



GHC NATIVE PATHWAYS

GRAYS HARBOR COLLEGE NATIVE PATHWAYS NEWSLETTER

March 2021

DAC LAND ACKNOWLEDGEMENT

The GHC Diversity Advisory Committee (DAC) in its continued efforts to support equity, diversity, and inclusion is in the process of researching acceptable protocols for Native Land Acknowledgement procedures. Committee member Kenji Seta submitted the agenda item and committee member Sandy Zealasko has provided documentation from the statewide President's Assistants meeting covering land acknowledgement procedures. Committee co-chair Kristy Anderson said that upon completion of committee research, a proposal for land acknowledgement will be made to the GHC Board of Trustees. Quinault Nation Cultural Resource Specialist Justine James reported that the GHC campus sits on the traditional lands of the Chehalis, Chinook, Quinault, and Shoalwater Bay Peoples.

Spring Quarter Begins April 12th

Registration for spring quarter is still available. Contact Gary Arthur to assist with getting back into classes. garthur@ghc.edu

Pre and college level Math and English courses are available for Spring as well as the following courses: Anthropology 216, Biology 100, Music 105, Health Promotion 101, and Psychology 100, Humanities 102 & 109 Library 101, and Business Tech 101.

NOTABLE UPCOMING SPRING DATES

- 3/23 thru 3/25 Final Exams for Winter Quarter
- 3/30 Grades Available Online
- 4/12 First Day of Spring Classes
- 4/16 Last Day for 100% Refund
- 4/23 Last Day do Drop with "W" status on transcript



GRAYS HARBOR COLLEGE

In This Issue

- Page 1, DAC, Spring Qtr. Dates
- Page 2, Native Pathways Degree Information
- Page 3, GHC Faculty, Student Article
- Page 4, Evergreen Longhouse, Student Art, Deb Haaland

The Grays Harbor College Native Pathways Degree Program is inclusive



Gary Arthur
Program Coordinator



GHC NATIVE PATHWAYS DEGREE PROGRAM

In order to better accommodate our students, GHC has created an **online degree** with a complimentary **hybrid** component. The bulk of the courses for the degree are offered online complimented by face to face instruction three Saturdays during each quarter.

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 on 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

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.

NATIVE PATHWAYS FIVE STEPS TOWARD ENROLL- MENT AT GHC

- 1. Apply for admission-**
The application can be printed off the GHC homepage and faxed or mailed to the college. The application may also be accessed and submitted online.
- 2. Submit all “Official Transcripts”** from other colleges you have attended to our “Admissions and Records” department.
- 3. Take college placement test** - contact Gary Arthur gary.arthur@ghc.edu (360) 538-4209
- 4. Do “entry advising”**
Meet with an advisor to plan course schedules and review an academic plan. You can see Gary Arthur for this - gary.arthur@ghc.edu (360) 538-4209
- 5. Submit the Tribal Aid Application** (if applicable) **and Free Application for Federal Student Aid (FAFSA).** Go to (www.fafsa.ed.gov) to fill out this application.



GHC SALUTES NATIVE PATHWAYS SPRING QUARTER FACULTY

The Native Pathways Program recognizes the following faculty members for Spring Quarter:

Patrick Martin, Math

Adrienne Roush, Library

Jenel Cope, Political Science & Native American History

Toby Sawyer, Humanities

Kathy Barker, Reading

Shiloh Winsor, English

Sarah Aiken, English

Bill Dyer, Music

Darrellyn Relyea, Business Tech 101

Anthropology is also offered in the curriculum each quarter and taught through South Puget Sound Community College.

The GHC Native Pathways AA Degree Program serves students from Nisqually, Quinalt, 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.



The article below is authored by GHC first year student, Elena Prest, in Sarah Aiken's English class. The composition features the image above symbolizing tradition, honor, and culture.

Published in The Skokomish Indian Nation Sounder

Picture this on one bright sunny day in June, 2016; I am standing all wrapped in a red and black wool Pendleton blanket. This was handmade just for me. This is my most valuable item. This is true for every young indigenous adult because they are gifted one upon earning their high school diploma. This blanket is a part of traditional regalia. Some background on the button robe, the robe is put together and sewn by a group of volunteers who have been providing these robes for more than twenty-five years in our area. In our community your family and close friends work together and sew on your button blanket. They also put together a traditional dinner to celebrate all the Native American students that have graduated at the end of the year. This blanket is important to me because of all the love, care and loving thoughts that were put into it by my family who made it for me. The solid red with black border wool Pendleton fabric with a traditional formline butterfly design in the center of the blanket with abalone buttons lining the design at the top of the back is my Native Name. One important feature of each blanket for our tribal member is there is a formline sun design. This sun design is placed on everyone's individual blanket, this is something that connects us all like a family. The design that is placed on your blanket is like your spirit animal and many designs have multiple meanings contained within them. My spirit animal is composed of three animals, a male raven and a female raven that represent my mom and dad which make me the butterfly. Another tradition is for girls to have red wool blankets with black wool borders and boys black wool blankets with red wool borders. During the ceremony the students and their families eat a traditional dinner while speakers present Native students with awards for the school year. Toward the end of the award's dinner the students are honored by being called to the front individually with their families. Each student is wrapped up in their blankets by their family members. The oldest family member honors the graduate by wrapping you in the blanket and giving a short talk of praise and honor. This event is very family oriented and there are younger children running and playing all around. The younger generation has the opportunity to see all of the older cousins and siblings meet this milestone, this will make an impression and will stay with them. After all students received their blankets they do a traditional dance before ending the ceremony. This is why my button blanket is my most prized and treasured possession. It means that I have accomplished a goal that not too many people from my community have done. This makes me feel proud and accomplished. This achievement makes me feel like I have set a path for the generations after me to aspire to obtain their diploma and receive their button blanket. I hold it dear to me because it was my first official step in becoming an adult. As an enrolled Skokomish tribal member I feel honored to be a positive role model for younger Native children to look up to and to know they can do it too. Having a button blanket is important because it represents who I am and where I come from. This blanket is the foundation for the stepping stones for my future. The path that I wish for myself is to break the cycle of drug use and depression in my community and show the community that education is important and this is why I hold my button blanket so dear to my heart; it reminds me to stay focused on my goals and live my best Native life in celebration of my culture.



Evergreen Longhouse Gatherings

Grays Harbor College Native Pathways Students gather with upper division Evergreen Native Pathways Students for lecture, seminar, and guest speakers each quarter. The Longhouse provides students and faculty an opportunity to learn in a culturally familiar environment. While these gatherings have been held virtually the last three quarters because of the pandemic, the presence of the Longhouse continues to be a source of inspiration for both programs.

The featured artwork at right is the creation of Evergreen Native Pathways student, Nikki Demmert. Nikki's daughters, Laanaa and Jasai are students in the Grays Harbor College Native Pathways Program. This familial connection epitomizes the bridge between the Evergreen and Grays Harbor Native Pathways Programs.



Rep. Deb Haaland, D-N.M., is sworn in before her Senate confirmation hearing to be interior secretary last month. Her confirmation makes her the United States' first Native American Cabinet secretary.

Jim Watson/AP

Deb Haaland, a member of New Mexico's Laguna Pueblo, has become the first Native American Cabinet secretary in U.S. history. The Senate voted 51-40 Monday to confirm the Democratic congresswoman to lead the Interior Department, an agency that will play a crucial role in the Biden administration's ambitious efforts to combat climate change and conserve nature.

Her confirmation is as symbolic as it is historic. For much of its history, the Interior Department was used as a tool of oppression against America's Indigenous peoples. In addition to managing the country's public lands, endangered species and natural resources, the department is also responsible for the government-to-government relations between the U.S. and Native American tribes.
