



GHC NATIVE PATHWAYS

GRAYS HARBOR COLLEGE NATIVE PATHWAYS NEWSLETTER

April 2021

REASONS TO CHOOSE GHC NATIVE PATHWAYS DEGREE

- 1.) It is a culturally relevant curriculum. 40% of the 90 credits you need for the degree have cultural relevance.
- 2.) A program advisor is immediately available for assistance with admissions, class selection, academic support and more.
- 3.) The degree articulates with the upper division Native Pathways program at Evergreen, but it is transferrable to most all four year colleges.
- 4.) Weekend gatherings with upper division Evergreen Native Pathways students enriches the course of study and is a way of introducing you in a communal way to a four-year curriculum.
- 5.) Our online approach allows for full time work schedules and supports students in rural and urban areas that may have transportation concerns.

Spring Quarter Tips for Success

1. **Log in daily to your online classes. Making this a practiced routine will support success.**
2. **Read all course directions thoroughly paying close attention to assignment deadlines and due dates.**
3. **Instructors expect questions. Email instructor with questions or concerns.**
4. **Contact program advisor for assistance who is available on a daily basis. (even weekends)**

NOTABLE UPCOMING SPRING DATES

May 1 Evergreen Weekend Gathering

May 3 Last day for 50% refund

May 24 Current and returning student registration

May 27 New student registration



GRAYS HARBOR COLLEGE

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GRAYS HARBOR COLLEGE NATIVE PATHWAYS DEGREE

Quarter	Year 1 column	Year 2 column	Year 3 column
Fall	Fall FYE 101 – Orientation (1 credit) English 101 (5 credits) BTECH 101 (2 credits) FYE 102 (2 credits) HUM 107 (1 Credit)	Fall Anthropology 210: (5 credits) English 102 (5 credits) HUM 103 (2credits) HUM 110 (1 credit.)	Fall Earth Science 102 (5 credits) Math 107 (5 credits)
Winter	WTR. Anthropology 206, (5 credits) Library 101 (2credits) Hum 101 (2credits) Hum 108 (1 credit)	WTR. Pols 202 (5 credits) Gen Psych 100 (5 credits) Hum 105 (2credits) Hum 111 (1 credit)	WTR Health Promotion 101 (5credits) Astronomy 101 (5 credits)
Spring	SP. Biology 100 (5 credits) Art Appreciation 100 (5 credits) HUM 102 (2 credits) HUM 109 (1 credit)	SP. Music 105 (5 credits) Anthropology 216 (5 credits)	

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.



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 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.



Three weekends during each quarter, GHC Native Pathways Students gather with the upper division Evergreen Native Pathways students for lecture and seminar. The following quotes are from current Evergreen students who were former GHC and Native Pathways students. The gatherings address the Evergreen course themes each quarter. This quarter’s theme is “Seascapes and Landscapes.”

“During the weekend gathering, we watched a film discussing the issues of the Chehalis Basin dam and the effects it would have on all the people who live in the direct area of the Chehalis River flood plain. The film presented various sides of the argument for a dam and the class discussed its different implications. I liked my discussion group. We discussed the consequences of settlers actions on the flood plains and it’s many layers.” Lia Frenchman

“I chose to share with my group my I REMEMBER poem from Saturdays long-house gathering. I enjoyed this writing prompt session. Shavaughna shared a very moving story with the whole group from this exercise. In the afternoon breakout session, we all also shared and exchanged ideas from the movie-video clip, and I felt all of us contributed to the group about our individual opinion concerning the issue of river dams and possible solutions that might help.” Misty Barlan

“I don’t have the most interesting outlook on our supplemental read about land acknowledgements. I didn’t relate to much of what the author shared besides that colonizers should be actively working against settler violence. I personally think that there should be work done in communities if you’re going to mention them or work with them in any way. Words are powerful but the actions that follow can outlive generations to come.” Shavaughna Underwood

“Regarding land acknowledgement, tonight was a good night to reflect on how we address each other and hold space from a point of respect. The root of it is - HERE WE ARE! The land we’re on is not ours and shouldn’t be ours. It isn’t for anyone to own. The age and space we are in makes it impossible to live like this so - I hope for myself that I am a steward and protector of the land no matter who else lives or lived on it, as I’m aware the spirit still remains.” Nikki Demmert

“When we were reading our excerpts from the Novel, *Trace* by Lauret Savoy, I read from page 43. I really liked the author’s symbolism and imagery, as she presented the “footprint”. It is a mark. It is a tool for suppression. It is a signature. It symbolizes a control, but all in all – it marks. I am drawn to the paragraph because of its truth, but I am mired in admiration of its structure and thoughtful meanings.” Matt Vargas

Tribe Prepares Management Plan for Lake Quinault (The Daily World, 4/17/21)

The Quinault Indian Nation is developing a management plan for Lake Quinault (pictured at right) that will address “activities that can damage clean water and lake health, including leaking sewage systems, dumping, poaching, bulkhead construction and herbicide use,” the Nation said in a news release. Tribal members and community members are being asked by the tribe to provide input through an online survey and at community meetings and public houses planned for this summer. Former GHC Board of Trustee member and QIN Vice President Fawn Sharp said, “Lake Quinault is sacred to us and we are committed to being responsible stewards for the benefit of current and future generations of the Quinault People and our non-tribal neighbors.” (Daily World)



STATE OF WASHINGTON BANS MASCOTS

OLYMPIA, Wash. — The Washington state Legislature approved a measure to ban the use of Native American names, symbols and images as school mascots, logos, and team names at most public schools. On a 90-8 vote, the House concurred with changes made by the Senate. The ban would take effect Jan. 1. The ban does not apply to schools located within Native American areas or to schools in counties adjacent to Native American areas, as long as the nearest tribe is consulted and authorizes the use of the name. (AP, 4/12/21)



Deb Haaland Revokes Trump Era Energy Orders

The Interior secretary called the orders by her predecessors 'inconsistent with the department's commitment to protect public health; conserve land, water, and wildlife; and elevate science'

WASHINGTON — Interior Secretary Deb Haaland revoked a series of Trump administration orders that promoted fossil fuel development on public lands and waters, and issued a separate directive that prioritizes climate change in agency decisions. The moves are part of a government-wide effort by the Biden administration to address climate change ahead of a virtual global summit on climate change that President Joe Biden is hosting in April. “From day one, President Biden was clear that we must take a whole-of-government approach to tackle the climate crisis, strengthen the economy and address environmental justice,” Haaland said in a statement. The new orders will “make our communities more resilient to climate change and ... help lead the transition to a clean energy economy,” she added. (AP)

