

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN REHABILITATION SCIENCE & TECHNOLOGY

AT UNIVERSITY OF WISCONSIN-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin – Milwaukee (UWM) proposes to establish a Master of Science in Rehabilitation Science & Technology (MS-RST) in the School of Rehabilitation Sciences & Technology. The 30-credit MS-RST is designed for students interested in helping individuals achieve health and wellness to support activity, participation, and performance through the interaction of human factors, human function, and rehabilitation. The degree will prepare students for an evolving job market within the rehabilitation, special education related services, disability related services, occupational health, safety, and performance domains; in addition to providing a unique background and experience for students seeking to apply to graduate professional degree programs and/or advanced research-based graduate studies. The flexible degree builds a foundation of research methodological knowledge and then narrows into advanced knowledge of aging/development, assistive technology, cognition, communication, community health, human factors, musculoskeletal performance and injury, physiologic regulation of exertion, and/or psychosocial aspects of human physical performance. This base of knowledge is then applied into specialty areas that include human factors and injury prevention, performance psychology, and/or rehabilitation science/technologies. The program as proposed responds to several aspects of UWM Select Mission Statement (e.g., provide a wide array of degree programs, attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities).

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program

Master of Science in Rehabilitation Science & Technology

Degree Designation(s)

MS

Mode of Delivery

Single university

Face-to-face and Hybrid (more than 50% distance delivery)

Department or Functional Equivalent

School of Rehabilitation Sciences & Technology

College, School, or Functional Equivalent

College of Health Professions & Sciences

Proposed Date of Implementation

Fall 2023

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 20 students will have enrolled in the program and 16 students will have graduated from the program. The average student retention rate is projected to be effectively 100% based on historical precedent in the Department's other graduate programs.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	4	4	4	4
Continuing Students	0	4	4	4	4
Total Enrollment	4	8	8	8	8
Graduating Students	0	4	4	4	4

Tuition Structure

For students enrolled in the MS-RST, standard graduate tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$6,114.67 per semester for a full-time student enrolled in 8+ credits per semester. Of this amount, \$5,350.32 is attributable to tuition and \$764.35 is attributable to segregated fees. Nonresident tuition and segregated fees total \$12,830.19 per semester for a full-time student enrolled in 8+ credits per semester. Of this amount, \$12,065.84 is attributable to tuition and \$764.35 is attributable to segregated fees.

DESCRIPTION OF PROGRAM

Overview of the Program

The MS-RST degree require a minimum of 30 credits and have three components: (i) Core Courses (9-12 credits), (ii) Foundation Courses (7 credits), and Specialization Courses

(9-14 credits). Four specialty areas will be offered, based upon School of Rehabilitation Sciences & Technology expertise; those are: (a) Assistive Technology and Accessible Design (ATAD), (b) Human Factors Innovations (HFI), (c) Intervention and Consultation in Performance Psychology (ICPP), and (d) Rehabilitation Sciences (RS). A prescribed Foundation is defined for most students to take; however, advisors and students can define an alternative Foundation on an individualized basis to ensure that each student's specialized goals are met. Most students will complete a capstone experience; however, a thesis option will be available for students whose career or academic goals require one.

Students will come prepared with knowledge in statistics (3 credits), laboratory-based natural sciences (4 credits), and psychology (required for the ICPP and HFI tracks) or sociology (3 credits). These pre-requisites will be verified through transcripts or example coursework.

Student Learning Outcomes and Program Objectives

The program will facilitate clinical and translational knowledge, as well as design thinking and inquiry through traditional research experiences and/or real-world projects and community engaged learning. The curriculum reflects a blend of research and practice-oriented coursework which will leverage exploration and innovation through the delivery of traditional didactic and experiential learning supported by instructional laboratories, community engagement, fieldwork, and degree-related service. The degree directly builds upon academic and professional experiences of faculty and instructors to produce graduates who contribute and translate research and design to solve real world challenges. The primary outcomes of the program are:

1. Prepare graduates to contribute to and lead innovative methods, interventions, and approaches to promote health, occupation, rehabilitation, development, and occupational performance of persons across the lifespan.
2. Improve the quality of life for individuals who may benefit from physical, cognitive, communication, psychosocial, and technical adaptations across the lifespan.
3. Apply scientific theories of development, occupation, movement, rehabilitation, psychosocial function, and universal design to enhance quality of life and occupational performance for individuals with disabilities.
4. Identify and explain how physical, psychosocial, and technical systems interact to influence health, development/aging, occupational performance, and/or rehabilitation from injury or illness.
5. Identify and explain the philosophical, theoretical, and empirical frameworks used by professionals to address health, development/aging, occupational performance, and/or rehabilitation from injury or illness.
6. Use assessment and monitoring to develop solutions to meet the health, development/aging, occupational performance, and/or rehabilitation from injury or illness of a variety of populations and/or communities.
7. Develop the skills to advance the knowledge and practices within rehabilitation professions, occupations, industry, and related performance domains (e.g., performing arts, sport).

Taken together, the proposed program responds to the following aspects of UWM Select Mission Statement (<https://uwm.edu/mission/>): provide a wide array of degree programs; develop and maintain high quality graduate programs appropriate to a major urban doctoral university; attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; further academic and professional opportunities at all levels for women, non-binary, minority, part-time, and financially or educationally disadvantaged students; promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas, and; provide educational leadership in meeting future social, cultural, and technological challenges.

Program Requirements and Curriculum

For admission to the MS-RST degree, students must meet the general requirements of admission to a graduate program at UWM. As stated by the Graduate School, these requirements include: (1) “a baccalaureate degree, or its equivalent as determined by the UWM Center on International Education, from a regionally accredited institution, completed before the first term of enrollment in the Graduate School; (2) proficiency in the English language, and; (3) a minimum cumulative undergraduate grade point average (GPA) of 2.75 on a 4.0 scale, or an equivalent measure on a grading system that does not use a 4.0 scale”. Students applying to the degree must have completed (undergraduate) pre-requisites in statistics (3 credits), laboratory-based natural sciences (4 credits,) and psychology (required for the ICPP and HFI tracks) or sociology (3 credits). A grade of B- or better must have been obtained in each pre-requisite course. Pre-requisites will be verified through transcript review at the time of application. Students deemed not to have satisfied one or more of the perquisites may be admitted on probation and complete the pre-requisite(s) as deficiency credits within their first two semesters. Deficiency coursework will not count towards the MS-RST degree.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 9-12 credits of core courses, 7 credits of foundation courses and 11-14 credits of specialization credits from one of four specialty areas. A minimum total of 30 credits are required. With advisor approval: (1) a maximum of 6 credits of prior graduate coursework may be applied to the MS-RST degree program and (2) the Foundation courses (7cr) may be replaced with topically relevant courses that meet the foundational needs of the student’s specialty area (e.g., Neuroanatomy in place of Pathoetiology of Musculoskeletal Injury for students specializing in rehabilitation of neurological disorders).

Table 2: MS in Rehabilitation Science & Technology Degree Curriculum

Prerequisites or support courses (minimum 10 credits):

Statistics	3 credits
Natural Science(s) (Laboratory-Based)	4 credits
Psychology (required for ICPP or HFI tracks) or Sociology	3 credits

Core Courses (9-12 credits):

PRPP/ATRAN 705: Research Methods	3 credits
Or NURS 882 or NURS 883 or PH 729 or OCCTHPY 542	
KIN 702: Statistical Analysis in Health Sciences	3 credits
or OCCTHPY 742: Single Case Experimental Design	

Non-Thesis Students

PRPP 895: Capstone Project	3 credits
or OCCTHPY 790: Design Project	

Thesis Students

PRPP 799: Independent Reading	3 credits
or OCCTHPY 799: Independent Study II	
or ATRAIN 799: Independent Study II	
or PT 799: Independent Reading	
or COMSDIS: 799: Independent Studies	
PRPP 890: Research and Thesis	3 credits
or OCCTHPY 890: Research and Thesis	
or ATRAIN 890: Research and Thesis	
or COMSDIS 790: Research and Thesis	

Foundation Courses (7 Credits):

KIN 550: Psychological Aspects of Human Movement	3 credits
PT 723: Physioregulation of Exertion and Exercise	3 credits
ATRAN 521: Pathoetiology of Musculoskeletal Injury	1 credit

Specialization Courses (11-14 credits selected from 1 area)

Assistive Technology and Accessible Design (ATAD)

OCCTHPY 620: Intro to Assistive and Rehabilitation Technology	3 credits
OCCTHPY 625: Design and Disability	3 credits
OCCTHPY 760: Assistive and Rehabilitation Technology	3 credits
Electives	2-5 credits

Human Factors Innovations (HFI)

OCCTHPY 522: Health, Performance, & Injury Monitoring in Orgs.	3 credits
OCCTHPY 592: Innovative Solutions in Human Factors and Perf.	3 credits
KIN 551: Psychology of Injury	3 credits
or KIN 552: Psychology of Personal Excellence	
or NUTR 580: Sports Nutrition	
Electives	2-5 credits

Intervention and Consultation in Performance Psychology (ICPP)

PRPP 854: Prof. Studies in Sport and Performance Psychology	3 credits
COUNS 714: Essentials of Counseling Practice	3 credits
COUNS 814: Prof. Ethical and Legal Issues in Counseling Psych. or COUNS 715: Multicultural Counseling or PRPP 855: Mentored Fieldwork in Sport and Perf. Psych.	3 credits
Electives	2-5 credits

Rehabilitation Sciences (RS)

11 to 14 credits of courses selected in collaboration with faculty advisor that reflect an area of specialization to match the student's career and professional interests. At least 6 credits must come from ATRAIN, CSD, OCCTHPY, PRPP, or PT graduate level courses. 11-14 credits

Total Credits	30 credits
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Assessment of Outcomes and Objectives

Learning and educational outcomes will be continually assessed throughout enrollment in the program and continuing after graduation. An assessment plan will be developed as required by UW-Milwaukee and in the College of Health Professions and Sciences. Assessment plans will support continuous improvement.

Student learning will be evaluated using written and oral course assessments, completion of assignments and laboratory demonstrations, case analyses, as well as periodic examinations. Practical skills will be observed, and both student and instructor will reflect on and evaluate performance. Students are also assessed through contributions to classes and discussions.

The program will also go through a campus-coordinated assessment exercise required for Higher Learning Commission (HLC) accreditation. Courses in several of the participating colleges and departments also go through their own review.

In addition to representatives from the department, this expanded committee will be comprised of at least 10 members, including representatives from: (i) collaborating UW or UW-Milwaukee programs and departments, (ii) community partners, (iii) fieldwork and emerging experiential sites, and (iv) students/alumni of the MS-RST. This body will have an advising function. Their responsibilities would include suggesting and reviewing proposed strategic plans relevant to the MS-RST program, as well as reviewing curriculum plans or changes, policies and procedures, including recruitment, annual evaluation data, all MS-RST promotional materials, integration with other degree and certificate programs within the School of RST, and other important items.

An MS-RST Steering Committee will be put in place to oversee program content and delivery and will meet a minimum of once a semester. All these data sources will be reviewed recurrently each year to improve courses and programming. Admission criteria also will be monitored for correlation with student academic, clinical, and professional success. All decisions regarding curricular content, delivery, and program administrative activity will be reviewed and approved by the body prior to implementation.

Diversity

The School of Rehabilitation Sciences and Technology is committed to preparing students in multiple ways to recognize and consider the multicultural diversity in our society, the university, and its programs. Attitudes and skills to effectively engage with individuals from different cultural backgrounds is particularly critical in all degree programs within the School of Rehabilitation Sciences and Technology. The program curriculum will include opportunities for students to reflect on their own values, behaviors and attitudes and examine how these views and values may differ from those of clients from other cultures or socioeconomic strata. Students will be challenged to view issues from the perspectives of clients and interdisciplinary colleagues to enhance their client-centered approach and leadership abilities. Readings, reflections, experiences and service-learning sites are selected to broaden perspectives and to raise awareness of social issues. Team learning and interprofessional collaboration are promoted.

Creating a diverse pool of program graduates will be important relative to institutional mission, the needs of the industry and communities, and the need for future educators. Currently, among the hundreds of qualified applicants to graduate programs in the College of Health Professions and Sciences, 21.4% are from diverse backgrounds or cultures. The School of Rehabilitation Sciences and Technology has an ongoing commitment to inclusion and equity and that will continue with this program. The School has overcome some of the faculty diversity challenges faced in science and engineering fields with 63% of the faculty who are female and 20% who represent racial and ethnic minorities.

Collaborative Nature of the Program

The MS-RST has no UW System collaborations at its onset. However, the program will lean on collaborations across UWM and with several key external stakeholders in the Greater Milwaukee area to provide the breadth of learning opportunities and meet the needs of the emerging job market.

Projected Time to Degree

Most students will complete the degree in two years (4 full-time semesters). Most students will come prepared with satisfactory prerequisites. Students may elect to complete the program part-time and that would likely increase their time in the degree to 3 years (6 part-time semesters).

Program Review

Consistent with the policies and procedures of the University of Wisconsin-Milwaukee, the proposed degree will be reviewed by a faculty oversight body every five years to ensure that the degree continuously meets the needs of students and employers.

Accreditation

No accreditation will be sought for this degree.

JUSTIFICATION

Rationale and Relation to Mission

The proposed program responds to the following aspects of UWM Select Mission Statement, which can be found at <https://uwm.edu/mission/>:

To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin-Milwaukee must provide a wide array of degree programs [...]. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:

- *To develop and maintain high quality undergraduate, graduate, and continuing education programs appropriate to a major urban doctoral university.*
- *To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.*
- *To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.*
- *To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.*
- *To provide educational leadership in meeting future social, cultural, and technological challenges.*

Within the School of Rehabilitation Sciences and Technology, this program aligns well with the general missions of all our degree-programs to provide a diverse body of students with exceptional opportunities to pursue scholarly knowledge and development and to become leaders in the communities and organizations. The MS-RST will be a strong compliment to the School's existing clinical professional training programs (in Assistive Technology and Accessible Design, Athletic Training, Audiology, Occupational Therapy, Physical Therapy, Performance Psychology, Speech and Language Pathology, and Therapeutic Recreation) by enhancing opportunities for students who wish to build careers in the specialties that surround the School's clinical professions but who do not seek to practice the professions.

The MS in Rehabilitation Sciences and Technology will contribute directly to the mission of the UW System by extending our knowledge and world-recognized expertise to progressive and entrepreneurial students who will combine this knowledge with their unique lived experiences and extend it throughout our regional and national public and private organizations as they seek to improve themselves and the human condition.

The UW-Milwaukee states, in part, missions to: "...attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities"; "...further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students"; and "...establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels" (<https://uwm.edu/mission/>). The proposed MS in rehabilitation program supports the university mission of UW-Milwaukee by providing enhanced pathways and access to health professions and areas of practice that have historically struggled to accommodate disadvantaged students, contributing to a diversification of our workforce and also providing much needed innovative thinking to public and private enterprises, mainly by developing, synthesizing, and extending knowledge and skills of human factors, performance psychology, and traditional rehabilitation science into emerging areas of practice and enterprise, in cooperation with our numerous academic and professional community partners.

The MS-RST provides strategic advantage to the School of Rehabilitation Sciences & Technology, the College of Health Professions, and Sciences, and UWM overall, especially as related to enhanced student opportunity and experiences and productive partnerships during a time of ongoing university restructuring and societal transitions. These advantages are most easily seen through the increased pathways to the School's highly competitive professional training programs and radically increased access to the School's world recognized experts, and through the doctoral and research collaboration possibilities with UWM academic programs and community partners (as described in Program Array).

University Program Array

The proposed MS-RST will provide a natural complement to other degree programs at UWM, and in different schools and colleges. For example, The MS-RST will provide increased opportunities for students in Industrial, Mechanical, and Biomedical engineering to collaborate on applied research and community projects with students in the rehabilitation professions. Such collaborations are currently severely restricted by the intense nature of our professional training programs. From a curricular/course perspective, the MS-RST will invite continued and extended cooperation between the School of RST and the Kinesiology program in the Zilber School of Public Health. Similarly, the MS-RST is expected to help further build existing collaborations, such as those with Special Education (e.g., Assistive Technology) as well as past collaborations that can be rebuilt, such as those with Architecture (e.g., Accessible Design).

The ultimate impact of these increased opportunities will be seen at the doctoral and extramural research levels of the UWM array, where collaborations and productive partnerships are increasingly necessary to secure highly qualified students and to develop competitive grant proposals.

Other Programs in the University of Wisconsin System

Marquette has a Master of Science in Exercise and Rehabilitation Science that is designed to broadly prepare students for continued clinical research and/or increased competitiveness of application for professional programs such as Physical Therapy or Medicine. The Marquette program does serve a partly similar purpose as the proposed MS in RST, but it does not have the specialty tracks that are career focused. There is an MS in Rehabilitation Science offered at Concordia University Wisconsin, but the degree is for international students who hold a BS in Physical Therapy or Occupational Therapy and who need to hold an MS degree for professional practice in the United States.

In the larger region, the University of Minnesota has an MS in Rehabilitation Science that is structured similarly to Marquette's. Nationally, Northeastern University has an MS in Human Movement and Rehabilitation Sciences that is structured similarly to the proposed MS in RST insofar as the Northeastern curriculum is flexible so that it can serve student needs as they reach towards the wide array of Rehabilitation Science focused careers.

Within the larger UW-System, there are no degree programs that offer substantially similar career preparation to the proposed MS-RST. During the Notice of Intent process, a question was raised regarding similarity to UW-Stout's Rehabilitation Counseling programming. After representatives from each faculty met, it was agreed that the MS-RST is not in conflict with UW-Stout's existing degree(s).

At UW-Milwaukee, there are complimentary degrees, such as the MS-Kinesiology and MS programs in Industrial, and in Biomedical Engineering. While narrow aspects of coursework overlap (e.g., research methods, psychological aspects of human movement), the specialized coursework and intended career and knowledge outcomes of these programs are all substantially different. The MS-Kinesiology is focused primarily on human physical performance, sport, and wellness. The MS degrees in Engineering are focused primarily on technical aspects of production systems and biomedical technologies. By comparison the MS-RST is focused mainly on the intersection of humans and societal systems and how those intersections enhance (or limit) social participation and quality of life outcomes. It is not expected that these degrees will compete, but rather that they will, collectively, offer an enhanced array of options for students and make UW-Milwaukee an increasingly attractive destination for students seeking knowledge and careers across these broad and complex domains.

Need as Suggested by Current Student Demand

The School of Rehabilitation Sciences and Technology currently has only professional graduate degrees in Athletic Training, Communication Sciences & Disorders, Occupational Therapy, and Physical Therapy. These degrees cannot serve students who

desire or need rehabilitation sciences knowledge but who are not seeking employment in the licensed professions. In the last academic year alone we were forced to turn away six graduate students seeking this type of education.

Occupational health and performance is a holistic domain that includes traditional areas of practice, such as occupational safety and occupational ergonomics. As an emerging discipline area, this degree would position the School of Rehabilitation Sciences and Technology and UWM to be leaders in the development of the discipline and would provide our future graduates opportunities to be early leaders in their organizations. Many of the tenets of this degree program are designed to address the expanding role of health and performance in the occupational setting as defined by OSHA (<https://www.osha.gov/safety-management>).

Rehabilitation science is a broad field with ample employment opportunities. Adding this degree will help the School of Rehabilitation Sciences and Technology to provide graduate-level education in rehabilitation science to those working professionals who need the knowledge to further their careers. Perhaps more importantly, this degree will provide a 'soft-start' option for students who intend to pursue a professional program (e.g., Occupational Therapy) but who might struggle with a sudden shift from undergraduate work to high-intensity, full-time professional program education. Similarly, as the requirements for our professional degrees continue to increase and as students' life circumstances become increasingly complicated, this degree will provide an urgently needed alternative for students who suddenly find they cannot complete their professional degree to become a licensed practitioner, and for whom an alternative degree option will support employment opportunities.

Intervention & Consultation in Performance Psychology is an established yet relatively young field. This master's degree will allow the School of Rehabilitation Sciences and Technology to serve students interested in this area of study and for whom our current graduate level Certificate offering (i.e., Certified Mental Performance Consultant; <https://catalog.uwm.edu/health-sciences/rehabilitation-sciences-technology/certified-mental-performance-consultant-graduate-certificate/>) does not provide adequate depth.

Similarly, Assistive Technology and Accessible Design (ATAD) is a rapidly developing and evolving area of practice. The MS-RST will serve students enrolled in the Schools existing, accredited ATAD professional certificate program who, for career advancement reasons or simple desire for more advanced knowledge, require a masters degree.

We have relied heavily on the input of our existing certificate students and prospective masters' students to determine demand for this degree. These are real students who consistently and across several years have requested that the degree exist. We have also relied upon data from Burning Glass (described below) and from the US Bureau of Labor Statistics, both of which speak to long-term market potential. In all cases, we aim to serve a narrow market of students interested in the expertise our faculty can provide but for whom our top-line professional degrees are unable to serve. As we build and grow the School of Rehabilitation Sciences & Technology and the professional training

programs within, we anticipate that both demand and capacity to serve students in the this related MS-RST degree will grow.

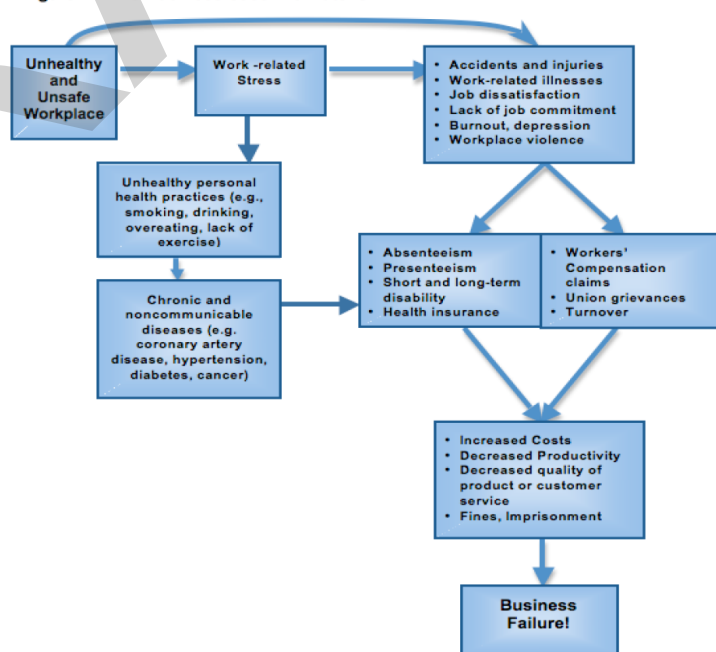
Need as Suggested by Market Demand

A primary gap that this degree program will fill is to expand the knowledge base for those interested in advancing within their current career and/or provide a bridge to a licensed professional degree program (i.e., Athletic Training, Occupational Therapy, Physical Therapy) or advanced graduate study in a Doctoral program such as the PhD in Health Sciences program at UWM. In addition, this degree program will position UWM to support students seeking differentiate themselves from their peers while seeking employment in an emerging industry related to Occupational Health and Safety Specialists and Technicians (<https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm>) and Health and Safety Engineers (<https://www.bls.gov/ooh/architecture-and-engineering/health-and-safety-engineers.htm>) as well as more recent trends in jobs classified as Human Factors professionals, Ergonomist, Insurance Claims Specialist or Loss Control Specialist, Usability Practitioner, and/or Safety Scientist. Further, it is anticipated that there will be a developing job market related to the holistic management of health and performance in a variety of populations and organizations.

The developing job and knowledge need can be anchored in guidance from the World Health Organization in their publication “Healthy Workplaces: A Model for Action” (<https://www.who.int/publications/i/item/healthy-workplaces-a-model-for-action>). A key

contextual figure from this document (right) describes the negative business-related impact when health and performance are not managed within an organization. Some of the suggestions and needs can be met through licensed healthcare providers, while other elements are advanced knowledge of occupational health and performance. As such, this degree will meet the job market demands that are growing around this concept.

Figure 1.1 The Business Case in a Nutshell



According to data retrieved from Burning Glass in October of 2022, jobs in Rehabilitation fields, including Rehabilitation Services Coordination, Performance Techniques, Ergonomics, Rehabilitation Experience, and Assistive Device Instruction, among others, are expected to grow by 14.6% over the next two years. Employment is across a wide variety of industries and in both the public and private sectors, indicating good employment opportunities across all regions and demographics of society. Wisconsin and the regions immediately surrounding Wisconsin are expected to see average to high increased employment demand.

Moreover, the specific skills areas that are the focus of this degree align very well with those in-demand skills listed in the Burning Glass report, including: Occupational Health and Safety, Environmental Health and Safety, Injury Prevention, Ergonomics, Mental Health, Rehabilitation/Rehabilitation Services, Patient Training, Rehabilitation Experience, etc.

DRAFT