

Northwest Missouri State University

Educational Diagnostician, EdS

Form 1: Notice of Forthcoming Comprehensive Review Proposal

1. Why will this proposal be subject to comprehensive review?¹
 - The institution will incur substantial costs to launch and sustain the program
 - The program will include the offering of a degree at the baccalaureate level or higher that falls within the CIP code of 14, Engineering, or chiropractic medicine, osteopathic medicine, or podiatry²
 - The program is outside your institution's CBHE-approved mission
 - The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions)
 - The program will include the offering of a professional degree (applicable only to non-University of Missouri institutions)
 - The program will include the offering of an education specialist degree
2. If the proposal is from a two-year institution planning to propose a bachelor's degree, which statutory justification will you provide evidence of?³
 - The level of education required in a field for accreditation has increased to the baccalaureate level (bachelor's degree or applied bachelor's degree); attach documentation from accreditor
 - The level of education required in a field for licensure has increased to the baccalaureate level (bachelor's degree or applied bachelor's degree); attach documentation from licenser
 - The level of education required for employment in the field has increased to the baccalaureate level (applied bachelor's degree only); attach evidence to support this claim
3. Please provide information for the primary contact regarding this proposal. DHEWD staff will direct all correspondence and questions to this person. Notify DHEWD staff if the primary contact person changes at any time during the comprehensive review.

Name	Title	Email Address	Phone Number
Jay Johnson	Associate Provost	jayi@nwmissouri.edu	660-562-1358

4. Please provide contact information for any secondary contacts. DHEWD staff will copy these contacts on all correspondence.

Name	Title	Email Address
Jamie Hooyman	Provost	jhooyman@nwmissouri.edu
Greg Haddock	Associate Provost	haddock@nwmissouri.edu

¹ [6 CSR10-4 \(4\)\(C\)](#)

² Although the administrative rule does not include chiropractic medicine, osteopathic medicine, or podiatry, [§ 173.005.2\(2\), RSMo](#), indicates that such proposals will be subject to the comprehensive review process.

³ [Section 163.191, RSMo](#)

Form 2.1: Justification for Standalone Program

Northwest Missouri State University

Educational Diagnostician, Education Specialist

COMPLETE ONLY IF PROPOSING INSTITUTION

AND POTENTIAL PARTNER INSTITUTION

CANNOT AGREE ABOUT COLLABORATION

Potential partner institution:	
Justification for standalone program:	<input checked="" type="checkbox"/> Collaboration is not feasible; or <input type="checkbox"/> Collaboration is not a viable means of meeting the needs of students and employers

Collaboration is Not Feasible

Check at least one:

<input type="checkbox"/>	The organization that would accredit this program does not allow degrees to be offered collaboratively.
<input type="checkbox"/>	The potential partner would have to hire faculty and staff to support the collaboration, while the proposing institution already has those resources in place, meaning the proposing institution may have to invest substantially more resources than the other.
<input type="checkbox"/>	The proposing institution would have to hire faculty and staff to support the collaboration, while the potential partner already has those resources in place, meaning the potential partner may have to invest substantially more resources than the other.
<input type="checkbox"/>	The potential partner would have to make significant investment in equipment and/or modify physical space, while the proposing institution already has those resources in place, meaning the proposing institution may have to invest substantially more resources than the other.
<input type="checkbox"/>	The proposing institution would have to make significant investment in equipment and/or modify physical space, while the potential partner already has those resources in place, meaning the potential partner may have to invest substantially more resources than the other.
<input checked="" type="checkbox"/>	The partners would not receive comparable financial benefits from the program.
<input checked="" type="checkbox"/>	The administrative burden of offering the program collaboratively would substantially outweigh the benefits.
<input checked="" type="checkbox"/>	The institutions are not in a geographic or physical location capacity to offer the program.
<input checked="" type="checkbox"/>	<i>Other. Describe: Northwest has been offering Education Specialist degrees for over 40 years. Additionally, Northwest's statewide mission included educator preparation, so Northwest is positioned to offer a standalone program with existing faculty in this area. Per statute to make "a good-faith effort to explore the feasibility of offering the program in collaboration with an institution the mission of which includes offering the program", based on our review no other institution in the state offers the EdS Educational Diagnostician.</i>

For each item checked above, the proposing institution must attach sufficient documentation providing evidence supporting that collaboration is not feasible:

- Accrediting organization standards precluding collaboration

Form 2.1: Justification for Standalone Program

- Documentation between institutions identifying current and needed faculty/staff to provide a high quality collaborative program
- Documentation between institutions identifying current equipment and any equipment needed by either institution and/or identifying any modifications of physical space needed to provide a high quality collaborative program
- Documentation between institutions with estimates of income and expenditures for both institutions that substantiate the lack of comparable financial benefits from a collaboration
- Documentation between institutions supporting the contention the burden of the collaboration substantially outweighs the benefits to the institutions and/or to students and the workforce
- Documentation supporting the lack of geographic proximity to a successful program
- Documentation between institutions explaining and substantiating any other reason collaboration is not feasible

Collaboration is Not a Viable Means of Meeting the Needs of Students and Employers

Check at least one:

<input type="checkbox"/>	Students participating in the program at the proposing institution would not have access to in-person instruction for coursework that is typically delivered in-person.
<input type="checkbox"/>	Students participating in the program at the proposing institution would not have access to advising and other informal in-person interaction with faculty who are experts in the field.
<input type="checkbox"/>	Students would not have access to clinicals, internships, externships, or other hands-on learning experiences in their region.
<input type="checkbox"/>	Student cost/tuition would be higher if the program was offered collaboratively.
<input type="checkbox"/>	Students would have to take more credit hours to complete the program if it was offered collaboratively.
<input type="checkbox"/>	The curriculum that would be offered collaboratively is not aligned with local employer needs.
<input type="checkbox"/>	Other. <i>Describe:</i>

For each item checked above, the proposing institution must attach documentation and evidence sufficient to establish that collaboration is not a viable means of meeting the needs of students and employers:

- Documentation between institutions substantiating a finding that students would not have access to typical in-person instruction
- Documentation between institutions substantiating a finding that students would not have typical advising from and interaction with faculty experts
- Documentation between institutions and pertinent regional stakeholders substantiating a finding that students would not have access to needed field experiences in their region
- Documentation between institutions substantiating student tuition and fees for a collaborative program would significantly exceed that of a program offered solely at the proposing institution

Form 2.1: Justification for Standalone Program

- Documentation between institutions substantiating students would be required to take more credit hours in a collaborative program than in a program offered solely by the proposing institution
- Documentation between institutions and pertinent regional stakeholders substantiating the curriculum of the proposal is not aligned with local employer needs
- Document between institutions and pertinent stakeholders substantiating any other reason collaboration is not a viable means of meeting the needs of students and employers

Northwest Missouri State University
Ed.S in Educational Diagnostician
CIP 13.1001 Special Education and Teaching, General
Form 3: Supply and Demand Analysis (Workforce Need and
Unnecessary Program Duplication)

Information Provided by DHEWD

Region

Statewide

Supply

CIP 13.1001 Special Education and Teaching, General		
Institution	Degree Level	Degrees Conferred 2020
St. Louis University	Doctorate	6
University of Missouri-Columbia	Doctorate	2
University of Missouri-Columbia	Master's	47
Webster University	Master's	34
Drury University	Master's	22
University of Missouri-St Louis	Master's	22
Missouri State University-Springfield	Master's	21
Southeast Missouri State University	Master's	17
University of Central Missouri	Master's	12
Truman State University	Master's	9
Fontbonne University	Master's	6
University of Missouri-Kansas City	Master's	3
Rockhurst University	Master's	1
No completions from Missouri were found for CIP 13.1001 at the post-master's certificate level.		
TOTAL DOCTORATE		8
TOTAL MASTER'S		194

Demand

The CIP to SOC crosswalk for this program identifies seven occupations at the elementary and secondary educator level that match the CIP. Data for these occupations will be listed by the SOC codes notes below. Note that data is transition from the 2010 SOC system to the 2018 system and different data sources are transition to the new code system on different timelines. Efforts were made to provide the most complete data possible. Data may not be available for all occupations.

SOC Code	Occupation Title
25-2051	Special Education Teachers, Preschool
25-2052	<i>Special Education Teachers, Kindergarten and Elementary School (2010 SOC only)</i>
25-2053	<i>Special Education Teachers, Middle School (2010 SOC only)</i>
25-2054	<i>Special Education Teachers, Secondary School (2010 SOC only)</i>
25-2055	Special Education Teachers, Kindergarten
25-2056	Special Education Teachers, Elementary School
25-2057	Special Education Teachers, Middle School
25-2058	Special Education Teachers, Secondary School
25-2059	Special Education Teachers, All Other
25-9043	Teaching Assistants, Special Education

U.S. Bureau of Labor Statistics Educational Attainment

Educational attainment distribution for workers 25 years and older by detailed occupation from the U.S. Bureau of Labor Statistics

Educational attainment for workers 25 years and older by detailed occupation, 2019, Percent of occupations

	25-2051 to 25-2059	25-9043
Less than high school diploma	0.3	No data
High school diploma or equivalent	3.9	No data
Some college, no degree	5.3	No data
Associate's degree	3.5	No data
Bachelor's degree	33.4	No data
Master's degree	50.1	No data
Doctoral or professional degree	3.5	No data

Data Source: 2019 American Community Survey Public Use Microdata, U.S. Department of Commerce, U.S. Census Bureau
 Table Source: Employment Projections program, U.S. Bureau of Labor Statistics

O*NET Online

Education levels reported by O*NET Online

By Percent of Respondents				
Education Required	Bachelor's Degree	Post-baccalaureate certificate	Master's Degree	Last Updated Date
25-2051	32	32	24	8/2019
25-2055	N/A	N/A	N/A	N/A
25-2056	N/A	N/A	N/A	N/A
25-2057	41	12	47	8/2018
25-2058	65	18	18	8/2018
25-2059	38	33	29	8/2020
25-9043	N/A	N/A	N/A	N/A

N/A – not available

Job postings (i.e., Burning Glass)

Most commonly requested level of education based aggregated job postings from Burning Glass Labor Insight™

Missouri Job Postings Data, November 1, 2020 – October 31, 2021

Geography	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Associate or less	Percent of postings by degree level: Bachelor's	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
25-2051	125	70.4%	N/A	77.3%	28.4%	N/A
25-2052	98	76.6%	38.7%	72.0%	24.0%	1.3%
25-2053	456	53.3%	8.2%	88.1%	21.0%	0.8%
25-2054	42	31.0%	N/A	N/A	N/A	N/A
25-2059	179	65.9%	34.8%	78.0%	7.6%	N/A
Missouri Total	900	59.7%	35.2%	81.2%	19.7%	0.6%
Source: Burning Glass Labor Insight™						

U.S. Job Postings Data, November 1, 2020 – October 31, 2021

Geography	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Associate or less	Percent of postings by degree level: Bachelor's	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
25-2051	7,594	69.4%	56.5%	64.9%	22.9%	2.9%
25-2052	9,013	72.6%	55.8%	52.1%	26.7%	3.4%
25-2053	44,365	53.4%	8.5%	82.8%	31.1%	2.3%

25-2054	3,138	54%	17.0%	79.8%	32.3%	4.7%
25-2059	29,710	62.3%	64.6%	55.4%	21.9%	2.6%
U.S. Total	93,820	58.2%	39%	67.6%	26.4%	2.6%
Source: Burning Glass Labor Insight™						

Query Definition:

- Report Type: Minimum Advertised Education. Note that a large percentage of job posting ads do not include education requirements.
- Time frame: Jobs posted in the last 12 months
- Geography: State of Missouri and Nationwide
- Occupation:
 - Job Postings for SOC Code 25-2051, 25-2052, 25-2053, 25-2054, and 25-2059. No data was available for other SOC codes in the reference list.
- Type of Posting: All New Postings

Occupational projections

Missouri Occupational Employment Projections, 2018-2028

Occupation	2018	2028	2018-2028		Annual Openings			
	Estimated Employment	Projected Employment	Net Change	Percent Change	Exits	Transfers	Growth	Total
Total, All Occupations	3,058,772	3,195,144	136,372	4.5%	137,452	219,416	13,637	370,505
Special Education Teachers, Preschool (25-2051)	337	345	8	2.37%	11	14	1	26
Special Education Teachers, Kindergarten and Elementary School (25-2052)	1,611	1,645	34	2.11%	54	68	3	125
Special Education Teachers, Middle School (25-2053)	1,428	1,443	15	1.05%	48	60	2	110
Special Education Teachers, Secondary School (25-2054)	2,791	2,831	40	1.43%	93	118	4	215
Special Education Teachers, All Other (25-2059)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Additional factors to consider:

Institution Response

Number of Projected Completers from Proposed Program Per Year

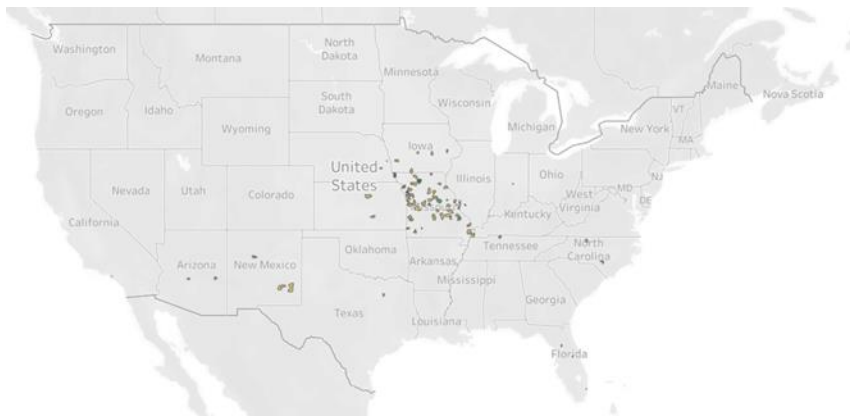
<Year 1>	<Year 2>	<Year 3>	<Year 4>	<Year 5>	<Year 6>
0	5	10	17	25	35

If you would like to provide additional information about the workforce need for the proposed program or the reason it does not unnecessarily duplicate other programs, please do so here:

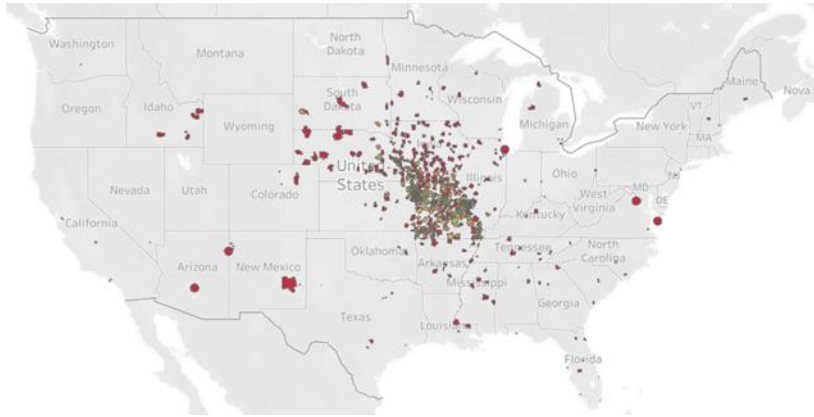
Northwest submits the following points for consideration that each indicate a strong and compelling workforce need for the Education Specialist Education Diagnostician program:

1. While the statewide data may indicate moderate demand, Northwest utilizes regional and national data to understand program demand given our close proximity to Iowa, Nebraska, and Kansas, and our institutional online enrollment strategy. Regional and national “heat maps” of prospective student interest indicate greater demand than statewide data from MDHEWD. The heat maps are below:

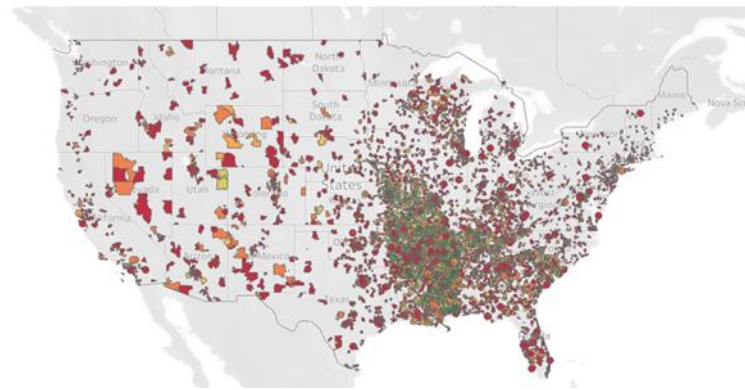
The first heat map demonstrates Northwest inquiries for current MSED Educational Diagnostician, revealing broad state-wide interest:



The second heat map indicates Northwest inquiries for Education Specialist degrees, showing considerable regional interest with pockets of potential students throughout the nation:



The third heat map indicates the current Education Specialist interest nationwide, revealing strong nation-wide interest in Northwest graduate education degrees, specifically at the Specialist Level. This data demonstrates very strong state, regional, and national interest:



2. Alaska and Texas are moving towards an educational diagnostician requirement for special education. Nationally, Idaho, New Mexico, Alaska, Texas, and Louisiana are at the forefront of developing advanced credentials for Educational Diagnosticians. It is anticipated that Missouri will be soon to follow, which will summarily increase current demand for the MSED Educational Diagnostician and the proposed Education Specialist Educational Diagnostician. It is anticipated that Northwest will be the first to serve this need in Missouri, as well as in the broader region.
3. With the current and potential need for educational diagnostician programs, it is highly likely the workforce will opt for institutions that provide educational diagnostician programs at the Education Specialist level, rather than enroll in an additional master's program. In other words, many educators with MSED degrees in special education or closely related content areas will likely opt for the Education Specialist degree to attain the required knowledge and skills to thrive as an educational diagnostician, rather than seek an additional MSED degree. This will be an attractive option for an educator's personal income and professional growth.

4. There is a concern across the country regarding learning loss due to COVID-19 and the many learning and logistical challenges the pandemic presented. This is especially true for K-12 students with identified learning needs. Northwest's Education Specialist in Educational Diagnostician is a timely degree that addresses those concerns with attention to the latest methods for serving that population more equitably and effectively. The role of Educational Diagnostician has expanded in importance during the COVID-19 pandemic. Educational Diagnosticians possess specialized skills in interpreting the results of standardized tests, including intelligence tests, which serve as a qualifier for special education services. The Diagnostician program has coursework in student testing, analysis, interpretation, and communication. It also provides content knowledge and training in collaboration with stakeholders- including students, families, and administration- and these in-demand skills will serve Missouri citizens in the era defined by increasing pandemic-related learning loss for Missouri PK-12 learners.

5. Missouri, which has routinely had Special Education teachers on the list of qualified shortage areas, will need many more Educational Diagnosticians in the coming decades. It is likely that the current certification pathway, School Psychological Examiner, is a position of great importance but for many school districts it is a luxury. Hiring a credentialed school psychologist with a terminal degree and the experience required is simply too expensive for all but the most well-resourced districts. Many rural schools near Maryville would prefer to hire a person with Educational Diagnostician skills and qualifications. It is likely that Missouri will follow the path of Texas and Louisiana in developing a new credential. Northwest would like to be at the forefront of innovation, quality, excellence, and public service. The Ed.S in Educational Specialist thus drives forth our institutional mission for educator preparation while serving the public good through higher education.

6. In Missouri there are few school psychological examiner certifications awarded each year. This is apparent in faculty research conducted by surveying all school districts across the state to see what credentials examiners have. Unfortunately, many districts are utilizing examiners who are teachers, counselors, or other district professionals that either do not possess an appropriate school psychological examiner certification, or the proper training that is needed to give intelligence assessments and interpret what the scores mean. Without the proper training, the validity and reliability of all instruments used are lowered. Furthermore, this calls into question the proper placement of these student populations, who may be not receiving the services that they should under the federal guidelines. Additionally, during the COVID-19 pandemic there has been an increase in retirement of school psychological examiners, which has created a need that some school districts are left to rely on retired individuals to come back and give examinations and, perhaps, even provide some much needed services to this student population.

Northwest Missouri State University
EdS in Educational Diagnostician
CIP 13.1001 Special Education and Teaching, General
Form 3: Supply and Demand Analysis (Workforce Need and
Unnecessary Program Duplication)

Information Provided by DHEWD

Region

Statewide

Supply

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Drury University	Master's	22
University of Missouri-St Louis	Master's	22
Missouri State University-Springfield	Master's	21
Southeast Missouri State University	Master's	17
University of Central Missouri	Master's	12
Truman State University	Master's	9
Fontbonne University	Master's	6
University of Missouri-Kansas City	Master's	3
Rockhurst University	Master's	1
No completions from Missouri were found for CIP 13.1001 at the post-master's certificate level.		
TOTAL DOCTORATE		8
TOTAL MASTER'S		194
TOTAL DOCTORATE – SURROUNDING STATES		58
TOTAL MASTER'S – SURROUNDING STATES		1,533
No completions from surrounding states were found for CIP 13.1001 at the post-master's certificate level. See details by institutions in the tables that follow.		

**CIP 13.1001 Special Education and Teaching, General -
Institutions in states surrounding Missouri
Master's**

Institution	Institution Type	Confe
University of the Cumberlands	Private	
Fort Hays State University	Public	
University of Kansas	Public	
Georgetown College	Private	
University of Illinois Chicago	Public	
Morningside College	Private	
National Louis University	Private	
Northern Illinois University	Public	
Vanderbilt University	Private	
Emporia State University	Public	
Concordia University-Chicago	Private	
University of Nebraska at Omaha	Public	
DePaul University	Private	
Eastern Kentucky University	Public	
University of Nebraska at Kearney	Public	
Pittsburg State University	Public	
Baker University	Private	
Northeastern Illinois University	Public	
University of Louisville	Public	
Lipscomb University	Private	
University of Central Arkansas	Public	
Illinois State University	Public	
Saint Xavier University	Private	
Arkansas Tech University	Public	
University of Arkansas	Public	
Wichita State University	Public	
University of Oklahoma-Norman Campus	Public	
Western Kentucky University	Public	
Harding University	Private	
Concordia University-Nebraska	Private	
Dominican University	Private	
University of Northern Iowa	Public	
Campbellsville University	Private	
Eastern Illinois University	Public	
Freed-Hardeman University	Private	
Carson-Newman University	Private	
East Tennessee State University	Public	
Greenville University	Private	

Kansas State University	Public
Murray State University	Public
Southwestern Oklahoma State University	Public
Chicago State University	Public
Northwestern College-Orange City	Private
Wayne State College	Public
Aurora University	Private
Lewis University	Private
Friends University	Private
Spalding University	Private
University of Illinois Urbana-Champaign	Public
Western Illinois University	Public
East Central University	Public
Asbury University	Private
University of Kentucky	Public
Mount Mercy University	Private
Southern Illinois University-Edwardsville	Public
Southwestern College-Winfield	Private
The University of Tennessee-Chattanooga	Public
Union College-Barbourville	Private
University of Iowa	Public
Washburn University	Public
Elmhurst University	Private
Christian Brothers University	Private
Tennessee State University	Public
Lincoln Memorial University	Private
Kentucky State University	Public
Bellarmino University	Private
Iowa State University	Public
Lee University	Private
Loyola University Chicago	Private
Rockford University	Private
Roosevelt University	Private
Southern Illinois University-Carbondale	Public

CIP 13.1001 Special Education and Teaching, General - Institutions in states surrounding Missouri		
Doctorate		
Institution	Institution Type	Confe
University of Illinois Chicago	Public	
University of Kansas	Public	
University of Oklahoma-Norman Campus	Public	
Vanderbilt University	Private	

University of Illinois Urbana-Champaign	Public
University of Iowa	Public
Illinois State University	Public
Kansas State University	Public
University of Kentucky	Public
Southern Illinois University-Carbondale	Public

Demand

The CIP to SOC crosswalk for this program identifies seven occupations at the elementary and secondary educator level that match the CIP. Data for these occupations will be listed by the SOC codes notes below. Note that data is transition from the 2010 SOC system to the 2018 system and different data sources are transition to the new code system on different timelines. Efforts were made to provide the most complete data possible. Data may not be available for all occupations.

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U.S. Bureau of Labor Statistics Educational Attainment

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Educational attainment for workers 25 years and older by detailed occupation, 2019, Percent of occupations

	25-2051 to 25-2059	25-9043
Less than high school diploma	0.3	No data
High school diploma or equivalent	3.9	No data
Some college, no degree	5.3	No data
Associate's degree	3.5	No data
Bachelor's degree	33.4	No data

Master's degree	50.1	No data
Doctoral or professional degree	3.5	No data

Data Source: 2019 American Community Survey Public Use Microdata, U.S. Department of Commerce, U.S. Census Bureau
Table Source: Employment Projections program, U.S. Bureau of Labor Statistics

O*NET OnLine

Education levels reported by O*NET OnLine

By Percent of Respondents				
Education Required	Bachelor's Degree	Post-baccalaureate certificate	Master's Degree	Last Updated Date
25-2051	32	32	24	8/2019
25-2055	N/A	N/A	N/A	N/A
25-2056	N/A	N/A	N/A	N/A
25-2057	41	12	47	8/2018
25-2058	65	18	18	8/2018
25-2059	38	33	29	8/2020
25-9043	N/A	N/A	N/A	N/A

N/A – not available

Job postings (i.e., Emsi Burning Glass)

Most commonly requested level of education based aggregated job postings from Burning Glass Labor Insight™

Missouri Job Postings Data, November 1, 2020 – October 31, 2021

CIP	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Associate or less	Percent of postings by degree level: Bachelor's	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
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25-2053	456	53.3%	8.2%	88.1%	21.0%	0.8%
25-2054	42	31.0%	N/A	N/A	N/A	N/A
25-2059	179	65.9%	34.8%	78.0%	7.6%	N/A
Missouri Total	900	59.7%	35.2%	81.2%	19.7%	0.6%

Source: Emsi Burning Glass Labor Insight™

U.S. Job Postings Data, November 1, 2020 – October 31, 2021

CIP	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Associate or less	Percent of postings by degree level: Bachelor's	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
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25-2052	9,013	72.6%	55.8%	52.1%	26.7%	3.4%
25-2053	44,365	53.4%	8.5%	82.8%	31.1%	2.3%
25-2054	3,138	54%	17.0%	79.8%	32.3%	4.7%
25-2059	29,710	62.3%	64.6%	55.4%	21.9%	2.6%
U.S. Total	93,820	58.2%	39%	67.6%	26.4%	2.6%
Source: Emsi Burning Glass Labor Insight™						

Surrounding States Job Postings Data, November 1, 2020 – October 31, 2021

CIP	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Associate or less	Percent of postings by degree level: Bachelor's	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
25-2051	579	54.2%	40.8%	44.9%	12.7%	1.6%
25-2052	1,693	59.6%	56.8%	35.7%	6.7%	0.8%
25-2053	5,000	45.3%	6.3%	83.0%	10.2%	0.4%
25-2054	397	32.0%	13.4%	70.9%	14.2%	1.6%
25-2059	3,429	56.3%	50.2%	42.1%	7.6%	0.2%
Surrounding Total	11,098	50.8%	32.4%	58.2%	8.9%	0.5%
Source: Emsi Burning Glass Labor Insight™						

Query Definition:

- Report Type: Minimum Advertised Education. Note that a large percentage of job posting ads do not include education requirements.
- Time frame: Jobs posted November 1, 2020 – October 31, 2021
- Geographies: State of Missouri, Surrounding States, and Nationwide
- Occupation:
 - Job Postings for SOC Code 25-2051, 25-2052, 25-2053, 25-2054, and 25-2059. No data was available for other SOC codes in the reference list.
- Type of Posting: All New Postings

Occupational projections

Missouri Occupational Employment Projections, 2018-2028

Occupation	2018	2028	2018-2028		Annual Openings			
Title	Estimated Employment	Projected Employment	Net Change	Percent Change	Exits	Transfers	Growth	Total
Total, All Occupations	3,058,772	3,195,144	136,372	4.5%	137,452	219,416	13,637	370,505
Special Education Teachers, Preschool (25-2051)	337	345	8	2.37%	11	14	1	26
Special Education Teachers, Kindergarten and Elementary School (25-2052)	1,611	1,645	34	2.11%	54	68	3	125
Special Education Teachers, Middle School (25-2053)	1,428	1,443	15	1.05%	48	60	2	110
Special Education Teachers, Secondary School (25-2054)	2,791	2,831	40	1.43%	93	118	4	215
Special Education Teachers, All Other (25-2059)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

U.S Occupational Employment Projections, 2020-2030

Employment in thousands

Note the classification difference related to special education teachers as the national data was able to transition to the new coding system before state-level data.

Occupation	2020	2030	2020-2030		Annual Openings
Title	Estimated Employment	Projected Employment	Net Change	Percent Change	Annual Average
Total, all occupations	153,533.8	165,413.7	11,879.9	7.7%	18,474.4
Special education teachers, preschool (25-2051)	20.8	23.4	2.5	12.1%	1.8
Special education teachers, kindergarten and elementary school (25-2052)	188.6	203.4	14.8	7.8%	15.7
Special education teachers, middle school (25-2057)	78.5	84.4	5.9	7.5%	6.5
Special education teachers, secondary school (25-2058)	140.9	151.8	10.8	7.7%	11.7
Special education teachers, all other (25-2059)	34.3	37.9	3.6	10.5%	3.0

Surrounding States – Occupational employment projections are developed independently by each state, using a variety of statistical methods and weights. As such, occupational projections cannot be compared or combined by state. Data for Iowa, Nebraska and Kansas is provided for informational purposes.

<https://projectionscentral.org/Projections/LongTerm>

State	Occupation Name	2018 Estimated Employment	2028 Projected Employment	2018-2028 Net Change	2018-2028 Percent Change	Average Annual Openings
IA	Total, All Occupations	1,833,700	1,966,270	132,570	7.2%	229,860
IA	Special Education Teachers, Preschool (25-2051)	2,870	3,060	190	6.6%	240
IA	Special Education Teachers, Kindergarten and Elementary School (25-2052)	1,600	1,700	100	6.3%	140
IA	Special Education Teachers, Middle School (25-2053)	1,670	1,770	100	6.0%	140
IA	Special Education Teachers, Secondary School (25-2054)	1,760	1,880	120	6.8%	150
IA	Special Education Teachers, All Other (25-2059)	1,220	1,330	110	9.0%	110
KS	Total, All Occupations	1,494,010	1,532,630	38,620	2.6%	176,350
KS	Special Education Teachers, Preschool (25-2051)	350	360	10	2.9%	30
KS	Special Education Teachers, Kindergarten and Elementary School (25-2052)	1,460	1,510	50	3.4%	120
KS	Special Education Teachers, Middle School (25-2053)	410	420	10	2.4%	30
KS	Special Education Teachers, Secondary School (25-2054)	820	850	30	3.7%	70
KS	Special Education Teachers, All Other (25-2059)	260	280	20	7.7%	20
NE	Total, All Occupations	1,131,230	1,193,630	62,400	5.5%	138,730
NE	Special Education Teachers, Preschool (25-2051)	160	170	10	6.3%	10
NE	Special Education Teachers, Kindergarten and Elementary School (25-2052)	1,300	1,370	70	5.4%	110
NE	Special Education Teachers, Middle School (25-2053)	590	620	30	5.1%	50
NE	Special Education Teachers, Secondary School (25-2054)	1,090	1,150	60	5.5%	90
NE	Special Education Teachers, All Other (25-2059)	70	80	10	14.3%	10

Additional factors to consider:

Institution Response

Number of Projected Completers from Proposed Program Per Year

<Year>	<Year>	<Year>	<Year>	<Year>	<Year>
<Number>	<Number>	<Number>	<Number>	<Number>	<Number>

If you would like to provide additional information about the workforce need for the proposed program or the reason it does not unnecessarily duplicate other programs, please do so here: