

Recreation Education and Therapy Program

Department of Health Sciences

Lehman College

City University of New York

# Self-Study 2020

The Recreation Education M.S.Ed Program

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## Introduction

The Recreation Education and Therapy Program is part of the Department of Health Sciences, which includes six undergraduate programs: Dietetics, Foods and Nutrition, Exercise Science, Health Education and Promotion, Health Services Administration, Recreation Education, and Therapeutic Recreation and six graduate programs: M.S. Ed. in Health N-12 teacher, Advanced Certificate in Health N-12 teacher, M.A. in Health Education and Promotion, M.S. in Nutrition, M.S. in Human Performance and Fitness, and M.S.E.d in Recreation Education.

The Recreation Education program was established in 1970 and one of two in New York State, the other is State University of New York (SUNY) Cortland. There are none in NJ and one each in New Haven and Philadelphia. Therefore, the Recreation Education M.S.E.d program has a strong mission to provide an opportunity to all who desire it and meet admission requirements for all diverse populations. The majority of students at Lehman are Hispanic with a considerable black population. As for our graduate program, we have high racial diversity and contributes to Lehman's 90x30 challenge to increase educational attainment in the Bronx.

There are three options in the Recreation Education M.S.Ed Program: Option A- Recreation and Park Administration, Option B- Therapeutic Recreation Service, and Option C- Physical Education Teacher. Option A aims to prepare individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies. Option B aims to prepare individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, rehabilitation centers, psychiatric, and pediatric settings and other institutional and community agencies serving those with disabilities, health conditions, and special needs. Graduates in option A and B work in health care agencies throughout the greater NY areas and in Westchester recreation departments. Several our graduates serve as department directors and superintendents, as well as directors of therapeutic recreation in health care facilities. Option C is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the New York State Education Department.

A number of non-traditional students also enroll in seeking a career change. Graduate students are either recent college graduates seeking a first career, are employed in the field but wish to learn more and/or acquire certification, or are teachers who are pursuing professional certification. Graduates of the Recreation Education Program are eligible to sit for the national certification examination as for Certified Park and Recreation Professional (CPRP) and Certified Therapeutic Recreation Specialist (CTRS), or obtain their essential Certification as a Physical Education Teacher, respectively.

In this report, we begin by reflecting on the previous report including goals established in 2014, give a brief overview of the mission of the program, and then provide specific information on curriculum, faculty, and assessment. We end by discussing future directions to the program with strategic plans we hope to accomplish in the short and long term.

In the past four years, there has been a big transition in the program. Two full-time professors were retired and three full-time assistant professors were hired. The program seeks a third faculty line that we are able to justify due to the increase in student enrollment in the Recreation Education

and Therapy undergraduate. We believe this self-study provides a great opportunity to evaluate the program and grow and thrive over the next several years.

### **Reflection on the 2014 Report**

Our program last carried out a report in 2014, assessing the program's needs and detailing strategic goals established by Dr. Kunstler (Professor Emerita) and Dr. Carolo (Retired Assistant Professor). The following strategic goals were set in 2014: 1) Increase enrollment by 15% each year, 2) Increase pass rate on national certification exam to 100% after two attempts 3) Review course requirements specific to the options for any needed revisions, and 4) Hire one new doctoral- level faculty by 2016-2017 to take over Program Director and provide leadership of the program.

#### 1) Increase enrollment by 15% each year

Enrollment has decreased in the Recreation Education M.S.E.d programs over the past five years. Particularly, the number of students in Recreation Administration (Option A) has been considerably decreased. The goal has not been achieved, but remain a priority for the strategic goals in 2020. See Figures 1 and 2.

The decline in graduate enrollment reflects a nationwide trend as budgetary concerns in the public sector have impacted hiring in municipal recreation departments. In the last year, many employees are furloughed from the jobs in the leisure and recreation field since many commercial recreation and community-based recreation facilities and centers are closed and recreation programs are canceled due to the coronavirus outbreak. However, the COVID pandemic probably has increased responsibilities of recreation departments with expectations for future hires. For example, there is an increased demand for virtual and socially distanced programming, public recreation departments are helping with food distribution, contacts to shut-ins, and other more social service/human service roles to help out their communities. Therefore, we expect we would have increased enrollment in Option A in the next five years. Another external threat to the enrollment in Option C is that in New York State, the State Education Department, which certifies teachers, has provided additional options for obtaining permanent certification thereby reducing the pool of graduate students in Option C. The link to NYSED which shows the pathways to teacher certification:

(link: <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>). Two of them (the third and fourth down) enable students to obtain professional certification in physical education without having the Master in either physical education or recreation. Therefore, there are these other options for physical education teachers that could have impacted enrollment in our program-option C. However, the number of students in Option B has shown growth, which is expected to continue, also due to expanding program innovations as a result of the pandemic. As the majority of required coursework in all three options overlaps, program resources are able to be used wisely to accommodate all students.

Figure 1. The number of students in Recreation Education M.S.E.d

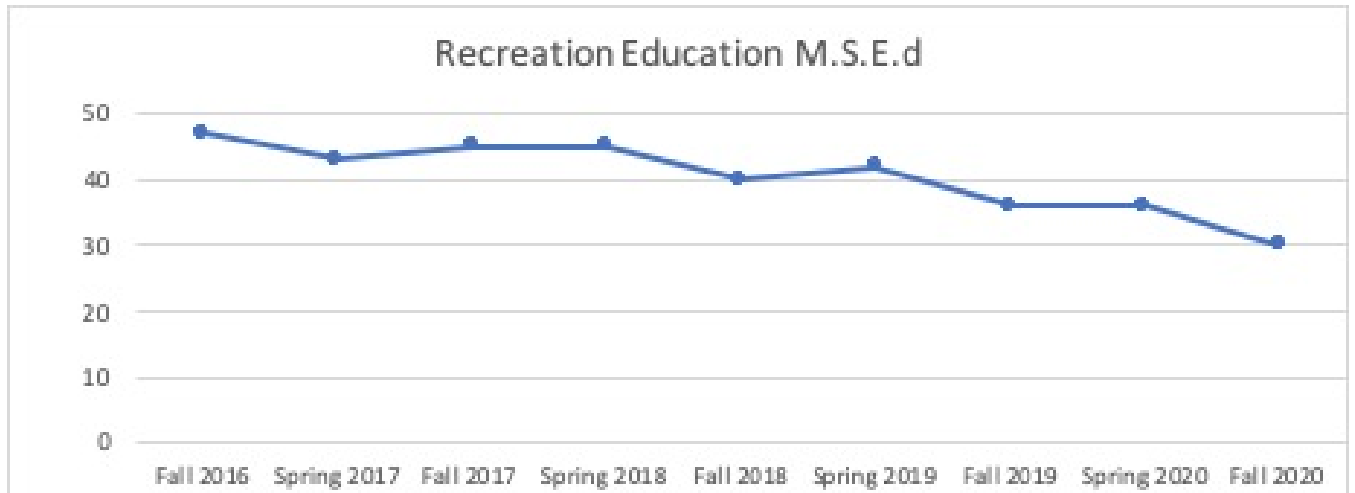
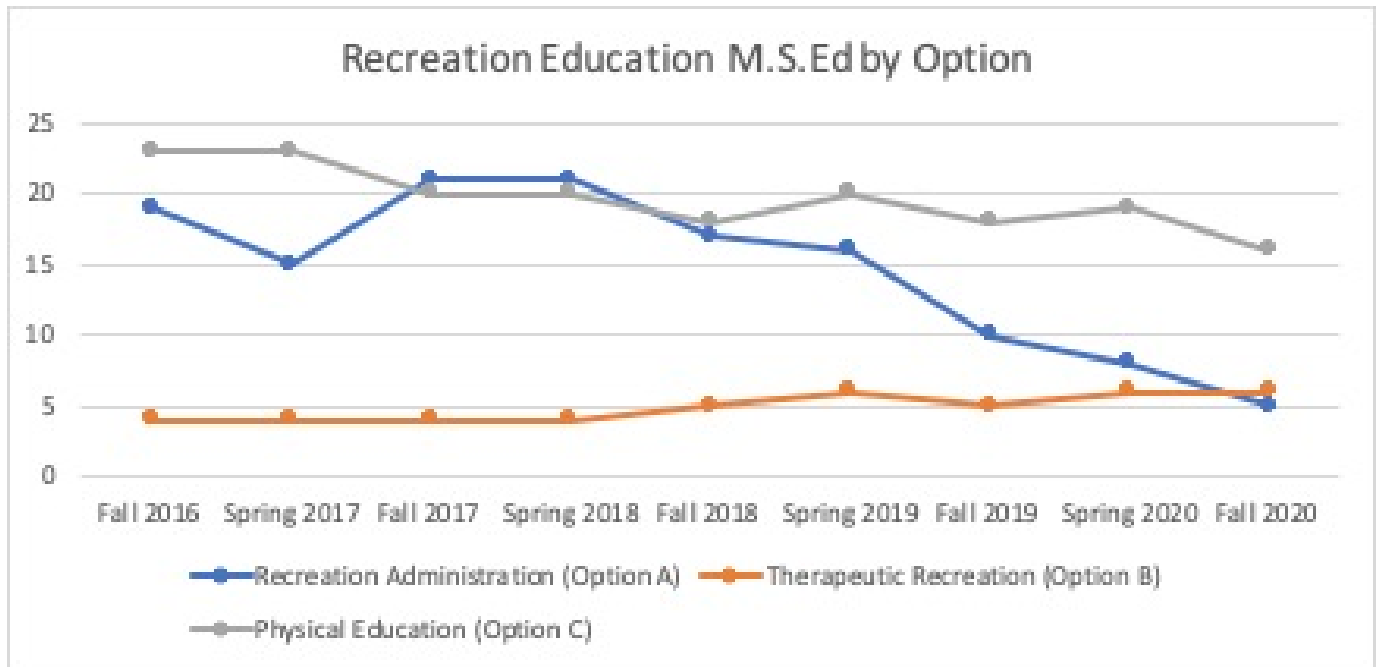


Figure 2. The number of students in Recreation Education M.S.E.d by option



2) Increase pass rate on national certification exam to 100% after two attempts

This strategic goal cannot be measured since we are not able to know the number of attempts Lehman graduate students take in the NCTRS's School Reports and moreover, they do not provide separate reports between undergraduate and graduate students. However, the comprehensive school report shows that the total pass rate of the CTRS exam among Lehman students has increased. Lehman school report showed 2016-2018 pass rate is 56.6% while the 2017-2019 pass rate is 63%. (See Appendix A)

- 3) Review course requirements specific to the options for any needed revisions

The TR option has evolved to require six TR content courses to meet the increasingly rigorous requirements for National Certification in TR. It was approved in the department meeting, fall 2020 and it is expected to be added in Bulletin in Fall 2021. Detailed information is provided in the Curriculum section.

- 4) Hire one new doctoral-level faculty by 2016-2017 to take over Program Director and leadership of the program

A new full-time faculty was hired in Fall, 2016. An additional full-time faculty member was hired in Fall, 2017. A new line was added and a new full-time faculty member was hired in Fall 2018. There are now three full-time faculty in the Recreation Education Therapy programs. The two full-time faculty took over program director roles in undergraduate and graduate programs.

## **I. Mission, Vision, and Goals**

Herbert H. Lehman College is the only senior college of the City University of New York (CUNY) located in the Bronx, the poorest borough of New York City and the second poorest county in New York State. Lehman is a Hispanic Serving Institution (HSI). It is CUNY's only senior college with a Hispanic majority undergraduate student population (52.5%) and a significant Black student population (33.2%). The College is committed to serving as an engine of upward mobility by providing opportunities for applied and experiential learning and career engagement for its students. The need for applied learning is especially acute in the Hispanic community. Educational attainment in the Bronx is much less than typical in this country. Only 26.1% of residents aged 25 to 64 have more than a high school diploma, compared to 43.4% statewide and 34.7% nationally. Crucially, employment rates vary with educational attainment. For example, the national unemployment rate in 2019 for 25- to 34-year-olds was lowest for those with a bachelor's or higher degree (2 percent). The unemployment rate was also lower for individuals with some college (5 percent) and those who had completed high school (6 percent) compared with those who had not completed high school (10 percent).

To align the recreation education and therapy program to the mission of Lehman College, the 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 program goals are to equip students to:

**Goal I:** Demonstrate mastery-level knowledge of the following:

1. Historical, philosophical, and scientific foundations of the discipline
2. Nature and scope of the broad recreation, parks, leisure, tourism, health-and-community service or related professions and their associated industries.
3. Methods, techniques and processes used by professionals and staffs in these industries.

**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 mastery-level knowledge of operations and strategic management/administration in the various sectors of the professions.

**Goal IV:** Demonstrate, through a comprehensive internship, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, tourism, or relevant organizations (only required for students who have no experience in the relevant field or want to sit for the NCTRC exam in Academic Path)

**Goal V:** Demonstrate depended knowledge of the specialization area and ability to incorporate theory and research into evidence-based practice related to the area of specialization

The Recreation M.S.E.d program is the only program in NYC and our constituency comes from NYC, Long Island, Westchester/Duchess/Putnam/Rockland, and Orange Counties, as well as New Jersey and Connecticut. We have little competition with traditional face-to-face institutions; however, we acknowledge that our competition are schools that offer online degrees in recreation education and therapy. Our program is nationally recognized with over 40 years of continued service to the field of recreation education and therapy. We have a national reputation, have nationally known productive faculty, and have consistently graduated qualified and competent professionals. Our graduates are employed at all the major departments and facilities in the greater area. Some have moved around the country and obtained employment (Florida, California, Virginia, Texas, Nevada, etc.). Faculty members are sought after as speakers and for general advice on the discipline and are nationally active in professional organizations.

## II. Curriculum

The Master's Program in Recreation Education at Lehman College consists of a 33-credit Master of Science in Education degree, designed to prepare individuals for professional employment in the broad field of leisure services. The curriculum for the M.S.Ed. Program in Recreation includes three options:

**Option A:** Recreation and Park Administration, which prepares individuals for supervisory and administrative roles in public, voluntary, and commercial recreation agencies.

**Option B:** Therapeutic Recreation Service, which prepares individuals to deliver therapeutic recreation services in hospitals, nursing homes, day-treatment programs, and other institutional and community settings. Students who complete this option have met the therapeutic recreation option requirements for certification as a Certified Therapeutic Recreation Specialist, administered by the National Council for Therapeutic Recreation Certification.

**Option C:** Physical Education Teacher: This option is open ONLY to students who possess initial certification as a physical education teacher and are pursuing professional certification, for which this degree will qualify them, according to the N.Y.S. Education Department.

### Recreation Education Curriculum

#### **Option A (33 credits): Recreation and Park Administration and Option C: Physical Education Teacher. (33 credits)**

##### **18 credits Recreation Service**

HEA 600 Biostatistics	3
REC 700 Recreation and Leisure in Modern Society	3
REC 701 Research Methods and Evaluation in Recreation	3
REC 702 Recreation Program Planning and Leadership	3
REC 703 Administrative Process in Recreation and Parks	3
REC 705 Community Recreation and Park Facilities	3

##### **3 credits Therapeutic Recreation**

Select from

REC 640	Therapeutic Recreation & Disabilities	3
REC 704	Therapeutic Recreation Service	3
REC 707	Therapeutic Recreation in Geriatric Settings	3
REC 708	Therapeutic Recreation in Psychiatric Rehabilitation	3
REC 709	Therapeutic Recreation and Developmental Disability	3
REC 710	Therapeutic Recreation Applications to Social Problems	3



REC 711 Therapeutic Recreation Programs and Physical Disability 3

**6 credits of administration electives, select from REC 680, 706, 712, 715, 790**

**6 credits related electives from courses in Health Sciences or Education**

**Option B (33 - 36 credits): Therapeutic Recreation Service – New curriculum effective in Fall, 2021**

**15 credits Recreation Service**

HEA 600 Biostatistics 3

REC 700 Recreation and Leisure in Modern Society 3

REC 701 Research Methods and Evaluation in Recreation 3

REC 702 Recreation Program Planning and Leadership 3

REC 703 Administrative Process in Recreation and Parks 3

**18 credits Therapeutic Recreation,**

Select from

REC 704 Therapeutic Recreation Service 3

REC 714 Therapeutic Recreation Program Design 3

REC 724 Advanced Therapeutic Recreation Processes 3

REC 640 Therapeutic Recreation & Disabilities 3

REC 680 Special Topics in Recreation 3

REC 707 Therapeutic Recreation in Geriatric Settings 3

REC 708 Therapeutic Recreation in Psychiatric Rehabilitation 3

REC 709 Therapeutic Recreation and Developmental Disability 3

REC 710 Therapeutic Recreation Applications to Social Problems 3

REC 711 Therapeutic Recreation Programs and Physical Disability 3

REC 790 Independent Study in Recreation 3

**3 credits in:**

REC 715 Clinical Practice and Internship

**\*\*REC 715 is required for only Students who do not hold a bachelor's degree in Therapeutic Recreation or do not have professional experience in Therapeutic Recreation Field, consisting of:**

- A minimum of 5000 hours of paid work experience that uses the TR process, or
- A minimum of 1500 hours of paid work experience that uses the TR process, if receiving or have received supervision from a CTRS for at least 1 hour for every 10 hours worked each week.

Note: Students who want to take the National certification Exam for Certified Therapeutic Recreation Specialist (C.T.R.S.) are required to have completed three undergraduate supportive courses: BIO 181 Anatomy and Physiology I, PSY 234 Abnormal Psychology, and HIN 268 Growth and Development, or equivalent. Students have to take these three courses prior to internship. These three undergraduate courses are not counted as credits for the Recreation Education M.S.Ed. Program.

## **REC and TR Graduate Curriculum Change since 2016**

### *Creation of a Dual-credit program in Option A*

In light of the enrollment decline of graduate students across graduate studies at Lehman, the REC program has developed a Dual Credit Program allowing high performing undergraduate students to earn up to 12 credits of graduate course work to satisfy undergraduate credits in REC majors. The graduate courses may be taken in place of these undergraduate courses. This option would therefore create a pipeline for recreation students to enroll in a graduate program in the Department of Health Sciences while reducing tuition costs and the number of credits needed for the M.S.Ed. degree. We expect at least three UG students have taken advantage of this option and have graduated with their master's degree.

### *Addition of a TR course required in Option B*

Due to the NCTRC's standards change, effective January 1, 2022, a minimum of six courses in RT/TR is required. In order to qualify for the national certification exam, students in option B will be required to take an additional 3-credit Therapeutic Recreation course. As a result, students who have a bachelor's degree or professional experiences in TR settings can earn an additional 3 credits in coursework and do not require an internship. However, it is necessary to offer a degree option of 36-credits (i.e., Therapeutic Recreation: Option B 33-36 credits) to students who do not hold a bachelor's degree or professional experiences in TR settings to meet this standard of 3 additional credits as well as an internship course as required.

## **III. Faculty**

The Recreation Education and Therapy Program consists of three full-time faculty members and approximately nine adjunct faculty members who teach approximately 50% of the courses in the program. All instructors that teach therapeutic recreation core courses are Certified Therapeutic Recreation Specialist who have practical experiences in geriatric, psychiatric, pediatric, and community-based settings. In addition, instructors who are either CTRS or have management level experiences in the Recreation and Leisure field can teach recreation core courses. Moreover, the

majority of instructors who have taught the core courses in Recreation Education, M.S.E.d Program have Ph.D. or Ed.D with more than 5 years of teaching experiences at the university-level.

***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 as faculty senator as a representative of Department of Health Sciences (2020-present) and a member of the department curriculum committee (2017-present). She also serves as director of ACE program for TR major (2018- present), on the steering committee for College's interdisciplinary disability studies minor (2017- present), and a faculty mentor in CUNY Baccalaureate (2020-present). She had served on several other ad hoc committees such as a chair of three search committees, a member of the grade appeal committee, and an evaluator of adult degree program life experience. *Certifications:* Dr. Kim is a Certified Therapeutic Recreation Specialist (CTRS, expires 2025). *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 pedagogical 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, in the editorial board of the Korea Society for Wellness and as a board member of the Korea Para Sports Association of New Jersey. She also has served as a reviewer for the Journal of Affective Disorders, and the 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 B.S. in Recreation Education and the B.S. 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 N.I.R.S.A., at the state, regional, and national level. Dr. Eubank also serves as a member of the Faculty Strategic Planning Group for N.I.R.S.A.

*Em V Adams Positions:* Dr. Adams is currently an assistant Professor, Interim internship coordinator for the Recreation Education and Therapy Program, and Assessment Coordinator for the Health Sciences Department. *Certifications:* Dr. Adams is a Certified Therapeutic Recreation Specialist (CTRS, expires 2025) as well as a Certified Yoga Therapist (C-IAYT, expires 2023). *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 A.C.U.E. *Professional involvement:* She is active in both the local (NYSTRA) and national (ATRA) professional associations. She also holds leaderships 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

(See Appendix B for full-time faculty C.V.s)

### ***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.

## **IV. Assessment**

The program participates in the assessment process for continuous improvement as part of department of health sciences. In the past, however, there has been no assessment for graduate programs at department and school-level. Therefore, there is no official assessment to measure learning outcomes of Recreation Education M.S.E.d. at Lehman up to this point.

### **Additional Assessment Activity**

#### ***Student Satisfaction Survey***

In addition to measuring the learning goals in the recreation education and therapy program at the undergraduate level, we performed assessment-related activity to provoke discussion about the opportunities and challenges students experience. One activity was a survey to assess students' satisfaction with the program. A survey was distributed among all current graduate students during Fall 2020. A total of 16 students enrolled in Recreation Program M.S.E.d responded. Of the 16 respondents, 8 were female and 7 were male. A majority was White (31.3%) and Hispanic (25%), while 12.50% and 6.25% of the respondents considered themselves two or more race and Asian respectively. 50% of the respondents were enrolled in Option B, Therapeutic Recreation Service, 25% were enrolled in Option A, the Recreation and Park Administration, and 25% were enrolled in Option C, Physical Education Teacher. Results were very preliminary due to small sample size and impact of the COVID pandemic causing all remote teaching and advising, with no face-to-face contact. Further investigation and analysis are planned. (See Appendix C for full results of the survey)

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

Satisfaction with quality of instruction: 31% of students reported being Very Satisfied with quality of instruction, 37.5% were Satisfied, and 12.5% were Unsatisfied, 18.7% were Very Unsatisfied.

Courses you have taken: 31.2% of students reported being Very Satisfied with the courses they have taken, 37.5% were Satisfied, and 12.5% were Unsatisfied, and 18.7% were Very 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, 18.7% were Unsatisfied, and 25% were Very 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: 6.2% of students reported being Very Satisfied, 37.5% were Satisfied, 6.2% were Unsatisfied, and 31% were Very Unsatisfied.

Advising in helping you address personal matters: 6.2% of students reported being Very Satisfied, 18.7% were Satisfied, 6.2% were Unsatisfied, and 31.2% were Very Unsatisfied.

Advising in helping you secure an internship experience: 12.5% of students reported being Very Satisfied, 25% were Satisfied, and 25% 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. these comments were overall positive.

### ***Comprehensive Exam***

Graduate students in the Recreation Education M.S.E.d program are required either to write a thesis or take a comprehensive exam in order to acquire the master's degree. All students chose the comprehensive exam option in the past five years. Therefore, another important assessment-related activity was the comprehensive exam which was implemented to test students' achievement to meet the established graduate learning outcomes. A review session is held each semester for the comprehensive exam. In the review session, faculty reviews the contents of the courses and checks student's readiness. Students are given two opportunities to take the exam, and students who do not pass meet with the Program Director to review and prepare for subsequent re-examination. This process provides a great opportunity to assess whether students would achieve comprehensive learning outcomes. High passing rates on two tries of the comprehensive exam are indicators to verify students have achieved the learning outcomes of the program. 100% students have passed the comprehensive exam after two attempts in the past five year.

## **V. Future directions for the program**

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

Future directions for the program are inevitably a vision for where Recreation Education M.S.E.d program aims to be in the next five years. Therefore, we have created five goals to improve our program and overcome the current challenges we face. Specific plans to achieve the goals are postulated.

Our goals for the future of Recreation Education Program, M.S.Ed at Lehman include:

1. Increase enrollment by 10% each year
2. Increase our NCTRC exam pass rate to 75% by 2026
3. Enhance advising and job opportunities
4. Provide research opportunities

## ***1. Increase enrollment by 10% each year***

The program aims to increase the number of students enrolled in the program to 100 by 2026 which is an increase of 10% each year in Recreation Education M.S.E.d program. Over the past five years, the number of total enrolled credit hours has declined. In particular, the number of students in Option A, Recreation Education Administration has been noticeably declined (See figure 2). In the last year, many employees are furloughed from the jobs in the leisure and recreation field since many commercial recreation and community-based recreation facilities and centers are closed and recreation programs are canceled due to the coronavirus outbreak. Unlike undergraduate students, many graduate students pursuing a master's degree pay tuition out of pocket and it hardly affects our graduate enrollment. Therefore, in order to achieve the goal, the five strategic plans are proposed:

- a. Continue to attend local, regional, and state conferences
  - There are many Recreation and TR conferences at the local, regional, and state levels. Full-time and Part-time faculty have actively participated in the conferences by delivering presentations. We will continue to attend the conferences to build a network with students and practitioners. We expect that active participation would provide a great opportunity to recruit prospective students. We will actively recruit at conferences by exhibiting our program.
- b. Continue to attend graduate information sessions through Lehman/CUNY
  - The graduate program director has attended graduate information sessions each semester. Due to pandemic, the Office of Graduate Studies has created virtual graduate information sessions for the recreation Education M.S.E.d. program since the last semester. Therefore, we will continue to attend the graduate information sessions through Lehman/CUNY to recruit prospective students and interact with them. The virtual format has enabled a greater number of prospective students to attend information sessions.
- c. Strategize marketing and adverting to recruit students
  - Lehman has a great enrollment management team and is working on increasing the enrollment impacted by Covid-19. If the budget is given, we could collaborate with the enrollment management team to discuss the marketing and advertising options to recruit students.
- d. Update website students to increase access to current and relevant information
  - We are very responsive to all emails and phone calls, responding promptly, and have open-door policies for any student. However, the website doesn't have specific information for each program and students not easily get updated information regarding the program. Therefore, we plan to update a user-friendly website for current and prospective students after discussing with the I.T. department.
- e. Create a Dual-credit program in Option B
  - We have created a dual-credit option for BS-MS in Recreation Education Option A and which was recently passed, allowing students enrolled in the B.S. in Recreation



Education to take 12-credit hours of graduate level courses that satisfy undergraduate credits in recreation majors. Furthermore, we plan to create a dual-credit option for BS-MS in Therapeutic Recreation Option B. These two options would therefore create a pipeline for both REC and TR students to enroll in a graduate program and would contribute increasing enrollment in the Recreation Education M.S.E.d program. This option will be marketed to the Recreation and Therapeutic Recreation program directors at CUNY Community college whose students typically transfer to Lehman for our BS degree, thereby providing them with information to make their educational plans. Moreover, once transfer students arrive at Lehman, the REC professors introduce the dual-credit program to the transfer students who would have an opportunity to explore this option for their educational plans.

## ***2. Improve our NCTRC exam pass rate to 75%***

Historically, Lehman undergraduate students have had lower scores than the average national scores in the NCTRC exam. Recently, the scores have been increased from 56.6% (2016-2018) to 63% (2017-2019); however, it is still lower than the average national scores (approximately 80%) (See Appendix A). Although I believe most graduate students have passed the CTRS exam, there is no separate data between undergraduate and graduate students. Recreation professors are aspirational and temper our aspirations with realism and therefore we set a realistic goal to improve our NCTRC exam pass rate to 75%. In order to achieve the goal, the three strategic plans are proposed:

- a. Continue to collaborate on curriculum with adjunct professors to cover six content areas in NCTRC exam
  - We have had several meetings for REC instructors and discussed and adjusted the course materials to ensure our TR courses cover the six content areas in NCTRC exam. We will continue to collaborate on course contents and learning outcomes with adjunct professors and our community college colleagues whose students transfer to our program to deliver relevant information and uniformity in six content areas to prepare students well for the NCTRC exam.
  
- b. Create multiple-choice questions similar to NCTRC exam in class
  - We have provided many different types of assignments and tests to support students to meet the learning outcomes of the courses. To increase preparedness for the certification exams, all TR courses would need to include more multiple-choice questions on tests or quizzes. As a result, students would be more familiar with the format of the NCTRC exam.
  
- c. Continue to hold NCTRS exam study-group

- One of the adjunct professors has offered an intensive CTRS exam study-group for our students on a regular basis. Therefore, we continue to hold NCTRS exam study-group to prepare students well for the NCTRC exam.

### ***3. Enhance Advising and Job opportunities***

Based on the survey's results, it appears that some graduate students are unsatisfied with the advising and the job opportunities. Perhaps, this is because we have moved to a hybrid and an online format for two or three graduate courses per semester to ease travel to campus and it results in less connection with full-time faculty. Moreover, due to the Covid-19 outbreak, students are isolated and feel less connected with the faculty, despite online office hours. To enhance advising and job opportunities for students, five objectives are generated:

- Develop an orientation session for new recreation students
  - Lehman offers the new student orientation in Spring and Fall and the graduate program director has attended the new student orientation each semester. Moreover, we have had an individual advising meeting with the new graduate students. But developing an orientation session for the new recreation students would enable them to better navigate the college and program, and allows us to deliver consistent information to students.
- Add evening advising hours for graduate students
  - In the past year, all full-time faculty had no evening advising hours; though we have flexible office hours for students by appointment. Given the majority of graduate students have a full-time job and travel to campus only in evening, having evening advising hours would provide them an opportunity to connect with full-time faculty when they are available. Perhaps, virtual office hours in evening would be the best option for them since they do not need to travel to meet the professors. This has been the practice since the pandemic began and students will continue to be encouraged to take advantage of the virtual office hours.
- Have an office space or a virtual office for confidential faculty-student advising and personal-matter counseling
  - All adjunct professors in recreation education and therapy program share a room and two full-time professors also share a room. Therefore, office space for the full-time professors is needed for confidential faculty-student advising and personal-matter counseling. Perhaps, virtual office hours can be a solution to create a private room at any place for confidential faculty-student advising. When in person education resumes next fall, faculty will schedule office hours to provide private access.
- Create an online platform to post job information students easily access

- There has been no platform to post job information or openings for students to easily access. There is a board for job information at the office of the Department of Health Sciences (Gillette Hall), but the recreation program uses a different building (APEX) and so students are not easily accessing the information. Although we have tried to pass along the job opportunities to the instructors to share with students, creating an online platform to post job information would be an easy way for students to access the job opportunities. Students will be informed of this platform during orientation and advising.
- e. Get survey distributed to alumni in order to get updated job market trends
- Alumni placement is ongoing at their request and faculty often contacts alumni to inform them of job openings that may suit them. Alumni working in the field are very supportive for our students as well. Therefore, we plan to distribute survey to alumni to know about their opinions and job market trends after graduation. That would be helpful to continue to build a good relationship with alumni and get updated job market trends and job opportunities from them.

#### ***4. Provide Research Opportunities***

Our graduate program is designed for part-time graduate students and only provides evening classes since a majority of students have a full-time job. Therefore, our students have fewer opportunities to conduct research or be involved in research activities due to limited time. To cultivate an atmosphere of research and provide the graduate with research opportunities, three objectives are planned:

- a. Promote REC 790, Independent Study in Recreation, to increase student research involvement
- Only a few students have taken REC 790 since students prefer to take regular classes to fulfill the credit requirements. Three full-time faculty will promote REC 790 as a research-based independent study to provide additional opportunities for students who are interested in participating in research activities, such as a literature-review and a small research evaluation project. To promote REC 790 as a research-based independent study, it is important for full-time faculty to navigate students to take REC 701, Research Methods and Evaluation in Recreation, earlier in their course of study, since a majority of students take the research class in the last semester before they graduate. In REC 701, students would explore many different types of research designs and methods and have an opportunity to find the topics they are interested in. The emphasis on a curriculum that delivers sequential learning over time would have profound advantages for students to involve in research-related activities. REC 790 could spur interest in the thesis option, as well as provide another means of gaining valuable experience.
- b. Seek funding for hiring students to conduct research

- Full-time faculty are active in research and grant proposal activities and which leads to get funding for research projects, such as PSC-CUNY research award. Using grant funds to hire research assistant that work directly faculty on research projects will provide graduate students with experience in conducting research.
- c. Seek funding to travel conferences with students
- Two full-time faculty had carried out a small research project (i.e., evidence-based practice) with three undergraduate students and the evidence-based practice session proposal was accepted for the conference presentation. Unfortunately, due to the Covid-19 outbreak, the conference was canceled, but it was a valuable opportunity to facilitate faculty-student research and attain mutual benefits for both students and faculty. To promote student participation in research and conference presentations, a travel fund is also vital. One faculty has received travel funds, but there is limited opportunity for students to travel conferences. Therefore, we plan to seek funding to travel conferences with students and it would allow students to communicate their results to a professional audience in a broader professional community. We will contact the Office of Student Affairs to determine available resources as well.

**Appendix A: NCTRC School Report**  
(See Next Page)

# Prometric

## National Council for Therapeutic Recreation Certification

Testing Period: 2016 - 2018

Comprehensive School Report

### 87 HERBERT H. LEHMAN COLLEGE/CUNY



Total Score Information		
	School	National
N	53	5,390
Mean	56.42	71.03
% Pass	56.6	82.3
% Fail	43.4	17.7



Diagnostic Score (Scaled)	Diagnostic Scaled Score Information											
	Foundational Knowledge		Assessment Process		Documentaton		Implementation		Administration of TR/RT Service		Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%
1	26	49.1	19	35.8	30	56.6	23	43.4	31	58.5	31	58.5
2	27	50.9	34	64.2	23	43.4	30	56.6	22	41.5	22	41.5
% of Test	20		19		18		26		10		7	
Mean	1.51		1.64		1.43		1.57		1.42		1.42	
Std. Dev.	0.50		0.48		0.50		0.50		0.49		0.49	
Median	1.519		1.721		1.383		1.617		1.355		1.355	

Diagnostic Score (Scaled)

- 1.
- 2.

Description

- Performance is below the level of minimum competency.  
 Performance is at or above the minimum acceptable competency level.

# Prometric

## National Council for Therapeutic Recreation Certification

Testing Period: 2017 - 2019

Comprehensive School Report

### 87 HERBERT H. LEHMAN COLLEGE/CUNY



Total Score Information		
	School	National
N	46	5,425
Mean	55.85	66.95
% Pass	63.0	81.6
% Fail	37.0	18.4



Diagnostic Score (Scaled)	Diagnostic Scaled Score Information											
	Foundational Knowledge		Assessment Process		Documentaton		Implementation		Administration of TR/RT Service		Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%
1	21	45.7	14	30.4	23	50.0	22	47.8	19	41.3	27	58.7
2	25	54.3	32	69.6	23	50.0	24	52.2	27	58.7	19	41.3
% of Test	20		19		18		26		10		7	
Mean	1.54		1.70		1.50		1.52		1.59		1.41	
Std. Dev.	0.50		0.46		0.50		0.50		0.49		0.49	
Median	1.580		1.781		1.500		1.542		1.648		1.352	

Diagnostic Score  
(Scaled)

- 1.
- 2.

Description

- Performance is below the level of minimum competency.  
Performance is at or above the minimum acceptable competency level.

## Appendix B: Full-time faculty CV

### 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
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**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**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester First Taught</b>	<b>Lehman or GC</b>
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)

<b>Course</b>	<b>Semester</b>	<b>SETL 5.1 mean</b>	<b>SETL 5.1 median</b>	<b>SETL 5.2 mean</b>	<b>SETL 5.2 median</b>	<b>Number of responses</b>
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: Emilie Adams**

**RECOMMENDATION FOR:**

APPOINTMENT \_\_\_\_\_

PROMOTION \_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_

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

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

TITLE

Instructor

DEPARTMENT Health Sciences

EFFECTIVE DATE

SALARY RATE \$74,976.00

\_\_\_\_\_

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 2018). *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

**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%*



**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%*

**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%*

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%*

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

\*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%)

**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%).

**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%)

**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%

**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)  
PROVOST TRAVEL FUNDING (\$1041)

SPRING 2020  
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

### **SERVICE TO LEHMAN COLLEGE**

*Panelist*, Office of Prestigious Awards Janett K Watson Fellowship Feb 2020  
(February 4-5, 2020)

### **SERVICE TO CUNY**

Interprofessional Simulation Workgroup	Jun-Aug 2020
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### **SERVICE TO THE PROFESSION**

<i>Outreach Coordinator</i> , Trauma-informed Education and Healthcare Group	2020
<i>Co-chair</i> Violence and Trauma Special Interest group	2020
Society of Behavioral Medicine	
<i>Reviewer</i> , International Journal of Aging and Human Development	2020
<i>Reviewer</i> , Society of Prevention Research	2020
<i>Reviewer</i> , International Conference on the Value of Play	2019
<i>Reviewer</i> , American Therapeutic Recreation Association Research Institute	2019
<i>Reviewer</i> , Journal of Park and Recreation Administration	2019
<i>Student Liaison</i> , Society of Behavioral Medicine	2018
<i>Reviewer</i> , Journal of Park and Recreation Administration	2018
<i>Student Liaison</i> , Society of Behavioral Medicine	2018
<i>Conference Planning Committee Member</i> , Society of Behavioral Medicine	2018
<i>Reviewer</i> , American Therapeutic Recreation Association Poster Session	2018
<i>Reviewer</i> , American Therapeutic Recreation Association Research Institute	2018

*Reviewer*, Illuminare: Student Journal in Recreation, Park and Tourism Studies 2017  
*Reviewer*, Therapeutic Recreation Journal 2018  
*Reviewer*, American Therapeutic Recreation Association Research Institute 2017  
*Executive Committee Member*, Utah Recreation Therapy Association 2014-2017

### **COMMUNITY SERVICE**

*Judge*, Tri County Science Fair April 2020  
*Volunteer*, 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**

#### **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

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

<b>Course</b>	<b>Semester</b>	<b>SETL 5.1 mean</b>	<b>SETL 5.1 median</b>	<b>SETL 5.2 mean</b>	<b>SETL 5.2 median</b>	<b>Number of responses/ total number students enrolled</b>
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

**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**

C. Teaching

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

D. Others

## **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. *22th 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**

<b>Name of Committee or Project</b>	<b>Type of Service</b>	<b>Role (I.e. Chair)</b>	<b>Dates</b>
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

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**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

**Appendix C: Student Survey Results**  
(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:	16
Total records in survey:	100
Percentage of total:	16.00%

---

**Summary for A1****What is your age?**

---

<b>Calculation</b>	<b>Result</b>
Count	14
Sum	453.000000
Standard deviation	5.92
Average	32.36
Minimum	23.000000
1st quartile (Q1)	28
2nd quartile (Median)	32
3rd quartile (Q3)	35.75
Maximum	47.000000

**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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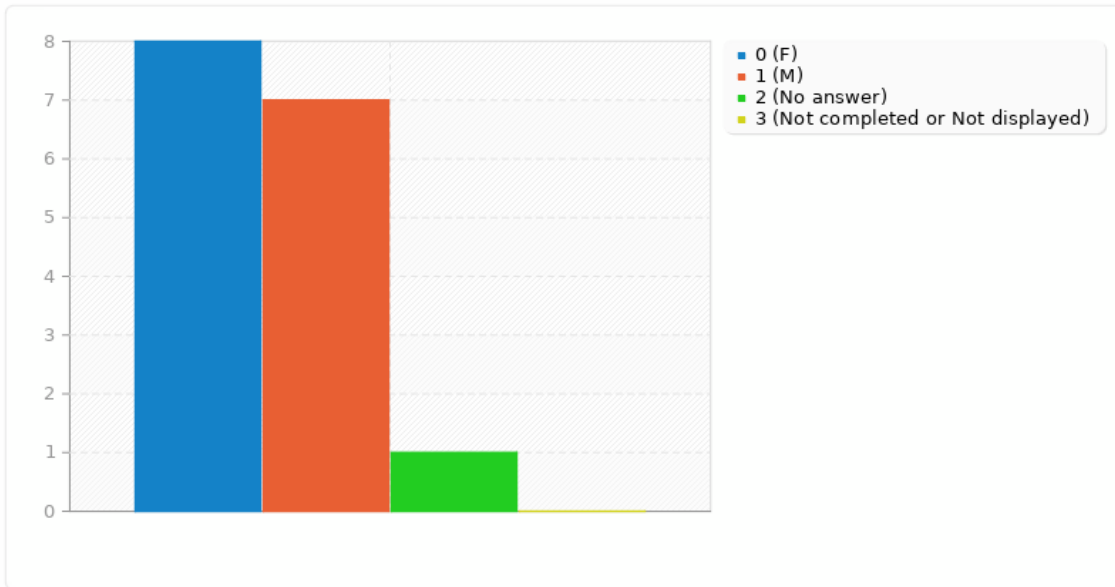
<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Female (F)	8	50.00%
Male (M)	7	43.75%
No answer	1	6.25%
Not completed or Not displayed	0	0.00%



## Summary for A2

What gender do you identify as?

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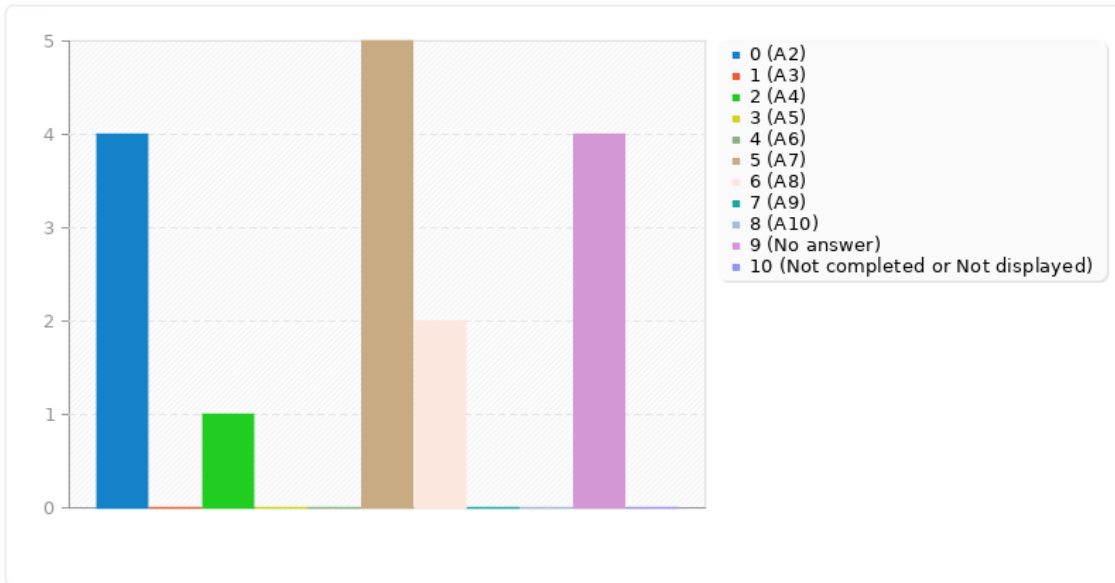
**Summary for A3****What is your race/ethnicity?**

---

<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Hispanic or Latino or Spanish origin of any race (A2)	4	25.00%
American Indian or Alaskan Native (A3)	0	0.00%
Asian (A4)	1	6.25%
Native Hawaiian or other Pacific Islander (A5)	0	0.00%
Black or African American (A6)	0	0.00%
White (A7)	5	31.25%
Two or more races (A8)	2	12.50%
Non-resident alien (of any race or ethnicity) (A9)	0	0.00%
Race and Ethnicity Unknown (A10)	0	0.00%
No answer	4	25.00%
Not completed or Not displayed	0	0.00%

### Summary for A3

What is your race/ethnicity?



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**Summary for B1**

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**What program are you currently enrolled in?**

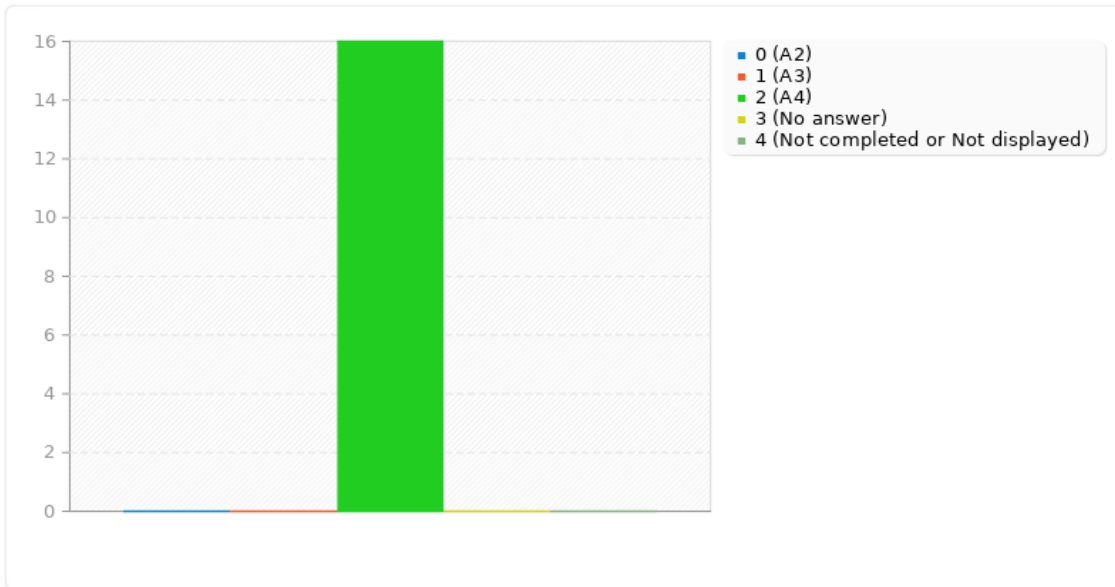
---

<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
B.S. in Therapeutic Recreation (A2)	0	0.00%
B.S. in Recreation Education (A3)	0	0.00%
M.S. in Recreation Education (A4)	16	100.00%
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 B3

What option in the M.S. in Recreation Education are you currently enrolled?

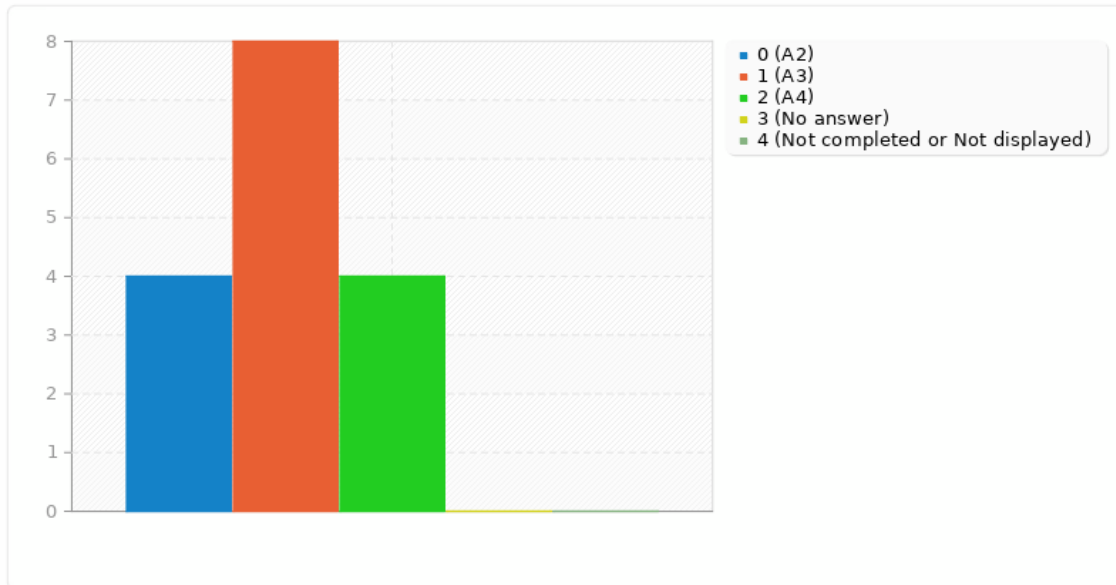
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Option A: Recreation and Park Administration (A2)	4	25.00%
Option B: Therapeutic Recreation Service (A3)	8	50.00%
Option C: Physical Education Teacher (A4)	4	25.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

### Summary for B3

What option in the M.S. in Recreation Education are you currently enrolled?

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**Summary for B4**

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How many years have you been enrolled in the program?

---

<b>Calculation</b>	<b>Result</b>
Count	16
Sum	25.000000
Standard deviation	1.04
Average	1.56
Minimum	0.000000
1st quartile (Q1)	1
2nd quartile (Median)	1.5
3rd quartile (Q3)	1.875
Maximum	4.000000

**Null values are ignored in calculations**

**Q1 and Q3 calculated using minitab method**



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**Summary for B6**

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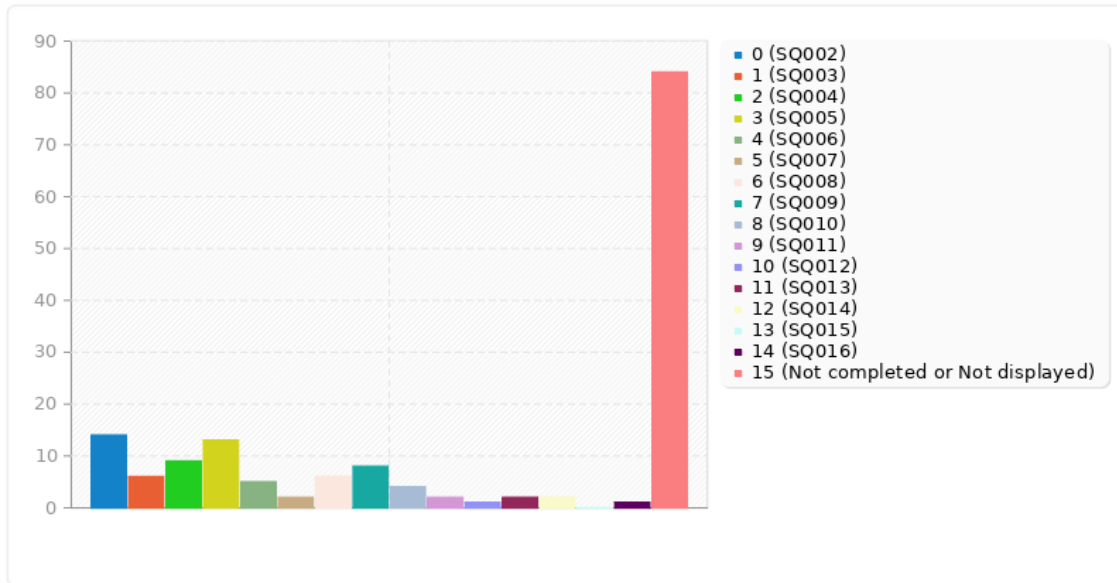
What graduate courses have you taken or are currently taking in the program?

---

<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
REC 700 (SQ002)	14	87.50%
REC 701 (SQ003)	6	37.50%
REC 702 (SQ004)	9	56.25%
REC 703 (SQ005)	13	81.25%
REC 704 (SQ006)	5	31.25%
REC 705 (SQ007)	2	12.50%
REC 707 (SQ008)	6	37.50%
REC 708 (SQ009)	8	50.00%
REC 709 (SQ010)	4	25.00%
REC 710 (SQ011)	2	12.50%
REC 711 (SQ012)	1	6.25%
REC 714 (SQ013)	2	12.50%
REC 715 (SQ014)	2	12.50%
REC 724 (SQ015)	0	0.00%
REC 790 (SQ016)	1	6.25%
Not completed or Not displayed	84	525.00%

### Summary for B6

What graduate 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.

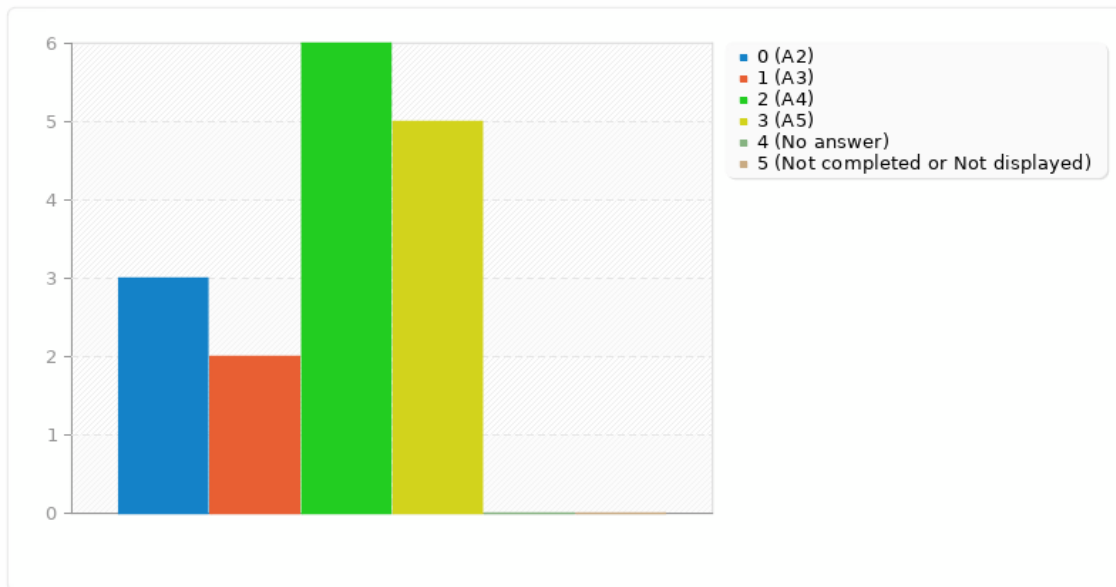
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	3	18.75%
Unsatisfied (A3)	2	12.50%
Satisfied (A4)	6	37.50%
Very Satisfied (A5)	5	31.25%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

### 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.

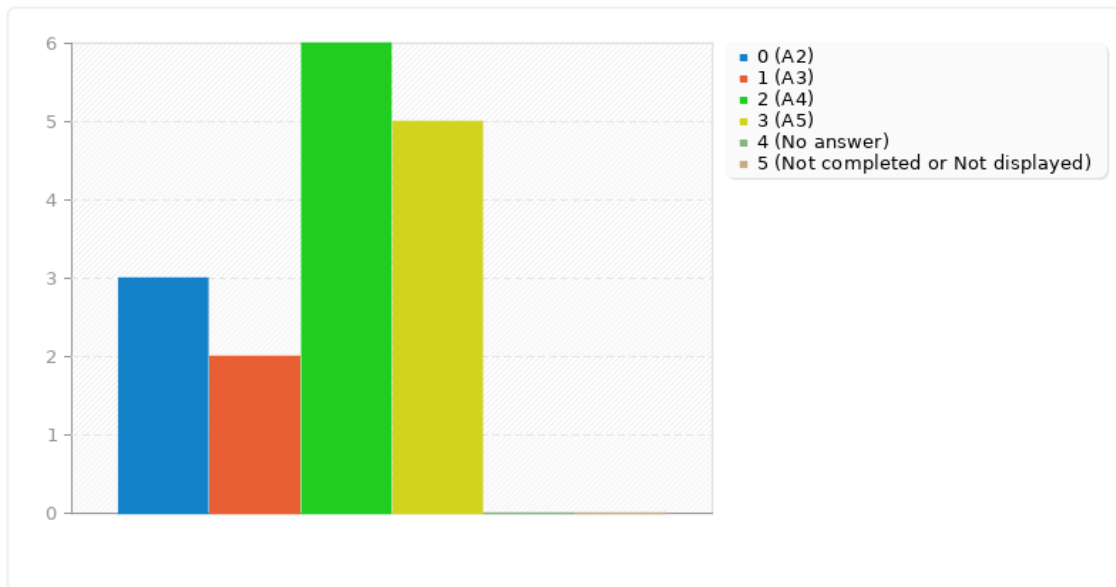
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	3	18.75%
Unsatisfied (A3)	2	12.50%
Satisfied (A4)	6	37.50%
Very Satisfied (A5)	5	31.25%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

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.

---

<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	4	25.00%
Unsatisfied (A3)	3	18.75%
Satisfied (A4)	4	25.00%
Very Satisfied (A5)	4	25.00%
No answer	1	6.25%
Not completed or Not displayed	0	0.00%

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.

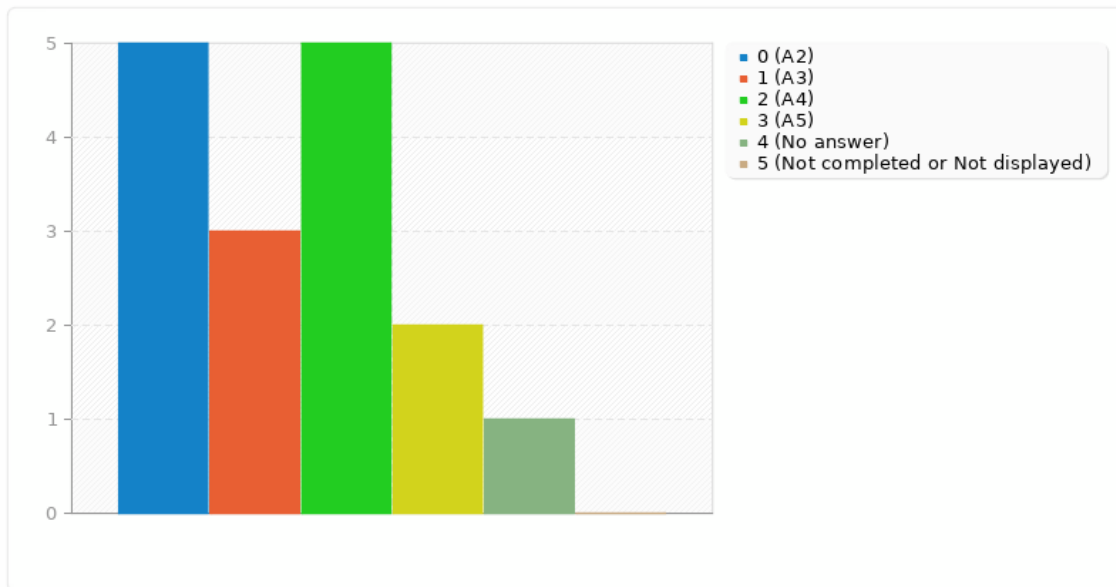
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	5	31.25%
Unsatisfied (A3)	3	18.75%
Satisfied (A4)	5	31.25%
Very Satisfied (A5)	2	12.50%
No answer	1	6.25%
Not completed or Not displayed	0	0.00%

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.

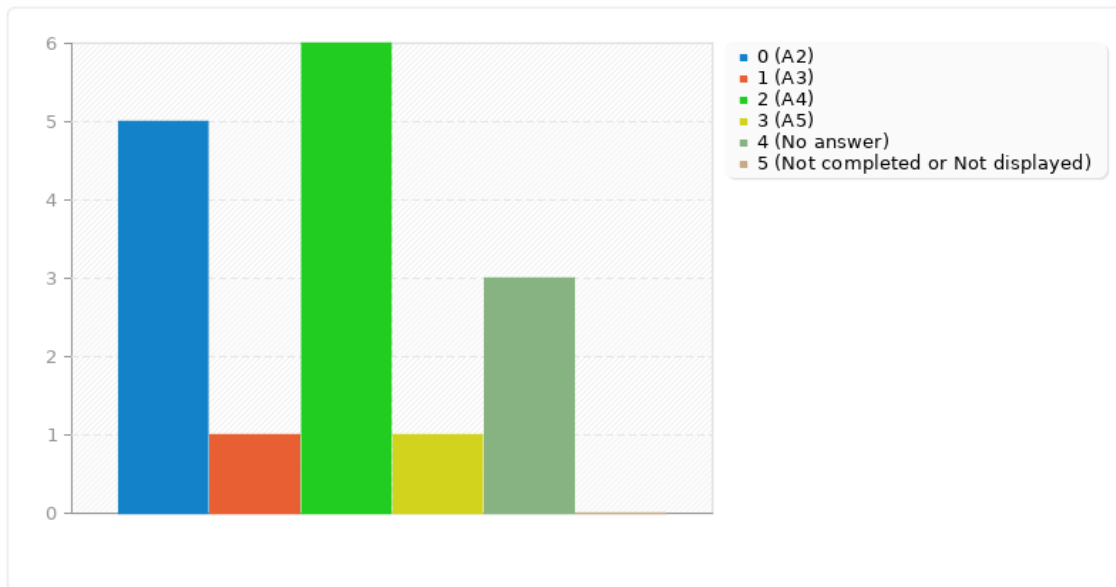
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	5	31.25%
Unsatisfied (A3)	1	6.25%
Satisfied (A4)	6	37.50%
Very Satisfied (A5)	1	6.25%
No answer	3	18.75%
Not completed or Not displayed	0	0.00%

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.

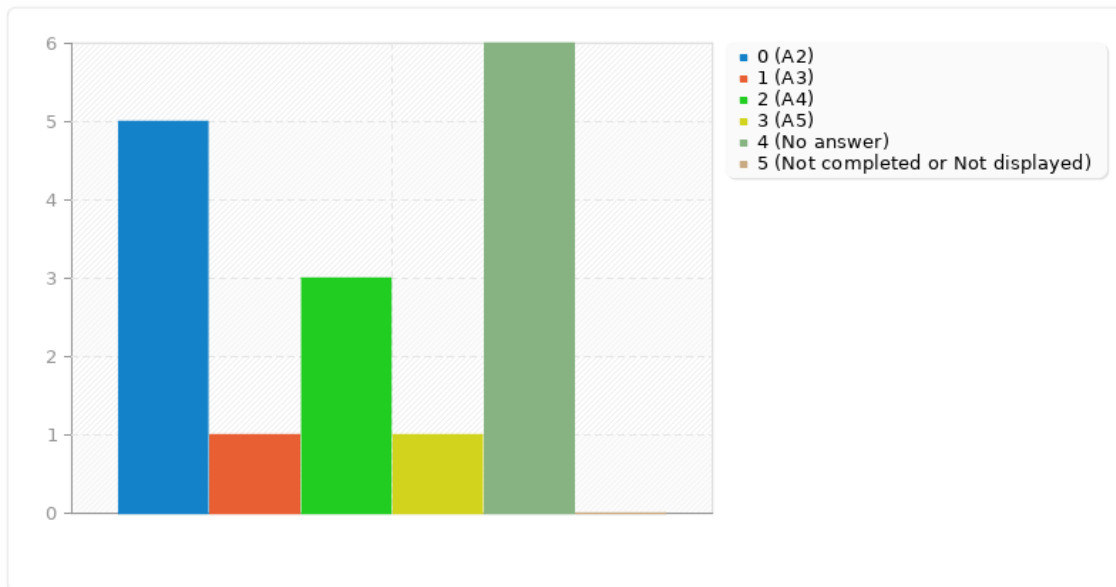
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	5	31.25%
Unsatisfied (A3)	1	6.25%
Satisfied (A4)	3	18.75%
Very Satisfied (A5)	1	6.25%
No answer	6	37.50%
Not completed or Not displayed	0	0.00%

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.

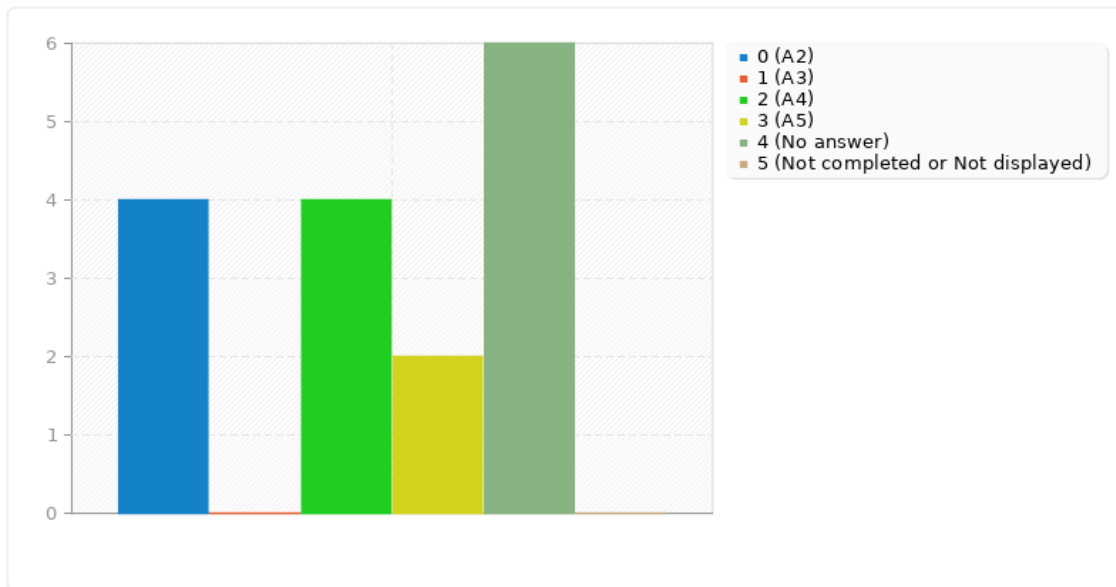
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Very Unsatisfied (A2)	4	25.00%
Unsatisfied (A3)	0	0.00%
Satisfied (A4)	4	25.00%
Very Satisfied (A5)	2	12.50%
No answer	6	37.50%
Not completed or Not displayed	0	0.00%

### 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?**

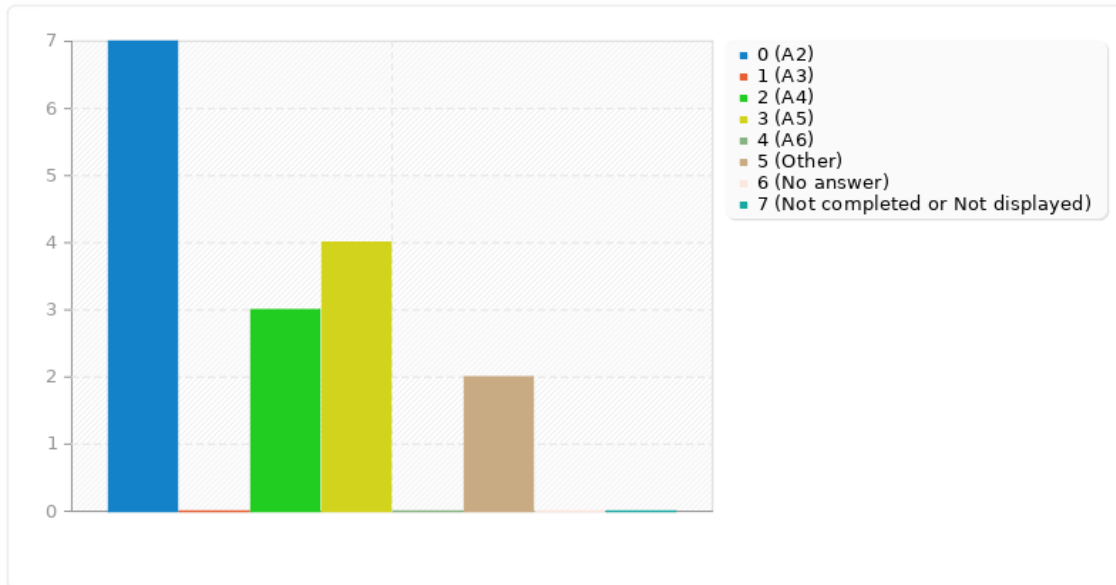
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Recreational Therapist (A2)	7	43.75%
Any other allied health profession excluding recreational therapy (i.e., occupational therapy, speech therapy, social work, etc.) (A3)	0	0.00%
Community Recreation (i.e., Parks and Recreation Services) (A4)	3	18.75%
Commercial Recreation (i.e., Sports Organizations, Cruise lines, etc.) (A5)	4	25.00%
Tourism (A6)	0	0.00%
Other	2	12.50%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

<b>ID</b>	<b>Response</b>
100	TR Professor

### Summary for D1

What's your long-term career goal?



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## Summary for D2

Do you plan to sit for the NCTRC Exam to become a certified therapeutic recreation specialist?

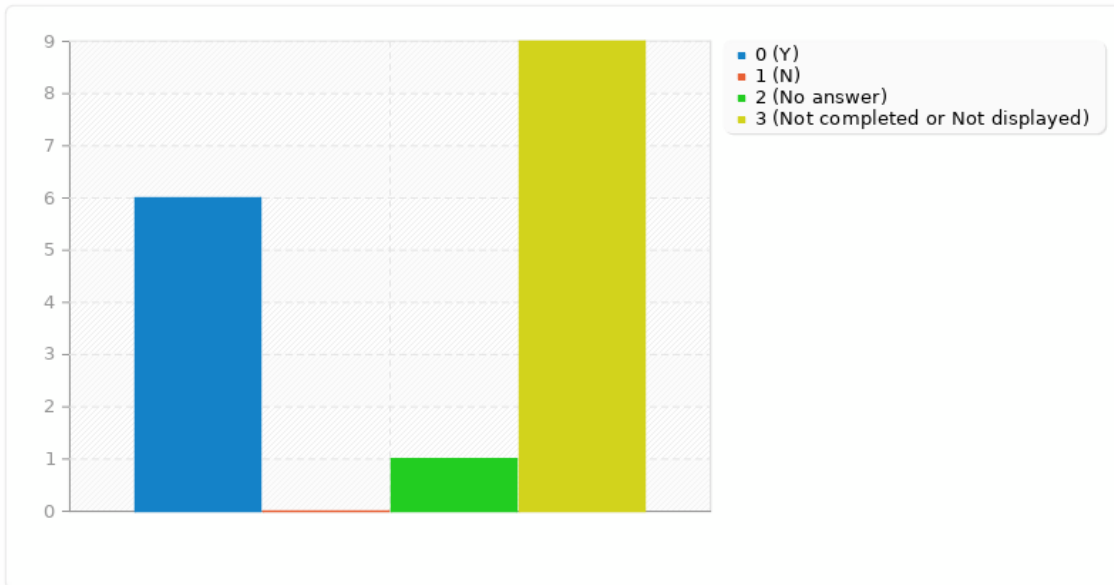
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<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Yes (Y)	6	37.50%
No (N)	0	0.00%
No answer	1	6.25%
Not completed or Not displayed	9	56.25%

### Summary for D2

Do you plan to sit for the NCTRC Exam to become a certified therapeutic recreation specialist?

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### Summary for D3

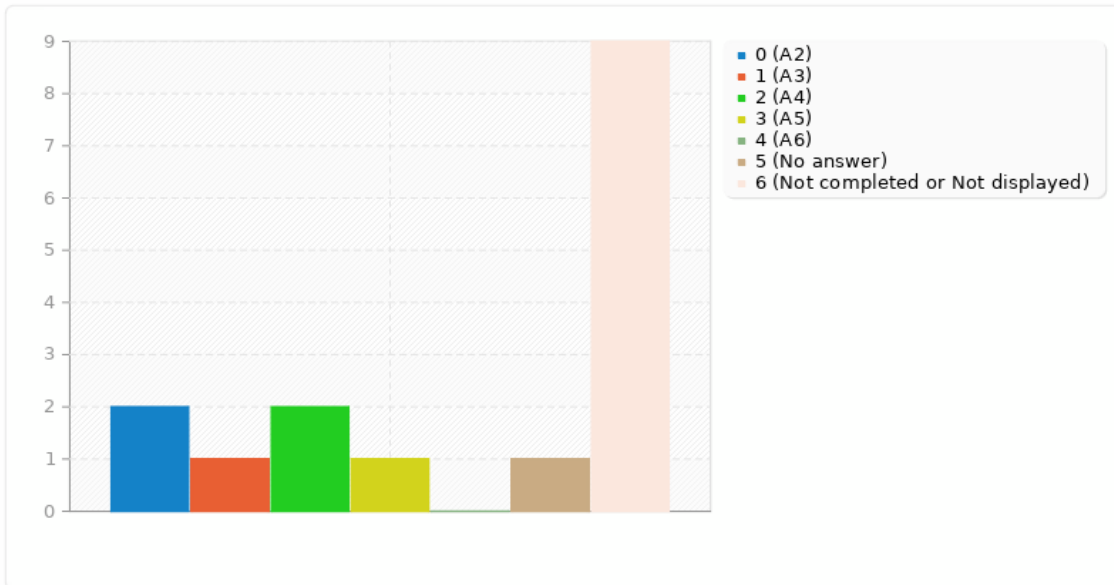
What population do you plan to work with in your career?

---

Answer	Count	Percentage
Pediatrics (A2)	2	12.50%
Geriatrics (A3)	1	6.25%
Behavioral Health (i.e., substance use disorders, mental illness, etc.) (A4)	2	12.50%
Physical Medicine and Rehabilitation (A5)	1	6.25%
Community-based Therapeutic Recreation (i.e., inclusion specialist, school-based recreational therapy) (A6)	0	0.00%
No answer	1	6.25%
Not completed or Not displayed	9	56.25%

Summary for D3

What population do you plan to work with in your career?



### Summary for E1

How has your enrollment in the program impacted your employment?

Answer	Count	Percentage
Answer	14	87.50%
No answer	2	12.50%
Not completed or Not displayed	0	0.00%

ID	Response
8	Opened the door for tremendous opportunities
9	It hasn't affected my employment much.
10	Was able to work and go to school, so it did not impact my employment
17	I would prefer more classes to be 100 percent asynchronous.
21	There is a variety of ideas/tips/material given that I use for work.
51	No
54	help me understand and deal with a different range of psychiatric diagnosis
57	I am a physical education teacher so it has not impacted my employment, because I have the same job. It has helped me think of other career fields that I can work in, in the future. It has also helped me connect students to recreational opportunities outside of school.
62	n/a
64	None
71	It has not impacted in any way as of yet.
72	no
93	I work overnight. My class is in the afternoon. It really does not work for me at all.
99	As a PE teacher, this program has given me great ideas to teach to my students.

## 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	11	68.75%
No answer	5	31.25%
Not completed or Not displayed	0	0.00%

ID	Response
9	The program advisor is very rude and doesn't help solve any issues. Some of the professors in the program are excellent, but some are far below average.
10	The bureaucracy was a nightmare to navigate, students were where almost all information was gotten from.
17	Dr. Kunstler is the best!!! She is my favorite professor out of everyone. I would encourage other professors to reach out to her if they need help with online class formatting/structure/styles.
21	I would also like Lehman to collaborate with the CUNY Graduate School to expand this department and create a Doctoral Program for Recreation Education and Therapy. I really like that with virtual learning the professors make it easy to access the websites and materials.
51	More classes should be offered in the winter and summer semester
57	I have enjoyed all of my courses and the professors are great. I wish there were more opportunities to take classes every semester though.
62	There should be better advisement in taking the proper courses in order to graduate and take NCTRC exam. A huge failure in part of the school not to inform students before hand the pre-requisite courses in order to develop a concrete plan on becoming a Health Provider.
71	No
72	no
93	I love the mission of the Therapy program. It is a new territory for me. I extremely interested in the program.
100	I am torn because most of the courses I have taken have been phenomenal - but they have all been taught by the same professor. Some other courses taught by other professors have been less informative and I am worried that I will have difficulties when it comes the certification exam. I feel like my elective courses have been very informative, but that the core classes (where I am supposed to gain foundational knowledge about the field) have been seriously lacking. Additionally, I have received mixed messages about advisement on multiple occasions, which has caused difficulties when registering. I would be happy to speak more about my concerns. Overall, I am enjoying my time at the program, but I do think there is room for improvement.