Name of Committee or Project</b>	<b>Type of Service</b>	<b>Role (I.e. Member)</b>	<b>Dates</b>
The Korea Para Sports Association of New Jersey		Board Member	February, 1 - Present
Tri-County Science & Technology Fair, 2020		Selected as evaluator, but not served	April, 2020
Recreation Activity Education for Korean Church at Fort Lee		Counselor	October, 2018

**Curriculum Vitae: Emilie Adams**

**RECOMMENDATION FOR:**

APPOINTMENT \_\_\_\_\_

PROMOTION \_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_

REAPPOINTMENT WITH TENURE \_\_\_\_\_

OTHER (Sabbatical Leave, Designation  
ECP, etc.) \_\_\_\_\_

TITLE

DEPARTMENT Health Sciences

Instructor

EFFECTIVE DATE

SALARY RATE \_\_\_\_\_

Initial Appointment Date Jan 25, 2019

Tenure Date NA

**HIGHER EDUCATION**

Institution	Dates Attended	Degree & Major	Date Conferred
Clemson University	June 2016-Current	Ph.D. Parks, Recreation, and Tourism Management	May 8, 2020
Brigham Young University	Aug 2012-Dec 2014	M.S. Youth and Family Recreation	Dec 2014
Brigham Young University	April 2000-April 2005	B.S. Biology	April 2012

**EXPERIENCE**

A. Teaching

Institution	Dates	Rank	Department
Lehman College	Jan 2019	Instructor	Health Sciences

B. Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
Clemson University	8/17-12/	Graduate Assistant	Parks Recreation and Tourism Management
Carolina Center for Behavioral Health	3/17-8/17	Recreational Therapist	Recreation Therapy
Utah County Women's Shelter	5/16-3/17	Recreational Therapist	Afterschool Program
Center for Change	4/15-3/17	Recreation Therapist	Experiential Therapies
Utah State Hospital	3/15-1/17	Recreational Therapist	Recreational Therapy
Center for Change	8/14-12/14	Intern Recreation Therapy	Experiential Therapies

**ACADEMIC AND PROFESSIONAL HONORS** (since last personnel action)

ACADEMY ON VIOLENCE AND ABUSE SCHOLAR 2021  
CLEMSON UNIVERSITY OUTSTANDING GRADUATE RESEARCHER APRIL  
2020  
OUTSTANDING PHD STUDENT RESEARCHER AWARD, CLEMSON UNIVERSITY  
MAR 2020  
COLLEGE OF BEHAVIORAL, SOCIAL, AND HEALTH SCIENCES  
FIRST PLACE BEST RESEARCH POSTER, SEP 2019  
AMERICAN THERAPEUTIC RECREATION ASSOCIATION

**PUBLICATIONS** (since last personnel action)

Peer-Reviewed Journal Publications (in reverse chronological order)

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (2020) Yoga to Reduce Leisure Constraints for Residents of Assisted Living Facilities. *OBM Geriatrics*, 4(4):18; doi:10.21926/obm.geriatr.2004135 (Role: Primary Investigator, implemented intervention, authored paper.)

Non-Peer-Reviewed Journal Publications (in reverse chronological order)

**PUBLICATIONS** (prior to last personnel action)

Peer-Reviewed Journal Publications (in reverse chronological order)

Reina, A.M., **Adams, E.V.**, Allison, C.K., Mueller, K.E., Crowe, B.M., Van Puymbroeck, M., Schmid, A.A. Yoga for adults with intellectual and developmental disabilities. *International Journal of Yoga Therapy*. 2020; 13(2) (Role: Implemented intervention, assisted in data collection. Assisted in authoring paper. Percent time 25%)

**Adams, E.V.**, Van Puymbroeck, M., Torphy, H.S., Helsel, B.C., Kemper, K.A., Dye, C., Schmid, A.A. A Novel Approach to Fall Risk Reduction: Combining Education and Therapeutic Yoga. *OBM Geriatrics*.2020; 4(1):15. doi:10.21926/obm.geriatr.2001097 (Role: Assisted in design, and implementation of study, coauthored paper. Percent Time: 90).

Crowe, B.M., Allison, C.K., Van Puymbroeck, M., **Adams, E.V.**, & Schmid, A.A. Exploring the physical and psychosocial benefits of yoga for adults with intellectual and developmental disabilities. *American Journal of Recreational Therapy*. (In press; Accepted Feb 28, 2020).

**Adams, E.V.**, Van Puymbroeck, M., Walter, A.A., Hawkins, B., Schmid, A., Sharp, J.L. Predictors of Functional Improvements after Therapeutic Yoga Intervention for People with Parkinson's Disease. *International Journal of Yoga Therapy*. 2020; 30. doi: 10.17761/2020-D-18-00005. (Role: Data analysis, authored paper. Percent Time: 90)

**Adams, E.V.**, Crowe, B.M., Van Puymbroeck, M., Kelly, C.T., Schmid, A.A. Yoga as a community-based Recreational Therapy intervention for older adults. *Therapeutic Recreation Journal [ATRA Annual in Therapeutic Recreation]*. 2019; 52(4): 367-379. (Role: Assisted in data collection, analyzed results, co-authored paper. Percent Time: 80)

Walter, A.A., **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Urrea-Mendoza, E., Hawkins, B.L., Sharp, J., Woschkolup, K., Revilla, F.J., & Schmid, A.A. Changes in non-motor symptoms following an 8-week yoga intervention for people with Parkinson's disease. *International Journal of Yoga Therapy*. 2019; (Role: Author, data analyst; Percent time: 70)

**Adams, E.V.**, and Townsend, J. (2018). A Systematic Review of Yoga and Schizophrenia Spectrum Disorders: Implications for Recreational Therapy Practitioners. *American Journal of Therapeutic Recreation*, 17(2), 37-47.

Torphy, H.S., Van Puymbroeck, M., Crowe, B.M., **Adams, E.V.**, Wiles, A., Allison, C.K., & Schmid, A.A. (2020). Yoga for Adults with Intellectual and Developmental Disabilities: Supporting Engagement and Autonomy. *Yoga Therapy Today* (Winter), 45-47.

Van Puymbroeck, M., Walter, A., Hawkins, B.L., Sharp, J., Woschkolup, K., Urrea-Mendoza, E., Revilla, F., **Adams, E.V.**, Schmid, A.A. (2018). Functional Improvements in Parkinson's Disease Following a Randomized Trial of Yoga. *Evidence-Based Complementary and Alternative Medicine*.

**Adams, E. V.**, Taniguchi, S., Ward, P.J., Hite, S.J., Mugimu, C., Nsubuga, Y. (2018). Leisure Defined by Perceiving Choice: Perspectives of Ugandan Women, *World Leisure Journal* 60(4), 265-280. doi:10.1080/16078055.2018.1517106

Non-Peer-Reviewed Journal Publications (in reverse chronological order)

GORZELITZ, J., ADAMS, E.V., & WARING, M.E. (2019). QUICK STATS: WHERE TO GO WHEN YOU NEED NATIONAL OR STATE NUMBERS ON DEMOGRAPHICS, DISEASE BURDEN, OR BEHAVIORAL RISK FACTORS. SOCIETY OF BEHAVIORAL MEDICINE, OUTLOOK.

**PRESENTATIONS** (since last personnel action, in reverse chronological order)

Auerbach, L., Simino Boyce, P., **Adams, E.**, Reikert, S., Silberman, N., Rennis, L, Saint-Louis, N., Assassi, P., & Archibald, P. (in review) *A Multi-campus Interprofessional Education Program Using Virtual Simulation: Teamwork and Collaboration During the Pandemic. The Association of American Medical Colleges, Annual Meeting, Houston TX*

Archibald, P., Rennis, L., Reikert, S., Lowe, M., Auerbach, L. Saint-Louis, N., Maldonado, S., Lancaster, G., Assassi, P., **Adams, E.V.** COVID-19 (December, 2020). *Inspired Launch of CUNY-wide Virtual Simulated Interprofessional Practice Education (IPE) for Health & Human Service Disciplines.* CUNY IT Virtual Conference.

**Adams, E.V.** (December, 2020) *Maintaining a Quality Internship Program Amidst COVID-19 Concerns.* Downstate Conference, New York, NY.

**Adams, E.V.**, Gonzales, N., Hernandez, W. (Oct 2020) *Recreational Therapy Interventions for Survivors of Intimate Partner Violence: A systematic review.* Paper presented at the Global Summit on Violence and Abuse.

**Adams, E.V.**, Gonzales, N., Hernandez, W. (Oct 2020) *Yoga for survivors of intimate partner violence: A meta-analysis.* Poster presentation at the Symposium on Yoga Research.

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.M., Schmid, A.A. (Oct 2020) *Therapeutic Yoga Improves Functional Fitness and Pain for Residents of Assisted Living Facilities.* Poster presentation at the Symposium on Yoga Research.

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.M., Schmid, A.A. (Oct 2020) *Implementing Therapeutic Yoga in Assisted Living Facilities: A Feasibility Study.* Poster presentation at the Symposium on Yoga Research.

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.M., Schmid, A.A. (Oct 2020) *Yoga promotes proactive coping for residents of Assisted Living Facilities.* Poster presentation at the Symposium on Yoga Research.

**Adams, E.V.** (Oct 2020). *Cultivating radical calmness to promote resilience in clients and caregivers: Developing a trauma-sensitive practice.* American Therapeutic Recreation Association, Annual Conference, Virtual.

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (Oct, 2020) *Yoga to Reduce Leisure Constraints for Residents of Assisted-Living Facilities* Poster Presentation at. American Therapeutic Recreation Association, Annual Conference, Virtual Conference.

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (in review) *Feasibility of Implementing Therapeutic Yoga in Assisted Living Facilities.* American Therapeutic Recreation Association, Annual Conference, Birmingham, AL.



**Adams E.V.** (June 2020) *Psychological courage and behavioral health: A review of the literature and evidence-based interventions*. Northeast Behavioral Healthcare Conference. Syracuse, NY. (Conference canceled due to COVID-19.)

**Adams E.V.** (June 2020) *Mindfulness interventions for healthcare workers: The good, the bad, and the research*. Northeast Behavioral Healthcare Conference. Syracuse, NY. (Conference canceled due to COVID-19.)

**PRESENTATIONS** (prior to last personnel action, in reverse chronological order)

**Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (April, 2020). Feasibility of Implementing Therapeutic Yoga in Assisted Living Facilities. Society of Behavioral Medicine Annual Meeting, San Diego, CA. (Conference canceled due to COVID-19.)

**Adams, E.V.**, Van Puymbroeck, M., Dye, C., Kemper, K. (April, 2020) *Exploring Integrating Yoga and a Matter of Balance Education for a Fall Prevention Program*. Society of Behavioral Medicine Annual Meeting, San Diego, CA. (Conference canceled due to COVID-19.)

Hernandez, W., Gonzalez, N., Robinson, J., Kim, H., & **Adams, E.V.** (May, 2020) *Interventions for children with ADHD: Examining the research*. Metro Conference. Brooklyn, NY. (Conference canceled due to COVID-19.)

**Adams, E.V.** (May, 2020). *Implementing yoga for older adults with chronic illness*. Metro Conference. Brooklyn, NY. (Conference canceled due to COVID-19.)

Hernandez, W., Gonzalez, N., Robinson, J., Kim, H., & **Adams, E.V.** St. Josephs (April, 2020). *Evidence-based interventions for children with Attention Hyper Deficit Syndrome*. New York State Therapeutic Recreation Association Annual Conference, Saratoga Springs, NY. (Conference canceled due to COVID-19.)

**Adams, E.V.** (April, 2020). *Fall prevention interventions for older adults*. New York State Therapeutic Recreation Association Annual Conference, Saratoga Springs, NY. (Conference canceled due to COVID-19.)

Dyke, J. & **Adams, E.V.** (April, 2020). *Using the APIE Process as a model for clinical supervision*. New York State Therapeutic Recreation Association Annual Conference, Saratoga Springs, NY. Metro Conference. (Conference canceled due to COVID-19.)

**Adams, E.V.** (November, 2019) *Implementing Yoga for older adults in long-term care*. Downstate Recreation Conference. Tarrytown, NY. **Adams, E.V.** (October 2019) *Correlating recreation and incidents of violence in inpatient psychiatric hospitalizations*. Academy on Violence and Abuse Global Health Summit, Minneapolis, MN. **Adams, E.V.** (September 2019) *Trauma-Informed Care in Recreational Therapy Practice*. *American Therapeutic Recreation Association Research Institute*. Reno, NV **Adams, E.V.**, Reina, A.M., Kelly, C.T., Mueller, K.E., Crowe, B.M., Van Puymbroeck, M., Schmid, A. (September 2019). *Yoga for adults*

*intellectual and developmental disabilities: A pilot study.* American Therapeutic Recreation Association Research Institute. Reno, NV.

**Adams, E.V.**, Kelly, C.T., Torphy, H.S., Van Puymbroeck, M., Mueller, K., Rivers, A., Kemper, K., Dye, C.J., Helsel, B., Schmid, A.A. (September, 2019) *Merging Yoga and Matter of Balance: A Pilot Study.* American Therapeutic Recreation Association Research Institute. Reno, NV.

Rivers, A., Mueller, Allison, C.K., Van Puymbroeck, M., **Adams, E.V.**, Torphy, H.S., Kemper, K.A. Dye, C., Schmid, A. (September 2019) *Improving Balance in Older Adults: An Expanded Assessment.* American Therapeutic Recreation Association Research Institute. Reno, NV. Van Puymbroeck, M., Torphy, H., **Adams, E.V.**, Kelly, C., Wiles, A., Crowe, B.M., Mueller, K., Schmid, A.A. (September 2019). *Evidence-based Tips & Tricks for Implementing Yoga for People with Intellectual & Developmental Disabilities.* American Therapeutic Recreation Association Research Institute. Reno, NV.

**Adams, E.V.** (May, 2019). *Reducing Burnout, Increasing Employee Engagement, and Improving Patient Outcomes.* Northeast Behavioral Healthcare Conference. Syracuse, NY.

Torphy, H.S., Wiles, A., Van Puymbroeck, M., **Adams, E.V.**, Kelly, C., Crowe, B.M., & Schmid, A.A. (April 2019). *Research into practice: Lessons learned providing yoga to individuals with intellectual and developmental disabilities.* Southeast Recreational Therapy Symposium 2019, Gatlinburg, TN.

\*Mueller, K., **Adams, E.V.**, Kelly, C.T., Reina, A.M., Schmid, A.A., Crowe, B.M., & Van Puymbroeck, M. (April 2019) *Yoga for Adults with Intellectual and Developmental Disabilities: A Pilot Study.* GRADS Research and Discovery Symposium, Clemson University.

**Adams, E.V.**, Dodd, J.C., Raja, S., Clements, A. (March, 2019). *Trauma-Informed Care as a Universal Precaution: Practical Applications for Behavioral Medicine Practitioners and Researchers.* Society of Behavioral Medicine Annual Meeting. Washington, DC.

\***Adams, E.V.**, Van Puymbroeck, M., Dye, C., Kemper, K. (March, 2019). *Matter of Balance and Yoga for fall risk reduction among community-dwelling older adults: A pilot study.* Paper presented at the Society of Behavioral Medicine Annual Meeting, Washington, DC.

**Adams, E.V.**, Taniguchi, S.T., Ward, P.J., & Hite, S.J. (February, 2019). *An Exploration of Factors Affecting Ugandan Women's Leisure Preferences and Participation.* The Academy of Leisure Sciences, Greenville, SC.

Walter, A.A. **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Hawkins, B.L., & Schmid, A.A., Sharp, J., (February, 2019). *Influence of yoga on non-motor symptoms of Parkinson's disease.* The Academy of Leisure Sciences Annual Conference on Research and Teaching, Greenville, SC.

Van Puymbroeck, M., **Adams, E.V.**, Walter, A.A., Crowe, B.M., Hawkins, B.L., & Schmid, A.A. (February, 2019) *Predictive factors for functional improvement in Parkinson's Disease*

*after a yoga intervention.* The Academy of Leisure Sciences Annual Conference on Research and Teaching 2019, Greenville, SC.

Crowe, B.M., **Adams, E.V.**, Van Puymbroeck, M., Walter, A.A., & Schmid, A.A. (February, 2019). *Effects of participation in standing and seated yoga classes on physical functioning in community-dwelling older adults.* The Academy of Leisure Sciences Annual Conference on Research and Teaching 2019, Greenville, SC.

Torphy, H.S., Van Puymbroeck, M., Crowe, B.M., Schmid, A.A., **Adams, E.V.**, Hubbard, C., Wiles, A., Park, J., & Kelly, C. (February, 2019). *Yoga for people with intellectual and developmental disabilities: A pilot study.* The Academy of Leisure Sciences Annual Conference on Research and Teaching, Greenville, SC.

Crowe, B.M., Torphy, H., Van Puymbroeck, M., **Adams, E.V.**, & Schmid, A.A. (October 2018). *Physical and psychosocial benefits of yoga for people with intellectual and developmental disabilities.* Symposium on Yoga Research. Stockbridge, MA.

Crowe, B.M., **Adams, E.V.**, Van Puymbroeck, M., Walter, A.A., & Schmid, A.A. (October 2018). *Effects of participation in standing and seated yoga classes on physical functioning in community-dwelling older adults.* Symposium on Yoga Research. Stockbridge, MA.

Van Puymbroeck, M., Walter, A.A., Hawkins, B.L., Woschkolup, K., Urrea-Mendoza, E. Revilla, F., Sharp, J., **Adams, E.V.**, Crowe, B.M., & Schmid, A.A. (October, 2018). *Yoga improves postural stability and balance control for people with Parkinson's disease.* Symposium on Yoga Research. Stockbridge, MA.

**Adams, E.V.**, Walter, A.A., Van Puymbroeck, M., Crowe, B.M., Hawkins, B.L., Schmid, A.A. (October, 2018). *Predictive factors for functional improvement in Parkinson's disease after yoga intervention.* Symposium on Yoga Research. Stockbridge, MA.

**Adams, E.V.**, Walter, A.A., Van Puymbroeck, M., Crowe, B.M., Sharp, J., Hawkins, B.L., Schmid, A.A. (October, 2018). *Influence of yoga on non-motor symptoms of Parkinson's disease.* Symposium on Yoga Research. Stockbridge, MA.

**Adams, E.V.**, Lewis, S.T. (September 2018). *Developing a culture of clinical supervision in RT: A case example.* American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

**Adams, E.V.**, Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B., & Schmid, A.A. (September 2018). *Yoga for people with Parkinson's Disease: Predictive factors for functional improvement.* American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

**Adams, E.V.**, Walter, A.A., Crowe, B.M., Van Puymbroeck, M., Park, J., Schmid, A.A. (September 2018). *Feasibility and outcomes of a yoga program for community dwelling older adults.* American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

Torphy, H., Crowe, B.M., Van Puymbroeck, M., Schmid, A.A., **Adams, E.V.**, Hubbard, C.R., Wiles, A., Park, J., Kelly, C. (September 20018). *Yoga for People with Intellectual and Developmental Disabilities: A Pilot Study*. American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

**Adams, E.V.** (May, 2018). *Yoga as Behavioral Medicine: The research outcomes and best practices of yoga interventions*. Northeast Behavioral Healthcare Conference. Syracuse, NY.

**Adams, E.V.** (2018, April). *Yoga and Severe Mental Illness*. Society of Behavioral Medicine Annual Meeting. New Orleans, LA.

**Adams, E.V.**, Taniguchi, S.T., Ward, P.J., Hite, S.J. (2018, April). *Four Elements of Play as Described by Ugandan Women*. Conference on the Value of Play. Clemson, SC.

Walter, A.A., Crowe, B.M., Van Puymbroeck, M., Park, J., **Adams, E.V.**, & Schmid, A.A. (April, 2018). *The Effects of Yoga on the Physical Functioning in Community-Dwelling Older Adults*. Clemson Graduate Research and Discovery (GRADS). Clemson, SC.

**Adams, E.V.**, Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B., Schmid, A.A. (April, 2018). *Feasibility and Psychosocial Outcomes for an Osher Lifelong Learning Institute Hatha Yoga Program*. Clemson Graduate Research and Discovery (GRADS). Clemson, SC

**Adams, E.V.**, Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B., Schmid, A.A. (April, 2018). *Predictive Factors of Functional Improvement for People with Parkinson's Disease: Outcomes Following a Therapeutic Yoga Intervention*. Clemson Graduate Research and Discovery (GRADS). Clemson, SC.

**Adams, E.V.**, Walter, A.A., Park, J., Crowe, B., Van Puymbroeck, M., Schmid, A.A. (March, 2018). *Feasibility and Outcomes of an OLLI Based Yoga Program*. Southeast Therapeutic Recreation Symposium. Williamsburg, VA.

**Adams, E.V.**, Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B. Schmid, A.A. (March, 2018). *Predictive Factors for Functional Improvement After Yoga Intervention*. Southeast Therapeutic Recreation Symposium. Williamsburg, VA.

Walter, A.A., Crowe, B.M., Van Puymbroeck, M., Park, J., **Adams, E.V.**, & Schmid, A.A. (March, 2018). *Hatha and Chair Yoga for Older Adults: Preliminary Physical Findings*. Southeastern Recreational Therapy Symposium. Williamsburg, VA.

**Adams, E. V.**, Van Puymbroeck, M., Walter, A., Hawkins, B., Schmid, A. (October, 2017). *The effects of a small randomized yoga intervention on balance and functional muscle strength for people with Parkinson's Disease*, Symposium on Yoga Research. Stonebridge, MA.

**Adams, E. V.**, Taniguchi, S., Ward, P.J., Hite, S.J., Mugimu, C., Nsubuga, Y. (2016, October). *Leisure Defined by Free Choice: Ugandan Women's Perceptions of Leisure*, 2016 National Recreation and Parks Association Congress, St Louis, Missouri.

## **PH.D. THESIS TITLE:**

The Feasibility of a Yoga Program on Successful Aging Among Long-term care Residents: A Pilot Study.  
(In Progress).

## **UNPUBLISHED WORK** (Supported by Evidence)

### a. Works accepted for publication

Crowe, B.M., Allison, C.K., Van Puymbroeck, M., **Adams, E.V.**, & Schmid, A.A. Exploring the physical and psychosocial benefits of yoga for adults with intellectual and developmental disabilities. *American Journal of Recreational Therapy*. (In press) Accepted for Publication Feb 28, 2020. (Role: Assisted in data collection, data analysis and assessed in authoring paper. Percent Time: 30).

### b. Works submitted for publication

1. **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (in review) Yoga to Reduce Leisure Constraints for Residents of Assisted Living Facilities. *OBM Geriatrics*. (Submitted August 14, 2020) *Role: Developed study design, conducted data collection, oversaw intervention, wrote manuscript. Percent time: 95%*
2. **Adams, E.V.**, Van Puymbroeck, M., Hawkins, B.L., Schmid, A.A. (in review) Reduced Psychosocial Difficulties for Individuals with Parkinson's Disease Following Therapeutic Yoga. *OBM Geriatrics*. (Submitted August 14, 2020) *Role: Analyzed data, wrote methods, results, and discussion section. Percent time: 50%*
3. **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Alison, C.K., Pury, C.L.S., Schmid, A.A. (in review:). Feasibility of Implementing Therapeutic Yoga in Assisted Living Facilities. *OBM Geriatrics*. (Submitted August 14, 2020) *Role: Developed study design, conducted data collection, oversaw intervention, wrote manuscript. Percent time: 95%*
4. Eubank, J., **Adams, E.V.**, & Kim, H. (in review). Motivations to physical activity in non-traditional college students at a Hispanic-serving institution. *Journal of American College Health*. (Submitted May 9, 2020). *Role: Cleaned and analyzed data, wrote results section, contributed to other sections. Percent time 25%*
5. Crowe, B.M., **Adams, E.V.**, Kelly, C.T., Lancaster, M., Park, J., Van Puymbroeck, M., & Schmid, A.A. (in review). Quantitative research with adults who have intellectual and developmental disabilities: Lessons learned. Target journal: *Therapeutic Recreation Journal*. (Submitted August 2019) *Role: Interventionist, assisted in data collection and study design, author on the paper. Percent time: 20%*

### c. Works in progress

- Manuscripts in preparation
- \*Student authors

1. \*Hernandez, W.J., Gonzalez, N.J., **Adams, E.V.** (in process). Recreational Therapy Interventions for Survivors of Intimate Partner Violence: A meta-synthesis. *American Journal of Recreational Therapy*. (*Progress made: articles gathered and reviewed, methods and results written. Percent time: 75%*)
2. **Adams, E.V.**, Taniguchi, S.T., Ward, P.J., Hite, S.J., Lewis, S.T., Nyakabwa, I.N., Mugimu, C., Nsabuga, J. (in process). “Nothing can prevent me...It’s a part of me”: An exploration of factors effecting Ugandan women’s Leisure Preferences and Participation. *Journal of Leisure Research*. (*Progress made: data collected, data analyzed, manuscript written by primary author. Manuscript currently in review by second and third authors. Role on paper: Primary investigator, oversaw data collection, analyzed data, wrote manuscript. Percent time: 100%*).
3. **Adams, E.V.**, Nyakabwa, I., Naluwembra, F., Taniguchi, S.T., Ward, P.J., Hite, S.J. (in progress) Ugandan Women’s Perceptions of Play. Target Journal: *International Journal of Play*. (*Progress made: data collected, results analyzed, outline of manuscript created. Role: Primary investigator, data collector, analyzed data, wrote manuscript. Percent time: 95%*)
4. **Adams, E.V.**, Van Puymbroeck, M., Pury, C., Crowe, B., Schmid, A.A.. Yoga as Proactive Coping in Assisted Living Facilities: A Mixed-Methods Inquiry. Target journal: *International Journal of Aging and Human Development* (Expected submission: May 15, 2020). *Progress made: Manuscript written, waiting for co-author reviews.* Role: Developed study design, oversaw project, entered and analyzed data, wrote the manuscript. Percent time: 95%
5. **Adams, E.V.**, Van Puymbroeck, M., Pury, C., Crowe, B., Schmid, A.A. Successful aging in assisted living facilities: A phenomenological exploration of stressors and coping among residents. Target journal: *International Journal of Aging and Human Development* (Expected submission: September 1, 2020). (*Progress made: Data collected, data analyzes.*) Role: Developed study design, oversaw project, entered and analyzed data,

## GRANTS

- Current:

Recreational Therapy Foundation (2020-21): “Telehealth mindfulness-based movement and journaling for survivors of violence.” [Progress: submitted May 31, 2020. Role: Principle Investigator]

CUNY Research Foundation, Research in the Classroom (2020-21): “Determining the State of Trauma-informed Care in the Field of Therapeutic Recreation” [Progress: Submitted May 29, 2020. Role: Principle Investigator]

PSC-CUNY CYCLE 51 TRADITIONAL A RESEARCH AWARD (2020-21): “COLLECTIVE MEMORIES OF A COMMUNITY RUNNING GROUP: PERSPECTIVES OF BROWNSVILLE WOMEN.” TOTAL AWARDED: \$3,500.

STUDENT RESEARCH ADVISORY BOARD FACULTY SEED GRANT (2020-21): THE OUTCOMES OF RECREATIONAL THERAPY FOR SURVIVORS OF INTIMATE PARTNER VIOLENCE. TOTAL AWARDED: \$2,200.

- Completed:

OPEN EDUCATION RESOURCE GRANT (2019-20) MAKING REC 321 A ZERO-TEXT COST COURSE. TOTAL AWARDED: \$2,500

PROVOST TRAVEL FUNDING (\$1000) SPRING 2020

PROVOST TRAVEL FUNDING (\$1041) FALL 2019

- Applied but not funded

Recreation Therapy Foundation (\$2500) Not funded  
February 2019

### **SERVICE TO THE DEPARTMENT**

Assessment Liaison	2020-2021
Internship Coordinator	Summer 2020
Recreation Program Advisement Liaison	Summer, 2020
IT support to faculty during transition online (March 18 <sup>th</sup> -April 3 <sup>rd</sup> )	Spring 2020
Member, Grade Appeals Committee	October, 2019
Member, Grade Appeals Committee	May, 2019
Representative, Major Fair, (April 13, 2019)	April 2019

### **SERVICE TO SCHOOL**

Department Assessment Coordinator	2020-2021
IT support to faculty during transition online (March 18 – April 3 <sup>rd</sup> )	Spring 2020
Department Representative, Lehman Conversations at 50 Event. (April 17, 2019) (Selected by the Dean’s Office to serve as representative).	April 2019





## COMMUNITY SERVICE

<i>Judge</i> , Tri County Science Fair	April 2020
<i>Volunteer</i> , Kingsbridge Height Community Center	2020

## PEDAGOGICAL TRAININGS

Open Pedagogy Workshop	July 2020
Peace Justice Institute for Teachers	July 2020
Writing Across the Curriculum	2019-2020
Time Saving Techniques for Course Planning and Preparation	Dec 2019
Preparation for Teaching Online	Nov 2019
Using Mid-Semester Student Feedback to Improve Your Course	Oct 2019
Communication Strategies for Student Engagement Webinar	Sep 2019
Digital Projects for Greater Student Engagement Webinar	April 2019
Using Rubrics for More Effective and Efficient Grading Webinar	March 2019

## TEACHING

### **A. COURSES TAUGHT**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester First Taught</b>	<b>Lehman or GC</b>
REC 321	Introduction to Therapeutic Recreation Services	Spring 2019	Lehman
REC 360	Selected Topics in Recreation ( <i>Assessment in Therapeutic Recreation</i> ).	Spring 2020	Lehman

REC 401	Administration of Recreation Services	Fall 2019	Lehman
REC 425	Facilitation Techniques	Spring 2019	Lehman
REC 493	Special Project	Spring 2020	Lehman
REC 680	Special Topics in Recreation (Inclusion in	Winter 2020	Lehman

**B. STUDENT EVALUATIONS (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)**

Course	Semester	SETL 5.1 mean	SETL 5.1 median	SETL 5.2 mean	SETL 5.2 median	Number of responses/ total number students enrolled
REC 360	Spring 2020	NA	NA	NA	NA	NA
REC 401	Spring 2020	NA	NA	NA	NA	NA
REC 321	Spring 2020	NA	NA	NA	NA	NA
REC 680	Winter 2020	1.00	1.00	1.00	1.00	2/8
REC 321	Fall 2019	1.33	1.00	1.44	1.00	9/25
REC 321	Fall 2019	1.17	1.00	1.17	1.00	6/24
REC 401	Fall 2019	1.72	1.00	1.83	1.5	18/27
REC 321	Spring 2019	1.73	1.00	1.64	1.00	11/24
REC 321	Spring 2019	4.50	4.50	4.50	4.50	2/8
REC 425	Spring 2019	1.83	2.00	2.00	2.00	12/23

**Appendix B: Student Satisfaction Survey**  
(See Next Page)

**Quick statistics**

Survey 688489 'REC Program Student Survey'

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Results

Survey 688489

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Number of records in this query:	12
Total records in survey:	100
Percentage of total:	12.00%

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**Summary for A1**

What is your age?

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<b>Calculation</b>	<b>Result</b>
Count	11
Sum	398.000000
Standard deviation	15.01
Average	36.18
Minimum	22.000000
1st quartile (Q1)	23
2nd quartile (Median)	25
3rd quartile (Q3)	57
Maximum	60.000000

**Null values are ignored in calculations****Q1 and Q3 calculated using minitab method**

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## Summary for A2

What gender do you identify as?

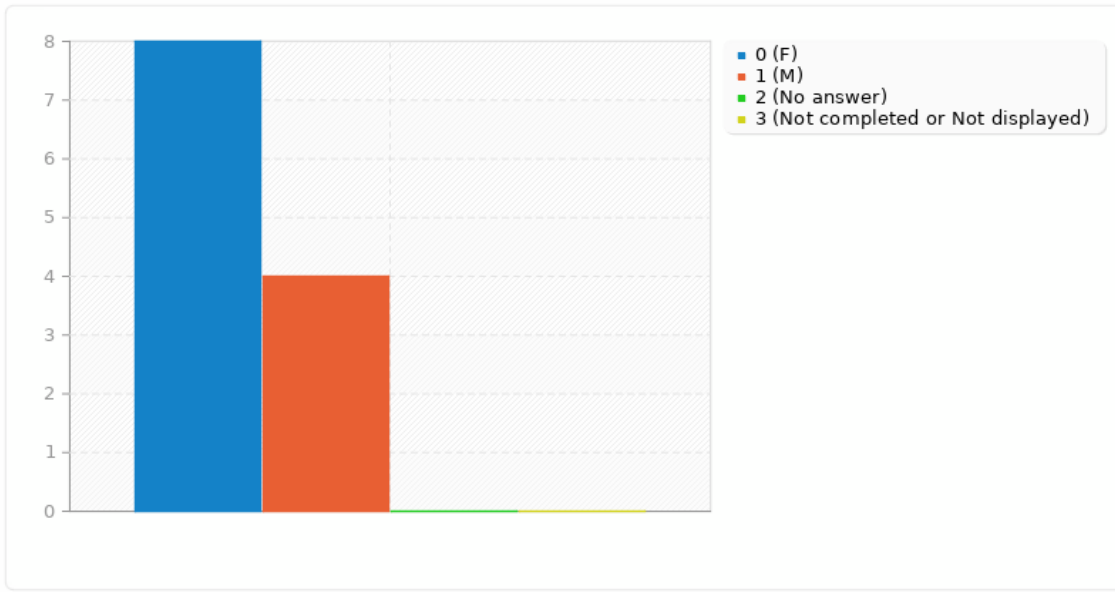
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Female (F)	8	66.67%
Male (M)	4	33.33%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

## Summary for A2

What gender do you identify as?

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## Summary for A3

What is your race/ethnicity?

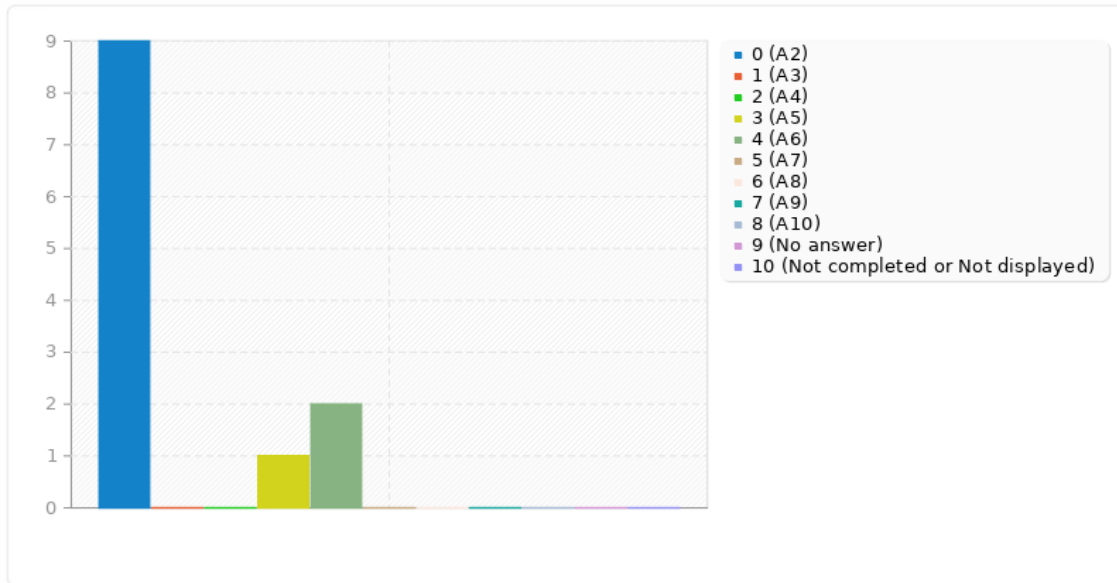
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Hispanic or Latino or Spanish origin of any race (A2)	9	75.00%
American Indian or Alaskan Native (A3)	0	0.00%
Asian (A4)	0	0.00%
Native Hawaiian or other Pacific Islander (A5)	1	8.33%
Black or African American (A6)	2	16.67%
White (A7)	0	0.00%
Two or more races (A8)	0	0.00%
Non-resident alien (of any race or ethnicity) (A9)	0	0.00%
Race and Ethnicity Unknown (A10)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%



### Summary for A3

What is your race/ethnicity?



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## Summary for B1

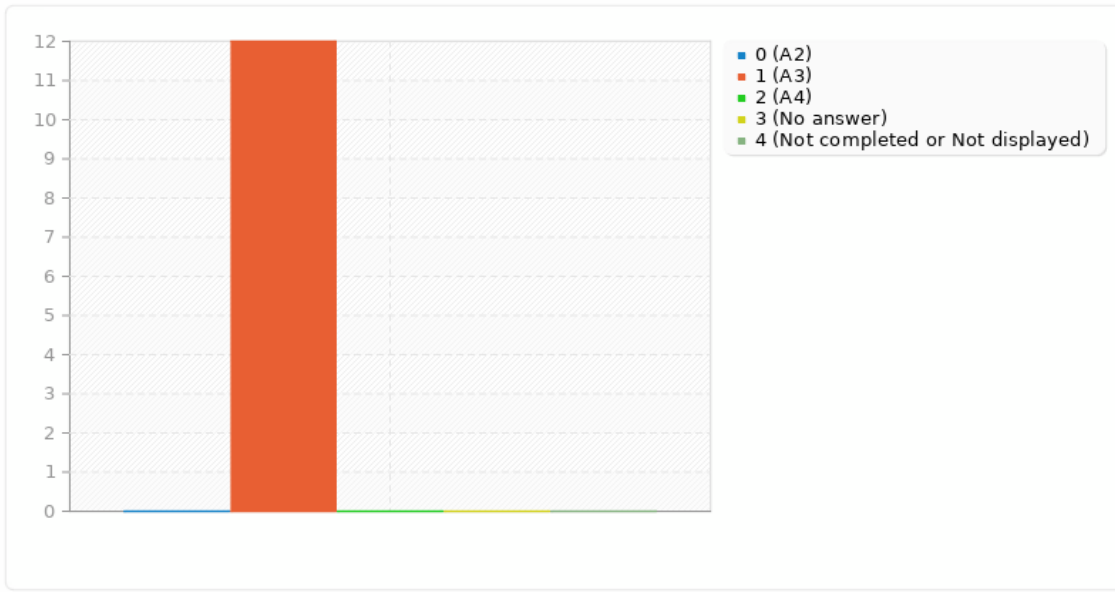
What program are you currently enrolled in?

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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
B.S. in Therapeutic Recreation (A2)	0	0.00%
B.S. in Recreation Education (A3)	12	100.00%
M.S. in Recreation Education (A4)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

### Summary for B1

What program are you currently enrolled in?



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## Summary for B2

What concentration in the B.S. in Recreation Education Program are you enrolled?

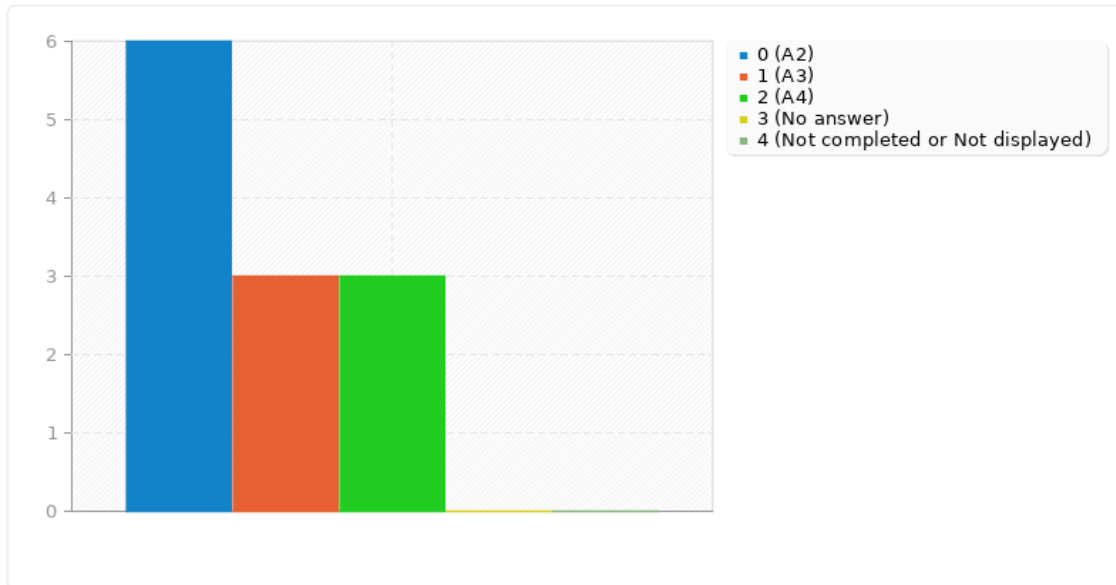
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Therapeutic Recreation (A2)	6	50.00%
Administration (A3)	3	25.00%
Exercise and Sport (A4)	3	25.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

## Summary for B2

What concentration in the B.S. in Recreation Education Program are you enrolled?

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## Summary for B4

How many years have you been enrolled in the program?

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<b>Calculation</b>	<b>Result</b>
Count	12
Sum	41.000000
Standard deviation	3.75
Average	3.42
Minimum	1.000000
1st quartile (Q1)	1.25
2nd quartile (Median)	2
3rd quartile (Q3)	3.75
Maximum	15.000000

**Null values are ignored in calculations**

**Q1 and Q3 calculated using minitab method**

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**Summary for B5**

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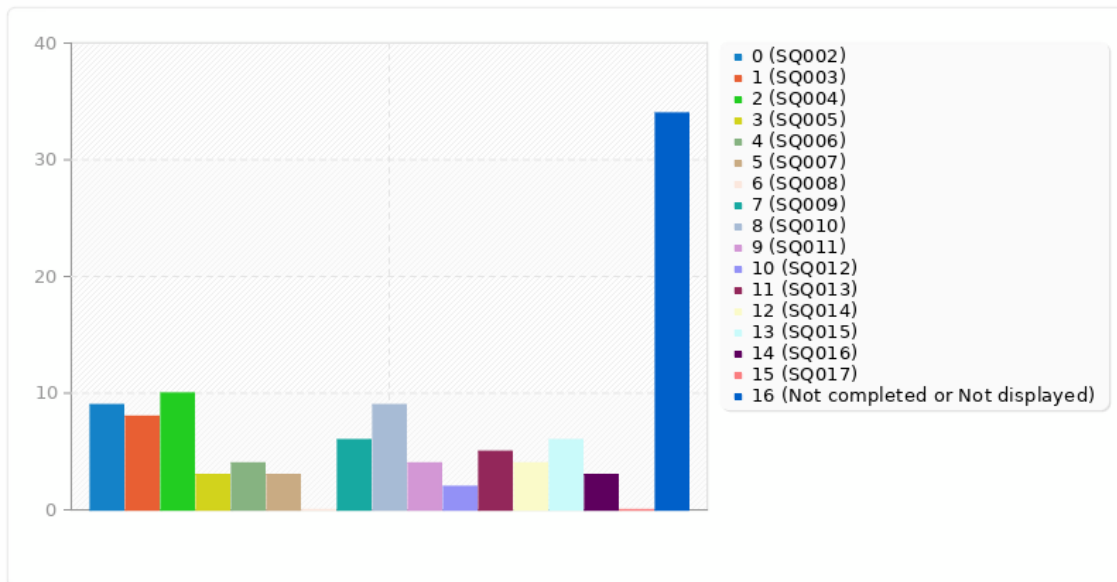
**What undergraduate courses have you taken or are currently taking in the program?**

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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
REC 300 (SQ002)	9	75.00%
REC 320 (SQ003)	8	66.67%
REC 321 (SQ004)	10	83.33%
REC 324 (SQ005)	3	25.00%
REC 325 (SQ006)	4	33.33%
REC 360 (SQ007)	3	25.00%
REC 361 (SQ008)	0	0.00%
REC 387 (SQ009)	6	50.00%
REC 401 (SQ010)	9	75.00%
REC 421 (SQ011)	4	33.33%
REC 422 (SQ012)	2	16.67%
REC 425 (SQ013)	5	41.67%
REC 370 (SQ014)	4	33.33%
REC 470 (SQ015)	6	50.00%
REC 471 (SQ016)	3	25.00%
(SQ017)	0	0.00%
Not completed or Not displayed	34	283.33%

### Summary for B5

What undergraduate courses have you taken or are currently taking in the program?





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**Summary for C1(SQ002)[Quality of instruction]**

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

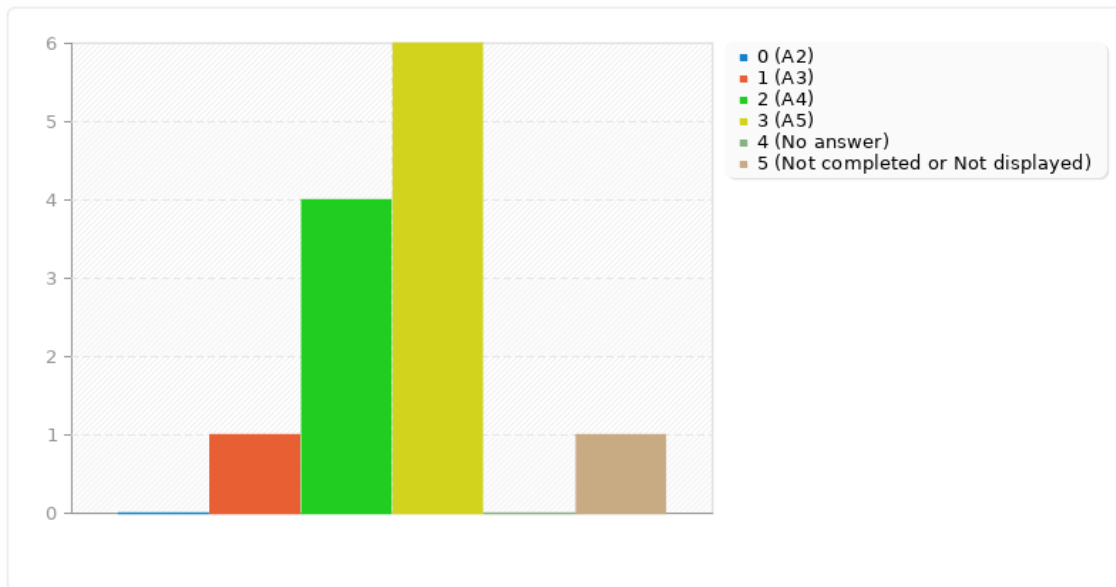
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	0	0.00%
Unsatisfied (A3)	1	8.33%
Satisfied (A4)	4	33.33%
Very Satisfied (A5)	6	50.00%
No answer	0	0.00%
Not completed or Not displayed	1	8.33%

### Summary for C1(SQ002)[Quality of instruction]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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**Summary for C1(SQ003)[Courses that you have taken]**

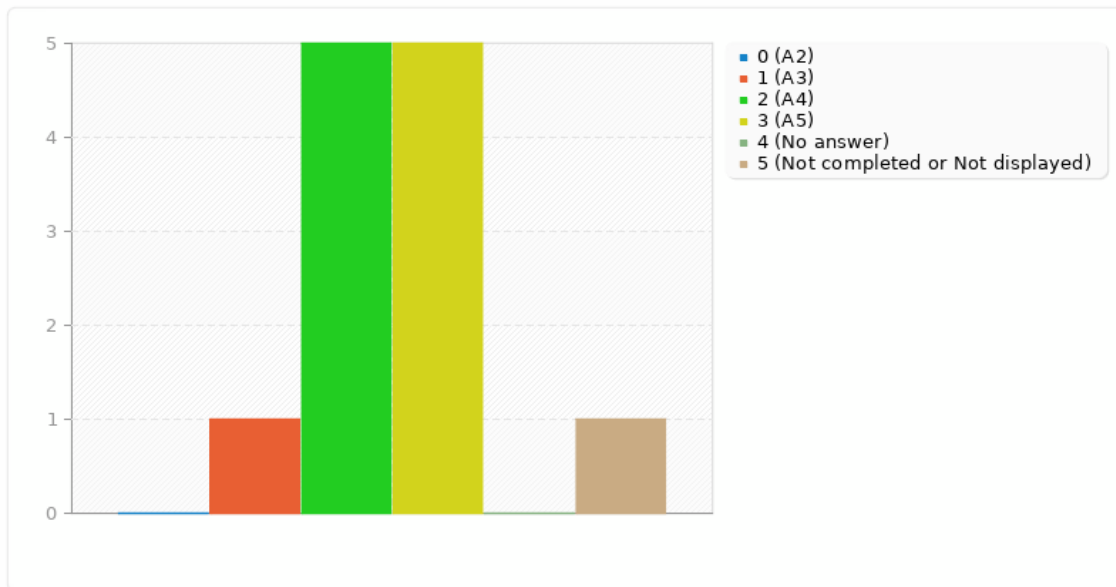
Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	0	0.00%
Unsatisfied (A3)	1	8.33%
Satisfied (A4)	5	41.67%
Very Satisfied (A5)	5	41.67%
No answer	0	0.00%
Not completed or Not displayed	1	8.33%

Summary for C1(SQ003)[Courses that you have taken]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



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**Summary for C1(SQ004)[Days and times that your courses were offered]**

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

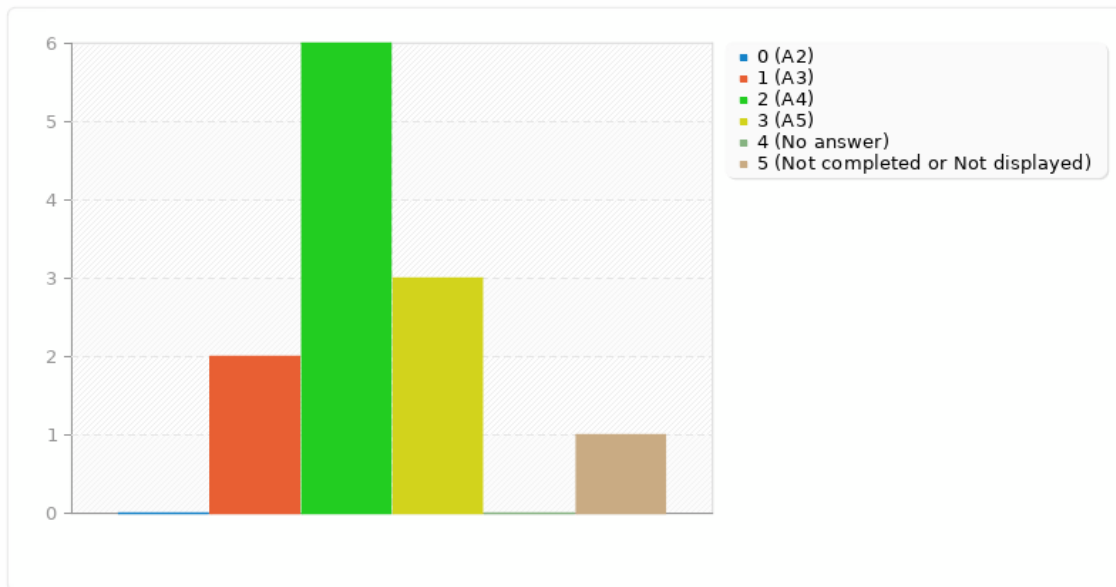
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	0	0.00%
Unsatisfied (A3)	2	16.67%
Satisfied (A4)	6	50.00%
Very Satisfied (A5)	3	25.00%
No answer	0	0.00%
Not completed or Not displayed	1	8.33%

### Summary for C1(SQ004)[Days and times that your courses were offered]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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**Summary for C1(SQ005)[Advising in selection of courses in support area]**

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

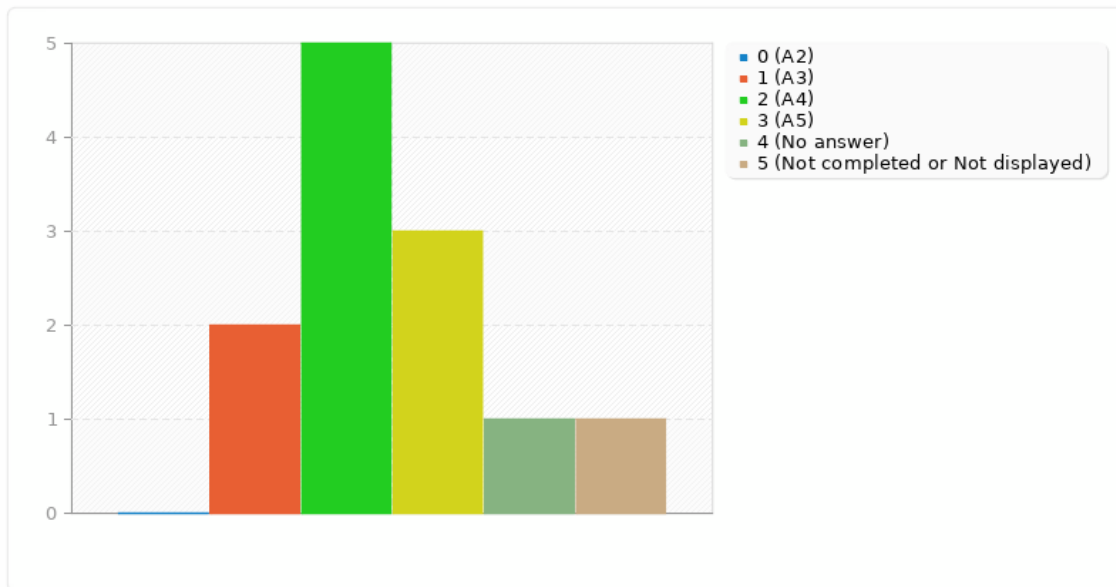
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	0	0.00%
Unsatisfied (A3)	2	16.67%
Satisfied (A4)	5	41.67%
Very Satisfied (A5)	3	25.00%
No answer	1	8.33%
Not completed or Not displayed	1	8.33%

Summary for C1(SQ005)[Advising in selection of courses in support area]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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Summary for C1(SQ006)[Advising in helping you explore different career opportunities]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

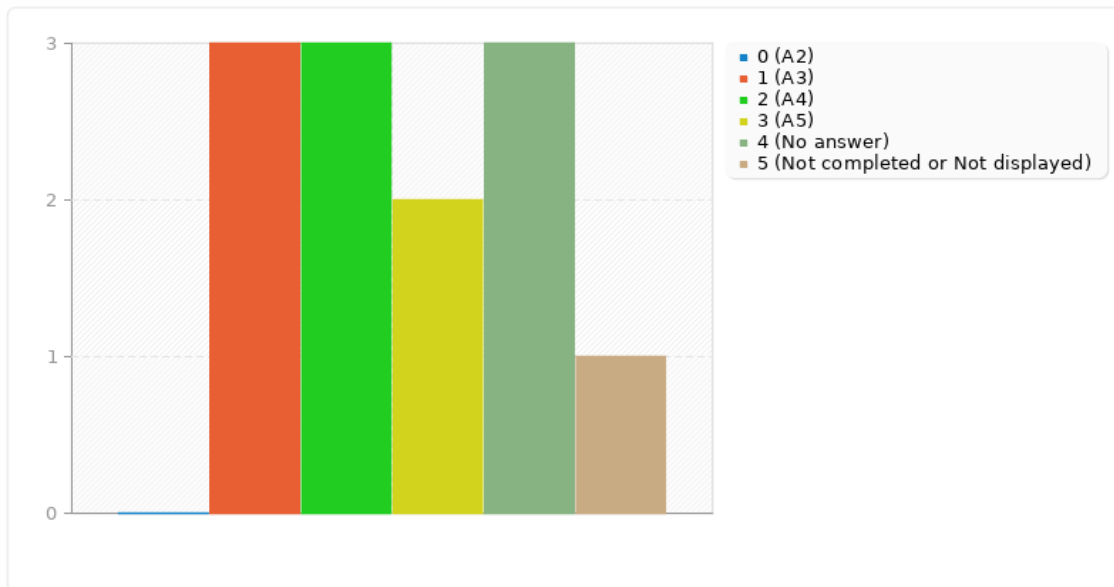
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	0	0.00%
Unsatisfied (A3)	3	25.00%
Satisfied (A4)	3	25.00%
Very Satisfied (A5)	2	16.67%
No answer	3	25.00%
Not completed or Not displayed	1	8.33%

Summary for C1(SQ006)[Advising in helping you explore different career opportunities]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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**Summary for C1(SQ007)[Advising in helping you address personal matters]**

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

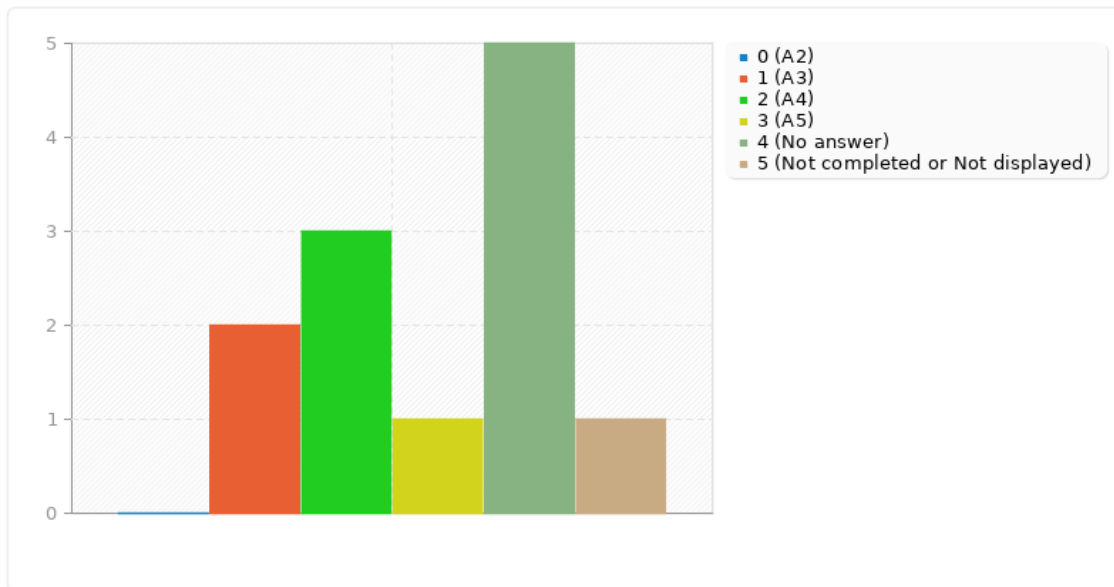
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	0	0.00%
Unsatisfied (A3)	2	16.67%
Satisfied (A4)	3	25.00%
Very Satisfied (A5)	1	8.33%
No answer	5	41.67%
Not completed or Not displayed	1	8.33%

### Summary for C1(SQ007)[Advising in helping you address personal matters]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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**Summary for C1(SQ008)[Advising in helping you secure an internship experience]**

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

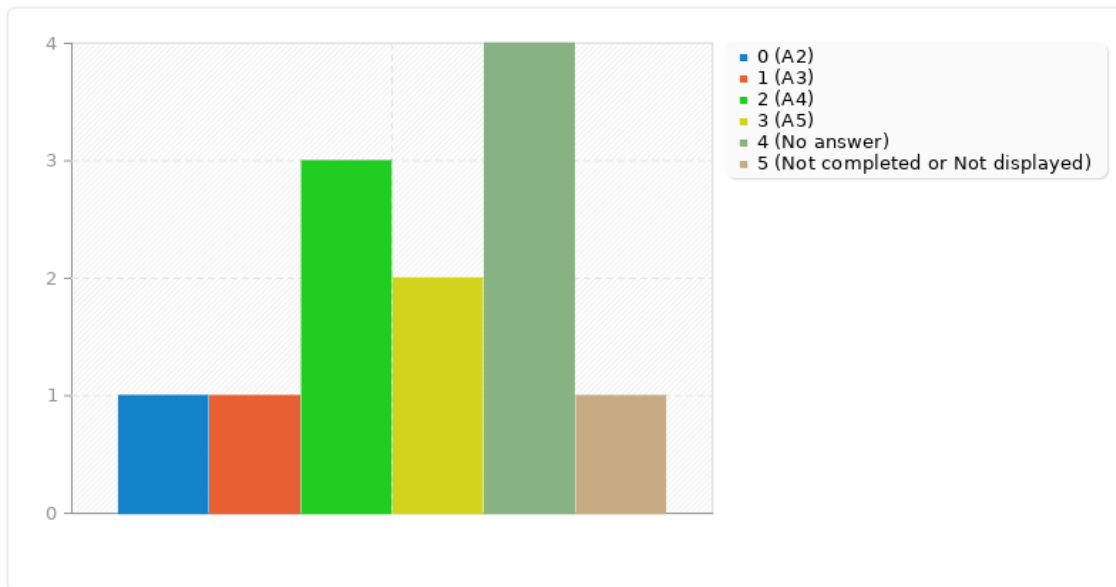
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	1	8.33%
Unsatisfied (A3)	1	8.33%
Satisfied (A4)	3	25.00%
Very Satisfied (A5)	2	16.67%
No answer	4	33.33%
Not completed or Not displayed	1	8.33%

### Summary for C1(SQ008)[Advising in helping you secure an internship experience]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

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## Summary for D1

What's your long-term career goal?

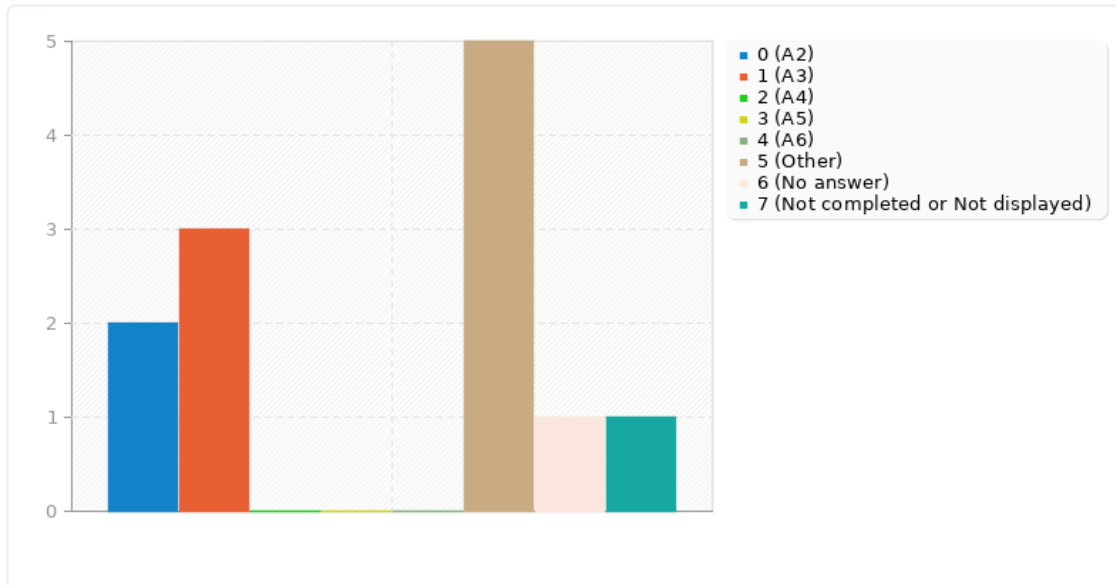
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Answer	Count	Percentage
Recreational Therapist (A2)	2	16.67%
Any other allied health profession excluding recreational therapy (i.e., occupational therapy, speech therapy, social work, etc.) (A3)	3	25.00%
Community Recreation (i.e., Parks and Recreation Services) (A4)	0	0.00%
Commercial Recreation (i.e., Sports Organizations, Cruise lines, etc.) (A5)	0	0.00%
Tourism (A6)	0	0.00%
Other	5	41.67%
No answer	1	8.33%
Not completed or Not displayed	1	8.33%

ID	Response
18	Coaching Sports
37	Not sure which direction to take after this
52	coaching sports
58	working with seniors in assisted living environment

### Summary for D1

What's your long-term career goal?





### Summary for E1

How has your enrollment in the program impacted your employment?

Answer	Count	Percentage
Answer	8	66.67%
No answer	3	25.00%
Not completed or Not displayed	1	8.33%

ID	Response
18	My current employment is not related to recreation.
22	no it hasnt
27	It had help me to growth professional and gave me the opportunity to have new position on my jobs...
37	There has been no impact due to COVID-19
52	It has not interfered with my work schedule.
58	My job as an administrative assistant was not impacted. I took my classes at night when they were offered. I should have finished long ago. It was difficult to take classes when they were offered during the day and to complete the internships. The pandemic derailed that experience.
86	It has not so far
95	My enrollment in this program has not affected my employment. I am still employed to work as a retail worker and a Substitute Assitant teacher for the DOE Childhood Education Program.

## Summary for E2

Is there anything else you would like to say about the Recreation Education and Therapy Program and your experience?

Answer	Count	Percentage
Answer	7	58.33%
No answer	4	33.33%
Not completed or Not displayed	1	8.33%

ID	Response
18	Most of the recreation courses were interesting. However, there were one or two that I felt were a waste of time.
22	Im returning to school after a 13 year absence and I never had any issues with any professors I had in the past and I know I will have the same experience with the current faculty
27	The Recreation Education program is a great program that gave the opportunity to work on education setting and Therapeutic setting...
37	Would like to explore what career path to go into with this degree. I feel like there is minimum direction or opportunities with Recreation Education
58	The Recreation Education Program helped me to appreciate the leisure experience. I am hopeful that one day I can help others to appreciate leisure in it's many forms. The years that it took to complete the coursework was a disadvantage. I feel that it's important to take all the Recreation courses close together. Although a remote internship and a project based internship are not ideal, I have learned a lot and continue to learn every day.
86	No it's a great experience once you're on the same page with your professors and advisor.
95	I appreciate that Jacob Eubank helped me enroll me in my courses as a transfer student from a 2-year college. I feel that my professors are working with me and making the courses as smooth as possible because I prefer to be on the college campus because learning from home is a challenge for me since it can be a distraction when you do not have a personal setting to attend your classes and you have to share with your other family members and attend the needs of helping them as well while being attending class. However, I really appreciate the professors in my courses trying to make learning from home as easy as possible with how they set up there how they want their assignments and when they are due, which gives enough time to submit the assignment. Thank you so much.