

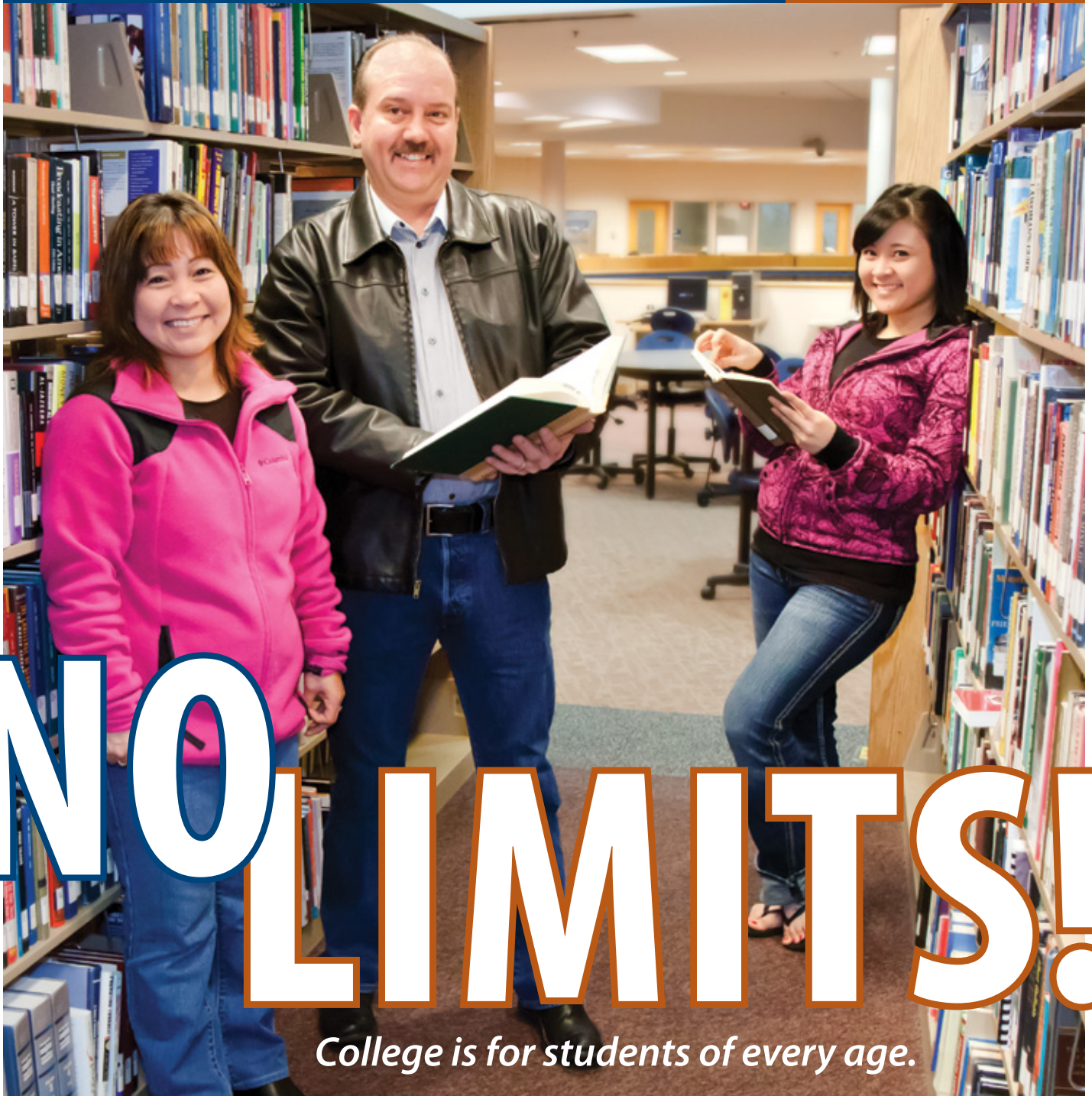
CLARK COLLEGE •

Connections

VOL. 24, No. 3 ■ SPRING 2011

Schedule of classes ■ Spring quarter classes begin April 4, 2011

ClarkCollege *The Next Step*



NO LIMITS!

College is for students of every age.



President Robert K. Knight with students of all ages.
Left to right: Anna Shakina, Thien Tran, Robert K. Knight, Travone Robinson and Kim Brewer.

One of the great things about Clark College is the diversity of the students in our classrooms.

That's true in every sense.

Clark College is a national leader in the "Plus 50" program of the American Association of Community Colleges. In this issue of Clark College Connections, you'll meet some students who have come to Clark after years of work experience, raising families and building their lives.

Some take classes to advance their careers or perhaps be rehired.

Some have decided they aren't ready to be retired; they want to be reworked.

Others have signed up for classes they've always wanted to take: they're ready to be re-inspired.

Also in this issue, you'll learn about two bright young students in their 20s who have been nominated to the All-Washington Academic Team and an alumna who attended Clark in her 30s and has a great new job thanks to her time in Clark's successful Data Networks & Telecommunications (DNET) program.

Whatever your educational goal, Clark College can help you take The Next Step.

That's true at any age.

Robert K. Knight
President

President

Robert K. Knight

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Clark College Mission Statement:

Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community.

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The 2008-2010 Clark College academic catalog is available online at www.clark.edu/catalog.

ON THE COVER: A family that reads together, succeeds together. Left to right, both Cecile and David Conner are taking classes at Clark College, and their daughter Rochelle is a former student.

No Limits!

At Clark College, education is ageless

AS A FATHER OF FIVE, DAVID CONNER (COVER) HAS ALWAYS TRIED TO SUPPORT HIS CHILDREN'S ACTIVITIES. When they started taking martial arts classes, so did he—going so far as to earn his black belt. “Everything my kids have done, I’d try to do it right beside them,” says the 48-year-old Vancouver resident.

Even so, when Conner’s eldest daughter decided to attend Clark College at age 20, he never expected to register for classes himself. But when the flooring company where he’d been working as a project manager went out of business, Conner discovered that he needed new tools to compete in the current job market. After 14 months spent job-hunting, David Conner headed back to school in winter quarter of this year, studying for an associate degree in Business Administration.

Jane Marthaller enjoys the mental challenge of classes at Clark.

“Hopefully, someone will see that I have the skills they need,” he says. “I just need to show them I can do it.”

Conner isn't alone. Throughout Southwest Washington—and, indeed, throughout the nation—baby boomers have been heading to college, whether to retrain for a new career, brush up their existing skills, or keep their minds nimble in retirement.

Clark College is particularly well suited to these older students, as it is a mentor college for the American Association of Community Colleges' “Plus 50” initiative (see sidebar on page 6). Anyone visiting Clark College today will see plenty of students who have passed their half-century mark—and discover that learning truly has no age limit.

The Career-Changer

Becky Merritt, Associate Director of Eligibility Programs at Clark College, has noted an increase in older students coming into her office—and a different kind of older student than she had seen previously. “Ten years ago, what I saw was career progression—‘I need to improve my skills’—or people who were unhappy with what they were doing,” she says. “Today it's people who have lost their jobs and are in a career change: ‘For all these years I've loved what I do, but that job is gone.’”

These students can be fearful of returning to school, says Catharine Keane, Program Manager in Career Services. “They think they're going to be in school with 18-year-olds,” she says. “They don't realize there's going to be a wide range of ages in their classrooms.” (In fact, the average age of Clark students is 29.)

Student Bob Hiblar has taken classes with students less than half his age, but doesn't find it intimidating. “They're all nice, they're all good to me,” he says.

At age 55, Hiblar is the poster child for lifelong learning. He first attended Clark in his teens and, he jokes, has “taken decade-long breaks ever since.” He's studied electronics, and then later took machining classes to gain journeyman millwright status at Columbia Machine, where he worked for 23 years. When he was laid off two years ago, he came back to Clark, this time entering the Toyota Automotive Technology program. He plans to graduate at the end of spring quarter and find employment as a Toyota mechanic.

“I'm going for the service industry, because I want job security,” he says. “You can't ship your car overseas to get it repaired.”



Bob Hiblar with fellow student Michael Comey.

Hiblar admits that some aspects of college were daunting for him. For one thing, schoolwork today requires working on a computer—Hiblar didn't even own one when he started classes in 2009. For another, despite his 350-plus credit hours taken over his decades at Clark, he still had a few requirements he needed to get out of the way, like biology. “I haven't had biology since 1974,” he says. “I looked at the syllabus and thought, ‘Seventy pages [of reading] a day! Am I going to make it through this?’ But I did. I even got a pretty good grade.”

The Challenge-Seeker

For 58-year-old Jane Marthaller, those rigorous academics are part of what she enjoys about taking classes at Clark. “I feel like it's a great mental challenge,” says Marthaller, who last year retired after spending more than two decades teaching child development in Portland public high schools. “They've shown that the brain continues to create new pathways and the neurons continue to grow, even in your middle years, so that's one reason I'm taking classes: to keep my brain active.”

Marthaller took her first French class at Clark College during the 2009 summer quarter after hearing her next-door neighbors praise their experiences taking German at the college. “I was very

impressed with the caliber of the instruction and the professors,” she says. “From what I’ve studied so far, they’re excellent; they’re comparable to a four-year college.”

Marthaller enjoyed her French 121 class so much that she went on to sample practically every other form of language instruction Clark has to offer: a conversational class with Continuing Education, private tutoring with a Clark College instructor, and a three-week immersion program held in Quebec, Canada, the last of which she describes as “very intense” and “fabulous, in the sense that it really gave you a chance to be exposed to not only the language but also the culture.”

Marthaller’s not done stretching her neurons. She took off the first quarter after she retired for relaxation, but signed up for French 123 this winter quarter. “I’m ready to be challenged again,” she says. “My experience at Clark has been so positive, I’ve thought about brushing up on my Spanish.”



David Conner

The Skill-Builder

David Conner is also looking to brush up his existing skills. He’s already worked as a project manager, and he hopes his associate degree will qualify him for higher-level management jobs.

Like Hiblar, Conner was initially nervous about returning to college. “It was hard to get back into that mindset of being a student, remembering some of the anxieties you had when you first were in school,” he says. “This is some-

thing new, and anything new is going to take you out of your comfort zone. But you know you’ve got to do it, so just start making those steps.”

Conner’s also got plenty of family support as he heads back to school—while his daughter recently decided to take some time off from college, his wife, Cecile, just completed earning her GED from Clark and now is finishing up a certificate in Early Childhood Education.

“We proofread each other’s papers,” he says. “We bounce ideas off each other. And with my wife and I both taking classes at Clark, it’s really shown our younger children the priority of education.”

As Conner puts it, “It never hurts to put more knowledge in your head—no matter what age you are.”

Rehired, Rewired, Reinspired: Plus 50 at Clark College

When the American Association of Community Colleges launched its new Plus 50 Initiative in 2008, Clark College was a natural fit for an early adoption of the program. After all, Washington state has a high percentage of community college students age 50 or above, and Clark is the second-largest community college in the state.

Clark also has a staunch advocate for older learners in Tracy Reilly Kelly, program manager for continuing education in Clark’s department of Corporate and Continuing Education (CCE). Reilly Kelly helped establish the Plus 50 program at Clark. “Its home is in CCE, but the intent is for it to become a collegewide initiative,” she says. “We’re working to have special advising, workshops, and orientation through the Welcome Center geared toward Plus 50 learners.”

Reilly Kelly says the older students she sees tend to break into three main categories. “One profile is they’re finding themselves divorced or widowed, and they may have many skills but have been out of the workforce for a long time,” she says. “Then there are the people who have a cool idea for something they want to do part-time after retirement, and they just want to know how to set up a spreadsheet and get the skills to run a small business. And thirdly are people who want to enrich their lives: they’ve always had a dream of something they wanted to do or learn, and now is when they have the opportunity to finally pursue that dream.”

Viticulture instructor and retired winemaker John Dingenthal says teaching Plus 50 students can be different from teaching students straight out of high school. “Older students are less accepting and more demanding,” he observes. “They’re more likely to question something you say, because they’ve been around and have their own life experiences. But they’re also very enthusiastic. They’re in class because they want to do it, not because it’s a requirement.”

That enthusiasm is paying off—he’s already seen some of his students start their own vineyards in Southwest Washington. And the enthusiasm for learning seems to be contagious, as well: After his first quarter teaching at CCE, the 63-year-old Dingenthal signed up for German classes at Clark’s main campus. It’s been tough, he admits, “but I’ve loved every minute of it.”

PLUGGING INTO THE NETWORK

Clark's DNET program gives its graduates new careers in a growing field

For more information contact:
dnet@clark.edu

IN 2007, AMANDA MARSINGILL WAS READY FOR A CHANGE. “I’d been working as a housekeeper for several years and I decided to go back to school, because I could tell my body wasn’t going to be able to keep up this work,” explains Marsingill, now 41. So she enrolled at Clark College—originally in the Medical Office program, until she decided on a whim to take an introductory course in Data Networks and Telecommunications program (also called Network Technology, or DNET).

“A whole world opened up to me,” she says. “Pretty soon I decided to change my major.”

Now Marsingill works as a technician at EarthLink Business (formerly New Edge Networks), a national provider of business network systems based in Vancouver. She’s one of many successful alumni of the Clark College DNET program. In fact, DNET Department Head Dwight Hughes says the program has a 100-percent job-placement rate. “We have students leave our program and start earning in the mid-forties right out of school,” he says.

DNET incorporates data communications, digital phone switching systems, telephone transmission and signaling equipment, fiber optics, computer networks, and business communications systems. “If networking was a road system, we’d be the people who design those roads,” says Hughes.

While many DNET alumni work for telecommunications or data networking companies, “anywhere with more than 50 computers will need someone to run the network,” says Hughes. Graduates have found jobs working for banks, hospitals, government agencies, and even large churches. Not all these graduates have had associate degrees—the program offers three different one-year certification programs that allow students to enter the workforce quickly. If those students choose to continue their education, they can pursue one of two separate two-year degrees, either an associate of applied technology in CISCO Network Technology or an associate of applied science in Microsoft Server Technology. Beyond that, they can



Thanks to Clark's DNET program, Amanda Marsingill found a job as a technician at EarthLink Business.

earn a four-year bachelor of science degree from Eastern Washington University through an extension of the university located on Clark College’s main campus.

Work in the DNET field can be challenging. Imagine the last time your computer system froze up on you and you had to call tech support—well, DNET technicians are the people who get those calls. The systems connecting phones and computers are complex and follow very strict protocols. “It helps if you like games and puzzles, because it’s very logic-oriented,” says Hughes. “You solve problems. It’s a structured way of making sense of things that at first don’t seem to make any sense at all.”

Amanda Marsingill acknowledges her new job has its challenges. “It’s a lot tougher and a little bit more stressful than housekeeping, but I love it,” she says. “With what I was doing before, it was just a job; now I have a career. I feel very fortunate. If I had never gone back to Clark, I would never have found this level of happiness.”

Student Success Stories

Two amazing students make the most of their “second chances” at Clark College



Fallon Hughes and Michael Gay are Clark College's All-Washington Academic Team Representatives.

Clark College's representatives on the 2011 All-Washington Academic Team both showcase not only their own dedication and talent, but also the important role community colleges play in allowing people to overcome life challenges and pursue their educational goals.

Michael Gay, 25, readily admits that he didn't have the grades to get into most four-year colleges when he walked onto the Clark College main campus on a whim in September 2008. "I hated high school," Gay says. "I was the student who figured out exactly how many days of school he could miss and still graduate."

But when Gay was laid off from his job as an auto mechanic, he decided to visit Clark College, just to check it out. "And I don't know what happened, but within an hour, I had somehow been advised and registered and all of a sudden I was going

to classes," Gay says, laughing. "I was way past the financial aid deadlines, but the Financial Aid Office made it work so I could start classes anyway."

Gay surprised himself by taking to college immediately. His first quarter, he earned straight A's. "At some point, I figured out, 'Hey, not only can I do this, but I'm good at this!'" he says. "Two years later, I'm president of the honor society. It's kind of amazing how things turn out."

At Clark, Gay also discovered a newfound interest in community service.

In addition to his duties as chapter president of Alpha Sigma Phi (Clark's honor society), he spends 20 hours a week as an AmeriCorps member working for local nonprofit agencies including Habitat ReStore, Ronald McDonald House, Relay for Life, and the Vancouver Children's Center. He expects to complete at

least 900 hours of community service by the time he graduates at the end of spring quarter—enough to earn a Lifetime Presidential Volunteer Service Award.

Thanks to Clark College's mission to educate anyone who wants to learn, Gay has had a second chance at academic success. "It's definitely nice that the option [of community college] is there," he says. "You can have these redemption stories, instead of, 'You didn't do well in high school, so now you can never go to college.'"

Instead, Gay's achievements have earned him acceptance letters from some of the most prestigious universities in the country, including Harvard and Columbia. He plans to continue studying history, his current major at Clark, with the end goal of becoming a history professor—though lately, he's been considering another

career option. "I've started toying with the idea that I might want to run for Congress one day," he says with a grin. "We'll see."

Like Gay, Fallon Hughes did not originally plan to attend college. Instead, she became licensed to become a mortgage loan processor in 2006. "I was 19 at the time, and I thought, 'This is my life plan, this is fantastic,'" she says. But when the housing market crumbled, she found herself laid off. "I had to find another job, and another job, and I realized I was just working all these dead-end jobs that had no future."

At the same time, she had learned a valuable lesson from seeing people struggle with paying their loans in a downward economy. "I did find out that the higher education that you have, the better off you are," she says. She started classes at Clark College in 2007, taking online classes so that she could continue to work full-time. When she was laid off for a second time, she decided to concentrate on earning a degree. "I knew that by attending school and finishing with a degree, I could follow my dreams wherever my interests lead," she says.

At first, she thought those interests were concentrated in becoming an English professor. But after taking Introduction to Women's Studies during her first quarter at Clark, Hughes found a new passion. "The very first assignment, we had to name 20 female historical figures in the U.S., and we took over an hour to do it," she recalls. "When we had to name 20 male figures, we had it in, like, a minute. And so you're thinking, 'Wait a minute, what?'"

Hughes switched her major to Humanities with concentrations in English and Women's Studies. She plans to earn a Ph.D. and become a professor in Women's Studies. "It's a very new field," she says. "A lot of universities, even now, only offer Women's Studies 101 and nothing else. Clark is amazing in that it has a whole Women's Studies department and has multiple classes that you can take."

Hughes continues to take online classes both at Clark at Washington State University Vancouver, where she plans to transfer this September. She also volunteers at least 20 hours a week with Alpha Sigma Phi and the Clark College History Club, and helps take care of her 2-year-old brother and her sister, who is permanently physically disabled. "It's taught me some time management," she says with a laugh. Despite these challenges, she has maintained a 3.94 GPA at Clark.

Phi Theta Kappa, the international honor society for two-year colleges, introduced the All-USA Academic Team to recognize and honor two-year college students for their scholastic achievement and community and college service. In Washington state, two students from each participating college are selected for the honor each year. The members of the All-Washington Academic Team attend a recognition ceremony at South Puget Sound Community College in Olympia on March 24, where they are presented with honorary medallions. Hughes and Gay will also receive scholarship offers from the Clark College Foundation, KeyBank of Washington, and the Northwest Education Loan Association, as well as from several public and independent four-year colleges in Washington.



Faculty Spotlight: Larry Mains

Clark College takes great pride in its award-winning faculty. One such faculty member is Clark College culinary arts director Larry Mains. The longtime educator, who has taught at Clark for more than 35 years, received the Chef Emeritus award from the Chefs de Cuisine Society of Oregon (a chapter of the American Culinary Federation) at the society's yearly Chef of the Year banquet, held November 2010 at the Columbia Edgewater Country Club.

Society board member Jack Elmer presented the award to Mains, stating, "This is in recognition of Larry bringing more chefs into our community than any other instructor."

This is not Mains's first award from the society. He received the Chef of the Year award in 1985 and the Charles Altoffer Professionalism Award in 2005.

DIFFICULT REALITIES, DETERMINED DREAMS

President Bob Knight says that even in a struggling economy, Clark College needs to do more than “just survive”

On January 20, Clark College President Bob Knight took to the podium to deliver his annual State of the College address to a large crowd in Gaiser Student Center. While there were lighter moments during the speech—the date happens to be widely recognized on the Internet as Penguin Awareness Day, a fact that Clark’s mascot, Oswald, ran onstage to celebrate—the overall tone was serious, in keeping with the tough economic realities facing both the college and Washington state in general. “This year, our accomplishments have been as strong as ever, and that’s especially impressive because they have taken place during a very difficult year,” Knight said. “Quite honestly, this year will be even more difficult, and that will probably be true for at least the next two years.”

This is true because Gov. Chris Gregoire’s proposed 2011-2013 budget calls for \$2 million in permanent budget cuts for the college, on top of previous cuts imposed in the last biennium. This at a time when the college is experiencing record enrollments—in fact, the national newspaper *Community College Week* ranked Clark as the 19th-fastest growing large community college in the country, the only Washington college on the list.

“Up to this year, we’ve been able to maintain services by tightening our belts and increasing workload,” Knight said. “This year, we are going to have to make cuts that no one wants to make. ... I don’t want to minimize the decisions that we will soon have to make. They will be painful.”

Clark is in the midst of a college-wide conversation about how those cuts should be implemented, and Knight stressed that employee and student feedback would be taken into consideration during the decision-making process. “We are committed to communicating openly and honestly and to treating all members of the college community with the respect that they have earned for their dedication and service to Clark College,” he said.

Knight also used the annual address to celebrate some of the accomplishments of the previous year. He recognized Clark’s many outstanding students, including Neil Oldaker, who rescued an elderly woman from a burning car at a McDonald’s drive-in near the main campus, as well as the members of the Clark College women’s cross country running team, who won the Northwest

Athletic Association of Community Colleges (NWAACC) championship. He also noted the success of student Jacquie Brown, who overcame a childhood of homelessness and abuse to earn scholarships as both Miss Washington and third runner-up in the Miss America pageant.

In addition to stellar students, Knight commended the many Clark staff and faculty members who earned awards. For instance, Ryan Hovde, the coach of that championship-winning cross country team, was named Coach of the Year by NWAACC. Survey Instructor Tim Kent received the 2010 Oregon Surveyor of the Year award from the Professional Land Surveyors of Oregon. Knight also noted how Financial Aid Office staff worked tirelessly to process 10,838 financial aid files during the 2009-2010 academic year—33 percent more than the year before—resulting in more than \$43 million in support for financially struggling students. As of the time of Knight’s speech, that number already had risen above \$51 million for the current academic year, which ends in August.

Knight also recognized the important work the Clark College Foundation has done to help the college keep up with the growing demand for its services. The Foundation was instrumental in securing the private support that made the construction of a new facility for the Early Childhood Education Department, which has been straining to accommodate the number of students in its program. Knight noted that such private support will be important in coming years as the percentage of Clark’s budget that’s funded by the state continues to shrink. Already, only about half of the college’s funding comes from Washington state; the rest comes from tuition and donor support.

Despite the grim budget news, Knight sounded notes of hope in his speech. He quoted Atlanta Mayor Kasim Reed, who in face of his city’s budget woes said, “We need to be very clear where just surviving takes you: It takes you to a lifestyle of just survival.”

“Our students don’t want to simply survive,” added Knight. “Our region doesn’t want to simply survive. Clark College doesn’t want to simply survive. We all want to dream. We all want to grow. So, here at Clark College, we are staying focused on our aspirations.”



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① Women's NWAACC Cross Country team, *left to right*, Briel Thoune, Holly Meler, Shelby Beaudoin, Tamara Kulla, Angela Gula and Katarina Mueller, were presented their championship rings. ② Top row, *left to right*: Schuyler Hoss, Southwest Washington Regional Representative for Governor Chris Gregoire, and Vancouver City Council Member Larry Smith. Bottom row, *left to right*: Dan Ogden, former State Rep. Val Ogden and Executive Director of Partners in Careers Pam Brokaw. ③ Clark College President Bob Knight addresses the college during his fifth year of presidency. ④ Bill and Jeanne Firstenburg of First Independent Bank are greeted by Clark College trustee Royce Pollard. Jeanne Firstenburg serves on the Clark College Foundation Board of Directors. ⑤ Clark College Trustee Sherry Parker welcomes former trustee John White. ⑥ Dr. Twyla Barnes, superintendent and chief executive officer of Educational Service District (ESD) 112, *left*, and Clark College Trustee Jada Rupley. Rupley is Associate Superintendent of ESD 112. ⑦ Clark College student Neil Oldaker was recognized for his heroic rescue of an elderly woman from a burning car.



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