Kepler Education Program Student Handbook

*Kepler seeks students who show a spirit of inquiry, intellectual openness,
and motivation to participate actively and responsibly in their own educational process.*

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Welcome to Kepler Education

We hope that your learning experience at Kepler will enrich your life and prepare you to enter the world with confidence in your skills

Kepler is dedicated to the vision of
Johannes Kepler
January 6, 1572 - November 15, 1629

Johannes Kepler was the first man to discover and mathematically define the elliptical property of planetary orbits, successfully uniting the theories of Copernicus, Plato and Pythagoras as part of his *three laws of planetary motion.*. It is to his holistic vision of an ordered universe that Kepler College has been dedicated.

Please note that this student handbook is to be read in conjunction with the current catalog.

For the current calendar, please visit the website at www.keplercollege.org.

Student Handbook
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IMPORTANT: **Kepler must have your current email address and State/Country (for your time zone) at all times.** In addition, you must change your email address in your profile on the course site so that fellow students and instructor can reach you.

MISSION AND OBJECTIVES

Kepler College is a non-profit organization that is

- Dedicated to building the modern understanding and value of astrology and related fields in a structured way, including their historical, philosophical and cultural context.

- Passionate about enhancing the field of astrology and related fields in a professional way by developing and offering quality resources for research, investigation, education and practical application.

Essential Competencies

Because of the rapid changes taking place in today's work and home environment, we want our students to collaborate, analyze issues, synthesize information, and evaluate events and human interactions. We also want them to learn how to learn and expand their knowledge. The vision of Kepler is to create a learning environment that promotes educational excellence and personal growth.

In *The Fifth Discipline*, Peter Senge wrote: "Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life."

Kepler programs encourage and promote intellectual openness, integrity, research, analytical skills, cooperation, self-confidence, a respect for knowledge and a true love of learning. Special emphasis is placed on you, the student, to develop self-managed learning skills, as courses are taught primarily through guided independent study.

Kepler has identified some general education competencies that it considers essential to its program and the development of habits for life-long learning and professional development. The learning activities of the program are designed to help you develop these competencies.

1. **Knowledge and Understanding:** Competence with the core materials presented in their courses and understanding of the dynamics between theory and practice.

2. **Communication:** Ability to communicate effectively, both verbally and in writing.

3. **Critical Thinking:** Capacity to analyze, synthesize and evaluate information, respond creatively to concepts and experiences and be self-reflective.

4. **Multi-Cultural Appreciation:** Reflection on the relationship between personal cultural experiences and the experiences and values of other cultures and historical periods.

5. **Personal Growth:** Openness to look at things from different angles and respect differing views.

6. **Technology Skills.** Expansion of technological growth through producing assignments or projects in a variety of media.

Note: *Some students who have been out of education for many years have difficulties finding ways to organize their work and time. Try to set aside particular days of the week or particular times of day to study. Each student has to find his or her own routine. Help is available from your instructor or the Kepler administration. Just ask!*

Team-Taught Courses

Although many courses have only a single instructor, Kepler values varying perspectives and multiple viewpoints presented by visiting lecturers and reading assignments. For team-taught classes, instructors work to create an integrated learning environment while providing the students with varying points of view.

Program Design-Overview

The educational year is comprised of four 10-week terms. Most certificates consist of three 10-week courses. Courses for certificates or the diploma program require to 8-10 hours per week of work. Math courses consist of 2-3 hours per week of student work.

- The Professional Diploma in Astrology (KPD) requires the equivalent of 14 ten-week courses.

- The Advanced Professional Diploma (KAPD) requires an additional 6 courses.

Each diploma requires an individual demonstration of learning. This can be an article for publication, a research project, a webinar, or other public presentation.

DISTANCE LEARNING

Interactive Web Site

Kepler uses Moodle software for its course site. Each course has its own section. Students need a user name and password to enter the course site and will be emailed access information just before your first term begins.

The course site provides a well-organized format for accessing weekly assignments and related documents. Participation in online postings is a required component of your coursework. Kepler uses GoToMeeting for live sessions for lectures, presentations or conferences between instructor/s and students.

Students may communicate with each other through online discussion forums, live interactions and email.

Learning Style Considerations

Distance, online learning allows more flexibility to schedule study and class time around the requirements of busy lifestyles. Online learning requires the same work as in a classroom.

To prepare for Kepler's distance learning program, consider the following questions.

- Can you stay on task without direct supervision?

- Can you manage your time well to meet school, job, and relaxation needs? Are you effective are you at prioritizing your workload?

- Are you able to learn by reading?

- Do you usually understand written instructions?

- Are you good at staying on task to complete a goal?

- Can you clearly identify essential information in your textbook readings or online lectures?

If you answered these questions affirmatively, you are probably well-suited to the online-learning model. Some may find distance learning is more of a challenge and will need to make some adjustments in study habits.

Basic Skills

Below is a self-evaluation of skills needed in online learning:

- Do you have an active email account and email address?

- Can you regularly and reliably access the Internet?

- Can you upload a file?

- Can you download, copy/paste or print documents from the Internet?

- Can you open, create, save, print, and move (manage) files on or from your computer? Can you save a file into a different format such as to a .DOC, .RTF or .PDF file?

- Do you know how to open attachments and attach a file/document to an email message?

- Can you install simple software?

Technical Considerations

- An Internet connection is required (broadband recommended)

- Operating systems: Windows 7 – Windows 10 or Mac OS X 10.11 (El Capitan)
  - o **Linux Users.** If you are using Linux, you will be able to access the course site, but you will not be able to use the required conferencing software from GoToMeeting unless you have Wine or some other Windows emulator.

- An up-to-date web browser, such as Chrome, Firefox, Safari, Opera or Edge

- Software:
  - o A word processor that can read and write .RTF files and/or .DOC files
  - o Presentation software such as PowerPoint, Google Docs, OpenOffice or LibreOffice Impress that can write to the PowerPoint or .PDF format.
  - o The ability to access files in .MP3 and .MP4 formats.
  - o Adobe Acrobat Reader (free) or another program that can read .PDF files

- Astrological software is not required for most courses as most students can use online resources like astro.com or alabe.com to prepare a chart.
  - o Kepler College is a vendor for Astrolabe and Cosmic Patterns, both of which supply astrological software.
  - o Students can also use various astrological apps.

Using Mobile Devices and Tablets (iPad, Android, Chrome)

You can use the browser on your tablet to enter the course site and read what is available.

Tablets are limited. Some do not work well for the following:

- Accessing the online meetings through the Web Browser.

- Posting to the discussion forums.

- Uploading files.

- Downloading class documents and recordings. You will need to have an SD card, external hard drive or cloud storage solution.

LogMeIn support page for the live GoToMeeting sessions:
https://support.logmeininc.com/gotomeeting

If you do not have a program for word processing or presentations, you can use Google Docs or download Libre Office for free http://www.libreoffice.org/

ASSESSMENT OF WORK

Kepler evaluation process encourages learning that moves beyond simple memorization.

Instructor's Evaluation of Work

The instructor's evaluation will be based upon the following criteria:

- Student participation and quality of responses in written and oral work
- Indication of growth in understanding and performance

Assessments for written work and presentations include:

- Analytical skills and critical thinking (your creativity, synthesis, analysis, etc.)

- Use and citing of sources (by author and title, internet link, etc.)

- Mechanics (readability, grammar, vocabulary, syntax, etc.)

- Clarity of argument or comprehension of issue

- Quality of support (graphics, explanations and sources)

- Regular participation including both a quantitative and a qualitative aspect.
  Consider the following, did you:

    - ask pertinent questions?
    - understand the material?
    - clearly communicate your understanding?

Grades

Your instructor will send your final evaluation within 30 days of the close of term (or, if an extension has been granted, 30 days after you have completed all work for the term.)

Evaluations will show one of the following letter codes:

- P = pass (70% or above successful)
- PD = pass with distinction (94% or above)
- I = incomplete
- A = audit

- W = withdrawn

Incompletes

Under certain circumstances, a student may request an "incomplete," which is an agreement between the student and his or her instructor(s) that the student will complete work by a specified date after the course has ended, usually by the end of the following term.

An incomplete agreement is given at the discretion of the instructor following a discussion with the student.

Course Survey

To continually improve our program, at the end of each course students are asked for feedback about course content and delivery.

STUDENT SERVICES

If you have questions, there are a number of ways to find answers. Most answers can be obtained via the course website, emailing your instructor or asking a question directly during the live chat sessions.

info@keplercollege.org has information about:

- The instructional program.

- Application, registration and payment deadlines.

- New Kepler services, activities and events.

- Instructor and student contact information.

- Technical assistance on using the course website or online meeting software.

Our registrar provides services related to admissions, students outreach, registration, records and available scholarships. Email: registrar@keplercollege.org

Advising: The instructors are your primary advisors and can help you find strategies for learning and locating helpful resources.

Disabilities: Information about services available to students with moderate disabilities can be found by contacting info@keplercollege.org.

Student Resources Course Site.

Our online "Student Lounge – Resource Center" provides:

- Technical assistance for Moodle and GoToMeeting
- Useful learning links
- Instruction on using astrological software programs

POLICIES

Additional policies, including information on transcripts and records can be found in the Kepler catalog and on the Kepler website at www.keplercollege.org.

The primary purpose of Kepler's policies is to ensure mutual respect and consideration amongst all members of the Kepler community.

Student Rights

Each student has certain rights that accompany his/her responsibilities. Those rights are to be protected by both students and staff regardless of an individual's race, sex, religion, color, creed, disability, sexual orientation, political affiliation, national origin, ancestry, or age.

Students have the right to be informed about class requirements and Kepler policies and procedures. Students' access to education shall not be inhibited by prejudices or capricious evaluations. Students have the right to participate in evaluations of programs, course content, and educational objectives.

Kepler assures the protection of confidential student records and information. Confidential information includes physical address, phone numbers, grades, and communication designated as private between student and faculty or administration. Information about student views, beliefs, private activities, and political associations which is acquired or learned by instructors or staff in the course of work is to be treated with professional judgment and confidentially. Student requests for references may be provided.

Kepler believes in respectful freedom of expression. Students may express their views by any orderly means. In the classroom, students may take exception to the information and may reserve judgment about matters of opinion, but they are responsible for learning the content of the course.

Student Responsibilities

Kepler provides an environment that respects and encourages the freedom to learn and to teach. In the celebration of teaching and learning it is appropriate that individuals and groups be viewed with regard to their potential to contribute within the learning environment. Each has dignity and value.

Choosing to join our community encourages students and faculty to adhere to a code of behavior:

- Practice personal and educational integrity, including coursework honesty. Students shall not copy and paste materials from the Internet or other resources and claim them as their own.

- Contribute to a safe, cooperative, and respectful learning environment.

- Discourage bigotry and respect the diversity and dignity of all persons.

- Respect the ideas, rights and property of all persons.

- Bear the ultimate responsibility for the effects of decisions and behavior.

- Follow the ethical obligation to confront, challenge, or report destructive or abusive behavior.

Email and Online Discussions

Kepler must have your current email address when you register or whenever you change to a new email address. You must also change your email address in your login profile so that fellow students and instructors can reach you.

Email is less private than you may expect. Don't say anything in writing that you don't want to be responsible for in the future.

Email intended for one person can be forwarded to others. Email sent to Kepler instructors, administration or staff may be considered part of Kepler records and subject to disclosure in the event of litigation.

Unfortunately "phishing" (whereby a sender disguises the origin of an email so that it appears as if coming from a legitimate source) is widespread. Forwarded emails may be easily modified. As with print documents, if you have any doubts, check with the purported sender for validation.

Online Communication

Kepler will not be an arbiter of the contents of email or of comments in online discussions. We cannot protect anyone from receiving email they may find offensive or block anyone from sending email. We may delete online comments that are offensive, or violate these guidelines.

It is easy to misinterpret meanings and emotions in a written exchange. When you communicate in person, you have facial expressions, gestures, and tone of voice to communication your meaning. When you communicate electronically, all you see is a computer screen; all you have for are the written words without other context. It is easy to forget that in reading an electronic communication, you may be misinterpreting the other party's meaning and that in writing an email, your words can be misinterpreted.

Kepler strongly encourages all members of its community to use the same personal and professional courtesies and considerations in their email and online comments or discussions as they would in other forms of communication.

Kepler's electronic communication policy includes the following rules:

- Do not use emoticons in online discussions.

- Do not send commercial advertisements to a Kepler email list, such as all students in a class, all staff or all instructors. Do not post commercial advertisements as part of a discussion or comment.

- Any announcement that may be construed as a commercial advertisement should be cleared first with the Kepler administration.

- If you wish to communicate to the entire class, do it through the discussion forums, not through personal email.

- If you have a personal disagreement with another person (not over the content of an idea or point of view), keep it private. Do not use the online discussion forums or comments to voice personal disagreements.

  o Only cc individuals who are directly involved in a disagreement or have a significant influence over the disagreement.

  o Do not cc an entire group of people who are not directly affected. For example, a student who has a disagreement with his/her instructor may copy a co-instructor or the administration. S/he may not include the entire class, entire student body or entire staff.

  o Anything relating to a student grade or evaluation is considered confidential. Only include the instructor and possibly the administration in communications.

- In all cases, "flaming" is not acceptable. "Flaming" is a term used for emails where criticism gets personal, angry and/or rude. Tact is not the objective. Students who flame other students, instructors or staff risk being excluded from the program. Examples of flaming include not just words, but also sending communications in all caps or bold, which indicates yelling.

- If a disagreement is not resolved with the exchange of two or three emails, contact the individual via telephone or, if possible, in person. If it is a matter related to Kepler, you can ask the office for an outside arbitor.

Standards of Conduct

To maintain a healthy learning environment, Kepler has identified several important standards. As a student, you are expected to conduct yourself as a responsible individual and to comply with class policies and procedures. Disciplinary action may be taken when misconduct occurs. Misconduct is defined as:

- Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information.

- The intentional falsification of a statement and/or filing false charges against the program, instructor or staff

- Forgery, alteration or misuse of records or funds with the intent to defraud

- Taking instructor materials without express written permission other than for your own learning (for example, for use in classes or workshops you are presenting). This is both ethically and legally wrong.

- The intentional disruption of teaching or interfering with the administration

- Verbal abuse online or via email

- During any Kepler-sponsored function:
    - Conduct that threatens or endangers the safety and health of any individual
    - Theft from or damage to the program or a member of the Kepler community

Homework Submissions

Sources and References. When completing homework, use the resources presented by the instructor in the course site, including books, articles, Internet sites or instructor-prepared presentations. While there are many good resources for astrological information, there are also many awful ones. Your instructors have worked hard to find good information for you. **If in doubt about the source, please contact your course teacher or TA for approval.**

In addition, many assignments will ask that you list the sources where you obtained your information. This is because we want you to acknowledge those people who have influenced your understanding and to help you develop an awareness of your sources.

Please refer to https://owl.english.purdue.edu/owl/resource/747/02/ for referencing guidelines.

Avoid Plagiarism

Plagiarism is the use of the words, facts, ideas, opinions of someone else without specific acknowledgement of their source. The expression of original ideas is considered intellectual property and as such is covered by copyright law. Plagiarism attempts to pass off as one's own what has, in fact, been stolen.

At Kepler, we want students to use their own words and analysis for interpretation.

It is not acceptable for anyone to copy and paste interpretations from the Internet or other resources and submit this as their own work. If students do this they are plagiarizing and will not get credit for their work.

If a student uses a quote from someone else, they must note the source in their text.

Kepler encourages students to develop their own analysis, synthesis and documentation skills.

Kepler recommends that students review the following resource for further understanding of plagiarism: http://www.plagiarism.org

Harassment

Kepler does not tolerate harassment, discrimination or sexual violence toward its students, instructors or staff. In all its forms, harassment, discrimination and assault violate fundamental rights and the law.

Harassment and discrimination can happen to anyone, in any place. Harassment or discrimination is not the victim's fault. Kepler has established policies and procedures to handle such incidents in a timely manner. If you see or experience harassment, including sexual harassment, assault or discrimination at Kepler, please report the incident. Kepler instructors and administration are charged with promoting and maintaining an atmosphere which properly deters and responds to harassment and discrimination.

Non-Discrimination Policy

Kepler expressly prohibits discrimination against any person on the basis of culture, race, age, religion, gender, sexual orientation, geographical location, disability, previous education or work experience.

Disciplinary Actions

- Admonition: An oral statement or email to a student that he/she is violating rules and regulations.

- Warning: Notice, orally or in writing, that continuation or repetition of conduct found wrongful, within a specified period of time stated in the warning, may cause more severe disciplinary action. A warning also gives a student notice that any further misconduct will raise the question of dismissal from the program.

- Dismissal: Exclusion from classes and other privileges or activities as set forth in a written notice. Any conditions of readmission shall be stated in the order of dismissal.

Conflict Resolution

Most complaints can be resolved by email or better yet, talking directly with the person with whom you have a complaint. If this does not resolve your complaint, discuss your concerns with your instructor or the administration. A meeting between the parties involved may be held to resolve the issues. This is the most common and preferred method of resolving complaints against an instructor, teaching assistant, administrator, fellow student.

Intellectual Property Rights

Students own all works they create in the course of fulfilling educational requirements. Kepler may retain the work as needed for its instructional or record-keeping purposes. The program or its instructor may not use the work in any other manner without consent of the student.

Kepler instructors own the content of their courses. They have spent many hours preparing their materials, including written lectures, presentations, videos, and more. It is a legal violation of copyright and a lousy ethical decision to reuse these materials without the express written permission of the instructor.

Publishing Student Work

Occasionally, the instructor or administration may ask a student for permission to publish their coursework in the Kepler Newsletter or other publication. The student retains the copyright for their work and has the final say on whether or not that is permissible.

Professional Consultations with Instructor

Kepler recognizes that many instructors are also practicing astrologers and/or provide consulting services. However, instructors will **NOT** provide private consultations, regardless of whether or not a fee is charged as long as the student is currently enrolled or completing that instructor's course at Kepler. If there is a question, please contact the Kepler office.

This policy is in place to avoid conflicts of interest and:

- Ensure that no intentional or unintentional biases on the part of the instructor result from private information shared between the student and instructor.

- Ensure against any later embarrassment of the student as a result of disclosing private information.

- Ensure that the student forms no undue dependencies on the instructor that could interfere with an otherwise normal student/teacher relationship.

This policy does not apply to instructors of ungraded webinars or workshops.

APPENDIX A
WRITING GUIDELINES

Writing is an integral part of success in educational programs as well as in the work world beyond. The challenge is learning to write compellingly and powerfully in various rhetorical modes for a variety of purposes and audiences – no easy task. The process of reading as a springboard for ideas is instrumental in the writing process.

Writing well involves more than following set rules of grammar and spelling or formulae for composition. It means understanding and using the relationship between the writer's attitude and purpose, his target audience, and his choice of "writer's voice" or style that most effectively brings the essay together as a powerful and convincing work.

Assignment Format

There are some mechanical formats that you should follow :

- For the instructor's benefit, at the top of your assignments write your name, the Class Number, and the Week of the assignment. For example: **Ima Student, W101 Week 1**

- When you upload your assignment, please name it as follows:
  LastName_FirstInitial_CourseNumber_Assignment

  Example: Smith_J_W110_Week3

Don't Use Astrological Glyphs on Assignments

There are many astrological fonts available. Unfortunately, if you use them in an assignment, unless the instructor has exactly the same font they will not be able to read your word. Because of this fact, use alpha representations for the planets and signs.

AR	**Aries**	**SU**	**Sun**
TA	**Taurus**	**MO**	**Moon**
GE	**Gemini**	**ME**	**Mercury**
CA	**Cancer**	**VE**	**Venus**
LE	**Leo**	**MA**	**Mars**
VI	**Virgo**	**JU**	**Jupiter**
LI	**Libra**	**SA**	**Saturn**
SC	**Scorpio**	**UR**	**Uranus**
SG	**Sagittarius**	**NE**	**Neptune**
CP	**Capricorn**	**PL**	**Pluto**
AQ	**Aquarius**	**NN**	**North Node**
PI	**Pisces**	**SN**	**South Node**
		PF	**Part of Fortune**
ASC	**Ascendant**	**PS**	**Part of Spirit**

DSC	Descendant	CE	Ceres
MC	Midheaven	ER	Eris
IC	Immun Coeli	CH	Chiron

Aspects (three letters)

Conjunction	= Con	Opposition	= Opp
Sextile	= Sxt	Square	= Squ
Trine	= Tri	Semisquare	= Ssq
Sesquiquadrate	= Sqq	Quincunx	= Qnx
Semisextile	= Ssx	Quintile	= Qnt
Biquintile	= Biq	Parallel	= Par
Contraparallel	= Cpr		

For other really minor aspects, simply write out the degrees, i.e., 105 for 105 degrees.

Writing Resources

The following are sources for information on writing:

- ♦ Below are some good websites that offer a variety of writing guides, including tips for writing for a specific purpose such as scholarly, business, or for the Internet:
    - o http://writing.colostate.edu/guides/
- ♦ The Elements of Style (3rd edition or later), William Strunk Jr. and E.B. White, Macmillan Publishing Co. Inc., 1979 (You can also find this work online at http://www.bartleby.com/141/)
- ♦ If you are asked to do a formal paper with citations, the following websites have overviews of the most common types: APA, MLA and Chicago:
    - o http://www.library.kent.edu/page/10603
    - o http://library.concordia.ca/help/howto/citations.html

Tips for Writing Papers

Based on guidelines developed by Nicholas Campion, Ph.D..

Writing

You may be asked to write essays or papers in a course. The essay or paper develops clearly a stated conclusion or argument about the issue.

The reason it is important to compose a well-written, logically organized essay is that you want to get your message across. You need to show that you have done the reading, understood the facts and have composed an argument based on the evidence.

Steps to follow

- Think about the question. ALWAYS write out the paper title as given in the assignment at the head of the essay. Do not adapt or abbreviate it or you might inadvertently wander off the point and answer a different question.

- Plan your essay. Write out paragraph headings and summarize the information you're going to put in each.

- You need a good introduction. Make sure to state the question you are answering in your introduction.

- You need a good conclusion, drawing your arguments together and stating your final point of view.

- Make sure that your paragraphs are arranged in a logical sequence, avoid scattering the same information.

- A good method to follow is to include in each paragraph an argument together with some relevant facts and a quotation or two from another author.

- If writing about the history of something, pay attention to chronology. Keep your information roughly in chronological order. The first time you mention a historical character give their dates and introduce them e.g. 'the Greek philosopher Plato (c.428-348 BC)'.

- Avoid repeating the same word too often - try to find similes, e.g. 'important' could become 'significant', 'principal' or 'paramount'.

- Read your essay or paper through when you've finished. This is the best way to spot passages that don't make sense. Reading it out loud can help.

- Vary sentence length to keep your reader interested.

  1. Avoid personal comments unless they are relevant to the question being discussed.

  2. Support opinions with specific facts, reasons or examples.

  3. Avoid too many pronouns (I, my, you, yours, he, his, she, her, they, them…)

Reading

It is easy to become bogged down in reading and spend so long staring at the printed page that there's no time left to do anything else. There are a few hints we can offer you from previous students' experience:

- Never read the optional reading/resources in the weekly assignments until you have completed the required reading.

- If you have a sound grounding in a particular topic area, practice scanning the additional material. Some people are able to turn over pages at speed looking for words or phrases of special interest. Or you can tackle specific chapters first, leaving others until later. Another tip is to read just the first and last sentence of the paragraph as you skim. There are no hard and fast rules and we all have to find the way to work which suits us.

Notes

Keep your notes organized. Many people highlight important passages in books when reading. In addition to highlighting texts (if that's what you do), keep notes on record cards, sheets of paper, or organized in some fashion on your computer. There are also useful software programs that can help organize your notes. For example, OneNote from Microsoft at https://www.onenote.com/ or Evernote, found at http://evernote.com/ are free and let you save Internet pages, personal notes, emails, images, or other pieces of information in a single interface, organized by notebook and topic.

APPENDIX B
CRITICAL THINKING

Learning to think critically is a crucial part of your astrological education. While reading, writing and listening are important pieces of the learning experience, these avenues alone do not necessarily produce astrologers with an ability to think independently. At Kepler, we want you to challenge the thinking of the writers you are reading or the instructors you are listening to…not only for argument but also for clarity. We also expect you to challenge your own ideas and assumptions.

Development of critical thinking skills are interwoven into Kepler coursework. Sometimes discrete activities are assigned in which students are asked to examine, conceptualize, analyze, contrast, compare and/or synthesize the information presented.

One critical thinking model is Bloom's Taxonomy. Bloom categorized thinking into the following six processes.

- Knowledge: Having a fact or bit of information at your disposal. One can "know" something without understanding it or being able to put it into a higher context. Words that are common to knowledge: memorize, list, label, cite, recall, repeat, define and/or record.

- Comprehension: Understanding what a fact or piece of information means. Words common to comprehension: restate, summarize, discuss, describe, explain, retell and/or review.

- Application: Finding some practical use for your information. In other words, how can we use a concept? What other ideas does it help us to understand? Words common to application: exhibit, solve, apply, calculate, use, demonstrate, practice, illustrate, operate and/or experiment.

- Analysis: Breaking down the pieces of information to see how they all work together. Words common to analysis: interpret, analyze, differentiate, group, compare, organize, contrast, examine, scrutinize, survey, categorize, investigate, question, discover and/or diagram.

- Synthesis: Taking the knowledge you have learned and connecting it to other concepts. Words common to synthesis: compose, prepare, propose, imagine, produce, hypothesize, invent, incorporate, develop, generalize, design, originate, formulate, predict, contrive, assemble, construct and/or systematize.

- Evaluation: Judging your information. Is it good or bad? Sound or unsound? Words common to evaluation: judge, assess, decide, measure, appraise, estimate, infer, predict, general education, value, revise, choose, conclude, recommend, select, determine and/or criticize.

APPENDIX C
GOALS FOR STUDENT LEARNING

Below is a general overview of Kepler's student learning outcomes and measurement tools

I. Knowledge and Literacy	Measurement
Acquire information, knowledge and ideas through reading	Online or live discussions Essays, papers or presentations Other written responses Quizzes or practicum
Use a variety of literature to broaden understanding of the world and be exposed to multiple viewpoints	Successful completion of class Papers/presentations created with multiple resources
Develop and expand research skills to make connections between multiple subjects	Projects, papers or presentations

II. Critical Thinking Skills	Measurement
Apply analytical reasoning and critical thinking to solve problems and make decisions	Online or live discussions Essays or papers Class simulations
Critique, analyze, synthesize and evaluate information within its original context and assess its relevance in today's world	Projects Lab work Article/book reviews Biographical reviews
Respond creatively to concepts, experiences and situations	Presentations Simulations or practicum Peer commentary

III. Communication Skills	Measurement
Demonstrate active listening skills	Oral responses or assessments Peer interaction commentary
Express ideas effectively	Presentations Solutions to ethical dilemmas Class discussions Astrodrama or other simulation Leading discussions
Communicate effectively in various writing modes	Assignments and papers Discussion board posts Articles for publication
Utilize multi-media as a source of communication and presentation	Audio or video projects Power Point presentations Internet articles or blogs

IV. Personal Growth	Measurement
Students must have the ability to reflect on the relationship between their personal cultural context and personal versus societal values and actions	Discussion of opposing points of view Combining astrological concepts with modern psychological, philosophical, political, religious, historical or cultural thought to defend arguments

Become self-reflective	Discussion board postings
	Personal assessments
	Course evaluations
Demonstrate the ability to understand the dynamic relationship between theory and actual practice	Discussions and papers
	Role playing
	Case studies
	Research Projects

V. Technology Skills	Measurement
Adhere to rules and ethics governing use of technology	Discussion of ethical and copyright issues
	Discussion of plagiarism and its many forms
Demonstrate competence in basic technology	Ability to fulfill all online course requirements
	Online presentations
Demonstrate competence in effective use of the Internet	Assess lessons and reading materials online
	Internet searching
	Evaluating material found on the web

APPENDIX D WORD PROCESSING GUIDELINES

By Robert Hand, MA (2003)

Having just completed the correction of and commenting upon a number of student papers, it has become clear to me that some comments on the use of word processors are in order.

Which word processor?

MS Word

- It is far and away the dominant word processor on the market. It is the de facto standard, even if it is something of a substandard. But even with it there are a few warnings to be observed.

- If you are using the latest variety of MS Word, be sure to save files either in an older Word format, or better yet, in the RTF or Rich Text Format. All word processors can handle that format.

- Turn off intelligent quotation marks. These are the ones where the word processor makes the open-quote and close-quote characters look different. The problem is that MS Word intelligent quotation marks turn into something really ugly in other word processors, or on the Moodle page. So this comment applies to Moodle page postings as well.

Other Word Processors (including MAC, LibreOffice or WordPerfect)

a. Save in RTF or, if possible, MS Word DOC.

b. Macintosh people: Be very careful about saving files. The RTF route is about the only safe one, and be sure to turn off special characters peculiar to the Mac.

Comments that Apply to All Word Processors.

- Keep the formatting simple.

- Unless you are told that you can use a different program, do all of your work with a word processor. That may seem self-evident, but sometimes you may have an assignment in which it might seem that a spreadsheet program would be useful. It

might be useful in doing the work, but it is not useful to send it in that way. The reason? It is hard for an instructor to annotate a spreadsheet. Trust me. I have had work submitted in Excel format which is very difficult to annotate.

- Avoid graphics in your written work. They do not translate well among word processors.

- PDF files – These files are very useful if you want to transmit a precisely formatted version of your work where the precise arrangement on the page is important. However, you should also submit the work in a regular word processor format. Reason? Again, PDF files are not easy and usually impossible to annotate.

- Avoid astrological fonts. There is no standard for these and everyone has a different font. Everyone but yourself and that lucky few who have the same font will get either meaningless letters or weird characters. Please see Section C for a list of abbreviations that you can use instead.

Fonts in general –

Avoid uncommon fonts. If in doubt, the following are reliable, Times New Roman and Arial. The last font is what is called a sans serif font. The problem with these types of fonts is that you cannot readily tell the difference between Ill, III, and lll. In Times New Roman these same three sequences look like this: Ill, III, and lll (that's upper case i, and two lower case l's, three upper case I's, and three lower case l's.)