



EDU 5120-01: Theory & Practice in History-Social Science

Instructor Information

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Time and Date: 5:30pm-8:15pm on Wednesday Evenings

The mission of the Education Department of the College of Education and Integrative Studies is to cultivate successful education professionals in a diverse community that practices innovation, discovery, and experiential student-centered learning.

Program Strands

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:

Meeting Student Needs: Learn how personal, family, school, community, and environmental factors impact students' academic, emotional, and social well being with a special emphasis on communication with parents and the use of school and community resources to support the needs of each student. (Program Standard 10)

Second Language Learners: Use principles and practices in English Language Development to support English language learners' acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area. (Program Standard 13)

Students with Disabilities: Use basic knowledge, skills, and strategies for effectively meeting the needs of students with disabilities, behavior plans, and other challenges within the regular classroom by differentiating instruction to the degree possible in order to provide access to the curriculum in a positive inclusive classroom climate. (Program Standard 14)

Reading and Writing Across the Disciplines: Demonstrate that every teacher is a reading and writing teacher with specific emphasis on the type of reading and writing that provides access to the curriculum and builds communication skills in writing. (Program Standards 7A and 8A)

Teaching with Technology: How to use a variety of technologies to support effective teaching, assessment, and student learning in the classroom while being mindful of the legal, ethical, and safety issues that are continually changing as students use technology more extensively in learning and as part of lifelong growth. (Program Standard 9)

Course Information

Catalog Description

EDU 5120 is designed to develop and extend your knowledge and expertise in teaching history and the social sciences in the elementary classroom. You will investigate the philosophical and historical bases for elementary social studies instruction and its role in the modern curriculum, the range of specialized methods and materials available to maximize learning for all students, and the abundant options available for continuing professional development in the content area. The course will contribute to your mastery of specific California Teacher Performance Expectations. TED 5120 is designed to be collaborative and interactive. The overarching goal of all course instruction and assignments is to prepare you to become a reflective professional educator.

Prerequisites

Admission to the teacher preparation program is required. If you have not been admitted to the credential program, you must obtain approval from the program coordinator and the department chair to enroll in the course. Only under unusual circumstances will non-admitted students be able to take courses in the professional core sequence.

Course Learning Objectives

Upon completion of this course, the student should have a beginning ability to:

- Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (TPE 1)
- Maintain high expectations for learning with appropriate support for the full range of students in the classroom (TPE 2)
- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3)
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum (TPE 3)
- Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline (TPE 3)
- Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge (TPE 3)
- Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment (TPE 3)
- Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking (TPE 4)
- Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and

performance) to design and administer classroom assessments, including use of scoring rubrics (TPE 5)

- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (TPE 6)

Aligned Teacher Performance Expectations [TPES]

Teacher Performance Expectations (TPEs) to Which This Course Responds:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- Teaching History-Social Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social studies. They enable students to learn and use basic analytic thinking skills in history and social studies while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.

The full text of the Teaching Performance Expectations (TPEs), Adopted June 2016 can be found at: <http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

Course Materials

Required Materials

1. Levstik, Linda. S and Barton, Keith C. (2015). *Doing History: Investigating with Children in Elementary and Middle Schools (Sixth Edition)*. New York, NY: Routledge.
2. [California Content Standards](#)
3. [California Framework](#)

4. [C3 Framework for Social Studies State Standards: College, Career & Civic Life](#)
5. [Common Core Standards for English-Language Arts](#)
6. Selected articles on Canvas

Overview of Assignments and Course Expectations

<u>Assignments:</u>	<u>Percent of Grade</u>	<u>Assigned as “Deliverable” - due before the next session</u>
1. Unit Planning Form	5	Session 7—March 4
2. Literature Study and Presentation	10	Session 9—March 18
3. Inquiry Assignment	10	Session 13—April 22
4. Unit Plan	30	Session 16—May 13
5. Short Written Responses	30 (2pts/session)	All Sessions
6. Attendance/Preparation/Participation	15 (1pt/session)	All Sessions

1. Choose a Standard and Topic for your unit. Complete the Unit Planning Form. List the History-Social Science Standard and Topic that you will address from the Standards, along with other key information about your unit. Addresses TPE 9; NCATE Standard 1. **Assigned as Deliverable: Session 7, March 4.**
2. Choose a piece of children’s literature pertinent to History-Social Science Standards. Complete Literature Study Form. Each student will sign up for a week to read their children’s book and share how it could be used in a lesson to support History / Social Science instruction. Addresses TPE 1, TPE3; NCATE Standard 1. **Assigned as Deliverable: Session 9, March 18.**
3. Complete the Inquiry Assignment. See instructions and provide examples. Addresses TPE 1A, TPE 3, TPE 4, TPE 5, TPE 6a, TPE 6b, TPE 7, TPE 8, TPE 9; NCATE Standard 1, NCATE Standard 4. **Assigned as Deliverable Session 13, April 22.**
4. Research, plan, develop, and write an inquiry-based instructional unit that is based on a California History-Social Science Standard and California Common Core State Standards for Language Arts, and that incorporates an inquiry approach. See Canvas. Addresses TPE 1A, TPE 3, TPE 4, TPE 5, TPE 6a, TPE 6b, TPE 8, TPE 9; NCATE Standard 1, NCATE Standard 4. **Assigned as Deliverable: Session 16, May 13.**
5. Complete short written assignments each week reflecting on the material, your learning, and pedagogical considerations. Instructions will vary. **Due dates on Canvas.**
6. Participation
 - a. Attendance and engagement at each session is expected for full credit.
 - b. Punctuality is important.

- c. For students who are consistently well prepared and who fully participate in class, the quality of their contributions during class sessions will be considered in determining the final grade earned. A schedule of reading assignments is included in the course outline section of this syllabus. Additional readings will be posted during the semester. Specific dates are given for when readings are likely to be discussed in class. It is expected that you will be ready for every class session by doing the required reading, by preparing any special assignments given, by giving thoughtful consideration to the topic under discussion, and by checking Canvas classroom within 48 hours of class for handouts, assignments, and email messages.
- d. Please limit distractions and be fully engaged in on-line class. (There will be a break embedded in each session.)

Grading

Detailed instructions and a rubric for each assignment are provided in Canvas. Please read these carefully, as they provide extensive guidance on expectations and grading. All assignments must be submitted through Google Classroom or the TurnItIn link in the Assignments folder on Canvas.

Late Submissions

Late assignments are generally not accepted. However, students should speak with me in the case of extreme extenuating circumstances, as I may choose to allow assignments up to a week late with a 10% reduction in the final score.

GRADING SCALE*

Score (%)	Letter Grade	<i>As your instructor, this means... (examples provided in green; consult the university catalog for detail)</i>
94 – 100	A	<i>Superior work</i>
90 – 93.9	A-	
88 – 89.9	B+	<i>Very good work</i>
84 – 87.9	B	
80 – 83.9	B-	
78 – 79.9	C+	<i>Adequate work</i>
74 – 77.9	C	<i>Minimally acceptable work</i>
70 – 73.9	C-	<i>Unacceptable work</i>
69-60.9	D range	
≤59	F	

*You must earn a C to pass this course.

Week & Date	Weekly Topics & Assignments (Subject to changes. See weekly updates on Canvas)
Session 1 Jan. 21	Course Introductions - Log onto Canvas and Post Introduction, update profile - Read syllabus: Complete Reconnaissance Activity Readings: Read Powerful, Purposeful Pedagogy in Elementary School Social Studies , Levstik & Barton, <i>Doing History</i> , chapter 1

Session 2 Jan. 28	Why has History-Social Science been marginalized in the elementary curriculum? Why does History-Social Science belong at the center of curriculum? National Council for Social Studies. (2017). Powerful, purposeful pedagogy in elementary school social studies. <i>Social Education</i>, 81, 186-89 Habits of Mind: • Video: Introduction to Habits of Mind • Teaching Persistence Model Lessons: • Did Pocatonas Save John Smith? <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, chapters 2(homework) • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 5 Standards 5.1-5.4
Session 3 Feb. 4	What is the CA History-Social Science Framework? How do I use it? • Habits of Mind: Managing Impulsivity: Take • National Council for Social Studies: Ten Themes - Culture • Video Lecture on using CA History Social Science Framework • What do district pacing guides tell us about the value placed on History-Social Science Curriculum? <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, chapter 3 and California State Framework: Chapter 8 - Grade 5 • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 5 Standards 5.1-5.4
Session 4 Feb. 11	What does INQUIRY Based Instruction look like in elementary grades? Why is it valuable? • Habits of Mind: Listening with understanding and empathy • National Council for Social Studies: Theme 2: Time, Continuity and Change • Model Lesson on Inquiry Based Instruction • Model lesson on Using Historical Artifacts • Group Presentations: Standards 5.1-5.4 <u>Homework:</u> <u>Readings:</u> California Framework: Chapter 2 Instructional Practices Levstik & Barton, <i>Doing History</i>, chapter 8 • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 5 Standards 5.5-5.9
Session 5 Feb. 18	What are the CA History-Social Science Standards? How do I use them? • Habits of Mind: Thinking Flexibly: Look at it Another Way • National Council for Social Studies: Theme 3: People, Places and Environment • Review Curriculum Maps Grade 5

	<u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, Chapter 9, California State Framework: Appendix B • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 5 Standards 5.5-5.9
Session 6 Feb. 25	How do we develop content, concepts, and skills? (literature study) • Habits of Mind: Thinking About Your Thinking • Lesson: Doing a Literature Study ◦ Literature Study: Model Lesson ◦ Group Work: Analyze Picture Book for HSS Themes • Group Presentations: Grade 5 Standards 5.5-5.9 <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, Chapter 4, California State Framework Chapter 7: Grade 4 • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 4 Standards 4.1-4.5 • Unit Planning Form Due Next Week
Session 7 Mar. 4	How do I teach with compelling questions driving the instruction? <u>Deliverable:</u> Unit planning form due tonight • Habits of Mind: Striving for Accuracy: Check it again • C3 Framework: Dimension 1: Developing Questions and Planning Inquiries • Review: Grade 5 Framework: In your groups write a compelling question meeting one of the standards. • National Council for Social Studies: Theme 5: Individuals, groups and Institutions <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, Chapter 5, California Framework, Appendix A • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 4 Standards 4.1-4.5
Session 8 Mar. 11	How can teachers help students develop historical literacy using primary sources, fiction and nonfiction? • Habits of Mind: Questioning and Posing Problems • National Council for Social Studies: Theme 5: Production, Distribution and Consumption • Model Lesson Grade 4 • Review Curriculum Maps Grade 4 • Group Presentations: Grade 4 Standards 4.1-4.5 • Review Literature Study Assignment <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, Chapter 10, California State Framework: Chapter 6: Grade 3 • Weekly Journal or Forum Post • Literature Study Due Next week • Asynchronous Group Work: Grade 3 Standards 3.1-3.5
Session 9 Mar. 18	How can we use what we learn about our community and the past to make a positive change today?

	● <u>Deliverable:</u> Literature Study Assignment Due ● Habits of Mind: Applying Past Knowledge to New Situations ● National Council for Social Studies: Theme 6: Power, Authority and Governance ● LA County Office of Education: FAIR Act <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, chapter 13, California State Framework: Chapter 20 ● Weekly Journal or Forum Post ● Asynchronous Group Work: Grade Standards 3.1-3.5
Session 10 March. 25	How do I ensure inclusivity? How do we ensure our instruction is Fair, Accurate, Inclusive and Respectful? (How do we ensure implementation of the FAIR Act and Ethnic Studies within our elementary curriculum?) How can I promote equity and access for students acquiring English? ● Habits of Mind: Thinking and Communicating with Clarity and Precision ● National Council for Social Studies: Theme 7: Production, Distribution, and Consumption ● Model Lesson ● Group Presentations: Grade 3 Standards 3.1-3.5 <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, Chapter 14, California State Framework: Chapter 5 Grade 2 ● Weekly Journal or Forum Post ● Asynchronous Group Work: Standards 2.1-2.5
Spring Break	No Session April 1
Session 11 Apr. 8	How do respectful discussions help us reflect on our ideas, understand others' perspectives, and make meaning together in our classroom? ● Habits of Mind: ○ Gathering Data through All Senses ○ Creating Imagining and Innovating ● National Council for Social Studies: Theme 8 Science, Technology and Society <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, chapters 6 & 11, Guidelines for Teaching About Religion in K-12 Public Schools ● Weekly Journal or Forum Post ● Asynchronous Group Work: Grade 2.1-2.5
Session 12 Apr. 15	How can I assess student learning in history? ● Habits of Mind: Responding with Wonderment and Awe ● National Council for Social Studies: Theme 9 Global Connections ● Model Lesson ● Making History: UC Berkeley ● Group Presentations: Grade 3 Standards 2.1-2.5 <u>Homework:</u>

	Readings: California State framework: Chapter 4 Grade 1, and California State Framework: Chapter 3 Grade K • Inquiry Assignment Due next week • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 2.1-2.5
Session 13 Apr. 22	How can I address controversy and teach discussion skills in history? • <u>Deliverable:</u> Inquiry Assignment • Habits of Mind: Taking responsible Risks: Venture • National Council for Social Studies: Theme 10 Civic ideals and Practices <u>Homework:</u> Readings: Levstik & Barton, <i>Doing History</i>, Chapter 12, California State Framework: Chapter 19 Assessment • Weekly Journal or Forum Post • Asynchronous Group Work: Grade 2.1-2.5 • Work on Unit Plan
Session 14 Apr 29	How can I integrate technology to support Social Science Instruction? How do I best meet student needs and deliver content in times of Distance Learning? • Habits of Mind: Finding Humor: Laugh a little • Model Lesson • Group Presentations Grade 1 and Kindergarten • Assessment <u>Homework:</u> Readings: Heafner, T. L., et al. (2007). Advocating for social studies: Becoming AGENTS for change. <i>Social Studies and the Young Learner</i>, 20(1), 26-29. • Weekly Journal or Forum Post • Working on Unit Plan (Due Next week)
Session 15 May. 6	How do we continue our professional learning in Social Studies? What have I learned? How will I implement best practices to prepare students for college, career and civic life? • <u>Deliverable: Unit Plan</u> • Habits of Mind: Thinking Interdependently: Work Together • Habits of Mind: Learning Continuously: Learn from Experience • Model Lesson <u>Homework:</u> • Complete first draft of Unit Plan by Sunday
Session 16 May. 13 (Finals Week)	Finals Week • Complete Peer Reviews • Review Peer Reviews and Submit Final Draft of Unit Plan.

Teacher Performance Assessment

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA

TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple, Single Subject, or Educational Specialist Teaching Credential. While Educational Specialist Credential candidates are responsible for TPEs, they are not at this time required to complete TPAs. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website.

Students' Obligations

Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Canvas-specific tools or features, refer to the Canvas eHelp page. More complicated Canvas inquiries can be directed to the [IT Service Desk](#). Both links to the Canvas eHelp page and IT Service Desk can be found under the "Technical Support" section located on the left navigation menu of this course.

Course Policies

Academic Integrity

All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course.

Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.

Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.

Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.

Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

For more information, visit the [Academic Integrity Policies](#) page:

<http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml>.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010). For additional support on plagiarism, please reference the [CPP Library Tutorials](#). Also see Princeton's [Plagiarism Examples](#).

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.
- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your "academic" voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Do not send angry messages known as "flaming."
- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.

- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

Response Time and Feedback

I make every effort to respond to student emails within 24 hours. I also work very hard to get assignments back to students the week following their submission. The rubrics provide detailed feedback on the reason for a particular score, which I supplement with written comments, feedback to the class, and student-initiated one-on-one discussion with students in office hours or after class.

University Resources

Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the [Disability Resource Center](#) (DRC) to coordinate course accommodations.

Learning Resource Center

The [Learning Resource Center](#) (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

Student Services

[Student Services](#) provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

Student Rights and Responsibilities

The University intends that every member of the campus community be afforded a work and study environment free of discrimination based on race, color, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability or veteran status. All persons are to be protected from abusive or harassing behavior.

Information regarding student rights and responsibilities and grievance procedures can be found in the "Statement of Student Rights, Responsibilities, and Student Grievance Procedures," copies of which are available in the Office of Judicial Affairs: <http://dsa.csupomona.edu/judicialaffairs/>

Information on all university policies is provided in the university catalog. It is your responsibility to consult the catalog should you have any questions:

<http://www.cpp.edu/~academics/university-catalog/index.shtml>