Independent Study Course Syllabus

Course Number: SCI 922

Course Title: Yellowstone Natural History

☐ Online       X Correspondence

Instructor: Mary Bennett, MA
Phone number: 800-967-9365/559-322-7067
Email: maryebennett@sbcglobal.net
Email will be answered within 48 hours Monday through Friday.

Other Contact Information: Curriculum Services Associates
5876 E. Powers, Clovis, CA 93619
Office Hours: M-F 8:00am – 5:00pm by phone

Units: 3
Grade Level: K-12

Course Description
This course is designed as an introduction to the natural history of Yellowstone, the first National Park. Through the text, videos, and the rich resources offered on the Internet, students will gain insight and knowledge into the wildlife and many ecosystems found in this unique region. This course highlights not only the history but the geological features of the park available through virtual explorations or an optional onsite visit. Students will have the opportunity to apply what they have learned as they develop integrated lessons for their classroom that align to state, district or national standards, including the Common Core Standards.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
• Textbook
Students are required to purchase the textbook: Yellowstone: A Visitors Companion by George Wuerthner.
This book may be purchased either used or new from Amazon.com: http://www.amazon.com/Yellowstone-Visitors-Companion-National-Companions/dp/0811730786/ref=sr_1_1?ie=UTF8&qid=1332886356&sr=1-1

• Links to online resources for completing assignments

To register for courses go to http://ce.fresno.edu/cpd and log in
NOTE: The course manual is in a PDF format. Users will need the free Acrobat reader to open and view the files (http://get.adobe.com/reader/)

Online Resources
Relevant online resources that support course content and encourage further investigation.

Technology Requirements:
- In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Course Requirements
The course is divided into seven units of study. In each unit, participants will explore the National Parks through:

1. Reading Assignment
2. The National Parks: America’s Best Idea Assignment
3. The Place Were Hell Bubbled Up Viewing Assignment
4. Virtual Field Trip or Field Study
5. Yellowstone on the Web Annotated Bibliography
6. Lesson Plan Assignment
7. Reflective Essay

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

National and Common Core Standards
In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community.

National Board for Professional Teaching Standards (http://www.nbpts.org/)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

National Standards
Historians from around the word visit Yellowstone to study the natural history of the park which is located in the states of Wyoming, Idaho and Montana.

The National Academy of Sciences (http://www.nasonline.org/) is one of many organizations that has established national learning standards in the area of science for K-4, 5-8 and 9-12 grade levels. The park provides excellent examples of the following scientific concepts and principles:

1. Categorize plants and animals into groups.
2. Classify rocks and soils into groups.
3. Describe the processes by which rocks and soils are formed.
4. Identify parts of an ecosystem.
5. Describe how parts of the ecosystem interact and influence each other.
6. Describe the components and relationships of the earth system.
7. Describe the life cycles of plants and animals.
8. Understand that an organism’s characteristics are determined by both genetic and environmental influences.
9. Identify processes that slowly change the surface of the earth.
10. Recognize that fossils provide evidence of plants, animals and environments that existed long ago.
11. Explain how organisms can sustain life.
12. Describe how biological evolution accounts for species diversity.
13. Describe how an organism’s behavior is influenced by its environment.
14. Analyze the effects of natural events and human activities on the earth’s capacity to sustain biological diversity.
15. Compare and contrast multiple solutions to a scientific problem.

Throughout this course, you will have the opportunity to apply history concepts by integrating them into a thematic teaching unit for your grade level using your state or district standards.

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Common Core Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

Common Core State Standards Initiative (http://www.corestandards.org/the-standards)

The standards are:

- Aligned with college and work expectations.
- Clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon the strengths and lessons of current state standards.
- Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
- Evidence and researched based.

As you create lessons for your students you will be exploring National, State, District, or the Common Core Standards and identify how the lessons and activities you implement and develop align with those standards.

Learning Outcomes:
1. Identify the vegetation and wildlife that is unique to the park. (NBPTS 1,2,4)

2. Explain the ecosystem of the greater Yellowstone area.

3. Identify and analyze grade-level appropriate resources related to Yellowstone National Park. (NBPTS 1,2,3,4)

4. Synthesizing what you have learned through the content of the course, apply grade level, state or district history learning standards to develop integrated lesson plans and activities with other subjects including geography, math and the creative arts. (NBPTS 1,2, 3,4)
5. Assess and reflect upon teaching practices and the classroom environment in relation to the course content by responding to focus questions. \((NBPTS\ 4)\)

**Schedule of Topics and Assignments**
Assignments are available for use with or without student participation.

<table>
<thead>
<tr>
<th>Schedule of Topics</th>
<th>Assignments</th>
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</table>
| **Unit 1** Reading Assignment (SLO 1,2,3,4,5,7) | • Read *Yellowstone: A Visitors Companion*
• Complete the Selected Topics Assignment
• Develop a presentation appropriate for the level of your students |
| **Unit 2** The National Parks: America’s Best Idea Assignment (SLO 5,6) | • Explore *The National Parks: America’s Best Idea* website
• View the History of the National Parks video clips
• Discuss how you can use the information on this site with your students |
| **Unit 3** Yellowstone: The Place Where Hell Bubbled Up Viewing Assignment (SLO 6, 7) | • View the video *Yellowstone: The Place Where Hell Bubbled Up*
• Answer the focus questions
• Develop a grade level appropriate assessment |
| **Unit 4** Yellowstone Virtual Field Trip or Field Study (SLO 6,7) | • Select a Virtual Field Trip and design a grade level appropriate activity or complete the Field Study option |
| **Unit 5** Yellowstone on the Web Annotated Bibliography (SLO 6) | • Compile an annotated bibliography of resources, lessons, and activities related to the natural history of Yellowstone |
| **Unit 6** Lesson Plan Assignment | • Develop lessons focused on Yellowstone |

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<table>
<thead>
<tr>
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<th>Assignments</th>
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<tbody>
<tr>
<td>(SLO6,7)</td>
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<tr>
<td><strong>Unit 7</strong></td>
<td><strong>Reflective Essay</strong> (SLO 9)</td>
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<td></td>
<td>• Reflect upon the course content</td>
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</table>

**Evidence of Learning**

- Course instructor observed evidence of understanding of course objectives as demonstrated through students’ presentation of their knowledge of course concepts guided by focus questions.

- Course instructor observed evidence of understanding of course objectives as demonstrated through students’ reflective writing assignments.

- Course instructor observed evidence of understanding of course objectives as demonstrated through students’ correlation of the activities and lessons they developed to state, national, or district standards.

- Student demonstrated their understanding of appropriate methods of teaching social studies and science through the design of lessons for classroom implementation.

- Student demonstrated their understanding of integrating subject areas into the curriculum through the suggestions described in each lesson.

- Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.

**Grading Policies and Rubrics**

100 total points possible

100 – 90 = A
89 – 70 = B or Credit Grade
Below 70 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.

- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

To register for courses go to [http://ce.fresno.edu/cpd and log in](http://ce.fresno.edu/cpd)
Major Assignments

1. Reading Assignment
   Selected Topics 10 points
   Presentation 10 points
2. America’s Best Idea Assignment 10 points
3. The Place Where Hell Bubbled Up 10 points
4. Virtual Field Trip or Field Study 10 points
5. Yellowstone on the Web Annotated Bibliography 10 points
6. Lesson Plans 20 points
7. Reflective Essay 10 points

Rubric for Evaluating Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Sub-Standard</th>
<th>Standard</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment</td>
<td>A summary of all required plant, animals and geological concepts was not complete, selected items were not connected to the target grade level, and no connections were made to the reading assignment and the classroom setting.</td>
<td>A clear and detailed summary of each of the required plants, animals and geological concepts was presented, All items discussed were connected to the target grade level, at least one connections was made to the reading assignment and the classroom setting and supported with examples.</td>
<td>A comprehensive, clear and detailed summary of each of the required plants, animals and geological concepts was presented, All items discussed were specifically connected to the target grade level, one or more connections were made to the reading assignment and the classroom setting and supported by several concrete examples.</td>
</tr>
<tr>
<td>Selected Topics 10 points</td>
<td>Superior=9-10 Standard=8 Sub-standard=7 or below</td>
<td>A clear and detailed summary of each of the required plants, animals and geological concepts was presented, All items discussed were connected to the target grade level, at least one connections was made to the reading assignment and the classroom setting and supported with examples.</td>
<td>A comprehensive, clear and detailed summary of each of the required plants, animals and geological concepts was presented, All items discussed were specifically connected to the target grade level, one or more connections were made to the reading assignment and the classroom setting and supported by several concrete examples.</td>
</tr>
<tr>
<td>Presentation 10 points</td>
<td>Superior=9-10 Standard=8 Sub-standard=7 or below</td>
<td>Presentation was disjointed and not clearly linked to the topics in the text, content was not connected or appropriate for the target grade level.</td>
<td>Presentation was comprehensive, clear, detailed and clearly linked to the selected topics in the text, content was highly appropriate for the target grade level.</td>
</tr>
<tr>
<td>America's Best Idea</td>
<td>Assessment strategy is not appropriate for the target grade level.</td>
<td>Assessment strategy is appropriate for the target grade level.</td>
<td>Assessment strategy is highly appropriate for the target grade level.</td>
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</tbody>
</table>

Course Number and Title: SCI 922 Yellowstone Natural History
Instructor: Mary Bennett, MA
Date of Revision 05/3/16

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<th>Assignments</th>
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<th>Standard</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>the target audience it is not clear if questions are linked to the information on the website.</td>
<td>target audience and questions are linked to the information on the website.</td>
<td>the target audience and questions are clearly linked to the information on the website.</td>
</tr>
<tr>
<td>10 points</td>
<td>Superior=9-10</td>
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<td></td>
<td>Standard=8</td>
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<td></td>
<td>Sub-standard=7 or below</td>
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<tr>
<td>Yellowstone: The Place Where Hell Bubbled Up Viewing Assignment</td>
<td>Not all questions were answered, answers were vague or disjointed and not supported with examples from the video</td>
<td>All questions were answered and supported with detailed examples from the video.</td>
<td>All questions were thoroughly answered and supported with comprehensive, clear and detailed examples from the video.</td>
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<tr>
<td>10 Points</td>
<td>Superior=9-10</td>
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<td></td>
<td>Standard=8</td>
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<td></td>
<td>Sub-standard=7 or below</td>
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<td>Virtual Field Trip or Field Study</td>
<td>Vague description of the Virtual Field Trip is defined. Discoveries found on the field trip are missing or vague. The activity presented is not appropriate for the chosen grade level, a connection to classroom implementation is unclear.</td>
<td>Detailed description of the Virtual Fieldtrip is described. Discoveries found on the field trip are noted. An appropriate activity is presented for the chosen grade level, a connection to classroom implementation was described.</td>
<td>Comprehensive, clear, and detailed description of the Virtual Fieldtrip is described. Major discoveries found on the field trip are noted. Comprehensive, clear and detailed activity is presented and is highly appropriate for the chosen grade level, a clear connection to classroom implementation was described and included appropriate suggestions for using</td>
</tr>
<tr>
<td>10 Points</td>
<td>Superior=9-10</td>
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<td>Standard=8</td>
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<td></td>
<td>Sub-standard=7 or below</td>
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<tr>
<td>Virtual Field Trip</td>
<td>Evidence of a visit to three visitor centers is vague or missing, summary of the</td>
<td>Evidence of a visit to three visitor centers is presented, detailed summary of the information gathered on the trip is included,</td>
<td>Evidence of a visit to three visitor centers is presented, detailed summary of the information gathered on the trip is included,</td>
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<tr>
<td>Field Study</td>
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<tr>
<td>Assignments</td>
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<td>Standard</td>
<td>Superior</td>
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<td>information gathered on the trip is unclear and not appropriate for the chosen grade level, a connection to classroom application is missing or disjointed and not supported with examples, question asked of the ranger on duty not appropriate and summary of the response is missing.</td>
<td>summary of information is appropriate for the chosen grade level, a connection to classroom application is described and supported examples, question asked of the ranger on duty is relevant and a summary of the response is presented and includes examples.</td>
<td>the selected website. Field Study Clear evidence of a visit to three or more visitor centers, comprehensive, clear, and detailed summary of the information gathered on the trip, summary of information is highly appropriate for the chosen grade level, a clear connection to classroom application is described and supported with several concrete examples, question asked of the ranger on duty is clearly relevant and a detailed summary of the response is presented and includes several concrete examples.</td>
</tr>
<tr>
<td>Yellowstone on the Web</td>
<td>Annotated Bibliography 10 points</td>
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<tr>
<td></td>
<td>Superior=9-10 Standard=8 Sub-standard=7 or below</td>
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<td></td>
<td>Less than ten resources, lessons or activities are included in the bibliography, sources are not appropriate or relevant for the selected target audience, bibliographic information is incorrect and summary is vague or missing.</td>
<td>Ten resources, lessons or activities are included in the bibliography, all sources are appropriate and relevant for the selected target audience, bibliographic information is correct, annotations include a clear summary.</td>
<td>Ten or more resources, lessons or activities are included in the bibliography, all sources are highly appropriate and relevant for the selected target audience, all bibliographic information is correct, annotations include a detailed summary.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Less than three</td>
<td>Three lessons were</td>
<td>Three or more lessons</td>
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</table>

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<tbody>
<tr>
<td><strong>30 points</strong></td>
<td>lessons were defined, were not correlated to the activities, objectives were missing or vague, reflections contained a minimal description of the grouping, procedures, and there were no connections to other subject areas.</td>
<td>defined, standards were correlated to most of the activities, the objectives were adequately stated but not always specific, descriptions were generally clear but did not always comprehensively describe the groupings, and procedures, few suggestions for integrating other subject areas, students were not always required to use critical thinking skills.</td>
<td>were defined, standards were correlated to all activities, objectives were specific and stated in terms of observable learner outcomes, there was a clear and concise description of the groupings, the procedure, and suggestions for integrating other subject areas, and required students to use critical thinking skills.</td>
</tr>
<tr>
<td><strong>Reflection Essay 10 points</strong></td>
<td>Reflection is vague in relation to course content, there is little or no indication plans for future implementation and there is not a connection between course assignments and primary learning outcomes.</td>
<td>Reflection is specific to the course content, strategies presented in the course, plans for future implementation is defined, an adequate description of the connection between the course assignments and the primary learning outcomes is presented.</td>
<td>Reflection displays critical thinking that is clear, concise, and specific to the course content, and plans for future implementation are included, a clear connection between the course assignments and the primary learning outcomes is presented.</td>
</tr>
</tbody>
</table>

**Writing Requirements**

*Superior*: Writing is clear, succinct, and reflects graduate level expectations.

*Standard*: Writing is acceptable with very few mistakes in grammar and spelling.

*Sub-standard*: Writing contains noticeable mistakes in grammar and spelling.

**Grading Options**

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
Instructor/Student Contact
Built into the course requirements are several contacts between the course instructor and the students via phone, fax, or email. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor at anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

How to send Email:
The subject line of all Email must contain the following information:
Course number your last name, first initial.
Example: SCI 922 Bennett, M.
Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

The required contacts are as follows:

- Carefully examine the course materials and the assignments. Contact the course instructor via phone or email after you have gone through the course material and when you are ready to begin the assignments. Indicate the grade level that you teach, how you are going to implement the activities, and ask any questions that you may have regarding the course. In addition, you are encouraged to contact the instructor at any time to discuss the assignments or ask for clarification.

- Contact the instructor via email, phone or fax as indicated in the Schedule of Assignments.

- Upon receipt of your completed assignments the instructor will contact you via phone or email to confirm course completion and discuss the coursework.

References/ Resources
In addition the academic resources, you can obtain a wealth of information about Yellowstone National Park including cultural history, housing and weather forecasts on the Internet. The following sites are just a few examples of what is available.

Yellowstone National Park
(www.nps.gov/yell)

Yellowstone Association
(http://www.yellowstoneassociation.org/)

Yellowstone Park Concessionaire
(http://www.yellowstonenationalparklodges.com/)

To register for courses go to http://ce.fresno.edu/cpd and log in
The Total Yellowstone Page
(http://www.yellowstone-natl-park.com/)

Standards Based Instruction

No Child Left Behind
(http://www.ed.gov/nclb/landing.jhtml)
McRel Standards Database- A compilation of content standards for K-12 curriculum
(http://www.mcrel.org/)

Bibliography

The resources below have been selected to complement those in the course.


Schullery, Paul and Whittlesey, Lee. *Myth and history in the creation of yellowstone national park.* Lincoln, Nebraska: University of Nebraska Press. 2003


**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website ([http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd)) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) - under General Information > CPD Policies.

**Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL [http://www.fresno.edu](http://www.fresno.edu).

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<tbody>
<tr>
<td>CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
<tr>
<td>CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

**Student Learning Outcomes Oral Communication:** Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.

**Written Communication:** Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

**Content Knowledge:** Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

**Moral Reasoning:** Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.

**Service:** Students will demonstrate service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

**Quantitative Reasoning:** Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

**Information Literacy:** Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.
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