

Goal 3 Objective 2 Meetings of 11/24&25/03

Present: Kiope Raymond and Don Ainsworth

The following, subject to revision will be the Components for the next TIII grant application to be submitted in 2004.

Title III Hawaii/Alaska Coop Ideas

November 2003

Component 1: Distance Education Technology to increase student access, particularly Native/rural students

With Maui in the lead, cooperating partners would be phased onto the Tegrity distance education software platform over the five-year grant period, alternating between Alaska and Hawaii partners. Each institution would purchase one main platform and 1-3 "suitcase" platforms, depending on need. As each institution phases on, it begins to deliver courses related to partnership programs received by all partners already using Tegrity. [Expenditure of approximately \$100,000 per campus plus personnel/faculty release.]

Component 2: Sustainable Technology program development to increase rural economic development activities

Maui as the lead institution would help partners develop one or more aspects of Maui's existing Sustainable Technology program relevant for partner institutions/environments. Then each partner would develop one or more new courses particular to their own communities' needs for delivery to all partner institutions. By Year 3, a certificate in Sustainable Rural Development would be designed such that, through shared delivery, students at each institution could be certified in the whole program. [Expenditures would be for faculty release, travel, and possibly personnel.]

Component 3: Linking Culture and Science through Technology (Leeward is already doing this so might be a natural partner)

Combining elements of 1 and 2, each partner institution would develop a piece of an Indigenous Peoples Study Exchange Program that would (a) integrate language studies, cultural studies, and relevant science-related topics (e.g., anthropology, navigation, ethnobotany, ethnozoology, culinary arts, kayak building, etc.); (b) foster faculty and student exchanges at partner institutions; (c) carry transferable credits among the partner institutions; and (d) articulate into partner institutions' degree programs. [Expenditures would include equipment specific to courses, personnel/faculty release, faculty travel (student travel would have to be supported some other way – Title III won't fund direct aid to students.)

Component 4: Supporting the Learning Centers through testing, tutoring, and remedial skills development programs.

Supporting elements of 1, 2, and 3 above, improve existing programs and develop new systems to more effectively prepare students for and assist them with their chosen field of study. Deliver training to outreach sites to prepare tutors for the Learning Center initiatives. Integrate our libraries into this support system with respect to online services as needed. (Expenditures would be for faculty assigned time, travel, licenses, supplies and personnel)