



---

***Grays Harbor College Reservation-Based  
Associate of Arts Program  
Student Handbook  
2010-2011***

## **Table of Contents**

Welcome ...President Ed Brewster – Grays Harbor Community College  
Native American Ethics

### **Section 1: The Reservation-Based AA Degree Program**

- The Value of General Education
- The Grays Harbor AA degree
- Other degrees/certificates available
  - Cultural Resource Management Certificate
  - Evergreen Upper Division BA Program
- Sequence of Courses in the AA Degree
- Monthly Saturday Classes at the Longhouse
- Study leaders and weekly Site Sessions and schedule
- Course Load
- The online component
- Accessing your online courses
- Books

### **Section 2: Help for Students**

- Advice from Mark, your advisor
- GHC Student Handbook Tips for Success
- Tips for being a successful online student
- Tips from Program Cohort 1 to New Students
- Important referral addresses

### **Section 3: Policies, Placement, Money**

- Placement testing
- Financial aid
- GHC Academic Standards and Regulations

### **Section 4: Course Descriptions**

### **Section 5: Calendar**

- Washington Online Calendar

### **Section 6: Contact Information**

- Faculty
- Study leaders
- Support Staff

## **Native American Ethics**

1. Rise with the sun to pray. Pray alone. Pray often. The Great Spirit will listen, if you only speak.
2. Be tolerant of those who are lost on their path. Ignorance, conceit, anger, jealousy, and greed stem from a lost soul. Pray that they will find guidance.
3. Search for yourself, by yourself. Do not allow others to make your path for you. It is your road and yours alone. Others may walk it with you, but no one can walk it for you.
4. Treat the guests in your home with much consideration. Serve them the best food, give them the best bed, and treat them with respect and honor.
5. Do not take what is not yours whether from a person, a community, the wilderness, or from a culture. If it was not earned nor given, it is not yours.
6. Respect all things that are placed upon this earth – animal, people, or plant.
7. Honor other people's thoughts, wishes, and words. Never interrupt another or mock or rudely mimic them. Allow each person the right to personal expression.
8. Never speak of others in a bad way. The negative energy that you put out into the universe will multiply when it returns to you.
9. All persons make mistakes, and all mistakes can be forgiven.
10. Bad thoughts cause illness of the mind, body, and spirit. Practice optimism.
11. Nature is not FOR us, it is a PART of us. It is part of your worldly family.
12. Children are the seeds of our future. Plant love in their hearts and water them with wisdom and life's lessons. When they are older, give them space to grow.
13. Avoid hurting the hearts of others. The poison of your pain will return to you.
14. Be truthful at all times. Honesty is the test of ones will within this universe.
15. Keep yourself balanced. Your mental self, Spiritual self, Emotional self and Physical self- all need to be strong, pure, and healthy. Work out the body to strengthen the mind. Grow rich in spirit to cure emotional ails.
16. Make conscious decisions as to who you will be and how you will react. Be responsible for your own actions.
17. Respect the privacy and personal space of others. Do not touch the personal property of others, especially sacred and religious objects. This is forbidden.
18. Be true to yourself first. You cannot nurture and help others if you cannot nurture and help yourself first.
19. Respect others religious beliefs. Do not force your belief on others.
20. Share your good fortune with others. Participate in charity.

***Count your life by smiles not tears. Count your age by friends, not years.*** - Author Unknown



## **Welcome to Grays Harbor College!**

All of us associated with Grays Harbor College welcome you to the Reservation-Based Associate in Arts Program. By taking this step, you are choosing a solid path towards a bachelors degree and eventually on to a rewarding career.

We are proud of the partnership we have developed with The Evergreen State College and its Reservation-Based Community-Determined Bachelor of Arts Program. In addition, our partnering tribes have also been significant as this education opportunity has emerged.

Your success is important to all of us here at Grays Harbor College – we are here to help you in whatever way we can. Please don't hesitate to ask! We offer you an excellent faculty and staff committed to providing you with outstanding learning opportunities and services for all students.

I encourage you to become as involved as possible in the classes you are enrolled in here at Grays Harbor College. I know you will agree that enrolling and learning at Grays Harbor College is one of the best decisions you ever made.

Best wishes for a rewarding year at GHC in our Reservation-Based AA Program!

Edward J. Brewster  
President

## **Section One: The Reservation-based AA Degree Program**

The Grays Harbor College Reservation-Based “Bridge Program” is a direct transfer Associate of Arts (AA) degree. This degree can be transferred to any Four-year College or University. In most cases, this degree will satisfy the general education degree requirements at any Four-year College or University. For best results you should complete the entire set of course offerings. Students who complete the AA degree will ensure that all of their credits are accepted for transfer to a four year college or university.

### **The Value of General Education**

The Grays Harbor College general education philosophy is designed to help students become intellectually free people who make informed and enlightened decisions, not only in college, but beyond. Courses offered throughout the humanities, the social sciences, the natural sciences, and the professional / technical fields emphasize the most valuable and remarkable achievements of humankind, provide students the opportunity to integrate knowledge and skills from a broad base of content areas into their chosen programs, and encourage students to develop abilities in the following areas, including, for those in our Reservation-Based program, indigenous knowledge arena.

#### **\* Disciplinary Learning**

Knowledge of content in prerequisite or transfer courses, as well as preparation for a career.

#### **\* Literacy**

Skills in reading, writing, speaking, listening, and quantifying, as well as awareness and appreciation of learning styles and lifelong learning options.

#### **\* Critical Thinking**

Competency in analysis synthesis, problem solving, decision-making, creative exploration, and formulating an aesthetic response.

#### **\* Social and Personal Responsibility**

Awareness of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.

#### **\* Using Information Resources**

Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.

**\* Indigenous Knowledge:** Understanding the way knowledge is acquired, retained, expanded, and valued in indigenous communities.

## **The Grays Harbor College (GHC) Associate of Arts (AA) degree**

The GHC AA program is designed as a hybrid “distance learning program” that combines online classes with face-to-face classes. This GHC program is often referred to as the “bridge program” because it was designed to articulate with Evergreen’s upper-division Reservation-Based program so students would have a Reservation-Based Bachelor’s degree available. This Associate of Arts degree (AA) also transfers to any four-year college or university.

In Fall 2010 the Lower division AA program served students from Nisqually, Quinault, Queets, Squaxin Island, Shoalwater Bay/Aberdeen, and Makah. Students from Muckleshoot and Hoh River have also participated in this program in the past. Students from other reservations or urban areas are also welcome to join this program.

Each quarter the student typically enrolls in two online courses as well as two face-to-face courses. The online courses are taught by faculty from a variety of the Washington Community Colleges in the Washington State community college system. With the GHC Bridge program we generally try and have all the other students from all the Reservation sites in the same online classes each quarter. By moving through the curriculum as a group or cohort, we think can learn from each other and benefit from working together.

The online classes run exactly 10 weeks each quarter with assignments due each week. A typical online week generally will begin on Thursdays (12:01 AM) and end on the following Wednesday night (11:59 PM). While the program uses faculty from a number of different community colleges, Grays Harbor College is the official home-college of this program (GHC Reservation-Based Bridge program) and the place where all students register and receive their student services. The curriculum is fast-paced and challenging but the faculty are excellent and great to work with. They are very student-centered and supportive of this new project. To serve Native students in this program the faculty have made changes to improve their course instructional design and make their courses more culturally relevant.

### **Other degree programs available**

#### *A Cultural Resource Management Certificate*

In addition to earning an AA degree with Grays Harbor College, students may earn a certificate in Cultural Resource Management certificate by taking two additional Anthropology courses and doing fieldwork through South Puget Sound Community College. Many of the other courses in this certificate program are of the same AA degree offering that the Bridge program includes within its offering. Please see South Puget Sounds website for further information at <http://www.library.spscc.ctc.edu/crm/crm.htm> or contact Dr. Dales Croes (see faculty list) for additional information of this Cultural Resource Management Certificate.

#### *Evergreen’s Upper Division RBCD Bachelor’s degree Program*

The upper division Reservation-Based program offered through Evergreen is open to students who have accumulated 90 credits and have Junior and Senior standing only. This program leads to a Bachelor of Arts degree (BA). The Evergreen upper-division program (BA program) is currently available at Muckleshoot, Nisqually, Port Gamble/Suquamish, Tulalip, and Quinault. The Evergreen program meets twice a week on-site and four times over a quarter at the Evergreen Longhouse (The 4-Saturdays) and is comprised mostly of face-to-face classes. Evergreens Reservation-Based program is an interdisciplinary Liberal Arts program taught from a Native perspective. It prepares students to go into many different careers.

### **Sequence of Courses in Grays Harbor AA Degree**

The courses in this AA degree and the sequence of offering are indicated below. Many of these courses are available year-round but enrolling in the sequence indicated below will ensure that you are in the same course as most of the other Reservation-Based students.

Quarter	Year 1	Year 2	Year 3
Fall Quarter 2010	First Year Orientation (FYE 101) is held at the Evergreen Longhouse (1 cr)  Online: Health & Wellness 101 (5 credits)  Online: English 101 or Eng 95 or Eng 060**(5 cr.)  Saturdays: FYE 102 (2 cr.) Battlegrounds (1 cr.)	English 102 (5 credits)  Anthro 210: Indians of North American (5 credits)  Saturdays: Seminar (2) Battlegrounds (1 cr.)	Earth Science 102 (5) Math 107 (5)  Upper division Saturday Class (optional)
Winter Quarter 2011	Cultural Anthropology (5 credits)  Library 120 (5 credits)  Saturdays: Speech (2 cr) Battlegrounds (1 cr.)	Anthro 220: Northwest Coast Peoples (5 cr.)  American Govt 202 (5 credits)  Saturdays: Writing class (2 credits) Battlegrounds (1 cr.)	Anthro 204: Archaeology (5 cr.), Astronomy 101 (5 cr.)  Upper division Saturday Class (optional)
Spring Quarter 2011	Biology 100 (5 credits) Art Appreciation 100 (5 cr.)  Saturdays: Speech (2cr) Battlegrounds (1 cr)	Gen Psych 100 (5 cr.)  Music Appreciation 105 (5 credits)  Saturdays: Upper division Saturday credit (optional & available)	
Summer (optional)	English 95 or 060 Dev Ed Math 60,70, 95, 98 Other courses	English 95 or 060 Dev Ed Math Other courses	English 95 or 060 Dev Ed Math Other courses

\* Actual courses and sequence may vary with a student depending upon prior college credit a student brings in and the need to take pre-college English and Mathematics courses. Most courses are available every quarter but we attempt to have our students take as many of the same courses together and be a cohort as much as possible.

\*\* Note: dev ed math and dev ed English will be offered at various levels (English 60, 95 and Math 60,70,95,98) appropriate to student placement test scores

### **The Longhouse Monthly Meetings in Olympia**

In addition to taking several online courses, student attend face-to-face classes that meet once a month at the Longhouse at The Evergreen State College campus in Olympia, Washington. At these sessions students from all of the program sites come together and meet as one big group to engage in a common morning and afternoon class. Depending on the quarter, the morning class may consist of a “Learning to Learn course” which is an interdisciplinary study-skills course, a Speech course, or a reflective writing class. These are face-to-face, not online, classes and are taught in a more traditional style.

All facets of the Longhouse days are very engaging. It's very energizing to be in a class of more than 50 Native students. And this is a program where students really have a voice. Over the lunch hour students are encouraged to participate in "Student Government" which is a club-type involvement. It's a rewarding experience and helps build the leadership skills and networking capabilities of its participants. Student government is open to both Evergreen and Grays Harbor Bridge students.

The Saturday afternoon class, called *Battlegrounds in Indian Country*, includes all students from the GHC Bridge program and The Evergreen State College Reservation Based Community Determined program upper division program. It's a great opportunity for GHC students to meet upper division Evergreen students. Many GHC Bridge program students eventually transfer into The Evergreen State College Res-Based upper division program to complete a Bachelor's degree. The *Battlegrounds* afternoon session focuses on current issues in Indian Country. This course is very unique. It is based around original Native Case Studies that our program has developed. The cases are now being used by colleges across the United States. Case topics have included Makah whaling, the Quileute and Hoh tribes' land disputes, Indian gaming, economic development, health issues in Indian Country, and many more. A major website <http://www.evergreen.edu/tribal/cases> has all of the Evergreen case studies available for others to use. The Grays Harbor/Evergreen *Battlegrounds* course is the beta test site for all the Native Cases. Frequently guest speakers are part of the *Battlegrounds* sessions, giving us unusual access to Indian leaders. Students organize in small groups to discuss the cases. Students tell us the case approach is very engaging, and they learn a great deal. We've found our students to be exceptional problem solvers! Cases are emailed to all students to read before the Saturday class discussions.

*What time do they start the –Saturdays classes?*

Students are asked to arrive by 8:30 AM at the Evergreen Longhouse in Olympia. The first half hour is a "meet and greet time" (free time, coffee time, bathroom, etc.). At 9 AM both the GHC and the Evergreen programs begins with a blessing and then introductory comments. The students then split up to attend their morning courses which begin promptly at 9:30 AM. Evergreen's upper division students have a choice of sessions and the GHC students attend courses in other courses. The morning class for the Bridge student depends upon a student's class standing. First year students take FYE 102 in the Fall, which is a study skills course. Then in the Winter and Spring they take a Public Speaking course. Currently both of those courses are taught by Cindy Marchand-Cecil. Second year morning courses for GHC students include more advanced Humanities courses.

*Lunch on the "4-Saturdays"*

Lunch is "brown bag" on the 4-Saturdays and that means you bring your own lunch for the day. Lunch is generally from 12:30 pm to 1:30 pm. Please bring enough food and snacks for the day and for any children if they are attending. Also there is a café and deli in the College Activities Building. Please do not leave the campus for lunch since that might make you late to the afternoon class which begins promptly at 1:30 PM in the Evergreen Longhouse. Guest speakers often participate in this class, and it is important to be respectful of them by being on time.

All Bridge students must attend the afternoon session. Classes end about 5:00 pm.

Childcare on the 4-Saturdays is available to the Bridge students but by prior arrangement only. If you are considering using the Evergreen Childcare Center, please contact the center immediately and also contact Michelle Aguilar-Wells so she is informed of who is using the Saturday childcare facility (contact information is included in this handbook). Childcare costs are the responsibility of the parent/student.

The “4-Saturdays” for the 2010-11 year will be held at The Evergreen State College campus and in its Longhouse on the following dates:

Fall Quarter 2010 – Oct. 2<sup>rd</sup>, Oct. 23<sup>rd</sup>, Nov. 13<sup>th</sup>, Dec. 4<sup>th</sup>  
Winter Quarter 2011 - Jan. 8<sup>th</sup>, Jan 29<sup>th</sup>, Feb. 19<sup>th</sup>, March 12<sup>th</sup>  
Spring Quarter 2011 - April 2<sup>rd</sup>, April 23<sup>rd</sup>, May 14<sup>th</sup>, June 4<sup>th</sup>

### **Study-Leaders and Weekly Site Meetings**

The third component of this program is weekly site meetings for reservation communities that have a sufficient number of students enrolled. These sites have an onsite “study leader” who will hold a weekly study-session with students and other sites have “virtual study leaders” who connect with students via email. In both cases, this person will be your ally, coach, and occasional nag. They are there to help you on your journey as you do your college work and courses associated with this program. The study leader will convene a weekly study class at each site. The overall intent of the weekly site class is to provide a “face-to-face” community that will contribute to student engagement, learning, and academic growth. These weekly site sessions will help you become organized, and answer questions you may have about your courses and assignments. Feel free to check in with your site “study leader” regarding how to perform functions within the “ANGEL” platform. Also your site “study leader” can help you immediately with about your online class or how to do an assignment.

Site Classes with “Study Leaders” meet as follows:

<b>Site</b>	<b>Bridge Meeting Day/time</b>
Quinault: at mini-mall class room	Wednesdays 2pm - 6pm
Nisqually: at Library/Ed Center	Thursdays 5pm – 8pm
Muckleshoot:	Not available at this site. Will use virtual study leader services.
Aberdeen/Shoalwater Bay: upstairs of GHC Library	Individualized meetings but thinking Tuesdays and beginning at 1:30 pm.

The study leaders consider it a privilege to work with you. They have been selected because they are wonderful role models and mentors. You are expected to attend the weekly site class in your community and for a list of current study leaders and their contact information, see the site study leader contact list at the end of this handbook.

## **Course Load**

Full time students with the Bridge program typically enroll in two-online courses (5-credits each) and the 4-Saturdays in which the morning class is comprised of a two-credit humanities course or the two credit FYE 102 course. The Saturday afternoon class is a one-credit Humanities all program seminar class (the Battlegrounds class). Students also attend “the weekly site-study sessions” as a program requirement and for optimum success with the program. The “study sessions” are a place to get weekly help, have quality study-time, and to perform any tasks with your classes that you may be having difficulty doing at home or on your own. By using this time effectively and learning from these interactive session, you will learn to master the functions and tasks associated with being in a distance-learning program. Students may also enroll for less credit depending upon other time commitments. Please check with Mark Ramon if you feel you would rather be a part-time student. Online courses demand considerable time, and some online courses have multiple assignments each week. *Register only for the number of credits you can do!*

## **The Online Component**

The other major piece of the program is the online courses which are provided through an entity called Washington Online (WAOL). Washington Online serves all of the 34-Community and Technical Colleges in the State of Washington and they have the ability to deliver online classes and instruction over an Internet based system and using a program known as “ANGEL” (7.4 version). Angel is a web-based online learning system that allows students to login for access with its features in order to read, input information or respond, print host documents, and ability to email each other in the course including the instructor, and engage in online learning.

Some of the benefits of online classes are that they require little to no commuting to campus. They can be done at home. They are available 24 hours a day, 7 days a week, and generally one only needs a computer and Internet access in order to do the courses. Online classes are very compatible with working and variable family schedules.

## **Accessing Your Online Class**

Generally there are two-ways you can get to your online class or the **ANGEL** student web-page: one-way is to go through the Washington Online homepage (<http://waol.org/>) and the other is to go through the Grays Harbor College homepage (<http://angel.ghc.edu/default.asp>) or (<http://www.ghc.edu>). All of these access points are good ways to get you to your online login screen and then eventually the online class. The more you become familiar with how to get into your online classes, the easier it becomes. Then we suggest you mark the quickest way to get to that access-link and save it as a favorite.

Washington Online has a student-centered website that offers course access, 24 hour technical help, and a wealth of information about success and performance while you are an online student. It also has the ability to allow you to enter their online class by displaying the login page so they can login to get into their online class! The website can be accessed by going to <http://waol.org>

To get to your online classroom please go to this website:

- Go to <http://waol.org>
- Then find and select “Grays Harbor ” on the drop-down college listing.
- Then the “Login page” will appear!
- Enter your USER ID number and PASSWORD.
  - Your USER ID number is **your entire Student ID number** issued to you by Grays Harbor College (example: 123456789 and use no dashes)!
  - Next type in your PASSWORD. **Your PASSWORD is the first five letters of your last name (or less if you don’t have 5 letters in your last name).**
  - Click on “Logon button”! You should now be in your online ANGEL webpage! Once you are logged in, you can change your password or anytime after that by clicking on the “Preferences” button.
- When you are logged in then you should see a desktop/screen with your name on it. The classes you are enrolled in will be listed under “My Courses.”
- Click on the “name of the class” you would like to enter and begin your work!
- Another access route is go to: <http://angel.ghc.edu/default.asp> and then enter your student I D number as your user name and then enter your password which is the “First 5 letters of your last name or less if you don’t have 5 letters in your last name.”

Definitely make note that Washington Online (WAOL) provides 24-hour technical help and support for all its users. They offer a 24-hour toll-free help line (**1-866-425-8412**) or one can go to their webpage for complete online “help desk” services and information:

[http://waol.org/general\\_info/help\\_desk.aspx](http://waol.org/general_info/help_desk.aspx) The phone number and/or “help desk” link are very important information to know! Remember these services are available 24-hours a day, 7-days a week and they can help you with any login questions or how to do features within the ANGEL online learning system!

### **Books for the Program**

The Grays Harbor College Bookstore has all the books for the program and if you have any questions about how to purchase them please call and ask them any questions you have about how to get your books (360-538-4105). Books are made available for purchase from the GHC Bookstore two weeks before the classes start. The GHC Bookstore can ship the books to your home, but there will be a shipping fee if you chose that option. The GHC Bookstore webpage (<http://www.ghc.edu/bookstore/index.htm>) has a wealth of information including a comprehensive booklist which you will need to order your books. The “book list” shows title, author, edition, publisher, ISBN number and cost of the book. If you’d like your books shipped to your home there is a form on the GHC Bookstore website. Just download and print out that form. Fill it out and fax it or speak with them over the phone regarding shipping your books to your home. The GHC Bookstore fax number is 360-538-4293. Of course it’s up to you to decide how to obtain your books for the program. You can also find your books from other sources but be sure you purchase the books early so that you can complete your assignments on time.

## Section Two: Help for Students

### Candid remarks from the Bridge program coordinator, Mark Ramon, about this program

This program is designed to bring a high quality degree program to people living on or near reservation communities. Many of these communities had no consistent educational opportunities available in the past. The program has been operating for six years now, and we know that it works. It is a proven and innovative design combining online courses with face-to-face learning opportunities along with strong support systems to enable students to succeed. It is even more unique in that many aspects of the program are culturally relevant to Native people.

What is required to succeed? First of all, you, the student, need to really want it and organize your life to make it happen. This will get easier the more fully you engage the program. For a couple of weeks, especially at the beginning, it may seem overwhelming, but as you become organized and learn how to submit your assignments, things will smooth out.

Commitment and follow through are fundamental to student success. You need to have a strong ability to do work on your own and complete your work in a timely manner. For best results you should plan on spending at least two to three hours a day (if not more) studying. The time you spend includes doing your assignments, reading your textbook, and being on the Internet.

Some of the best advice I can give you is don't fall behind in any of your classes and use the support systems in the program. Also, communicate with your instructor or me, and use your study leader and/or any student support services that are available, especially if you are falling behind or having difficulty performing certain tasks. Weekly study sessions and the study leader are there to help you in understanding how to do any assignments.

I am your advisor and I'm always available to help you in any way I can. I communicate regularly with all the students, reminding them of upcoming deadlines and events. I also send period emails labeled "Mark's Message" that contain important information and tips for student success.

Students must have a computer or access to one and internet access. Ideally they should also have some elementary computer skills already, such as being able to keyboard (type), type-up a paper on the computer, and edit and save that work. Students should also be able to do email and attach and send electronic files.

### Other Tips for Success

**Start early in Zero Week:** Zero week or pre-week is when online classrooms open-- a week before the actual first day of online instruction. This is a time to get organized, look over and print out the course syllabus from your online class, and start to organize your class material within a 3-ring binder! Constructing an organized notebook of each of your classes can be a very helpful tool for success. Also be sure to post your introductory biography (introduce yourself in the online class) in each of your online classes during zero week since this will enable

your financial aid to be released. Get to know your teacher and fellow students by reading all postings and emails from them. Many faculty give extra credit for participating in zero week assignments, and it's a great way to get acclimated to the ANGEL environment where online classes take place.

**Attendance:** There is a direct relationship between attending class and success in a class. It is essential that you attend class. Faculty members determine their own policies in terms of make-up work and penalties due to absences. Students who are absent must assume the responsibility to inquire about those policies with each of their instructors. Faculty policies on late work vary. Some faculty do not allow any late work or allow make-up work at all.

**Know important dates:** Know important dates of your online classes the 4-Saturday dates of the quarter s you can plan ahead. Pay attention also to college deadlines including "W day" which is the last day you can "officially withdraw" from a course. Avoid receiving a "V" grade. A "V" grade is computed as an "F" on ones transcript and that is something to try and avoid.

**Get to know your instructors:** Talk with your instructors and get to know them. They are people too and like to hear an update a time or two from you. Act on your instructor's advice or referrals to college support services. Students who take advantage of college support services in a timely manner are more likely to succeed, and we want everyone to have as many opportunities to succeed as possible. Discuss ideas for term papers or other class projects with your instructors. If you are unclear about an assignment then double check with your instructor or study leader. Discuss ambitions, hobbies, or career plans with your instructor, that way they have an idea of what your interests are.

**Get to know other students:** This could be one of the most important suggestions for your success with this program. Think about being involved in a study group with other site students and make friends with as many students as possible that way you have a wide network of support and ideas for your classes. Other students may also share tips for success with you and then you will learn from each other.

**Take advantage of college support services:** First, if you need help contact your "study leader" and/or Mark Ramon right away. Know your "study leaders" contact information or contact Mark Ramon at 360-538-4090 or [mramon@ghc.edu](mailto:mramon@ghc.edu). He has good advice and access to helpful resources. Also talk to a [counselor](#) or the college staff about the services available to you. [Tutoring](#), [career services](#), personal counseling, [computer labs](#), etc. are all tools put in place to help you succeed. Pick up the phone and call the GHC Counseling Center and let them know you are at a great distance and that scheduling a phone conference is the only way you can make a session! They will then schedule a time to do a phone conference. Take advantage of these services early...don't wait till the end of the quarter! We know that successful students take advantage of all helpful resources that are available to them.

**Time management:** Quality learning takes time. For every hour you spend in class, plan on spending two to three hours outside of class on that subject. For example, if you are enrolled in six credits plan on studying 12-18 hours per week with those six credits of class. If you are enrolled in 15 credits, plan on studying 30 hours per week.

**Don't agonize, organize:** There are many ways to organize your life and your studying. Learn to plan realistic study time and play time. Plan for the unexpected. This is a skill you can learn and it will make college life much easier. Make a commitment to do a task right the first time so you don't have to do it over again or later. College counselors can help you with time management and study techniques. Ask other successful students what they do to help them succeed. Learn from each other and it does get a little better the more you do it or this program (the experience from doing it).

And last but not least:

- strive for excellence, not perfection
- be on time
- don't make excuses
- take responsibility for yourself
- don't sweat the small stuff. Keep your eye on the "big picture".



## **Keys to Success as an Online Student**

In some ways online learning is similar to face-to-face classes, but there are also some differences. The following are keys to success for online students, taken from students (just like you), faculty and staff with a great deal of experience with online classes:

1. Successful students have set aside enough time to do the work. Most create study schedules and stick to them.
2. Successful students carefully read everything in the online classroom. The more time students spend in the online classroom, the better they tend to do.
3. Successful students are skilled at reading directions carefully and thoroughly. They read the directions as many times as needed.

4. Successful students know that their instructor is ready to answer any questions, and successful students don't hesitate to ask. Instructors expect lots of questions, especially early in the quarter.
5. Successful students learn to decode the written feedback they receive from instructors. If they are unclear on feedback from an instructor, they email the instructor and ask for an explanation.
6. Successful students stay caught up with their work and keep from falling behind.
7. Successful students use Zero week to get organized and start their online courses.
8. Successful students call Angel tech support (1-866-425-8412) when they encounter a technology problem that they cannot easily solve themselves.
9. Successful students are diligent and determined. If anything goes wrong, they are solution-oriented. They reach out for help to instructors, tech support or their study leaders.

## Advice from Past Students to New Students



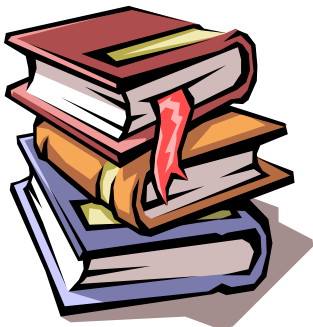
### Student 1

- Establish realistic goals
- Establish a regular routine
- Don't be afraid to look at other people's work and teacher's comments to make sure you are on the same page as your peers and teachers
- Don't be afraid to ask questions, because you are working online it's easy to misunderstand the requirements of the assignment and or get lost navigating.
- Each teacher seems to set the classes up differently online, like where they put assignments up or even there forums... take the time to acclimate yourself to each class.
- Amaze yourself! Show yourself just how smart you are!



## Student 2

- **Time Management:** Find the time that works for you to do homework online. Early morning before work and a set time in the evening worked best for me. Since I worked full time I had to have a consistent time to do my online work. I also posted comments to fellow students during lunch or if I could check online during break time at work.
- **Keep up on Work:** It's important to keep up on work and not to get behind. If you do get behind, contact the Instructor. I tried not to wait until the last minute to do my assignments so if something happened I had extra time to do my work.
- **Homework and Assignment folder:** At the beginning of the quarter I copied all my assignments with all applicable reading materials and made a notebook. Separate the weekly assignments with a section folder. Note the week on the section folder. This is really important because you always know the due dates, reading, assignments, etc. Highlight as you finish the work.
- If you have an opportunity for **extra credit**, do some of it. It helps your grade. It also provides a little cushion if you don't do so well in another assignment.
- **Look up the work** you are studying (i.e.: Socrates) online and **read extra articles** on the work you are studying as well as the author. It often sheds light on what you are reading.
- **Utilize the resources out there for help.** The Writing desk at Grays Harbor College was very helpful in my English/writing classes. Response time was quick and very helpful.



### **Student 3:**

My tip would be to start slow with maybe one on-line class to get the hang of it and then add more classes. The other thing to be aware of is that each professor has their class set up differently so you have to look in different areas depending on the class. You really do need to spend time on the computer each day for these on-line classes. Keeping track of your assignment due dates are very important. Getting behind is not a good idea because it is nearly impossible to catch up. Working on the class each day is the best way to succeed.

### **Student #4**

#### **Tips on being successful in the GH Bridge Program**

1. Keep on task; don't let yourself fall behind because it is hard to catch up once you do.
2. Make sure you read the Syllabus a few times so that you understand what is expected from you. (Participation/assignments/postings/etc.)
3. Don't wait until the last day or even the day before an assignment is due to start working on it. If you get it done early you will have more time to relax and get a head start on the next assignment.
4. Try to post your assignments early otherwise it looks like everyone is copying everyone else's work by having the same answers, or you have less choice in answers if everyone posts the same answer you were going to post.
5. Talk to your fellow classmates if you are having problems with an assignment or if you are having problems using the blackboard. We are all willing to help each other.
6. Print out everything for the class before it starts and have it organized in a binder. You will go back to it many times during the quarter; it's much easier than logging on and trying to find it on line.
7. Keep copies of all work submitted and copies of all corrections or comments made on your assignments by your instructor (you might need it later on in the class). Also if you researched assignments on the web, keep track of the sites so you can correctly post them on your assignment.
8. Try not to drop a class because you think that you are not doing well. Talk to the teacher; get encouragement from faculty and classmates to see if they feel you should stick with it and to stick it out.
9. Don't get discouraged with these classes you can stay at home, work, and go to school at the same time! Who could ask for a better way of getting a degree?
10. Have fun and enjoy what you are doing, try not to stress out.

## **Important Help links and Phone numbers**

WAOL help line- <http://waol.org/> and then click on “help desk”! Then click on **Washington Online Help Support Center**. Helpline is **1-866-425-8412**, twenty-four hours a day seven days a week, 365 days a year!

WAOL people help- Connie Broughton at [cbroughton@sbctc.edu](mailto:cbroughton@sbctc.edu)

Your advisor: Mark Ramon – Call Mark at 360-538-4090 or 1-800-562-4830 ext. 4090 or email Mark at [mramon@ghc.edu](mailto:mramon@ghc.edu)

Faculty (see list at end of this handbook)

Study leader (see list at end of this handbook)

Grays Harbor College (GHC) website is: <http://www.ghc.edu>

GHC Reservation-Based Bridge program website is: <http://www.ghc.edu/distance/reservation>

GHC Writing Center: <http://www.ghc.edu/t3/lc.htm>

GHC Library: <http://www.ghc.edu/library/>

GHC office of financial aid: <http://www.ghc.edu/finaid/index.html>

GHC bookstore: <http://www.ghc.edu/bookstore/>

The Evergreen State College Reservation-Based Community Determined program website is <http://www.evergreen.edu/tribal>

## Section Three: Policies, Placement, Money

**Placement Testing** – GHC offers placement testing that helps new students assess their basic learning skills in reading, writing, and mathematics. Many courses in the Reservation Based A.A. program require these skills, and taking the placement test is also an admissions requirement especially if you are new at GHC. Mark Ramon offers placement testing for students in their home communities as part of the admissions process and with this program. Contact Mark Ramon to find out details regarding testing in your community.

**Financial Aid** – Many students in the Reservation Based Bridge A.A. program need financial aid to help them pay for classes and books. Financial aid is potentially available through your tribe but most tribes require that each student also apply with the Free Application for Federal Student Aid form, otherwise known as the FAFSA. If you are eligible with FAFSA it may be enough to support your entire education. To retain your financial aid you need to also maintain “satisfactory progress” each quarter (continually pass your courses). Also contact Mark Ramon at your earliest opportunity to discuss how to apply for financial aid resource. He may also be aware of some scholarships or grants or other funding resources.

## Academic Standards & Regulations (from the GHC Catalog)

### Grading Policy

The quality of a student’s work in a course is measured by an “A” - “F,” four point maximum, grading system. Plus (+) and minus (-) signs are used to indicate achievement above or below the grades listed in the following description. “A+” and “D-” grades are not used. For the purpose of assigning grade points, a plus (+) increases the grade value by 0.3 and a minus (-) decreases the value by 0.3. For example, a “C” grade has a value of 2.0, a “C+” has a value of 2.3 and a “C-” a value of 1.7. Grades are normally assigned according to the following criteria.

**A = 4.0 grade points per credit hour.** The highest grade, “A,” is reserved for students who have excelled in every phase of the course.

**A- = 3.7 grade points per credit hour.**

**B+ = 3.3 grade points per credit hour.**

**B = 3.0 grade points per credit hour.** The “B” grade is for students whose work is excellent but does not warrant the special distinction of the “A.”

**B- = 2.7 grade points per credit hour.**

**C+ = 2.3 grade points per credit hour.**

**C = 2.0 grade points per credit hour.** The “C” grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course.

**C- = 1.7 grade points per credit hour.**

**D+ = 1.3 grade points per credit hour.**

**D = 1.0 grade point per credit hour.** The “D” grade is the minimal passing grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements in a substandard manner.

**F = No credit.** 0 grade points (credits attempted are calculated in grade-point average). The “F” grade indicates that the student has failed to meet or has accomplished so few of the requirements of the course that he or she is not entitled to credit.

**W = No credit.** A course withdrawal made officially through the Office of Admissions and Records will be recorded with a “W” designation.

**I = Incomplete.** Special circumstances may warrant the use of the temporary grade “I” to indicate that the student is doing passing work in the class but has been unable to complete an essential requirement of the course because of factors beyond his or her control. An incomplete grade must be made up within the time period specified by the instructor; otherwise, the “I” will be converted to an “F.” Students do not re-enroll in an incomplete course.

**V = Unofficial Withdrawal.** A “V” grade indicates that the student has not completed the essential work of the class and has discontinued participation without officially withdrawing. This grade will be computed into the student’s grade-point average as an “F.”

**P = Passing.** No grade points. The “P” grade is given only in courses adopting the passing or unsatisfactory system. All courses must have a number less than 100 for use of a “P” grade.

**U = Unsatisfactory.** No grade points. The “U” grade may be given only in courses adopting the passing or unsatisfactory system, unless otherwise approved by the Instructional Council.

**N = Audit.** No credit or grade points.

**R = Repeated.** This designation is placed next to the grade earned in a course for which a student had previously received a grade, but has since repeated. Grade points and credit will be determined by the last grade earned. To have your records changed you must fill out a [Repeated Class Request Form](#) (MS Word format) and submit it to your Credentials Evaluator.

The circumstances involved in determining whether the student receives a grade of “F,” “W,” or “V” are explained under the sections entitled Dropping a Course and Withdrawal from College. No grade points or credits are allowed for the grades of “I” or “W;” those grades are not computed in the grade-point average.

### Computation of Grade-Point Average (GPA)

The grade-point average is computed as illustrated in the following example:

Courses	Credit Hours	Letter Grade	Grade Points
Math 107	5	A- (3.7*)	18.5
Hist 101	5	B (3.0*)	15.0
Music 231	2	C+ (2.3*)	4.6
Psych 100	5	D (1.0*)	5.0
PE 104	1	F (0.0*)	0.0
<b>Total</b>			<b>43.1</b>

(\*points per credit)

In order to compute the grade-point average, the total number of grade points earned is divided by the total number of credits attempted. The sum of the credits must include those courses in which an “F” or “V” grade is received. In this example, 43.1 divided by 18 credit hours results in a grade-point average of 2.39.

In computing the grade-point average when a course has been repeated, only the last grade earned is used.

### Auditing a Course

A student must obtain permission from the instructor prior to registering as an auditor. No student will be allowed to audit a course after withdrawal day. Auditors are expected to attend class regularly but do not take examinations nor receive grades or credit for the course. An auditor can receive credit for the course only by enrolling in a future quarter as a regular student. The regular fee schedule is charged for all audits.

### Repeating a Course

A student may repeat any course to improve his or her grade. The most recent grade will be used to calculate the grade-point average. Grade repeat forms are available at the Office of Admissions and Records or from the advisor during registration. These forms must be completed by the student and returned to the Office of Admissions and Records for the proper adjustments on the transcripts.

## **Repeat Withdrawal Restriction**

Students may withdraw from a course and subsequently re-enroll two times without penalty (one initial enrollment, plus two repeats). Past the third attempt, the student will need the permission of the instructor to re-enroll in a course from which the student has previously withdrawn. Re-admittance, even with permission, will be dependent upon development of a course-completion plan.

## **Grades**

Students access their grades by using the [Information Kiosk](#) on GHC's Website and by requesting an unofficial transcript off that Kiosk. A SID (Student Identification Number) and a global PIN are required in order to obtain or see the unofficial transcript over the GHC website. If a student finds omissions or errors on the transcript, a written request must be made to the Office of Admissions and Records for a review of the transcript not later than the last day of the next quarter in residence. In no case may a student make a written request for a change after two years have elapsed. If all obligations to the college have not been fulfilled the transcript will be withheld.

## **Scholastic Standards Policy**

Through its scholastic standards policies, Grays Harbor College expects students to assume responsibility for their own academic progress. As such, these policies reflect the belief that, by functioning as self-directed learners, students can gain the greatest possible satisfaction and benefit from their college experience. Students whose names appear on the President's List are recognized for high academic achievement.

Low scholarship status is a warning to the student to improve his or her educational performance. It also emphasizes that the student should, where appropriate, undertake basic skills course work or seek help from instructors and/or counselors. These standards also serve as minimum levels of progress for veterans enrolled at Grays Harbor College. These standards are not used as minimum levels of progress for financial aid recipients enrolled at Grays Harbor College.

**A. High Scholarship Status President's Honor Roll:** A student who completes fifteen or more credit hours of courses, which must be numbered 100 or above, and earns a grade-point average of 3.5 or higher in any one quarter will be placed on the President's List. The student's transcript will be endorsed HONOR ROLL for that quarter.

**President's Graduation Honors:** A student who receives an associate degree with a cumulative grade-point average of 3.5 or higher will be honored as a President's Scholar. The student's transcript will be endorsed PRESIDENT'S SCHOLAR. On a one-time only basis, transcripts are also endorsed GRADUATED WITH HONORS to recognize those who graduate in the top ten students of their graduation year.

## **B. Low Scholarship Status**

Low scholarship regulations pertain to those students who enroll in ten or more credit hours in any college courses. A student is considered to be on low scholarship status for one or more of the following reasons:

1. Transfer from another college with an accumulated GPA of less than 2.0.
2. Transfer from another college while on academic probation, suspension, or dismissal status.
3. Failure to maintain a cumulative GPA of at least 2.0.
4. Accumulation of ten or more credits attempted as a part-time student (over a period of two or more successive quarters) with a cumulative GPA of less than 2.0.

## **C. Academic Warning**

The first time a student is on Low Scholarship Status, the transcript will be endorsed ACADEMIC WARNING. The student will receive written notification of this status. The student will remain on Warning Status in subsequent quarters until the cumulative GPA is raised above 2.0. If the cumulative GPA is raised to 2.0 or above in the subsequent quarter, the student will be removed from academic warning. If the cumulative GPA is below 2.0 in the subsequent quarter, the student will be placed on ACADEMIC PROBATION. The vice president for student services shall develop and maintain appropriate intervention strategies to assist students on academic warning to improve their performance.

## **D. Academic Probation**

If a student is on Warning Status and does not attain a cumulative GPA of 2.0 in a subsequent quarter, the transcript will be endorsed ACADEMIC PROBATION.

The student will receive written notification of this status. The student will remain on Probation Status in subsequent quarters until the cumulative GPA is raised above 2.0. However, the quarterly GPA must be at 2.0 or higher or the student will be placed on ACADEMIC SUSPENSION. The vice president for student services shall develop and maintain appropriate intervention strategies to assist students on Academic Probation to improve their performance.

## **E. Academic Suspension**

If a student is on Probationary Status and does not attain a quarterly GPA of 2.0 in a subsequent quarter, the transcript will be endorsed ACADEMIC SUSPENSION. The student will receive written notification of ineligibility to take classes for credit at Grays Harbor College for the next quarter.

A student who has been suspended stays out the required quarter, and returns to school will automatically remain on Probationary Status until the cumulative GPA is raised to 2.0, even though the quarterly GPA may be above 2.0. As long as the quarterly GPA is at least 2.0 the student may continue to re-enroll.

A student who has been suspended may petition the Academic Review Committee, in writing, for special reinstatement.

## **F. Academic Dismissal**

A student is on Academic Dismissal if, following Academic Suspension and subsequent reinstatement by the Academic Review Committee, the student:

1. completes one quarter of ten or more enrolled credits with a GPA of less than 2.0; or,
2. Accumulates ten or more credits with a GPA of less than 2.0; or,
3. Fails to meet the requirements of reinstatement defined by the Academic Review Committee. Normally, failure to enroll in or withdrawal from courses approved by the Academic Review Committee constitutes failure to meet the committee's requirements.

The student's transcript will be endorsed ACADEMIC DISMISSAL and the student will receive written notification of ineligibility to attend classes at Grays Harbor College for credit.

A student on Dismissal Status must appeal to the Academic Review Committee for readmission to Grays Harbor College. Students who have been dismissed will usually not be considered for readmission for at least one calendar year.

## **G. Appeals from Academic Suspension or Dismissal**

A student may appeal for reinstatement by submitting a written petition and responding to a written questionnaire. An appointment must also be scheduled with the Academic Review Committee to review the appeal request. Students should contact the Curriculum Advisor in the Counseling Office to make the appeal arrangements. The committee meets quarterly to review appeals.

## **H. Removal from Low Scholarship Status**

A student is removed from Low Scholarship Status the quarter a cumulative GPA of 2.0 is obtained. The student's transcript is endorsed with REMOVED FROM LOW SCHOLARSHIP and the student receives written notification of academic good standing.

A student who has been removed from Low Scholarship Status and subsequently receives a cumulative GPA below 2.0 is placed on Warning Status.

A student who is placed on Probationary Status and is removed from Low Scholarship Status and then receives a cumulative GPA below 2.0 is placed on Warning Status and not Probationary Status.

A student who has been on Academic Suspension and is removed from Low Scholarship Status and subsequently receives a cumulative GPA below 2.0 will be placed on Warning Status.

A readmitted student who has been on Academic Dismissal and is removed from Low Scholarship Status and subsequently received a cumulative GPA below 2.0 will be placed on Warning Status.

## **I. Degree/Certificate Completion Policies**

In 2003, the Legislature of the State of Washington established a law requiring colleges to develop policies to ensure that undergraduate students complete degree and certificate programs in a timely manner in order to make the most efficient use of instructional resources and provide

capacity within the institution for additional students. Per SB 5135, Grays Harbor College has adopted policies that address:

- Students who accumulate more than 125% of the number of credits required to complete their degree or certificate programs;
- Students who drop more than 25% of their courseload; and
- Students who remain on academic probation for more than one quarter.

Please see the vice president for student services or vice president for instruction for details.

## **J. Exclusions**

The only courses not subject to Low Scholarship Status are basic education courses, community service courses, and audit courses in which the student originally enrolled for audit.

## **Forgiveness/Red Line Policy**

Some students, when they first enroll in college, earn poor grades for a quarter or more and later perform successfully (grades of “C” or better). In computing grade points for transfer or scholarships, the poor work may lower the grade-point average so that the student is ineligible for transfer or scholarship opportunities. Grays Harbor College offers an opportunity to remove the previous poor work from such a student’s academic record through “red lining.”

“Red Lining” will remove entire quarters of enrollment, beginning at the first quarter. The student **CANNOT** select specific courses or specific quarters for “red lining.” For example, if a student wishes to “red line” courses in which failing or poor grades were received during the fourth quarter at Grays Harbor College, all work taken during the first four quarters would be “red lined” also.

To qualify for red lining, a student must have completed at least thirty-six credits with a GPA of 2.2 or higher in the course work that will remain on the transcript after the red lining occurs.

For students who qualify, a petition for red lining and a student copy of the transcript must be presented to the vice president for instruction or the curriculum advisor. When the petition is approved, the transcript will be updated to reflect the red lining and a footnote will be added to the transcript noting the date that previous courses were red lined.

Once the red lining process is completed, only the courses and grades earned after that time will be used in computing the GPA and course completion towards a degree or certificate.

## Section Four: Course Descriptions with “The Bridge Program”

### Fall 2010 Course descriptions and the entire program course offerings

#### **FYE 101 College Success (a traditional face to face class, not online – year one)**

<p>This course is designed to provide students with site-based support and a foundation of study skills necessary to be successful in college and in this program. The course requires attendance at the weekly study-sites with your study leader as well as attendance at the “new student orientation” session at the start of Fall quarter at the Longhouse. Topics covered in the weekly study session classes may include, organizational skills, time management techniques, answering general questions, basic computer skills, email skills, academic planning, and anything else needed to be successful the duration of their quarter and for that matter the entire program.</p> <p>Instructor: Mark Ramon and feedback from various site “Study Leaders”.</p>	<p><b>Books:</b> No book required but a flash drive or thumb drive is suggested. (information as of 9-13-10)</p>
--	--

#### **HUM 101, 102 (a traditional face to face class, not online – year one, winter & spring)**

<p>This course is an introduction to public speaking. Instructor: Cindy Marchand-Cecil</p>	<p><b>Book:</b> Speakers Guide Book, 4<sup>th</sup> Edition (information as of 10-15-10)</p>
--	--

#### **HUM 103 (a traditional face to face class, not online – year two, Fall)**

<p>Writing seminar development, “Power to Change class”.</p> <p>This course will introduce students to a worldly viewpoint and instill the development and creation of an opportunity for students to reflect on their perspective after reading an assigned read/book.</p> <p>Instructor: <b>Kristen Stewart</b></p>	<p><b>Books:</b> “Three Cups of Tea” 1<sup>st</sup> Edition (information as of 9-13-10)</p>
---	---

**Humanities 107, 110 (a traditional face to face class, not online, 1 credit)**

<p>“Battlegrounds in Indian Country”</p> <p>This 1 credit course examines significant contemporary issues in Indian country using original cases studies with an emphasis on the Northwest area tribes but not limited to.</p> <p><b>Instructor: Cindy Marchand-Cecil</b></p>	<p><b>Books:</b> No books. Case material is handed out and/or emailed to each student and generally a couple weeks prior to the start of that class.</p>
---	--

**ENGL 060 Basic Grammar Usage (an online 5 credit class – year one)**

<p>English 060 is designed to develop those writing/sentence skills necessary in both every day writing and subsequent college writing through classroom exercises, group problem-solving and short writing assignments. Upon successful completion of this class (grade C- or better) you should be able to successfully perform such tasks as writing short-answer tests, brief responses to readings, and brief papers. Successful completion of this class serves as preparation for ENGL 095.</p> <p><b>Instructor: Shiloh Winsor</b></p>	<p><b>Book:</b> Basic Grammar &amp; Usage 8<sup>th</sup> edition (information as of 9-13-10)</p>
--	--

**ENGL 095 Writing Fundamentals (an online 5 credit class – year one)**

<p>The study of fundamentals of grammar, syntax, and composition leading to the construction of effective sentences, paragraphs, and essays.</p> <p>Instructor: Rosemary Reigle</p>	<p><b>Book:</b> Writers Reference 6<sup>th</sup> Edition</p>
---	--

**ENGL 101 Expository/Argumentative Writing (an online 5 Credit class – year one)**

<p>English 101 emphasizes the basic rhetorical principles and development of expository and argumentative prose. Included is an introduction to the research methods necessary for evidence-backed writing. Skills gained in this course should help students improve their performance of such tasks as writing for a variety of purposes and audiences, as well as writing informative and persuasive essays and research-backed reports, projects and</p>	
--	--

papers. 5 lecture hours. Satisfies writing skills requirement for the AA degree ( <a href="http://www.waol.org">www.waol.org</a> ). Instructor: Lynn Lerych	
--	--

**ANTH 206 Cultural Anthropology (an online 5 credit class – year one)**

Explores the nature, growth and history of human cultures. Surveys the range of cultural phenomena including material culture, making a living, domestic life, kinship, economic exchange, social/political organization, social control, personality, art, religion, and applying anthropology in a contemporary world with special emphasis on non-western societies and the comparisons among traditions. Prerequisite: None ( <a href="http://www.spscc.ctc.edu/class_descriptions/">http://www.spscc.ctc.edu/class_descriptions/</a> ). Instructor: Dr. Debbie Teed or Dr. Dale Croes	<b>Book 1:</b> Seeing Anthropology <b>Book 2:</b> Applying Cultural Anthropology
--	---

**ANTH 210 Indians of North America (an online 5 credit class)**

Provides a general view of the variations in the life ways of the Native Americans up to the late 1800's when the last of the Native American nations lost their independence. Places native populations in a broad comparative context, investigating the variation between the societies of the major culture areas of North America and their interaction with the European and American societies with whom they came in contact. Prerequisite: None ( <a href="http://www.spscc.ctc.edu/class_descriptions/">http://www.spscc.ctc.edu/class_descriptions/</a> ). Instructor: Dr. Dale Croes or TBA	<b>Book 1:</b> Blood Struggle <b>Book 2:</b> Through Indian Eyes (information as of 9-16-09)
---	---

**HPF 101 - Health and Wellness, (an online 5 credit class – year one and available all quarters)**

This course encompasses a total wellness concept of one's physical, mental and emotional well being. Students will examine major health issues of contemporary society. Students will also learn to make responsible lifestyle decisions that will directly affect their	<b>Book:</b> "Health" 9 <sup>th</sup> edition
--	---

<p>quality of life and attainment of well being. 5 lecture hours. Vocational program course. May be used as a general elective in the AA degree or to satisfy the PE requirement for all degrees (<a href="http://www.waol.org">www.waol.org</a>).</p> <p>Instructor: Gary Arthur</p>	
---	--

**ENGL 102 Critical/Analytical Writing (an online 5 credit class - year two)**

<p>English 102 is a continuation of writing skills practiced in ENGL 101 directed towards writing expository/argumentative and critical/analytical themes focusing on literature. The course also continues the instruction of research methods begun in English 101, emphasizing the preparation of a research paper. Skills gained in this course should improve students' performance in such tasks as writing for various purposes and audiences, writing critically and analytically in a variety of settings, and creating formal, written research projects. 5 lecture hours. Satisfies writing skills requirement for the AA degree (<a href="http://www.waol.org">www.waol.org</a>).</p> <p>Instructor: Shiloh Winsor</p>	<p><b>Book 1:</b></p> <p><b>Book 2:</b> (information as of 9-16-09)</p>
--	---

**Astronomy 101 (an online 5 credit class - year three)**

<p>This course provides an introduction to the universe beyond the Earth. The course begins with a study of the night sky and the history of astronomy. The course then explores the various objects seen in the cosmos beginning with a study of the solar system followed by stars, galaxies, and the evolution of the universe itself. 5 lecture hours. Satisfies science distribution area E requirement or specified elective for the AA degree. Prerequisite: MATH 098 or placement in college level math.</p> <p>Instructor: Julie Masura</p>	<p><b>Book:</b> Horizons (information as of 9-13-08)</p>
--	--

**Earth Science 102 (an online 5 credit class – Year three of program)**

<p>This course provides an introduction to the Earth and the processes that shape our</p>	<p><b>Book:</b> “Foundations of Earth Science”</p> <p><b>Item 1:</b> Weather gauge</p>
---	--

<p>planet. A major theme of the course is how different aspects of the Earth system interact with each other. Selected topics in four basic areas: astronomy, oceanography, meteorology, and geology and their relation and interaction with the Earth system will be explored. 5 lecture hours. Satisfies science distribution area D requirement or specified elective for the AA degree. Prerequisite: MATH 095 or placement in MATH 098. Recommended preparation: ENGL 095 or placement in ENGL&amp; 101.</p> <p>Instructor: Eric Bard</p>	<p><b>Item 2:</b> Rock Kit-custom (information as of 9-13-08)</p>
--	---

**Math 060 – (an online 5 credit class – available all quarters including summer)**

<p>This course is designed for students who need to strengthen their skills in arithmetic. Mathematical reason will be used to define and solve problems. The specific course content includes topics on fractions, decimals, ratios, proportions, percents, English and metric measurements, area, volume and perimeter of geometric objects, with an introduction to integer arithmetic. Effective communication of these ideas and application to everyday situations are part of the curriculum. Problem solving strategies will be stressed. 5 lecture hours. Instructor: Martha Smith</p>	<p><b>Books:</b> “Basic College Math” 11<sup>th</sup> Edition (information as of 9-13-10)</p>
---	---

**Math 070 - (an online 5 credit class – available all quarters including summer)**

<p>This course is designed for the student who has little or no background in algebra. The course focuses on problem solving and includes a thorough review of fractions, estimation, rounding, and order of operations. Radical expressions, properties of real numbers and variable expressions will be introduced. 5 lecture hours. Instructor: Martha Smith</p>	<p><b>Books:</b> “PreAlgebra” 5<sup>th</sup> Edition (information as of 9-13-10)</p>
---	--

**Math 095 – (an online 5 credit class – available all quarters including summer)**

<p>Elementary algebra includes solution, graphing and application of linear and quadratic equations of one and two variables, exponent rules, scientific notation, polynomials, and factoring. NOTE: MATH 093 and MATH 094 (combined) are equivalent to MATH 095. 5 lecture hours. Instructor: Sheila Palmer</p>	<p><b>Books:</b> “Beginning &amp; Intermediate Algebra” 4<sup>th</sup> Ed? (information as of 9-16-09)</p>
--	--

**Math 098 - (an online 5 credit class – available all quarters including summer)**

<p>This course is the prerequisite to the college level courses MATH&amp; 107, 111, 141, 131, and 132. The course includes application and solution of rational, radical, quadric, exponential, and logarithmic equations and systems of equations. 5 lecture hours. Instructor: Sheila Palmer</p>	<p><b>Books:</b> “Beginning &amp; Intermediate Algebra” 4<sup>th</sup> Ed? (information as of 9-16-09)</p>
--	--

**Math 107 - (an online 5 credit class – year three and available all quarters including summer)**

<p>MATH&amp; 107 covers sets, counting, basic probability, descriptive statistics, exponential growth and decay, and financial models. Given time, sampling techniques and the normal distribution are discussed. The material is presented at a level accessible to students who have successfully completed a course in intermediate algebra or the equivalent. MATH&amp; 107 is intended for students who wish to complete the quantitative reasoning requirement for the AA college algebra and finite mathematics, but the material is intended to be more practical for the liberal arts student. MATH&amp; 107 does not satisfy the prerequisite for either MATH&amp; 148 or MATH 260. 5 lecture hours. Satisfies the quantitative skills requirement, science distribution area F requirements, or specified elective for the AA degree. Instructor: Sheila Palmer</p>	<p><b>Books:</b> “Mathematics” 6<sup>th</sup> Edition (information as of 9-13-10)</p>
--	---

## Section Five: The Online calendar

Information not available but one can go to <http://waol.org> and click on calendar information.

## Section Six: Contact Information

### The Grays Harbor College and other online instructors with The Bridge program project

Online & Face to Face Faculty	Course	Email address	Phone
Mr. Shiloh Winsor	English 060, 102	<a href="mailto:swinsor@ghc.edu">swinsor@ghc.edu</a>	360-538-4214
Rosemary Reigle	Engl 095 (Fall, Winter, spring)	<a href="mailto:Rosemary10@earthlink.net">Rosemary10@earthlink.net</a>	360-458-2346
Dale Croes	Anthro 210 and Anthro 220	<a href="mailto:dcroes@spscc.ctc.edu">dcroes@spscc.ctc.edu</a>	360-596-5336
Debbie Teed	Cultural Anthro 206	<a href="mailto:dteed@spscc.ctc.edu">dteed@spscc.ctc.edu</a>	360-596-5451
Gary Arthur	HPF 101 (online Health & Wellness)	<a href="mailto:garthur@ghc.edu">garthur@ghc.edu</a>	360-538-
Keith Snyder	At times: online Health & Wellness 101	<a href="mailto:keiths@spokanefalls.edu">keiths@spokanefalls.edu</a>	509-533-3648
Lynne Lerych	English 101 (online)	<a href="mailto:llerych@ghc.edu">llerych@ghc.edu</a>	360-538-4156
Shalin Hai-Jew	At times: Engl 101, Eng 102	<a href="mailto:hajjes@gmail.com">hajjes@gmail.com</a>	785-532-5262
Francis Palkovic	Art Appreciation 100	<a href="mailto:franz@bbcc.ctc.edu">franz@bbcc.ctc.edu</a>	509-762-6338
Mohammad Ibrahim	Biology 100	<a href="mailto:mibrahim@ghc.edu">mibrahim@ghc.edu</a>	360-538-4178
Dan Bush	Am Govt 202	<a href="mailto:dbush@sccd.ctc.edu">dbush@sccd.ctc.edu</a>	253-203-4404
Martha Smith	Math 060; Math 070	<a href="mailto:Martha.smith@wwcc.edu">Martha.smith@wwcc.edu</a>	509-527-4331
Sheila Palmer	Math 095, 98, 107	<a href="mailto:Online.math@charter.net">Online.math@charter.net</a>	
Wayne Smith	Music Appreciation 105	<a href="mailto:waynes@spokanefalls.edu">waynes@spokanefalls.edu</a>	509-533-3771
Francine Walls	Research for the 21st Century (Lib 120)	<a href="mailto:fwalls@sccd.ctc.edu">fwalls@sccd.ctc.edu</a>	
Bob Riesenb	Gen Psych 100	<a href="mailto:briesenb@whatcom.ctc.edu">briesenb@whatcom.ctc.edu</a>	360-676-2170x3300
Eric Bard	Earth Science 102	<a href="mailto:Geologyonline@gmail.com">Geologyonline@gmail.com</a>	509-996-3636

Julie Masura	Astronomy 101	<a href="mailto:jmasura@sccd.ctc.edu">jmasura@sccd.ctc.edu</a>	

### The Evergreen State College and its partnership support instructors and staff

Evergreen staff & faculty	Course	Email address	Phone
Cindy Marchand-Cecil	Fall: FYE 102 and Battlegrounds classes & 4-Saturdays. Winter & Spring: Hum 101, 102 – “Public Speaking”	<a href="mailto:marchanc@evergreen.edu">marchanc@evergreen.edu</a>	
Michelle Aguilar-Wells	Director Upper Division Evergreen Res-Based Program	<a href="mailto:aguilarm@evergreen.edu">aguilarm@evergreen.edu</a>	Wk: 360-867-6286 Hm: 360-276-
Mark Ferguson	Upper Division Evergreen Program/Muckleshoot	Maf98597@hotmail.com	253-876-3263
Renee Swan-Waite	Upper Division Evergreen Program/Tulalip	r.swanwaite@gmail.com	360-920-7745
Dorothy Flaherty	Upper division Site Faculty, Quinault	dflaherty@centurytel.net	360-276-0124

### Area Site Study Leaders

Study Leaders	Site	Email address	Phone
Marta Reinhold	Nisqually	<a href="mailto:rhonwen@tss.net">rhonwen@tss.net</a>	360-481-4459
Debbie Martin	Quinault	<a href="mailto:DMARTIN@quinault.org">DMARTIN@quinault.org</a>	360-276-8211
Mark Ramon/Virtual	Squaxin Island	<a href="mailto:mramon@ghc.edu">mramon@ghc.edu</a>	360-538-4090
Mark Ramon	Shoalwater Bay/Aberdeen	<a href="mailto:mramon@ghc.edu">mramon@ghc.edu</a>	360-538-4090
Vacant	Muckleshoot		

Miscellaneous Support Staff	Role	Email address	Phone
Grays Harbor College toll free and direct line		1-800-562-4830 or 360-532-9020	
Mark Reisman	Dean for Institutional Research & Special programs, GHC	<a href="mailto:mreisman@ghc.edu">mreisman@ghc.edu</a>	360-538-4018
Mark Ramon	GHC Bridge Program Coordinator	<a href="mailto:mramon@ghc.edu">mramon@ghc.edu</a>	Wk: 360-538-4090
Stan Horton	GHC Librarian	<a href="mailto:shorton@ghc.edu">shorton@ghc.edu</a>	360-538-4051

Barbara Leigh Smith	Special Assistant to the Reservation-Based program; Director Native Cases Initiative	<a href="mailto:smithb@evergreen.edu">smithb@evergreen.edu</a>	360-765-3084
Connie Broughton	Managing Director, WashingtonOnline	<a href="mailto:cbroughton@sbctc.edu">cbroughton@sbctc.edu</a>	509-434-5152
Kayeri Akweks	Student Services Manager, SBCTC	<a href="mailto:kakweks@sbctc.edu">kakweks@sbctc.edu</a>	360-704-4319

Everyone have a great and productive quarter!

NOTES