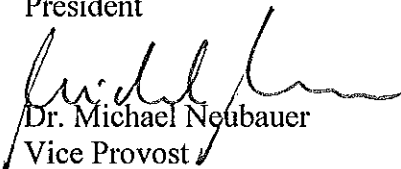


Memorandum

Date: February 17, 2015

To: Dr. Dianne F. Harrison
President

From: 
Dr. Michael Neubauer
Vice Provost

Subject: Final Memorandum of Understanding – Master’s in Assistive Technology Studies and Human Services (ATHS)

The final phase of the program review process for the Master’s in Assistive Technology Studies and Human Services (ATHS) Program occurred on January 22, 2015. At this time the commendations and recommendations from the external reviewers’ report were discussed. Present at the meeting were: Michael Neubauer, Vice Provost for Academic Affairs; Sylvia Alva, Dean, College of Health and Human Development; Tami Abourezk, Associate Dean, College of Health and Human Development; Vicky Jaque, Academic Director of Assistive Technology Studies and Human Services; Long Huynh, Director, Graduate and Professional Programs for Tseng College; Hedy Carpenter, Director, Graduate Studies and Eli Bartle, Program Review Coordinator.

Dr. Neubauer congratulated the program on its strengths as identified by the commendations in the external reviewers’ report. A discussion of the reviewers’ commendations and recommendations followed.

This MOU is the working document for program and university response until the next program review is initiated.

Attachment

cc: Sylvia Alva, Dean, College of Health and Human Development
Tami Abourezk, Associate Dean, College of Health and Human Development
Vicky Jaque, Academic Director, Assistive Technology Studies and Human Services
Long Huynh, Director, Graduate and Professional Programs for Tseng College
Mary-Pat Stein, GSC Representative
Mary Ann Cummins-Prager, ATHS Faculty
Hedy Carpenter, Director, Graduate Studies



 Office of Academic Assessment and Program Review

Master's in Assistive Technology Studies and Human Services

Program Review – 2014-2015

Memorandum of Understanding

The CSUN Master's in Assistive Technology Studies and Human Services (ATHS), housed in the College of Health and Human Development and administered collaboratively with the Tseng College of Extended Learning, offers a graduate degree in Assistive Technology and Human Services (ATHS). The program was piloted in the 2009-2010 academic year. The first cohort started classes in Spring, 2010. This is its first program review. The self-study was completed in April, 2014, under the guidance of Dr. S. Victoria Jaque, Academic Lead. The external review was held on November 19th and 20th, 2014. The external reviewers were Dr. Caren Sax, Professor, Department of Administration, Rehabilitation, and Postsecondary Education, San Diego State University and Dr. David Giberson, Instructional Design Coordinator, San Diego Community College District, San Diego, CA. The Program's MOU meeting occurred on January 22, 2015. Follow-up will occur at one and three years. Their next program review cycle will culminate in a new self-study, external review, and MOU in AY 2020-2021.

The following commendations and recommendations are intended to help the Department focus its efforts over the next 6 years. They are arranged in topical order as follows: program, students, faculty, curriculum, assessment/strategic planning, other/misc.

Commendations: The Program is commended for:

Program

1. The creation and nurturing of a unique and timely program designed to increase the use of assistive technologies (AT) by individuals with disabilities.
2. Development of a program grounded in the social model of disability (vs. a medical model) that provides a person-centered (versus discipline-centered) approach to AT services.
3. Use of the annual CSUN International Conference on Assistive Technology and Persons with Disabilities as a starting point for the program and as an ongoing way to provide face-to-face mentorship and networking opportunities for prospective and current students.

4. The accessibility and consistent structure of courses.
5. An appropriate level of rigor for graduate education.

Faculty

6. An impressive interdisciplinary faculty encompassing a wide range of interests and expertise.
7. Use of recent graduates to teach the one-unit courses which offers opportunities for mentoring and networking in the field.
8. The creation of a “Faculty Hub” to keep faculty informed of how courses complement and build on each other.

Students

9. The creation of “Student Hub” (which is a companion to the “Faculty Hub”) that has the potential to enhance communication and community among program students.
10. Student interaction with each other and their instructors as is evident in their online discussion forums.
11. The formation of a community of support and practice among students that is continuing beyond the students’ tenure in this program.
12. Adjustments to correct student attrition through both extensive faculty preparation for online teaching and student preparation for online learning.
13. Professional enrichment and advancement and increased professional mobility of students after program completion.

Assessment and Strategic Planning

14. Making program modifications such as changing course sequencing and elevating the quality of critical thinking and writing to graduate level work, based on course evaluations and faculty input.
15. Starting the program in the Spring semester in order to use the CSUN Conference as a way to meet and orient students, immerse them in assistive technology, and help them to establish close bonds as a learning community.
16. A comprehensive assessment strategy which includes assessing course assignments and the culminating experience to determine if SLOs are met.

Other/Misc.

17. Extensive and responsive technical support for both faculty and students in the use of Moodle, the online course delivery system, as supplied by the Tseng College.

Recommendations: The Program should:

Program

1. Consider strengthening opportunities that expose students to various environments that support their skills as graduates.
2. Explore possible funding options for student scholarships or other educational opportunities to enhance the experience of students and/or the expertise of faculty.
3. Consider establishing linkages with Rehabilitation Engineering and Assistive Technology Society of North America (RESNA), the professional association that offers the Assistive

Technology Professional Certification, to prepare students for the ATP exam and to pursue continuing education/professional development units.

Faculty

4. Address leadership succession planning for the program.
5. Consider including more full-time CSUN faculty and more AT practitioners for possible teaching.

Students

6. Continue to build the marketing and recruitment plan.
7. Consider creation of an alumni group to provide input on program advancement, student recruitment, and other ongoing feedback.
8. Continue to build an holistic admissions process by creating an admissions rubric that factors and weighs application letters and interviews, professional experience and other qualities in addition to GPA and GRE scores.

Assessment and Strategic Planning

9. Continue using assessment tools to measure program quality and student-learning outcomes.