



Action Report Summary

Therapeutic Recreation Action Steps by Responsible Party

Department:

1. The TR program could benefit from a strategic visioning process separate from the Recreation Education program to clearly define the future of TR education at Lehman.
 - If feasible, consider an objective (outside) facilitator to guide and debrief the visioning process.
 - The TR program should develop its own specific mission, vision, and program goals appropriate to its resources, student body, and setting. These should dovetail with the Department's, School's, and College's missions, and should be readily available to all internal and external stakeholders via electronic, digital, & print materials.
 - Once clearly stated mission/vision/goals have been developed for TR program, long-range planning with Recreation Education faculty could follow to explore the big picture of COAPRT accreditation across the two programs
 - Conduct a thorough review/audit of all electronic, digital, and print materials for accuracy. Consider ways to increase TR program visibility on School and Department websites. Develop marketing strategy that capitalizes on Lehman's advantage as the only city-wide B.S. degree
 - Note: Curriculum Renewal in preparation for accreditation in long-range plans (3 to 5 years)
 - **Cost: \$5,000**
2. Consider the following if Lehman pursues COAPRT accreditation:
 - Develop a TR-specific Management course per COAPRT 7.03 standard (management and administration of TR Services)
 - Additional fieldwork experiences earlier in the curriculum/prior to the internship (i.e., practicum, clinical labs, service-learning experiences) in line with COAPRT 7.04 standard.
 - Establish an Advisory Board with broad professional representation across service settings and populations. Should meet a minimum of 1x/year to inform & advise curriculum development.
 - Syllabi should use a consistent template across all courses, including courses taught by adjunct.
 - Conduct a curriculum mapping activity to identify primary and secondary courses that address accreditation standards. Assess redundancies and overreliance of courses in meeting competencies.
 - Increase number of structured, outcome-driven fieldwork experiences to improve students' ability to apply learning in diverse practice settings.
3. Due to the complexities of the TR program structure, a clearer articulation of the different pathways to the B.S. in TR should be included in all public facing materials, web pages, undergrad catalog, etc.
 - For example, a description of the Recreation Education and Therapy program only appears on the Recreation Education webpage. If a prospective student navigates directly to the Therapeutic Recreation, B.S. webpage, they are only able to access the curriculum requirements, without any description of the degree, the relationship with the Recreation Education program, the Dept of Health Sciences, and the School of Health Sciences, Human Services, and Nursing.

- Further, the “more info” hyperlink on the faculty page of the Department of Health Sciences is not active, which does not allow for a review of faculty expertise (unless this is a result of an incompatible reviewer browser?).
 - Note: Curriculum Renewal in preparation for accreditation in long-range plans (3 to 5 years)
 - **Cost: \$5,000**
4. The Program should begin reviewing COAPRT’s [Guidelines for Learning Outcomes for Therapeutic Recreation Education](#) (Revised April 2021; TR standards are located in the 7.0 series.)
- The Program can benefit from developing robust learning outcome data collection mechanisms, a regular data collection administration timeline and analysis plan, and consider broadening stakeholder groups from which to solicit feedback, including students, faculty, alumni, fieldwork site supervisors, and employers.
 - Note: Curriculum Renewal in preparation for accreditation in long-range plans (3 to 5 years)
 - **Cost: \$5,000**
5. Allocate dedicated and private office space for TR faculty.
- Improve classroom technology & equipment, especially for adjunct faculty who may teach outside of hours in which IT staff is available.
 - Consider opportunities to maximize clinical resources by incorporating cross-disciplinary educational experiences with Lehman’s Recreation Facilities (Student Affairs), the Speech and Language Lab, the Child Care Center, and/or the IHCE Clinical Simulation lab at NYU.
 - Consider opportunities to “grow your own” adjunct faculty to address the current shortage in doctoral-prepared faculty
 - Consider capitalizing on the existing expertise of the CUNY Institute for Health Equity to develop applied research endeavors among faculty and students.
 - Note: Collaboration with the School and I.T.
 - **Cost: \$0**
6. Mechanisms for preparing programs for accreditation may include:
- Training, mentoring, and networking to support the development of a comprehensive self-study process and report.
 - Providing support and/or resources to strengthen curricula and field-based learning opportunities
 - Valuing, recognizing, and rewarding educators/programs with emerging and sustained success in academic excellence
 - Actively engaging practitioners and alumni in accreditation processes and developing learning outcomes in curricula
 - Providing up-to-date competency data to faculty so that programs are teaching contemporary and emergent practices.
 - Note: Professional development.

- Cost: \$5,000

School:

Not applicable

Office of the Provost:

Not applicable