

ACADEMIC COURSE GUIDE

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Core Values

We believe:

- Learning how to think is more important than being told what to think.
- Curiosity and conversation motivate.
- Children deserve a safe, welcoming and supportive school where everybody is known and valued.
- Diversity improves the educational experience.
- A dynamic classroom responds to the individuality of each child.
- A balance of challenge and support moves learners to greater understanding and skill.
- Teaching and learning work best in small groups.
- Education is a shared responsibility. . .

. . .and it works.

The Honor Code

The Honor Code is central to the student experience at Long Trail School. Students sign the code each year. Lying, cheating, and plagiarism are all violations of the Honor Code and will result in an Honor Board hearing and disciplinary measures with academic consequences.

We are honor bound to display the utmost respect for ourselves, each other, and our resources in a manner that fosters in us a desire and capacity for exceptional growth and learning. We will not lie, cheat or steal in any form nor will we endure the faltering of those who do. We will strive to improve the Long Trail School environment by continually building upon our personal integrity and encouraging it in others, thus promoting a more distinguished and harmonious community.

Academic Course Guide Manual

**Anna Lorraine Guthrie, Bertha
Tannehill, Neltje Marie Tannehill
Shimer**

Academic Course Guide Manual:

Lower-division Academic Course Guide Manual Texas Higher Education Coordinating Board. Community and Technical Colleges Division, 2002 *Community College General Academic Course Guide Manual* Texas Higher Education Coordinating Board, Texas Higher Education Coordinating Board. Community and Technical Colleges Division, 1996*

Academic Course Guide Manual, Effective September 1996 Texas Higher Education Coordinating Board, 1999

Sharing Our Intellectual Traces Tracy Bridgeford, Karla Saari Kitalong, Bill Williamson, 2016-11-03 Administrators of academic professional and technical communication PTSC programs have long relied upon lore stories of what works to understand and communicate about the work of program administration. Stories are interesting, telling, engaging, and necessary. But a discipline focused primarily on stories, especially the ephemeral stories narrated at conferences and deliberated at department meetings, usually suffice primarily to solve immediate problems and address day-to-day concerns and activities. This edited collection captures some of those stories and layers them with theoretical perspectives and reflection to enhance their usefulness to the PTSC program administration community at large. Like the ephemeral stories, PTSC program administrators are accustomed to the stories told in this volume; they are set within specific institutional contexts that reflect specific institutional challenges. They emphasize the intellectual traces, the debts the authors owe to those who have informed and transformed their administrative work. In so doing, this collection creates another conversation, albeit a robust, diverse, and theoretically informed one, around which program leaders might define or redefine their roles and reenvision their administrative work as the rich, complex intellectual engagement that we find it to be. This volume asks authors to move beyond a notion of administration as an activity based solely in institutional details and processes. In so doing, they emphasize theory as they share their reflections on core administrative processes and significant moments in the histories of their associated programs, thereby affording opportunities for critical examination in conjunction with practical advice.

Distance Education Michael Simonson, 2013-04-01 Distance Learning journal is a premiere outlet for articles featuring practical applications of distance education in states, institutions, and countries. Distance Education Around the World is a collection of readings from Distance Learning journal written by practitioners for practitioners. Undergraduate Mathematics for the Life Sciences Glenn Ledder, Jenna P. Carpenter, Timothy D. Comar, 2013 There is a gap between the extensive mathematics background that is beneficial to biologists and the minimal mathematics background biology students acquire in their courses. The result is an undergraduate education in biology with very little quantitative content. New mathematics courses must be devised with the needs of biology students in mind. In this volume, authors from a variety of institutions address some of the problems involved in reforming mathematics curricula for biology students. The problems are sorted into three themes: Models, Processes, and Directions. It is difficult for mathematicians to generate curriculum ideas for the training of biologists, so a number of the curriculum models that have been introduced at various institutions comprise

the Models section Processes deals with taking that great course and making sure it is institutionalized in both the biology department as a requirement and in the mathematics department as a course that will live on even if the creator of the course is no longer on the faculty Directions looks to the future with each paper laying out a case for pedagogical developments that the authors would like to see

Lone Star Politics Ken Collier, Steven Galatas, Julie Harrelson-Stephens, 2018-11-29 I really love this textbook It is easy to read and flows logically as far as an assigned reading book for a face to face lecture goes the book is top notch Brian Naples Panola College In Texas myth often clashes with the reality of everyday government Explore the state s rich political tradition with Lone Star Politics as this local author team explains who gets what and how Utilizing the comparative method the authors set Texas in context with other states constitutions policymaking electoral practices and institutions as they delve into the evolution of its politics Critical thinking questions and unvarnished Winners and Losers discussions guide students toward understanding Texas government and assessing the state s political landscape The Sixth Edition expands its coverage on civil rights in the state as well as contemporary issues highlighting the push pull relationship between the state and federal and local governments A Complete Teaching Learning Package Interactive eBook Includes access to video multimedia tools and much more Save when you bundle the interactive eBook with the new edition Order using bundle ISBN 978 1 5443 6568 8 Learn more SAGE coursepacks FREE Easily import our quality instructor and student resource content into your school s learning management system LMS and save time Learn more SAGE edge FREE online resources for students that make learning easier See how your students benefit Bundle and save When bundled with the new edition of Lone Star Politics your students can receive the following books from our trending topics series for free Texas State and Local Media Use Bundle ISBN 978 1 5443 6542 8 The Learning Outcomes Guide to accompany Lone Star Politics Use Bundle ISBN 978 1 5443 2167 7

Annual Report Philippines. Bureau of Public Schools, Philippines. Bureau of Education, 1930 *The American Educational Catalogue* ,1919

A classified catalogue of ... educational works in use in Great Britain [by W. Low]. Walter Low, 1871 **Glasgow and west of Scotland educational guide** ,1878 **Readers' Guide to Periodical Literature** ,1919 Catalogue of the Educational Division of the South Kensington Museum ,1876 **The Journal of Proceedings and Addresses of the National Educational Association** National Educational Association (U.S.), 1910 **A Guide to Educational Programs in Noncollegiate Organizations** ,1982 *CM BHT Texas Student Learning Outcomes* Bedford/St. Martin's, 2018-01-04

This tutorial will help students understand and achieve the Texas Student Learning Outcomes as outlined in the Texas Higher Education Coordinating Board s Academic Course Guide Manual ACGM Students will learn important techniques for analyzing primary and secondary sources developing a historical argument using evidence and placing historical events into context Students are guided through basic skills needed for success in their history course freeing instructors to spend class time focusing on content and interpretation Readers' Guide to Periodical Literature Anna Lorraine Guthrie, Bertha

Tannehill, Neltje Marie Tannehill Shimer, 1919 An author subject index to selected general interest periodicals of reference value in libraries **Annual Report of the Director of Education** Philippines. Bureau of Education, 1929 **The Educator-journal** , 1916 Exceptional Child Education Resources , 1992

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