**FORM 1** **COVER SHEET**

**NEW DEGREE PROGRAM PLANNING NOTIFICATION OF INTENT**

**(PLANNING NOI)**

Program Name: **B.A.Ed. Global Literacy Development**

Institution Name: **Central Washington University**

Degree Granting Unit: **College of Education and Professional Studies**

Degree: **Bachelor of Arts in Education** Level: **Bachelor** Type: **Arts in Education**

Major: **Global Literacy Development** CIP Code: **32.0108**

Minor *(if required for major)*: N/A

Specialization(s) *(if applicable)*: N/A

Proposed Start Date: **Fall 2012**

Projected Enrollment (FTE) in Yr One: **5** At Full Enrollment: **30**

Funding Source – (*State FTE, Self Support, Other)*: **Self-Support**

**Mode of Delivery / Locations**

____ Off Site

_X___ Single Campus Delivery - ***(Ellensburg)***

_X_ Distance Learning - Online

____ Other

**Substantive Statement of Need (***Attach Sheet)*

**Academic Department Representative**

Dr. Janet A. Finke, Associate Professor
Language, Literacy, and Special Education
MS 7406
509 963 1951
finkej@cwu.edu

11-7-11 11-2-11

**Chief Academic Officer/Provost** **Date** **Dean of College** **Date**

## Substantive Statement of Need

## Global Literacy Development Major

The Global Literacy Development major is proposed to be a face-to-face and/or online program designed to prepare professionals to work with communities and various educational, government or international organizations. The graduates will possess confidence and competence in promoting written and oral literacy growth and development. These individuals will be knowledgeable about literacy education, be able to communicate effectively, and have the skills to develop programs and plans of action appropriate for rural, urban, and suburban communities across cultures and around the world.

**Evidence of Community of Need**

The *2008 Strategic Master Plan for Higher Education* established a goal for increasing the number of degrees produced by 40% annually. This increase is viewed as critical in preparing individuals for the demands of the workforce, noting that "declining levels of baccalaureate and graduate degree attainment will result in real losses for Washington, and not just in talented workers for business and industry." A *System Design Plan Update* (October, 2011) relates that the progress toward this goal has been slowed due to the current economic climate. The Global Literacy Development major has been designed to help meet this goal by providing a new, innovative bachelor's degree program that has the potential of appealing to more individuals from under-represented populations, providing students interested in education with an alternative to classroom teaching, and preparing students for employment opportunities in a wide variety of settings. By offering this program in face-to-face and online formats, opportunities become available for a number of undergraduate students, without the limitation of geographic location. Also, the humanitarian and intercultural focus of the program has a broad appeal, with the potential to interest a more diverse population of students.

Finally, the Global Literacy Development major is strengthened by the collaboration between the Literacy Program in the College of Education and Professional studies and the Communication Program in the College Arts and Humanities. This new major will also be strengthened through collaboration with the International Reading Association that has established and supported a variety of international programs. The broad appeal of the Global Literacy Development major will attract students of all ages from a variety of backgrounds.

According to the *NAFSA (2009)* 90% of the general public believes it is very important to prepare future generations of Americans for a global society. The Longview Foundation (2008) follows up on this belief by stating "students today are graduating into a world that is interconnected as never before. All the major challenges, whether in health, environment, poverty, or peace and security, require cooperation across borders and boundaries…and citizens in the U.S. are expected to vote and act on issues of global importance. Our education system is not preparing young people for this new reality." On a national level, according to *ProLiteracy* (2011), American employers spend billions of dollars each year on training employees in remedial reading, writing and mathematics. In addition annual health care costs are four times higher for people with low literacy levels, and half of all adults in the U.S. correctional institutions cannot read or write, while 85% of youth offenders have reading difficulties. Globally, it is estimated that 860 million of the world's adults do not know how to read or write (nearly two-thirds of this number are women), and that more than 100 million children lack access to education. (*International Literacy Day*, 2011). There are a vast number of global development issues in which education and literacy join forces to play an important role in developing countries. "With serious issues like HIV/AIDS, chronic malnutrition, malaria and host of others having dire consequences in the developing world, literacy can be a valuable tool to help fight these scourges" (*International Reading Association*, 2011). Finally, considering our own State, 10% of our population is lacking basic literacy skills, with nearly

25% in some counties. This percentage translates into people within Washington State who may be unable to effectively provide for their children, seek the jobs they desire, further their education, adequately participate in electing their government officials, and most importantly claim their human right of literacy.

This innovative major in Global Literacy Development will prepare individuals for work with community, government, non-government organizations, and charitable agencies to develop, implement and administer literacy programs that have the potential to impact health, economic, and peace issues in the U.S. and in developing countries.

In summary, the Global Literacy Development major will:

- Increase literacy rates nationally and world-wide
- Build capacity for future students in higher education
- Attract students from typically underrepresented populations

**Employer Need**

According to the *Global Learning in the Undergraduate Curriculum Report* (2009), stakeholders believe that graduating students will be more employable if they possess proficiency and knowledge of global themes and issues. Seventy-two percent of employers want more emphasis on global issues and developments in the general curriculum. Sixty-three percent believe that recent college graduates do not have what it takes to survive globally. (*Global Education Report*).

Addressing employer need from a different perspective, the *Alliance for Excellence in Education*, reports that the 25 fastest-growing professions have greater than average literacy demands, while the fastest-declining professions have lower than average literacy demands. And, about 40% of high school graduates lack the literacy skills employers seek. Graduates from this proposed major will be able to work with employers to support literacy development in the workplace and community.

Employers are looking to universities to prepare their employees with a variety of curricular and co-curricular global learning opportunities. Employment for college graduates with a Bachelor of Arts in Education with a Global Literacy Development major will have a variety of options locally, nationally, and internationally.

Employment opportunities include:

- Adult Literacy and Remedial Education teachers (no certification required)
- Development officers in the area of literacy, nationally and internationally
- Program managers (CIA, USAID, UNESCO, International Reading Association, Peace Corps)
- Language officers
- International Human Resource Managers
- Remedial Trainers in Corporations

**Student Demand**

A survey conducted in 3 different undergraduate courses at Central Washington University provides data showing strong interest in this major. The table below summarizes the data collected. Students in COM 189 (Introduction to Communication), EDLT 308 (Literacy I), and EDBL 430 (Sheltered Instruction) were asked to take this short survey at the beginning of a class session. They were informed that they were not being asked to change their majors, but to consider their interest in this major, if it were an option.

**Global Literacy Program Survey**

Central Washington University Courses Surveyed – EDLT 308 Literacy I; COM 189 Introduction to Communication; EDBL 430 Sheltered Instruction

N = 72

| | | Yes | No |
|---|---|---|---|
| **Questions #1** | Would you be interested in a program that prepares you for international career options? | 54 (75%) | 18 (25%) |
| **Question #2** | Would you be interested in a program that prepares you to communicate and collaborate with government and community leaders for the purpose of designing, implementing and administering literacy development programs nationally or in developing countries? | 47 (65%) | 25 (35%) |

| | | | |
|---|---|---|---|
| **Questions #3** | Would you be interested in a program that prepares you to adapt and function effectively as a leader in cross-cultural settings? | 58 (80%) | 14 (20%) |
| **Question #4** | Would you be interested in a program that leads you to a career in humanitarian efforts? | 49 (68%) | 23 (32%) |
| **Question #5** | Would you be interested in a program that prepares you to work with various educational, government, or international agencies? | 56 (77%) | 16 (23%) |

The results of the survey demonstrate that there is a strong interest in a major focusing on issues in global literacy, communication and education.

After investigating Global Literacy programs at public and private institutions in Washington State (Western Washington University, Evergreen University, Seattle Pacific University, Seattle University, Washington State University, Washington GU), no other undergraduate programs were found that prepared students for employment as non-certified professionals in literacy development and communication skills. This innovative major will effectively fill this need.

According to the *Teacher Education Program Report*, 2010-2011, as reported to OSPI, approximately 50% of CWU's teacher education graduates are not employed in a certified teaching position. With the opportunity to major in Global Literacy Development, graduates will be prepared to seek employment in a wider variety of organizations beyond public and private schools. Students will also be prepared to go on to graduate studies in disciplines such as international studies development, education (teacher certification), communication, and linguistics.