

GHC NATIVE PATHWAYS

Grays Harbor College Native Pathways Program Newsletter

July 2022



UPCOMING NOTABLE DATES

AUG. 11 – last day summer instruction

AUG. 16 – summer grades available

AUG.30 –tuition due date for fall

SEPT. 5 – Labor Day Campus Closed

SEPT. 16 – last day to add fall class

SEPT.19 – first day of fall classes

GHC Native Pathways Students Connect With Fall Scheduling

Grays Harbor College enrollment for fall '22 Native Pathways classes, continues to climb through the end of July. Total participation looks to equal or better fall '21 enrollment as students begin to prepare for classes by engagement with and use of the new CTC Link system which supports the online approach of the Native Pathways Degree.

The culturally relevant curriculum is featured as the following classes for fall are offered in connection with this Associate of Arts transfer degree:

First Year Experience, English, Business Tech Keyboarding, Anthropology, Earth Science, Mathematics, Humanities. (The Anthropology and Humanities courses contain culturally relevant content and Humanities classes connect with the upper division Evergreen State College Native Pathways students.

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GHC NATIVE PATHWAYS DEGREE

The Grays Harbor College Native Pathways Degree 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.

UNIQUE FEATURES –There are many unique areas that set the GHC Native Pathways Degree apart from other degree options from around the state at other institutions of education.

- **Evergreen connection** –The GHC Native Pathways Degree is referred to as the Bridge program highlighting the connection with the Evergreen upper division program. Although the degree is transferrable to most all four year colleges, it has a unique association with Evergreen as far as curriculum approaches and culturally relevant course offerings.
- **Online approach** - For the most part, GHC Native Pathways students are place based and live far from campus. The online approach accommodates issues of travel, work, and family commitments. Face to face instruction is also available as a preference.
- **Culturally relevant curriculum** - Thirty two credits out of 90 required for completion of the degree contain culturally relevant content. Also many of the core course faculty have engaged in Professional Development connected to the use of Native Case Studies which further enhances cultural relevance to the degree.
- **Supportive and engaged faculty, staff, and administration** - From enrollment procedures to advising, to instruction the Native Pathways Program at GHC enjoys total support for its students and their success.

The Evergreen State College Longhouse (below) is where GHC students connect with Evergreen upper division students two weekends during the quarter for lecture, seminar, film, and guest speakers.



GRAYS HARBOR COLLEGE NATIVE PATHWAYS DEGREE

**The Degree Connects With
GHC Mission, Vision, Core
Themes, and Values.**

Vision GHC is a catalyst for positive change.

**Setting goals while reaching academic objectives in the Native Pathways Program enhances areas of accomplishment.*

Mission GHC provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills and service to community. **Many Native Pathways Students go on to earn upper division degrees as well as employment upgrades. Many use acquired skills to improve and enrich tribal communities.*

Core Themes Academic Transfer, Workforce Preparation, Basic Skills, and Service to Community. **These are concentrated areas of focus in the Native Pathways Program which articulates with Evergreen Native Pathways upper division degree.*

Values Access to educational opportunities; Success for students, faculty, and staff; Respect for diversity of people, ideas, culture and environment; Efficient use of Resources.

**Administration and faculty strive to support these values while providing support and encouragement to our Native Pathways Students.*

CONNECTING NATIVE PATHWAYS AA DEGREE WITH EVERGREEN

This GHC Native Pathways AA Degree Program is also referred to as the "Bridge Program" because it is designed to articulate with The Evergreen State College upper-division Native Pathways Bachelor's Degree. The GHC Associate of Arts (AA) degree also transfers to any four-year college or university.

THE EVERGREEN STATE COLLEGE NATIVE PATH- WAYS BASED DEGREE

The upper division Native Pathways program offered through Evergreen is open to students who have accumulated 90 credits and have Junior and Senior standing. This program leads to a Bachelor of Arts degree (BA). There is also an online option available. The Evergreen program meets twice a week at five different sites and two weekends at The Evergreen Longhouse each quarter for lecture and seminar. Evergreen's Native Pathways program is an interdisciplinary Liberal Arts program taught from a Native perspective.



NATIVE CASE STUDIES ON THE EVERGREEN ENDURING LEGACIES WEBSITE

*PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE
USE OF CLASSROOM CASE STUDIES INCLUDE INSTITUTE
CONFERENCES AND ON CAMPUS PRESENTATIONS.*

<http://nativecases.evergreen.edu/>

The 2022 Enduring Legacies Native Cases Conferences build on more than seventeen years of work developing interdisciplinary teaching case studies on significant issues in Indian Country and offering workshops for educators to network and learn how to use the cases. The interdisciplinary collection of cases covers a wide range of topics applicable to all academic fields. There are over 130 case studies available for classroom use and research on this website.

Problem-based learning, place-based learning, and collaborative learning are the cornerstones of the Native Cases approach. Cases promote student engagement and critical thinking in the context of complex and pressing real world issues. They are a terrific way of promoting diversity and critical thinking.

GHC FACULTY AND STAFF SUPPORT NATIVE CASES

For years, GHC Administration, Faculty, and Staff have supported the use of Native Case Studies by their attendance and participation in the Native Cases Institute professional development training.

As was featured in the June issue of this newsletter, the following faculty and staff attended the June 29th conference held at The Evergreen State College Longhouse: Tia Allen, Gary Arthur, Misty Barlan, Bill Dyer, Brandy Forman, Tom Kuester, Chris Portmann, Adrienne Roush, and Matt Vargas. Institute evaluation comments from the over 50 participants stated that expectations were met, new and effective teaching approaches were learned, and appreciation was voiced concerning presentation of case studies as "meaty and complex."

Other GHC administration, faculty, and staff who have attended since the Institute began in 2008 are as follows: Jennifer Barber, Kathy Barker, Diane Carter, Jenel Cope, Jason Hoseny, Mohammad Ibrahim, Patrick Martin, Lorena Maurer, Chandra Miller-Starks, Mark Reisman, Tom Stearns, Shiloh Winsor, Patrick Womac, Nate Woods, and Page Woods.

The next Native Cases Institute will be held at Little Creek Resort on November 8th & 9th. An area of emphasis at this conference will be tribes and climate change. Educators nationwide attend these conferences.

NATIVE NEWS

Quinault Nation Celebrates Chief Taholah Days—For the first time since 2019, Taholah Days was fully open to the public during the first week of July. There was a full slate of activities and many food vendors. There was a festive atmosphere and the weather cooperated most of the time. With a successful Blueback season, this year also featured several salmon bakes, a crowd favorite along with canoes races, the parade, boxing, softball games, a family field day, Bingo for youth and adults, and other outdoor events for all ages. The four-day celebration was capped off with another spectacular fireworks display on Monday night. (Nugquam)

Jim Thorpe—More than a century later, Jim Thorpe’s Olympic legacy has been officially restored. During the first week of July, the International Olympic Committee (IOC) announced that the talented athlete will be reinstated as the sole winner of two events, the pentathlon and decathlon, that he competed in during the 1912 Games in Stockholm. Thorpe originally won both events, becoming the first Native American to secure an Olympic gold medal for the United States. But officials later discovered that he had violated the Olympics’ strict amateurism regulations: For a short time, he had been paid \$25 a week to play minor-league baseball. In 1913, he was stripped of his medals. During the 1912 Olympics, Thorpe far outpaced his competitors. The pentathlon consisted of five events in a single day, and he won four of them. The decathlon was made up of ten events over three days, the last of which was a 1,500-meter run. Thorpe ran it in 4 minutes 40.1 seconds, a time that would be unmatched until 1972. (Smithsonian Magazine)

Dave Barnett - A Celebration of Life was held by the Cowliutz Indian Tribe for Dave Barnett on July 23rd. The Tribal Chair was honored and remembered for his development of tribal initiatives connected with such things as equal distribution of covid relief funds, improving universal health care for tribal members, language conservancy, and monetary support for disabled members. His Tribe referred to him as “Our Leader, Chairman, and Friend.” (cowlitz.org)

Pope Apologizes—Pope Francis on Monday began a long-sought act of reconciliation in Canada, decrying the country’s “catastrophic” residential school system for Indigenous children and asking for forgiveness for the “evil committed by so many Christians.” “I am deeply sorry — sorry for the ways in which, regrettably, many Christians supported the colonizing mentality of the powers that oppressed the Indigenous peoples,” Francis said. He addressed his comments to several thousand residential school survivors in a grass field encircled by a small grandstand on the first full day of a trip aimed at penitence for one of Canada’s greatest tragedies: a school system that forcibly removed Indigenous children from their parents and tried to assimilate them into Euro-Christian society — often brutally. Students were forbidden from speaking their native languages or practicing traditional customs; many were physically or sexually abused. (Washington Post)



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