



CSUN[®]

CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

MASTER OF SCIENCE IN

ASSISTIVE TECHNOLOGY STUDIES AND HUMAN SERVICES



LIBERATE THROUGH TECHNOLOGY

Enable persons with disabilities to live more independently through assistive technology.

- Children and Adults
- The aging
- Veterans



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Program Overview

With more than 4,000 developing technologies that enable persons with disabilities to live more productive, independent and fulfilling lives, this academic discipline has emerged to provide human-services professionals with a variety of skills and theoretical knowledge to ensure that assistive-technology (AT) users are able to access and benefit fully from advances in the field.

Physical disabilities affect every sector of the population—school-age children, young adults, seniors, veterans and more. In addition, because lifespans are lengthening, and disability often accompanies increasing age, the U.S. Department of Labor predicts substantial long-term growth in all health-service sectors, including the areas of assistive, adaptive and access technologies.

“Going to the CSUN AT conference once a year was a highlight of the program. I learned a lot attending the various seminars in AT and writing about them. CSUN also covered the cost of the conference.”

Matthew Vangelder
Special Education Teacher, San Gabriel Unified School District

Why Choose This Program?

Gain essential knowledge from a world-renowned disability-services leader.

Internationally recognized for its expertise in disability services, California State University, Northridge (CSUN) created its online Assistive Technology Studies and Human Services (ATHS) program to meet the growing demand for skilled AT specialists, who can assess, assist, train, and empower those using assistive technology in their daily lives. As the first master’s degree of its kind in Southern California, CSUN’s ATHS program prepares students to synthesize the interconnections between human and technological factors, explain and interpret product design and function, assess AT users’ needs, interpret the legal and political history of assistive technology, and develop relevant delivery protocols.

Taught by prominent experts in their respective disciplines, CSUN’s ATHS program provides an essential knowledge base for career development in the rapidly growing AT and human services field. This program is also highly involved in the annual CSUN International Technology and Persons with Disability Conference — the world’s largest of its kind — in which ATHS students are encouraged to participate.

Offered through CSUN’s College of Health and Human Development, this two-year, online, 10-course program prepares working professionals for rewarding careers that enhance the lives of those who rely on assistive-technology devices.

Program Features Designed to Meet the Needs of Working Professionals

- **Work-friendly scheduling** – This online program provides busy adults with significant flexibility for completing coursework at times and in places that fit their schedules. CSUN's online programs are held to the same high standards of academic excellence and student achievement as the university's on-campus programs.
- **Structured learning** – Regular assignments, activities and due dates enable students to plan ahead.
- **Scheduled group discussions** – Scheduled course activities provide opportunities for student interaction in real time.
- **A community of peers** – Students enter and progress through the program as a group or cohort. The cohort format not only ensures on-time completion and maximizes interaction with faculty, but also encourages the development of valuable professional relationships with classmates who share similar career interests and goals.
- **Exceptional support services** – Chief among these is the personal assistance of a program coordinator whose expertise with program-related administrative matters frees students to focus on their studies and careers.
- **Guaranteed enrollment** – Students admitted into the program are automatically enrolled in all required courses.
- **Federal financial aid** – Many of our students access financial aid to help pay for their education. A team of financial-aid specialists dedicated exclusively to our professional students is available to help process applications and distribute funding for those who qualify.



“Most comprehensive program regarding AT. CSUN is the leader in the AT industry and one of the most respected.”

*Rebecca Cagle
AT & Text Conversion Coordinator,
University of North Texas*



Faculty Spotlight

S. Victoria Jaque, Ph.D.

Dr. Jaque, a professor and graduate coordinator in CSUN's Department of Kinesiology, has been recognized for her research in the responses of the autonomic nervous system to physiological and psychological stressors. At CSUN, she was the 2009-2010 College of Health and Human Development research fellow.



360 MILLION

with moderate to profound hearing loss. Hearing-aid production currently meets less than 10% of the global need.

SOURCE: WORLD HEALTH ORGANIZATION

Alumni

CSUN alumni create a network of connections across the nation and around the globe. When choosing a university, it is useful to know that others who have earned their degrees at that university have achieved success and have often risen to leading roles in their fields. Graduating from CSUN will make you part of an extensive network of over 200,000 alumni that will enable you to build relationships for continued success.

In addition to the countless CSUN graduates who work as independent consultants throughout the assistive technology field, **employers of CSUN alumni include the following organizations:**



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HEALTHCARE SUPPORT



RANKS **NO. 1** IN CATEGORIES
OF OCCUPATIONS
EXPECTED TO GROW.



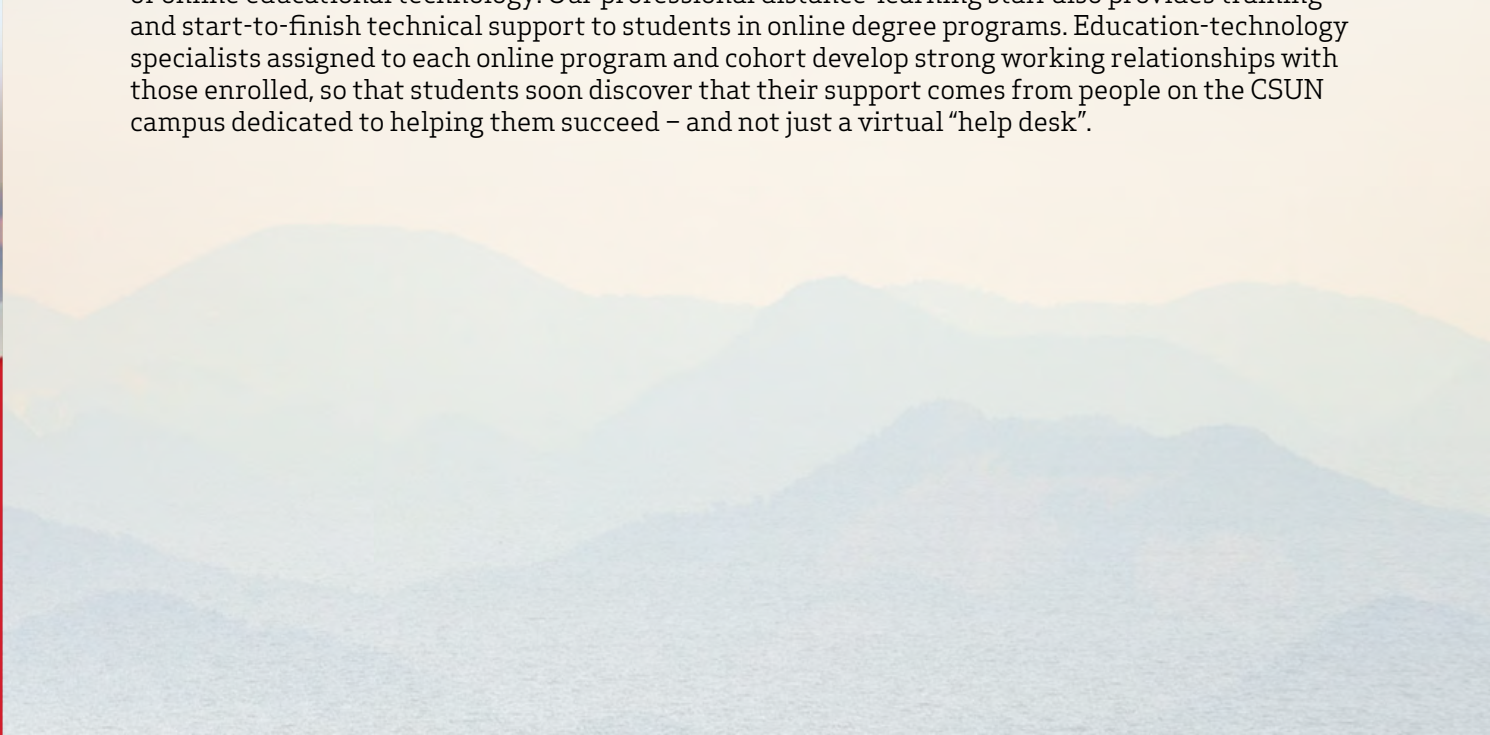
SOURCE: U.S. BUREAU
OF LABOR STATISTICS

CSUN: A Leader in Online Graduate Education

CSUN is a vibrant, diverse community that encourages students to combine academic pursuits with hands-on experience. All CSUN online programs are increasingly recognized nationally for their excellence. They are crafted by the same distinguished faculty and leading practitioners as CSUN's on-campus programs and are held to the same high standards of academic excellence and student achievement.

CSUN's award-winning online programs are a result of a strong collaboration between faculty, instructional design, and technical professionals. This partnership ensures that the online educational experience creates an engaged learning community and provides flexibility for managing how the program fits into demanding personal and professional lives. Each online degree has a specific design approach and is driven by the unique requirements, needs and goals for the program. This leads to content, design and evaluation that align with the student outcomes required of that particular degree of study.

Faculty receive individualized training and ongoing support to ensure smooth and effective use of online educational technology. Our professional distance-learning staff also provides training and start-to-finish technical support to students in online degree programs. Education-technology specialists assigned to each online program and cohort develop strong working relationships with those enrolled, so that students soon discover that their support comes from people on the CSUN campus dedicated to helping them succeed – and not just a virtual “help desk”.



"The individuals who participate in this program come with different experiences and knowledge, and the program is structured to provide great opportunities for interaction. As a result, the group's knowledge base grows and creates wonderful resources for all participants as they move through their careers."

Sarah K. Mak, M.S., ATP



Advantages of the Carefully Crafted Curriculum

CSUN's Master of Science in Assistive Technology Studies and Human Services features a carefully crafted curriculum, specifically designed to meet the career-development needs of aspiring assistive-technology professionals. The faculty, working as a creative team with leading practitioners, develop programs in a cohort format. Faculty look at the program as an educational whole from start to finish to provide a powerful, cumulative learning experience and a fully integrated program of study.

COURSE LIST (10 courses, 30 units)

ATHS 502: Seminar in Human Characteristics in Relation to Usability of Assistive Technologies

ATHS 694: Seminar in Current and Emerging Topics in Assistive Technology
(taken three times during the program)

ATHS 619: History, Law, Policy and Assistive Technology

ATHS 614: Assistive Technology Across the Lifespan

ATHS 501: Functional Biology and Design Innovation

ATHS 623: Medical Conditions Affecting Quality of Life

ATHS 618: Research Methods and Design in Assistive Technology

ATHS 621: Assistive Technology Assessment and Outcome Measures

ATHS 622: Counseling in Assistive Technology Service Delivery

ATHS 697: Directed Comprehensive Studies



**[A Transformative Experience
– M.S. in Assistive Technology
Studies and Human Services](#)**

[WATCH NOW>>](#)

Faculty Spotlight

Sarah K. Mak, M.S., ATP

Since 2002, Ms. Mak has been an Assistive Technology (AT) specialist, serving individuals with disabilities in various capacities. At an AT resource center in Tennessee, she worked first as a specialist and, subsequently, as director, specializing in communication, education and computer access. She is now the AT facilitator at the Kennedy Krieger Institute, an affiliate of Johns Hopkins University, where she works in the K-12 special education program.



AGING

global population and a rise in non-communicable diseases, more than 2 billion people will need at least one assistive product by 2050, and many older people will need two or more.

SOURCE: WORLD HEALTH ORGANIZATION

Course Highlights

Courses are offered in the following sequence:

ATHS 502: Seminar in Human Characteristics in Relation to Usability of Assistive Technologies

This seminar investigates the basis of human function from both the psychological and physiological perspectives and serves as a foundation for the design and development of assistive technology devices that will enhance the quality of life for users of all ages.

ATHS 694: Seminar in Current and Emerging Topics in Assistive Technology

This seminar focuses on current and emerging topics in assistive technology. Students bring their shared learning experiences and individual insights to readings, case studies, problem analyses, presentations, demonstrations and discussions.

ATHS 619: History, Law, Policy and Assistive Technology

This seminar investigates the history and development of assistive technology, its legal context, and public-policy issues, which include how assistive technology is financed and made accessible as well as emerging concerns that will affect not only users but also professionals in the field.

ATHS 614: Assistive Technology Across the Lifespan

In this course, students gain an understanding of the fundamentals underlying the application of assistive technology interventions in a variety of environments. The content provides an interdisciplinary exposure to assistive technology and prepares students for the design and application of assistive technologies to improve functional independence and quality of life across cultures and generations.

ATHS 501: Functional Biology and Design Innovation

This course provides a deep understanding of the relevance of biological systems, anatomical and physiological functions, and injuries and diseases to assistive technology. It introduces students to ways in which living systems can serve as inspiration for biomimicry in assistive technology.

ATHS 623: Medical Conditions Affecting Quality of Life

This course prepares students to design and apply assistive technologies by providing an understanding of the various systems of the human body as well as the impact that injury or pathology has on an individual's ability to function within his/her chosen environment. Topics also include the etiology, course, prognosis and vocational ramifications of specific medical conditions – an appreciation of which is essential for those who work with assistive technology clients.

ATHS 618: Research Methods and Design in Assistive Technology

This course presents the various research methodologies used in assistive technology together with techniques employed for the collection, classification, interpretation and presentation of data. Ethical concerns are also explored.

ATHS 621: Assistive Technology Assessment and Outcome Measures

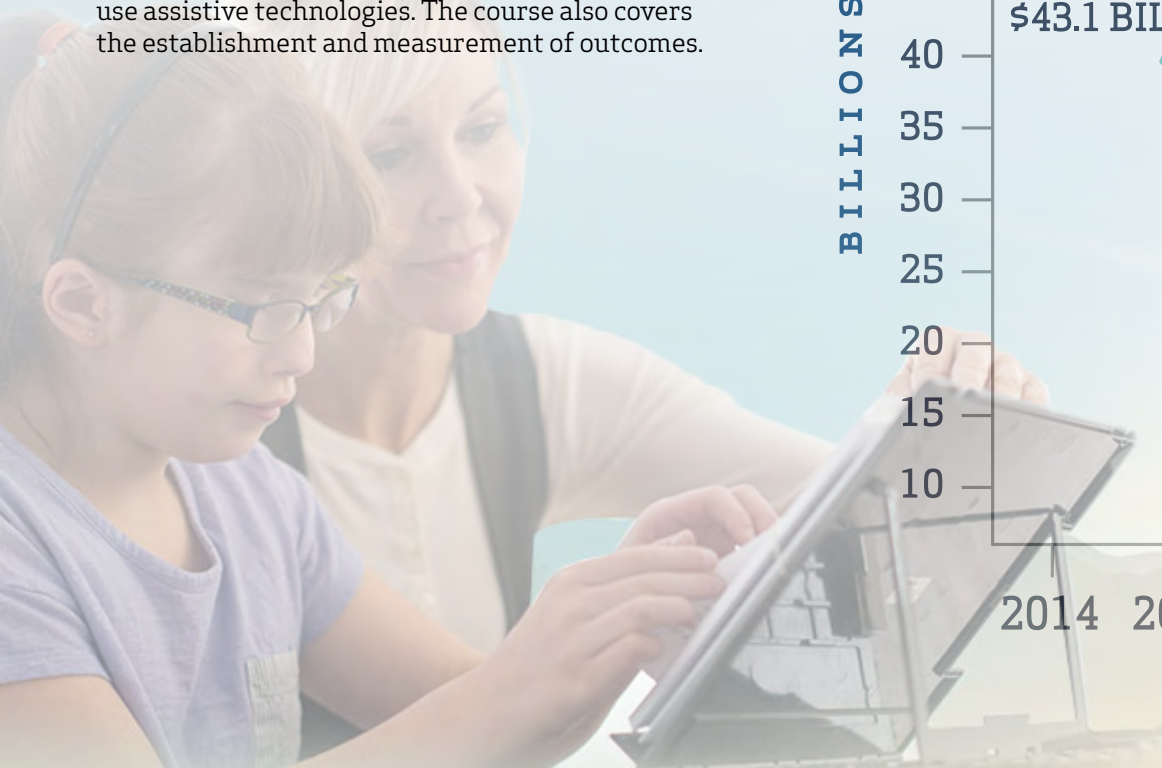
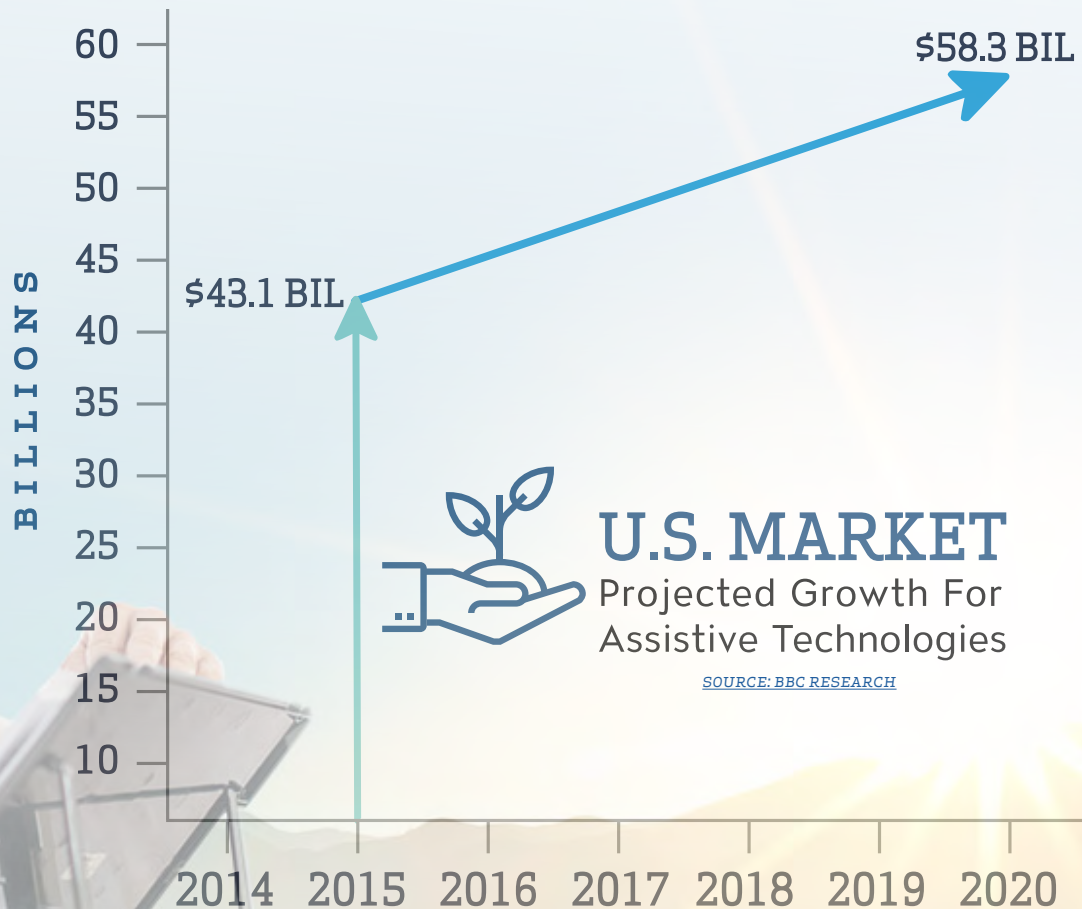
This course emphasizes the assistive-technology assessment process with a focus on the end user. Students examine the processes and procedures for assessing the strengths and needs of individuals, their environments, assistive-technology options, user-training requirements, affordability issues, and obstacles that may prevent users from adopting or continuing to use assistive technologies. The course also covers the establishment and measurement of outcomes.

ATHS 622: Counseling in Assistive Technology Service Delivery

This course enhances the understanding and practice of the counseling and human-services aspects of assistive technology. The focus is on implementing an approach that is both multigenerational and multicultural.

ATHS 697: Directed Comprehensive Studies

Preparation for and completion of written comprehensive case studies will fulfill the culminating experience requirement for the Master of Science in Assistive Technology Studies and Human Services degree.



Distinguished Faculty

The M.S. in Assistive Technology Studies and Human Services program is designed and taught by CSUN faculty members in collaboration with assistive technology industry professionals who are leaders in their areas of specialization. This blend of seasoned practitioners with CSUN faculty ensures that you will graduate with a solid academic background and be prepared for the realities of practice in the field.



ONLY 1 IN 10
in need have access
to assistive products

SOURCE: WORLD HEALTH ORGANIZATION

Rebecca Cagle, M.S.

Assistive Technology Assessment and Outcomes Measures (ATHS 621)

Employed in the Office of Disability Accommodation at the University of North Texas (UNT) since 2006, Ms. Cagle is the Assistive Technology & Text Conversion Coordinator. Her past experience includes working as a rehabilitation specialist at Brookhaven College, Dallas, TX; special education teacher in the Dallas Independent School District; and serving as a research associate at University of Texas (UTSW) Southwestern Medical Burn Unit. She also completed internships in medical neuropsychology at UT Southwestern, and at PATE, a TBI rehabilitation clinic. Current advisory committees include: Elsevier (Science Direct) Publishing Accessibility Committee; Freedom Scientific Advisory Committee, LearningAlly College Success Advisory Panel, and locally the Denton County Transportation Authority Citizens' Advisory.

Ms. Cagle received her M.S. in Assistive Technology & Human Services from California State University, Northridge and her B.S. in Rehabilitation Science from University of Texas Southwestern. She received certifications in Life Care Planning from Kaplan University and is an IAAP Certified Professional in Accessibility Core Competencies.

Suzanne David, M.A.

Seminar in Human Characteristics in Relation to Usability of Assistive Technologies (ATHS 502)

Suzanne David is the e-learning Technology Manager at CSUN's Tseng College, where she has been an instructional technologist for online learning since 2001. In this capacity, Ms. David

developed the distance-learning orientation that prepares all Tseng College online students for full participation in the programs in which they have enrolled. Ms. David earned her master's degree in Human Factors and Applied Experimental Psychology at CSUN.

Erika Higginbotham, M.S.

Erika Higginbotham is the program coordinator and chair of Disabled Student Programs and Services at San Diego Mesa College. A tenured faculty member, counselor, professor and adaptive computer technology specialist, Higginbotham provides assistive technology services to students and consults with faculty and staff. She also authorizes and coordinates academic accommodations and advises students with disabilities. In addition to her extensive teaching experience, Higginbotham served as co-chair of the Assistive Technology Special Interest Group (CIG) for the California Association for Postsecondary Education for Disability (CAPED) and was Regional Representative for the California Community Colleges Alternate Text Production Center (ATPC). She also served on the Advisory Board for McGraw-Hill Accessibility Higher Education.

Higginbotham received a B.S. in Sociology from Western Michigan University; an M.S. in Rehabilitation Technology with a Specialization in Rehabilitation Technology from San Diego State University; and a Certification in Rehabilitation Technology from San Diego State University.

Distinguished Faculty

(Continued from the previous page)

S. Victoria Jaque, Ph.D.

Directed Comprehensive Studies (ATHS 697)

S. Victoria Jaque is a professor and graduate coordinator in CSUN's Department of Kinesiology. She has been recognized for her research in the physiologic and clinical manifestations of maternally inherited mitochondrial disease. Additional research interests focus on the musculoskeletal responses to exercise and adaptations to chronic physical activity.

Jennifer Kalfsbeek-Goetz, Ph.D.

Research Methods and Design in Assistive Technology (ATHS 618)

Jennifer Kalfsbeek-Goetz is currently a Dean of Student Learning at Moorpark College and was formerly the Assistant Dean for Program Development at CSUN. She is also a professor in CSUN's College of Health and Human Development. Access to education — including accessibility (ADA) — is among her core research areas. A recent project of Dr. Kalfsbeek-Goetz was CSUN's "Getting Around Campus When You Cannot See the Signs," a GPS project created to help blind and visually impaired students navigate the 356-acre campus.

Dr. Kalfsbeek-Goetz received her B.A.S. in Psychology from the University of Minnesota, her M.A. in Sociology from the University of Maryland, and her Ph.D. in Education Administration from Capella University.

Dorsa Beroukhim Kay, Ph.D.

Dr. Kay has teaching experience in neuroscience and physiology. Her research focuses on neuroscience, neuroanatomy, learning and behavior and stroke recovery. Kay has published works in the fields of systems neuroscience and stroke recovery/brain plasticity. In 2013, Kay received the Graduate Education Teaching Award from the Dana and David Dornsife College of Letters, Arts and Sciences at USC. She also received the Pre-doctoral Training Program Award of Education, Career Development, and Ethics under the Southern California Clinical and Translational Science Institute. Additionally, Kay was a 2014 Dornsife fellow at USC, and a finalist in USC's Graduate Research Symposium.

Kay earned a B.S. in Neuroscience from University of California, Los Angeles; a Graduate Certificate in Clinical, Biomedical and Translational Investigations from University of Southern California (USC); and a Ph.D. in Neuroscience from USC.

Distinguished Faculty

(Continued from the previous page)

Sarah K. Mak, M.S., ATP

Current and Emerging Topics in Assistive Technology (ATHS 694)

Sarah K. Mak is an adjunct professor in the department of Assistive Technology and Human Services in CSUN's College of Health and Human Development. She has been an Assistive Technology Specialist since 2002, serving individuals with disabilities in various capacities. She has worked for an AT resource center in Tennessee as both a specialist and a director, with a focus on communication, education and computer access. She is now the Assistive Technology Facilitator at the Kennedy Krieger Institute — an affiliate of Johns Hopkins University — where she works in the K-12 Special-Education unit.

Ms. Mak earned both her B.A. in Deaf Studies and her M.A. in Assistive Technology and Human Services at CSUN. She also has a certification in Assistive Technology from California State University, Dominguez Hills, and is a RESNA (Rehabilitation Engineering and Assistive Technology Association of North America)-certified Assistive Technology Professional.

Rechelle Mojica, M.S., CRC

Assistive Technology Across the Lifespan (ATHS 614) and Counseling in Assistive Technology Service Delivery (ATHS 622).

Rechelle Mojica has been a Certified Rehabilitation Counselor and a tenured faculty member, professor, counselor and Assistive Technology Specialist at San Diego Miramar College since 2001. In this position, she is responsible for access to distance education and electronic information for students with disabilities. She also designs, develops and

delivers training in the use of assistive hardware and software and provides academic counseling to students with disabilities.

Ms. Mojica's previous experience includes serving as Assistant Director of the Center for Distance Learning at San Diego State University and as a consultant for the University's "Project Higher Education: Disability and Diversity" initiative. She has also taught a number of courses on rehabilitation-technology topics at other institutions, including Indiana University-Purdue University, and Miramar College.

Ms. Mojica received her B.A. in Liberal Arts and Communicative Disorders — with an emphasis on Speech Pathology — from San Diego State University. Her Master of Science degree in Rehabilitation Counseling with Specialization in Deafness is also from SDSU.

Michael Williamson, M.S., ATP

Current and Emerging Topics in Assistive Technology (ATHS 694)

Michael Williamson has been working in the field of assistive technology and disability services for more than 10 years. He is currently an Assistive Technology Specialist and Consultant as well as a RESNA-certified Assistive Technology Trainer, and a course developer and instructor for the Assistive Technology Applications Certificate program, offered through CSUN's Center on Disabilities.

Mr. Williamson earned his B.A. in Education from Augustana College in Rock Island, Illinois, and his M.S. in Assistive Technology and Human Services from CSUN.



**MORE THAN
1 BILLION**
need one or more
assistive products



200 MILLION
with low vision who
do not have access
to glasses or other
low-vision devices

SOURCE: WORLD HEALTH ORGANIZATION

The Advantages of CSUN's Approach to Supporting the Educational Success of Midcareer Professionals

Starting a degree program is a big step, but – for working adults – the real value is in completing the program. That is why CSUN focuses on providing the outstanding student support services that ensure participants meet their educational goals and succeed in graduating. We recognize that midcareer professionals undertaking advanced professional education need to focus on their academic work to be successful in the program. This recognition prompted the development of a level of support services rare among public universities.

Students should not have to spend much time trying to figure out and navigate the university's administrative systems. With that in mind, the program coordinator assigned to each cohort works with students from the point of application through graduation. This practice ensures that each student will have direct personal support with a specific person to email or call with any questions or concerns at any time during the program. Each program coordinator is also a proactive part of the cohort experience, providing ongoing information, regular reminders and consistent encouragement.

Each degree program also has an assigned academic lead. This is a faculty member with specific responsibilities for coordinating the work of the faculty teaching in the program and responding to academic questions students may have that go beyond the scope of an individual course. Participants in each cohort know their academic lead well and can take advantage of this resource for guidance whenever they face an academic challenge

With this approach, CSUN graduate programs are proud to have achieved high graduation rates, with some cohorts reaching up to 90%.

Admission to the Assistive Technology Studies and Human Services Program

To be admitted to the program, applicants must possess (at the time of enrollment):

- **Educational Background:** Bachelor's degree in any major from a regionally-accredited university or college.
- **Cumulative GPA:** A minimum of a 2.5 cumulative GPA is required by the university for application review. A 3.0 cumulative GPA is preferred, but not required.
- **English Proficiency Requirements**
For Non-U.S. Degree and International Students Only
If a graduate applicant has earned a bachelor's or master's degree from a college or university outside the U.S., then an English language proficiency exam may be required.

For more information, please visit the [Admission Requirements](#) web page.

Accreditation

California State University, Northridge is accredited by the Commission for Senior Colleges and Universities for the Western Association of Schools (WASC), an institutional accrediting body recognized by the Council on Higher Education and Accreditation. Program faculty and industry experts are active participants in Assistive Technology-related national professional organizations and at national Assistive Technology conferences.

For More Information

(818) 273-6877

programs@csun.edu

Learn More