



GHC NATIVE PATHWAYS

GRAYS HARBOR COLLEGE NATIVE PATHWAYS NEWSLETTER

June 2021

Dr. Brewster Speaks at AIS Forum

GHC President, Dr. Brewster, was a featured speaker at the American Indian Studies Forum on June 17. The AIS began as part of Green River College's Diversity Education Series and supports expanding American Indian Studies in Washington Community Colleges. During his presentation, Dr. Brewster shared the challenges and successes connected to establishment of the GHC Native Pathways Degree Program which was implemented under his guidance and support.

GHC DAC Addresses Native Advisory Board

The Diversity Advisory Committee met for the last time this school year on June 8th. Because of a long list of Diversity, Equity, and Inclusion agenda initiatives, further discussion about proposing a Native Advisory Board was tabled until fall quarter. Community colleges across the state with Native Programs have been adopting advisory boards to support inclusion of input regarding curriculum and policy.

Brenda Rolfe Maloney Is Faculty Spotlight

Brenda Rolfe Maloney, Psychology instructor in the Native Pathways Degree Program, is honored this month on the GHC website in the Faculty Spotlight section. While sharing her teaching strategies, Brenda stated that "I think students have been able to connect with one another in a way that promotes inclusion by sharing different perspectives." Also serving as Social Science Division Chair, Brenda's Psychology courses have been consistently of benefit and interest to Native Pathways Degree students.



GRAYS HARBOR COLLEGE

END OF QUARTER DATES

June 10 Summer Tuition Due Date

June 19 Juneteenth

June 21 Last Day of Instruction

June 21 National Indigenous People's Day (Canada)

June 22—24 Final Exams

June 25 Graduation

July 6 Summer Session Begins

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The Native Pathways AA Degree Program

The Grays Harbor College Native Pathways is a direct transfer Associate of Arts (AA) degree. This degree can be transferred to any four-year college or university, in most cases satisfying the general education degree requirements. An online degree with a hybrid component makes it truly unique and tailored for the students we serve.

Grays Harbor College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills and service to community.

The benefits of earning the Native Pathways Degree are evident in the areas of achievement and upward mobility. Many of our students go on to earn upper division degrees as well as employment and employment upgrades. Many used acquired skills to improve and enrich their tribal communities.

The Native Pathways Program is referred to as a “Bridge Program” that articulates with the upper Division Native Pathways Program at The Evergreen State College. The Humanities classes are held on two separate weekends at the Evergreen Longhouse for lecture and seminar in connection with the Evergreen upper division students.



How the Program Works

In order to better accommodate our students, GHC has created an **online degree** with a complimentary **hybrid** component. This means that the bulk of the courses for the degree are offered online complemented by face to face instruction two weekends during each quarter. The weekend meetings feature skills classes and seminars using breakout sessions on Indigenous topics, providing the cultural component to the degree. Weekend sessions take place at **The Evergreen State College Longhouse** and are referred to as “**Longhouse Gatherings**” highlighting the challenges presented in Indian Country through case studies, lecture, seminar, film, and guest speakers. Students from at least eight different tribal sites attend these sessions.

Course Load

A full time course load for the quarter would include two online courses plus the Weekend session courses. 12 to 13 credits are considered a full time load. Scheduling is flexible according to student personal and work schedules. A part time schedule of less than 12 credits is also an option, but may affect financial aid situations.

The Online Component

Online courses at GHC are delivered through a program referred to as CANVAS.

Canvas is a web-based online learning system that allows students to log in for access to their classrooms. Features include reading information, inputting responses to instructors or classmates, printing host documents, testing and emailing.

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 changing family schedules.

For more information on the GHC Native Pathways Degree Program or assistance with admission processes, financial aid, and course schedules contact Degree Coordinator, Gary Arthur. (gary.arthur@ghc.edu) - (360) 538-4209.

FIVE STEPS TOWARD ENROLLMENT AT GHC

1. Apply for admission on the GHC Website
2. Submit any “Official Transcripts” from other colleges you have attended to our “Admissions and Records” department.
3. Do college placement test - contact Gary Arthur
gary.arthur@ghc.edu (360) 538-4209
4. Do “entry advising” Meet with an advisor and go over some intake questions (You can see me –Gary Arthur– about this)
gary.arthur@ghc.edu (360) 538-4209
5. Submit the Tribal Aid Application (if applicable) and FAFSA or Free Application for Federal Student Aid (FAFSA). Submitting this application will determine if you are eligible for any of this funding. This is a free process. Go to (www.fafsa.ed.gov) to fill out this application

The GHC Native Pathways AA Degree Program serves students from Nisqually, Quinault, Queets, Squaxin Island, Chehalis, Shoalwater Bay/Aberdeen, Tacoma, Suquamish, Puyallup, Skokomish, and Makah. Students from other tribal communities and urban areas are also welcome to join the program.



*FOR INFORMATION ABOUT NATIVE PATHWAYS PROGRAMS AT THE EVERGREEN STATE COLLEGE, CONTACT DIRECTOR DAWN BARRON
barrond@evergreen.edu*

Three weekends during each quarter, **GHC Native Pathways Students** gather with the upper division **Evergreen Native Pathways students** for lecture and seminar. The gatherings address the Evergreen course themes each quarter, but also cover Indigenous Native issues and topics in general. These sessions promote degree advancement as GHC students become acclimated to an upper division dynamic of education featuring support and acceptance.

An example of a course theme dealing with identity and community is evident in the poem below. This poem was created by the Evergreen Native Pathways Quinault Site students who are either graduates of the GHC Native Pathways Program or have taken course work at GHC.

The authors of this collective class poem are as follows: Lia Frenchman, Shavaughna Underwood, Nikki Demmert, Misty Barlan, and Matt Vargas.

WHERE I'M FROM

I am from the edge of the world

I am from the blue clay underneath the salmon run

I am from the silence

I am from warm breezes carrying no whispers

I am from lush landscapes and waterfalls.

I'm from bitter winds and grandmother knowledge

I am from the fire - hot air kisses of hope

I am from the spirit of the southeast wind

I'm from the place where salt scented air and damp Earth
are forever.

I'm from gentle breezes and crashing oceans.

I am from the smoothest and most vibrant rocks of the blue banks.

I remember youthful dreams

There were endless nights, lots of tears but more smiles

I remember laughter that echoed off the trees and warm hugs

I remember canoeing, spear fishing and being swayed out to sea.

My people have lived here since time immemorial

I am from the edge of the world



Native Case Studies Support Native Pathways Curriculum

Professional development in the use of Native Case studies in the classroom has been an ongoing feature connected to the **GHC Native Pathways Degree** in partnership with the Enduring Legacies Native Cases Initiative located on the Evergreen State College website. Many GHC faculty who teach in the program have attended the Native Cases Institute which takes place yearly, and they routinely use these cases in their course work.

The goal of the case study program is to develop and widely disseminate culturally relevant curriculum and teaching resources in the form of case studies on key issues in Indian Country. The Native Cases Initiative has a special role in providing relevant curriculum for Native students that supports their success in secondary and post-secondary education. The collection of cases and teaching notes is open source and includes more than 115 cases that are being used by colleges and high schools across the U.S and overseas.

Students at right are in discussion group engaged in a case study seminar. Case studies can be used in a variety of ways, but group discussion and reporting out strengthens student understanding and insight.

THE NEXT NATIVE CASES INSTITUTE IS SCHEDULED FOR NOV. 3 & 4 AT SQUAXIN ISLAND RESORT & CASINO



For further information contact the Enduring Legacies Initiative director: Barbara Leigh Smith at smithb@evergreen.edu. Linda Moon Stumpff (San Carlos Apache) is the co-founder and ongoing co-leader of the Native Cases Initiative.

Native News Blurbs

- **South Bend School District to Change Mascot:** Washington State Law now prohibits the use of Native Mascots, and so area high school, South Bend, will be dropping their "Indians" mascot name.
- **Totem Journey:** A totem pole carved at the Lummi Nation from a 400-year-old red cedar began a cross-country journey in May, evoking an urgent call to protect sacred lands and waters of Indigenous people. The cross country journey culminated at Washington DC in early June.
- **Supreme Court says Oklahoma is half Native Land:** A recent Supreme court ruling has given Native Americans in Oklahoma renewed sovereignty over their tribal lands — an area of roughly 19 million acres. ... stating that the boundaries of Muscogee (Creek) Nation still exist — meaning the tribe, not the state of Oklahoma, holds some key jurisdictional powers.
- **Deb Haaland launches investigations of boarding schools that identify burial sites:** "At no time in history have the records or documentation of this policy been compiled or analyzed to determine the full scope of its reaches and effects. We must uncover the truth about the loss of human life, and the lasting consequences of the schools," U.S. Interior Secretary Deb Haaland said.