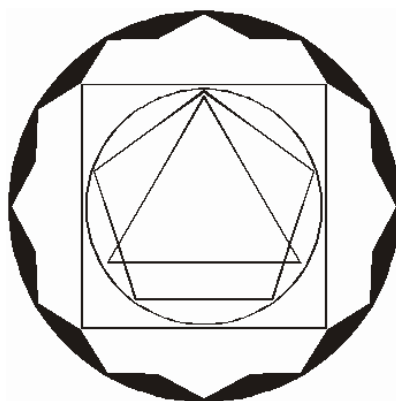


Kepler College

CATALOG



2006-2008

DISTANCE LEARNING
with
SYMPOSIA

AA, BA and MA
Degree Programs

Degree-Granting Authorization

Kepler College is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until March 9, 2008 and authorizes Kepler College to offer the following degree programs:

Associate of Arts: The History and Symbology of Astrology

Bachelor of Arts: Astrological Studies

**Master of Arts in: Eastern and Western Traditions
The History, Philosophy and Transmission of Astrology**

Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the Board at:

Washington Higher Education Coordinating Board

917 Lakeridge Way SW
P.O. Box 43430
Olympia, WA 98504-3430

Volume 10.5, Feb 2007

2006-2008

Kepler College

200th St. SW, Suite A-1

Lynnwood WA 98036

(425) 673-4292

(425) 673-4983 Fax

<http://www.kepler.edu/>

info@kepler.edu

Kepler College 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. In doing so he demonstrated the essential value of mathematics in describing the processes of the cosmos, without denying their ancient empirical descriptions.

The Father of Modern Astronomy, Kepler based his life work on the synthesis of arithmetic, astrology, astronomy, geometry and music. Unwilling to segregate his studies, he gave life to mathematics, a soul to astronomy, and scientific reason to astrology.

It is to his holistic vision of an ordered universe that Kepler College has been dedicated.

Table of Contents

About Kepler College	1
Mission Statement.....	1
Precedents	1
College History	2
Importance of Kepler College.....	3
Curriculum Design.....	4
The Team-Teaching Model.....	6
Faculty Advisors	6
Distance Learning with Symposia	7
Bachelor of Arts and Master of Arts Programs	7
Distance Learning with Fewer Symposia	8
Associate of Arts Degree Program	8
The Symposia.....	9
Interactive Website	10
Auditing a Course	11
Part-time Studies.....	11
Learning Style Considerations.....	13
Technical Considerations.....	13
BACHELOR OF ARTS PROGRAM.....	15
The First Year – IS-100 Series.....	15
Second Year - IS-200 Series	18
Third Year (IS-300 Series).....	21
Individual Tracks of Study.....	22
Tracks Offered for a Major and Minor	24
Track Six - Astrology in the Alchemical and Medical Traditions (Offered as a Minor)	26
Fourth Year (IS-400 Series).....	33
Fall Term.....	33
Winter Term.....	34
Spring Term	39
BA Graduation Requirements.....	44
ASSOCIATE of ARTS DEGREE PROGRAM	45
The History & Symbolology of Astrology	45
First Year AA.....	46
Second Year AA	48
Transition to the BA (AIS 311)	50
AA Graduation Requirements.....	52
MASTER OF ARTS DEGREE PROGRAM	53
Eastern and Western Traditions: The History, Philosophy and Transmission of Astrology.....	53
TERM 1: Introduction, Religion & Religious Theories, Transmission, Greek Astrological Terminology	54

TERM 2: The Ancient World, Religion & Religious Theories, History of Science, Comparative Astrological Terminology	55
TERM 3: The Medieval World, Religion & Religious Theories, History of Science & Research Methods.....	57
TERM 4: The Modern World, Religion & Religious Theories, Research Design & History & Philosophy of Science.....	58
TERM 5: Thesis Research – 12 credits.....	61
MA Graduation Requirements.....	62
ACADEMIC CALENDARS	63
MA, BA and AA Program Calendar.....	63
FACULTY and ADMINISTRATION.....	65
FACULTY and ADMINISTRATION.....	65
The Faculty	65
The Administration	69
Board of Trustees	70
Advisory Board.....	70
ADMISSIONS	71
Enrollment and Records.....	71
BA and AA Admissions.....	73
Master of Arts Degree Admission Requirements	78
Kepler's Academic Transcripts	82
Transferability of Kepler College Credits.....	82
The Kepler College Library	83
POLICIES	84
General Policies	84
Standards of Academic Performance.....	85
Leave Of Absence Policy.....	89
Student Rights and Responsibilities.....	90
TUITION and FEES as of Fall Term 2006.....	93
IN APPRECIATION	96

About Kepler College

Mission Statement

Kepler College's mission is to provide a sound, liberal intellectual basis for students to gain knowledge, to think critically, to communicate effectively, to appreciate many cultures and to achieve personal growth.

The vision of Kepler College is to create a demanding "online with symposia" learning environment that promotes academic excellence through integrated study of the liberal arts such as: World History, Mythology, Comparative Religions, History and Philosophy of Science, Astronomy, Mathematics, Economics, Political Science, Psychology, Classical Literature, Cultural Anthropology, Philosophy, Classical Languages and Cross-Cultural Studies. Following the lead of a number of academic institutions, Kepler College includes the study of astrology throughout history and through multiple cultures as another discipline of the liberal arts. By providing our students with a comprehensive liberal arts program, Kepler College aims to become the foremost resource in that area for scholars from other colleges and universities around the world.

Precedents

In academic circles, it is commonly understood that one cannot fully understand the object of study without participating in it. Composition instructors teach "best practices", but it is not until the student has the actual experience of writing that the concepts are integrated into understanding. In the history of astronomy, those who specialize in scientific instruments are expected to be acquainted with the use of those instruments. Those who specialize in mathematics are expected to be skilled enough to reproduce and investigate the computations that they undertake to study. Hence, it is vital for students of the history and anthropology of astrology to have an experience of astrological techniques as part of their liberal arts curriculum.

There are many precedents for the Kepler College curriculum. Students at the Warburg Institute at London University are, in some classes, expected to cast and read horoscopes as part of their study of Renaissance hermeticism. Other precedents may be found in the accredited MA and PhD programs of: "Cultural Astronomy and Astrology" at Bath Spa University College, Bath England; "Philosophy, Cosmology and Consciousness" at California Institute of Integral Studies, San Francisco, California; "Mythological Studies" at Pacifica University, Carpinteria, California; and "Study of Western Esotericism" at the University of Wales, Lampeter, Ceredigion, Wales.

At Brown University in Rhode Island, HM0013, "History of Astrology and History of Science" is offered with the goals: "1. To gain knowledge of the role of astrology and its development in the context of world intellectual history; 2. To improve awareness and understanding of the natural phenomena that earlier societies regarded as inseparable

from astrological practice.; and 3. To think critically about the [origins and] meaning of the concept of 'science'." At Columbia University in New York, HSME W3013, "Science and Astrological Theories in Pre-Modern Times" is offered which encompasses, "The development of astrological theories from ancient Babylonia till late medieval times and their impact on the formalization of scientific concepts". At Haverford College in Pennsylvania, "History of the Occult and Witchcraft" is offered where students explore, "today's misconceptions of astrology..." that have been disproved by clear evidence that many pioneers of science, such as Kepler and Galileo, were experienced practitioners of astrology which they learned as "core" curriculum in the medieval university.

College History

In 1991, a group of educators, scholars and community leaders from the State of Washington met to discuss the possibility of creating a degree-granting college to provide a solid liberal arts integrated curriculum, which would include comparative astrological studies. In 1992, that goal was realized when Kepler College incorporated as a non-profit 501 (c)(3) corporation. Over the next seven years, the Board of Trustees worked diligently to structure a program of integrated liberal arts education as a core for the investigation of ancient, classical and modern astrological studies.

In the fall of 1999, the Board of Trustees submitted an application for authorization of Kepler College to the Higher Education Coordinating Board of the State of Washington. On March 10, 2000, the Trustees and numerous supporters and donors to Kepler College were delighted when the much anticipated Bachelor of Arts and Master of Arts degree authorizations were granted. The first class of students, ranging from age 17 to 71, began classes on July 20, 2000. Four years later, in July of 2004, Kepler College received Associate of Arts authorization to broaden educational opportunity and accessibility to students, and in November of 2004, the college received authorization for a revised Master of Arts program in East/West Studies. The Kepler College distance learning with symposia programs meet the needs of busy students balancing education with work and family responsibilities.

The administrative offices of Kepler College are located in Lynnwood, Washington and the faculty of esteemed scholars, teachers and authors, who foster the spirit of philosophical diversity and academic freedom, come to Kepler from across the nation and around the world. A degree-granting liberal arts college that includes astrological studies has long been a vision of scholars seeking to approach the subject objectively. Kepler College is the answer to that dream.

Importance of Kepler College

Astrological concepts and symbols are intertwined throughout philosophy, art, literature and theology. Until the founding of Kepler College, the role astrology played in the development of science, the arts, politics, medicine, mythology and religion had been relegated to an awareness of its existence, but without appreciation for how much its worldview had shaped cultures.

Kepler College students may contribute to a more accurate understanding of ancient and medieval history, where astrological knowledge influenced the decisions of princes and politicians. In 2004, a presenter at the History of Science Society's annual meeting at Harvard University hypothesized that a particular treaty had been astrologically elected at the request of the Austrian Emperor. While an intriguing hypothesis, the presenter's argument was based on an astrological technique that would have been of secondary importance during that time period. It was not until the Kepler College Dean of Academics raised the issue of whether the elected time fulfilled the rules of warfare as used during that time period, that a serious examination of the author's idea could be considered.

In addition to study in recognized fields of the liberal arts, Kepler students explore various astrological theories and techniques used throughout history and consider the major criticisms of astrology. Critical thinking and open debate are important parts of the Kepler College experience. Solid academic grounding in the liberal arts prepares Kepler graduates to be effective workers in a number of fields and provides a good foundation for post-graduate study.

For those Kepler College graduates who wish to pursue a career related to astrological studies, many opportunities are available as researchers, teachers, writers and consultants. Statistics from a July 1997 Life magazine article indicated that there were over 5,000 professional astrologers in the United States and the annual market for astrology books was around \$20 million. In 2005, those numbers have nearly doubled according to web searches of U.S. Department of Labor and book sales figures. The interest in a liberal arts based education is increasing. Enrollment growth at Kepler College reflects that interest.

Attending Kepler College presents a unique opportunity for students to avail themselves of a first-rate education in courses and subjects taught by outstanding teachers who are generally recognized as preeminent in their field. As well, Kepler College aims to be a central repository of ancient, medieval and modern astrological literature for researchers around the world.

Curriculum Design

Kepler College is designed to offer a cutting edge program for adult students. We recognize that many students want to be able to learn in an environment that maximizes flexibility: whether in terms of time or in terms of place. Kepler's structure allows you to study at home for ten out of the eleven weeks of each term - at days and times that fit into your schedule. This on-line format with a one week in-person intensive is called an online-symposium format, which is considered the premier method for online education.

Kepler's interdisciplinary design enables students to acquire academic credit in a number of areas while studying one major theme. For example, they learn astronomy as they study planetary motions; and they learn history as they explore astrology's ancient past.

The Kepler College programs reach far beyond the education available to students of astrological systems until now. The purpose is to create the breadth of education necessary for Kepler students to be effective communicators, theoreticians or researchers in a variety of fields requiring a liberal arts education. All of Kepler College's academic programs encourage and promote intellectual openness, integrity, critical thinking, research, analytical skills, cooperation, self-confidence, a respect for knowledge and a true love of learning. Apart from acquiring an academic degree, Kepler students make life-long friends.

Unlike most colleges, the Kepler curriculum design is completely integrated and classes are team-taught through the first term of the third year. This means that students do not drift in and out of separate classes – one running to room A to take history, while another rushes off to room B to take math, and so forth. All subjects are taught in tandem. Everyone at Kepler College works together as a team, including the students, faculty and administration. Later in the educational process, after the student has selected a major and possibly a minor, then the student has the opportunity to tailor a specific program based on her/his individual interests.

Kepler College has identified some core competencies considered to be essential parts of the degree programs. As an integral part of the graduation requirements, students must demonstrate college-level competency in each of these areas. The learning activities of the Kepler College programs, and their evaluation processes, are designed to help students develop competencies in:

1. **Knowledge and Understanding:** Students must demonstrate mastery of "core" studies and selected elective material.
2. **Communication:** Students must demonstrate the ability to communicate effectively, both verbally and in writing.
3. **Critical Thinking:** Students must demonstrate the ability to critique, analyze, synthesize and evaluate information, to respond creatively to concepts and experiences and to be self-reflective.

4. **Multi-Cultural Appreciation:** Students must demonstrate the ability to reflect on the relationship between their personal cultural context as compared to the experiences and values of other cultures through using modern psychological, philosophical, political, historical and cultural thought.
5. **Personal Growth:** Students must demonstrate the ability to understand the dynamic relationship between theory and actual practice.

Kepler College believes that learning is a lifelong process. Special emphasis is placed on helping students develop self-managed learning skills, and courses are taught primarily through guided independent study.

Bachelor of Arts Degree Program: The Kepler BA curriculum is designed to take students on a four-year journey, enabling them to critically analyze how astrology has been viewed and practiced from ancient times to its present-day applications. Students, ideally, will go through the complete program in a sequential fashion. However, Kepler College recognizes that some students may not be able to attend all terms sequentially. The programs have been designed, as much as possible, to address this concern.

1. New students may enter any term in the IS-100 series and make up for missed terms at a later time.
2. Students who miss a term in the second or third year will need to meet with administration and faculty to determine whether it will be necessary to wait until the next year to pick up where they left off.

Because of the interdisciplinary program design, each term consists of 15 quarter credits, a full time academic load. The BA academic year is comprised of three terms plus an optional Summer term, and each term is eleven weeks long. Successful completion of three terms combining independent reading, writing, faculty-guided internet and email communication, as well as participation at the symposia, fulfill the requirements for one year of matriculation. 180 quarter-credits are required for graduation.

Associate of Arts Degree Program: The Associate of Arts degree program, "The History and Symbology of Astrology," is a two-year program mirroring the first two years of the BA program and requiring one symposium per year instead of three. Each term of the AA program is also eleven weeks. 90 quarter-credits are required for graduation. Students are required to attend a one-week symposium each year.

Master of Arts Degree Program: The MA program in Eastern and Western Traditions: The History, Philosophy and Transmission of Astrology is a 60 quarter-credits program (five 12-credit terms) and requires attendance at a three to four-day symposium each term.

The Team-Teaching Model

The integrated design of the Kepler programs lends itself well to the team-teaching model. Faculty members work in tandem to create an integrated program. Team-teaching means that all faculty members teaching in a specific term co-created the syllabus and work in partnership throughout the entire term. This makes it easier for students to integrate the various pieces of information. The learning activities are structured so that the faculty can create a whole picture of the term's academic focus.

Faculty Advisors

An academic advisor in many college environments is someone who would assist the student, throughout his or her tenure to determine what courses would be required to complete a degree. This concept does not apply to year two and the first term of year three at Kepler College because of the nature of our integrated program.

- All students in the AA program take the same courses (no electives offered), although there can be variation on the order in which the courses are taken.
- In the BA program, students take the same courses through the first term of Year 3. At that point, each student selects a major. Currently, students can choose either Eastern and Western Astrological Traditions or Mythology and Archetypal Astrology. Each major has its own set of requirements for graduation that determines what courses are required.
- For students in the MA pre-requisite program (MP's), their academic advisor is the Academic Dean of Students, who assists in determining which courses will be necessary to fulfill your pre-requisites.

In the AA and the first part of the BA program, Kepler College does not use a faculty advisor as that term is conventionally used. In the 100 level courses, each student will have one faculty member who acts as an advisor and is his or her primary mentor. That person will read student submissions and write the student's final evaluation. In the four terms of the Core Curriculum, there is no overall advisor because everyone takes the same courses; all the faculty members in a particular course evaluate their own specific course component. When the student declares a major at the end of the sophomore year, an advisor for that track will be assigned, who will work with the student and with the Registrar to make sure that the student fulfills all requirements for graduation within the major. In addition to this more formal advising, the Director of Student Services serves as ombudsman for the students.

Distance Learning with Symposia

Bachelor of Arts and Master of Arts Programs

The BA program is a four-year study consisting of three terms per year. Ten weeks of each eleven-week term are presented online. Four days every term students are required to gather in the Seattle area for an intensive symposium. The MA program is a variable length program consisting of four terms of coursework if taken full-time. The MA program has a minimum of two required symposia of 3-4 days length. Not all MA course terms will require a symposium.

For most of the term, students earn credits by completing reading assignments, writing, researching and participating in online discussions. Central to the learning experience are collaborative learning relationships with both faculty and fellow students. The relationship between students and their instructors is ongoing throughout the entire eleven-week academic term. Written work is submitted for review and research is shared.

Students and faculty are in regular communication with each other via a secure internet site as well as by email. Assignments and other information on the courses are posted online. At the beginning of each term, before the symposium begins, students are given reading and writing assignments. This work forms the basis for student-led discussions and presentations during the symposium. After each symposium, students continue to work under the guidance of the faculty. Expository papers are written covering selected areas of study. Research projects may also be required.

Each term is the equivalent of a full-time academic program. The academic year is comprised of three terms, with optional Summer courses. Successful completion of independent work and three symposia fulfill the requirements for one year of matriculation in the BA program.

Distance Learning with Fewer Symposia

Associate of Arts Degree Program

The Kepler College two-year Associate of Arts degree program is a two-year study, requiring seven terms of study, including one Summer term. A total of 60 quarter-credits are required for graduation.

The AA program not only incorporates the same learning technology used in the distance learning portion of the BA program, but it also includes on-line lectures. Because of the addition of video technology to the teaching materials, students are able to complete five of the seven terms completely on-line. AA students attend only one symposium per year.

The AA degree program is designed to accommodate those people who:

- May need instruction in college level composition.
- May not be able to travel to the Seattle area three times a year for symposia; but nevertheless, want a Kepler education.
- May want an introduction to the principles of astrology and learn about how they developed within an historical context.
- May not be able to commit at this time to a four-year study program.
- May want to "test out" college before they commit to four years.

Online presentations are shown each week, and students are assigned study exercises relating to the presentations. Reading and writing assignments and important course documents are posted on the website. The collaborative model applied to Kepler's BA program also is applied to the AA program.

Since the AA coursework duplicates almost all the work of the first two years of the BA curriculum, recipients of the AA degree may transfer into the Kepler BA program by completing one additional term. Upon completion, they are in a position to join their BA degree counterparts in the second term of the Junior year to complete a Kepler BA within four years.

More information about the Associate of Arts degree program is provided later in this catalog.

The Symposia

Before students attend the symposium they will have completed reading assignments and probably at least one paper. The pre-symposium reading prepares the students for an exciting week of hands-on learning, interactive discussion and debate.

Kepler College's symposia are models of cooperative learning designed around lectures, seminars and student-organized activities. Even though students are physically together for only a short period of time, there is an ongoing process leading from one term and one symposium to the next.

1. Kepler's BA degree program requires students to attend a four to six day symposium each term.
2. Kepler's AA degree program requires students to attend a four to six day symposium each year, a total of two on-site symposia for the entire degree program.
3. Kepler's MA degree program requires students to attend at least two two to four day symposia total.

Symposia activities are scheduled from as early as 8:30 AM up to 9:00 PM. Students attend lectures, share in faculty-directed workshops, debate and participate in experiential learning activities. Occasionally, students break into groups to mingle with classmates and faculty members, and discuss the materials that have been presented. They may be asked to make an individual or shared presentation sometime during the symposium based on these discussions or on materials prepared prior to the symposium. Attendance at the symposia is required.

Symposia Location

Until Kepler College has a larger facility, the symposium site is subject to change, so prospective students should contact the Kepler office for confirmation of the symposium location. Symposia are generally held in the greater-Seattle area. Information on making reservations and directions to the symposium site are e-mailed to all enrolled students well in advance of the event.

Interactive Website

Kepler College uses the services of an interactive website to present its distance learning program. Students are assigned a user name and password to enter the site on or before the first day of class each term. The interactive website is a favorite of distance learning colleges throughout the country because of the services it provides to both students and faculty, and its easy navigation.

Weekly reading and writing assignments, course documents and handouts can be accessed easily on the website. Apart from providing a well-organized navigational system for retrieving instructional documents, the website also offers a discussion forum for students to interact with faculty and each other. Faculty members regularly pose study questions on the discussion forum that encourage student participation. A chat line is also available on the site for students who want to communicate with other students privately in "real" time. The website has other special features, including space for each student to keep a diary of ongoing work.

The student website provides students with:

1. Twenty-four hour tech help.
2. Important links to websites teaching internet skills and distance learning study skills.
3. Ongoing access to the faculty and classmates.
4. On-line library resources.
5. Useful external links to other academic resources.
6. A virtual chat room for "real time" communication.

Auditing a Course

There may be some students who want to experience Kepler College, but are not concerned with attaining an academic degree, or they don't have time to do the academic work (writing assignments, etc.) A limited number of auditing students may be admitted each term based upon available space. Auditing students are admitted at reduced tuition. See [current tuition and fees](#). No credits are granted to auditing students. Auditing students may choose to post items to the Blackboard Discussion Board, but are under no obligation to do so. Instructors are under no obligation to read or grade any work submitted. Auditing students may attend the symposium, and may participate in any in-class assignments at both student and faculty discretion.

If, at a later date, an auditing student decides that she or he wants to re-take the course for credit, the student may contact the Registrar to see if reduced tuition is appropriate. However, if the course audited has prerequisites, and the auditor had not fulfilled those prerequisites, then the course must be retaken for credit at the full fee.

Part-time Studies

Some courses may be taken at Kepler College on a part-time basis. For the integrated courses, this means you will take a single course over two terms. Students in the Master of Arts program can take fewer credits per term as a number of courses range from 2 to 6 credits, but they should first talk with their faculty advisor and the Registrar about the issues they may face with this option. The part-time option in the integrated courses consists of taking one or two terms per year, rather than three. Part-time students have twenty-three (23) weeks rather than eleven (11) weeks to complete all of the reading and papers required for the course. Whether a course is available on a part-time basis depends upon instructor discretion. All IS-100 courses may be taken part-time. Please inquire about other courses. At the Upper Division (i.e., Junior, Senior and MA), no course may be taken part-time due to the modular design, but the student may sign up for fewer credits than the normal full-time load. In that case, the fee is calculated at a per-credit rate, and no additional fees are charged for taking less than 15 credits at the BA level, or 12 credits at the MA level.

The way that part-time works in the integrated courses is that the student pays the part-time rate each of two consecutive terms (this rate is slightly higher than one-half the full-time rate). The student may choose to use the same deferred payment schedule for each term that is available for full-time enrollment. See [Tuition and Fees](#). This means that it will be a bit more expensive to take a course part-time. The student will work with the instructors to fulfill the first term requirements (generally this consists of doing the readings, posting the Blackboard Discussion assignments, and attending the symposium), and then use the second term to finish the longer assignments, generally the term papers.

Note: students who enroll in an integrated course part-time in the Spring term have the option of completing the course either over the Summer, or in the following Fall term. However, they must have permission from the instructor(s) either way.

Note: students who do *not* complete the part-time course in the next consecutive term *must* get written instructor permission to complete the course at all. It is at the instructor's discretion as to whether the student then must:

1. retake the entire course to get any passing credit at all
2. complete any additional assignments
3. only complete the uncompleted work

The reason that students may have to do additional work if they don't complete in the two term period is that the faculty regularly updates the course, and they may have concerns that either the student complete the new version, or that the student has lost too much momentum in the previous version of the course. Thus, the student must be clear that receiving credit for a part-time course is dependent upon successfully completing the *entire* course within a defined schedule.

Learning Style Considerations

Distance learning does not mean that students don't have to work for their degrees. In actuality, depending on reading and comprehension skills, students will easily spend as much time studying as they would in a traditional college resident program taking three 5-credit classes. Distance learning allows more flexibility to schedule study time around the requirements of a busy lifestyle.

In preparation for Kepler College's Distance learning Program, prospective students should consider the following questions:

1. Can you stay on task without direct supervision? (Or, do you work best when someone is there to help you stay focused?)
2. Can you manage your time well and prioritize your workload? (Or, do you procrastinate and postpone your work until later?)
3. Are you able to learn by reading? (Or, do you learn better by listening to lectures?)
4. Do you usually understand written instructions? (Or, do you need someone to explain them to you?)
5. Are you good at assessing your academic progress? (Or do you need close guidance from the teacher?)

Prospective students who answer these questions affirmatively are probably well suited to the distance-learning model. If responses lean more toward the questions in parentheses, they may find distance learning is more of a challenge and will need to make some adjustments in their habits. Distance learning programs require self-discipline. It is important that students structure their schedules and manage their time.

Technical Considerations

To take advantage of the latest technology we recommend using Microsoft Internet Explorer 6.0 or better on a PC and 4.5 or better on a MAC. Your computer should meet the following minimum specifications:

Minimum Hardware Requirements:

The recommended minimum system configuration is a computer running either Windows 2000 or higher or MacOS (9.x or higher) with at least 512 MB of RAM, at least 500 MB of free hard drive space, a CD-ROM (preferably CD-RW) drive.

You will also need at least a 56 kbps Modem for the BA and MA, although a high-speed connection is strongly recommended.

Email:

You must have an active email account and be familiar with sending and receiving email. **IMPORTANT:** The Registrar must have your current email address when you register or whenever you change to a new email address.

Minimum Software Requirements:

Your computer will need a web browser, a word processor that can read and write .RTF files and preferably can also read and write .DOC files (such as Microsoft Word 97 or higher, Microsoft Works, Open Office, Word Perfect 8.0 or higher), and associated programs recommended by your instructor (for example, Excel or PowerPoint). You should also have anti-virus software on your computer (for example, McAfee AntiVirus, Norton AntiVirus, AVG).

If you do need to purchase word processing, spreadsheet or presentation software, please know that Open Office is open source software, which means you can download it for free. Please see <http://download.openoffice.org/>

Plug-in's. Adobe's Acrobat Reader 6.0 or above is required. Apple's QuickTime, Macromedia's Shockwave and Flash Shockwave and Flash Player, Real Network's RealPlayer, and/or Microsoft Media Player may be needed for some courses. We can offer you some online assistance to install the most common plug-ins.

The class websites are reserved for students only, and are very user-friendly. Because of the website design, navigating it requires only modest computer experience. You will need to:

1. Know how to open, create, save, print, and move files on or from your computer.
 2. Know how to open, create, save, print and move files from computer disks or CD's.
 3. Know how to install software on your computer if necessary.
 4. Be able to access the World Wide Web (www) at least two times a week.
 5. Know how to download, copy and paste and print documents from the internet.
 6. Have an active email address.
 7. Know how to send and receive email messages.
 8. Know how to attach a file/document to an email.
 9. Know how to open email attachments.
 10. Know how to "copy and paste" text from a word processing application into an email message.
 11. Know how to "copy and paste" text from an email message into a word processing application or into another email message.
-

BACHELOR OF ARTS PROGRAM

The First Year – IS-100 Series

The Overview: The first year, students will examine astrology and the development of civilization from ancient times through the modern period. Ancient cultures used astrology as the medium for unifying their worldview with real life experience. Students will examine astrology's history, its philosophical bases, and study the process of its development. They will compare and contrast the religions, cultures and mathematics that colored the lens through which different civilizations viewed the world; they will examine the relationship between astrology, the sciences, philosophies, religions, calendar systems, mythologies and prophetic traditions at each stage of humanity's development.

The first year of studies sets the foundation for everything learned thereafter. Students analyze ancient civilizations and various historical views on time, prophetic traditions and the religions and mythologies that correlated human events with planetary phenomena. The first year of the BA program also focuses on developing student critical thinking capability in written expression, particularly in analysis and argumentation modes. Students are also expected to develop writing, computer and library skills.

During each eleven-week term, students will complete an assigned reading list, write at least two expository papers and participate in the symposium.

Program Learning Outcomes

- To gain knowledge
- To think critically
- To communicate effectively
- To appreciate many cultures
- To achieve personal growth

Astrology in Ancient Civilizations – Prehistory to 400 CE (IS-101) (15 credits)

Students will:

1. Analyze the relationship between astrology and the sciences, mathematics, philosophies and religions/mythologies of the ancient pre-Christian world.
2. Examine astrology in its religious and cultural contexts from the dawn of civilization through the pre-Christian classical period.
3. Critique the role astronomy/astrology played in the development of civilization.
4. Explore the development of civilization and compare the influence of various ancient cultures on the development of an astrological worldview from the origins of astrology in Mesopotamia to its widespread use in Greece and Rome.

5. Develop writing skills through literature examples and composition exercises.

Credit Equivalencies: Ancient History-4 credits; Ancient Philosophy-2 credits; Comparative Religion/Mythology-3 credits; Cultural Anthropology – 1 credit; Archeo-Astronomy-1 credit; English Composition-4 credits.

**Astrology In Medieval Civilizations – 400 CE to 1650
(IS-102) (15 credits)**

This course covers the important events and the cultural background of the Medieval and Renaissance periods, both as entities in themselves and in how these contexts affected astrology.

Students will:

1. Examine astrology in its religious and cultural contexts from the beginning of the Christian Era through the European Renaissance.
2. Compare and contrast the relationship between astrology and the sciences and the Christian, Islamic and pagan philosophies of the medieval period, and research the underlying philosophies that led to the development of astronomy/astrology.
3. Learn about the mathematics used in astronomical/astrological observations and calendar construction.
4. Examine the changes in cosmology that occurred following the Renaissance, and how the change in cosmological models affected society's attitudes toward astrology.

Credit Equivalencies: Medieval History-4 credits; Comparative Religion and Mythology-3 credits; Philosophy – 2 credits; History of Science and Mathematics – 1 credit; and English Composition-4 credits; Cultural Anthropology-1 credit.

**Astrology in the Modern World – 1650 to the Present
(IS-103)(15 credits)**

This course explores astrology in its scientific, religious and cultural context from the end of the European Renaissance through the Modern Period.

Students will:

1. Critique the intellectual shift in philosophy that led to the modern scientific worldview, the break between the arts and science, astrology and astronomy and the rejection of intuitive ways of knowing.
2. Analyze the Industrial Revolution, the political revolutions of the USA and France, and the scientific advances of the 19th century that affected the context of religion in society, and how the changes in culture were reflected in the position of astrology.

3. Investigate how the 20th century broke down the traditional monarchies, and how increasingly globalization has brought new currents of thought to people and society as a whole.
4. Research how the repeated "new age" movements from the 19th century onwards affected the influence of astrology.

Credit Equivalencies: Modern History-6 credits, History of Science and mathematics -2 credits; Philosophy-3 credits, English Composition -3 credits; History of Astronomy-1 credit.

Survey of Astrology through History
ES-104 (6 credits) Summer term only; MA prerequisite

This course is for MA prerequisite students only and will be presented during summer term. A six-day symposium will be required. Students will:

1. Examine astrology in its religious and cultural contexts;
2. Analyze the relationship between astrology and the sciences, mathematics, philosophies and religions/mythologies;
3. Examine the changes in cosmology that occurred following the Renaissance, and how the change in cosmological models affected society's attitudes toward astrology;
4. Critique the intellectual shift in philosophy that led to the modern scientific worldview and the rejection of intuitive ways of knowing
5. Examine how changes in 20th century philosophy and science affected the arts and sciences as well as astrology and astronomy.

Credit Equivalencies: History – 6 credits

Composition: Advanced Rhetorical Strategies for Effective Writing
ES-194 (3 credits) Independent study, non-symposium course

Clarity of writing purpose and critical thinking is enhanced through practice with effective rhetorical strategies for analysis, argumentation and persuasion. The course is designed to augment the student's composition work in other integrated courses. The writing process involves strategies for limiting, drafting, revising and editing papers to optimize the final presentation.

Credit Equivalencies: English Composition – 3 credits.

Second Year - IS-200 Series

The Overview: How do modern thinking and modern myths shape society's current beliefs about astrology?

Students will critically analyze various traditions, schools of interpretation and mathematical systems used in astrology, and the rational, physical, symbolic and metaphysical reasons behind the techniques. They will examine how the Vedic and Western traditions stem from the same source.

Students compare specific life experiences, psychological behaviors, spiritual and philosophical beliefs with their traditional astrological signatures. Areas of analysis include natal methodologies, transits, progressions, mundane, horary, electional, financial, synastry, person-centered and medical systems of astrological theory. Students will compare and contrast both Western and Eastern theories and practices.

Epistemology and critical thinking are significant pieces of the second year program. Throughout the year students are encouraged to critique the underlying assumptions, philosophy and basis for the different astrological approaches and techniques. Students are also challenged to articulate their own underlying assumptions.

Each term is team-taught by instructors from different disciplines which gives added perspective and more in-depth learning opportunities.

Students complete an assigned reading list, write at least two expository papers each term and participate in the symposium.

Students ***must*** declare their Major and Minor at the end of the sophomore year, so that the administration can plan the course work available for the next two years, to guarantee that you will be able to fulfill all your requirements. You will make this request to the Registrar, and a copy of your declaration will be placed in your permanent record. Any alteration/change from the plan must be requested in writing and at which time approval or disapproval and a new plan of action is given to the student and a copy placed in the file. Please examine the section on Majors under the Third Year, below.

**Cross-cultural Components of Astrological Theory and Practice, I
(IS-201) (15 credits) (same as AIS-111 of the AA program)**

Students will:

1. Apply the astronomy and applied mathematics of astrology.
2. Compare and contrast various traditions and schools in the development of astrological techniques.
3. Critique several areas of astrological study including, but not restricted to planets, signs, planetary locations and angular relationships, and natal interpretation.

Credit Equivalencies: Astronomy: 3 credits, Astrology: 8 credits, Applied Mathematics: 3 credits: Cultural Anthropology: 1 credit.

**Cross-cultural Components of Astrological Theory and Practice II: The Hellenistic Era and Ancient India
(IS-202) (15 credits) (same as AIS-211 of the AA program)**

Students will:

1. Examine the development of Hellenistic and Vedic astrology and the historical and mythological foundations of modern practice.
2. Investigate how trading and other exchanges between individuals of differing cultures provided an exchange of philosophical, mathematical and cultural ideas, and analyze how this exchange shaped the development of astrology in both zones.
3. Compare and contrast the philosophical, political and religious differences between the Hellenistic and Vedic views, and analyze how this drove different developments in astrological technique.
4. Critically examine the expansion and development of ancient astrological applications.

Prerequisite: AIS-111, IS-201, or IS-331.

Credit Equivalencies: Astrology: 6 credits; Mythology: 4 credits; Philosophy: 2 credits; Comparative Religions: 3 credits.

**Cross-cultural Components of Astrological Theory and Practice, III
(IS-203) (15 credits) (same as AIS-213 of the AA program)**

Students will:

1. Compare and contrast different systems to analyze how different cultures explained how change unfolds over time.
2. Learn to apply peer-to-peer review as a method of examining and questioning the application of techniques and methods developed in a vocational setting, usually without sufficient sourcing or critical analysis.
3. Critique how cyclic analysis has been applied to natal interpretation.
4. Critically and historically examine the ways that eclipses have been used in both personal and mundane interpretation.

Prerequisite: AIS-212 or IS-202.

Credit Equivalencies: Astrological studies: 10 credits; Applied Mathematics: 1 credit; Critical thinking: 2 credits; Mythology: 1 credit; Applied astronomy: 1 credit.

Third Year (IS-300 Series)

The Overview: The first term picks up where the second year leaves off, and completes the survey of astrological techniques as practiced in different historical eras and cultures.

The term *track* refers to an area of specialization in the Upper Division (Junior and Senior years). Each student will be required to declare a *major*, which is at least 36 units within a track. A student may also declare a *minor*, which is at least 18 credits within a track. At this time, only two majors are offered, and five minors. In the second term of the third year, students begin their Major study as well as other Upper Level optional courses. At the end of the sophomore year, students select one of eight areas of study to develop an in-depth knowledge and a broad-based level of expertise in a particular area of interest. While astrological studies are at the center of each study, communication, reasoning, research, creative conceptualization and writing are emphasized.

Cross-cultural Components of Astrological Theory and Practice, IV (IS-301) (15 credits) (same as AIS-211 of the AA program)

Students will:

1. Examine the cross-cultural development of Hellenistic and Vedic mythology and analyze how their mythology influenced the interpretation of fixed stars in both cultures.
 2. Evaluate how cross-cultural star myths are used as a primary method in the development of astrological interpretation.
 3. Analyze and critique techniques that have been used to integrate astrology into the study of psychology and relationships.
 4. Analyze and critique techniques that have been developed to examine questions and determine appropriate timing for events.
 5. Evaluate the methods that have been used in the study of mundane astrology.
 6. Critically examine the application of astrological techniques in the business world.
 7. Critically examine the expansion and development of modern astrological applications.
 8. Study the historical and modern treatment of weather and other natural phenomena as relating to cycles which may at least in part have planetary components.
- Prerequisite: IS-203, or equivalent.

Credit Equivalencies: Astrological studies: 8 credits, Psychological Applications: 2 credits; Mythology; 5 credits.

Cross-cultural Components of Astrological Theory and Practice for Vocational Practitioners.
(IS-331) (8 credits)

This course is only open to students who already have a BA or BS, and who have previously demonstrated superior competency in the vocational components of astrology, namely: chart calculation and normative chart interpretation techniques. Students who wish to take this course to fulfill MA prerequisites must demonstrate specialized professional or advanced competency in astrological methods to a committee consisting of the Academic Dean plus one core faculty member. Application and acceptance for this course will allow the student to challenge the MA prerequisite of IS-201, half of IS-202, IS-203 and IS-301.

The purpose of this course is to introduce such MA pre-requisite students to critical thinking components and cultural diversity that are necessary to understand astrological methods within an academic context. Students will prepare eight term papers on eight different approved techniques in astrology. They will research the history of the development of the technique, critique the variations in application and their respective astronomical or other rationales, and distinguish their cultural variations (if any), and any qualitative or quantitative work which may have been published regarding them. Students will compare and contrast these techniques with others of a similar nature which are also extant. Virtually all students will be required to present papers on ancient technique, the history of house systems, Nakshatras, fixed stars, and natural astrology. Other topics will be assigned based on the interview with the student.

Individual Tracks of Study

The second and third terms of the Junior year are the time where students select a major specialty and possibly a minor. Students will also accumulate a series of Upper Division (i.e., Junior and Senior level) credits. At least 90 Upper Division credits are necessary for graduation, which includes at least one track major. Any minor is optional.

In the second term, students begin their Major study as well as other Upper Level optional courses, such as classical languages. At this point, the student selects a major area of study to develop an in-depth knowledge and a broad-based level of expertise in a particular area of interest. While astrology is at the center of each study, communication, reasoning, research, creative conceptualization and writing are emphasized.

At this time, only two Majors are offered in their entirety, but the number of Majors will be increased as Kepler College's enrollment grows. Because part of that growth would also be in hiring faculty with additional expertise to design these programs, the full set of course offerings for the currently nascent Majors is not shown.

The requirements to complete a Major are as follows:

1. The student must take all courses designated as requirements of the Major.
2. The student must take at least 36 credits of courses designated as belonging to the Major.
3. The student can also choose to complete a minor in one of three Majors, according to the following provisions

The requirements to complete a Minor concentration are as follows:

1. The student must take all courses designated as requirements of the minor.
2. The student must take at least 18 credits of courses designated as belonging to the minor.
3. A single course may not be "double-counted" as being part of both a major and a minor. For example, if a student wishes to have an East-West major with an Alchemy & Medicine minor, then TS-323-B must count as part of the Alchemy & Medicine minor (because it is a track minor requirement), and it cannot also count toward the East-West major requirement of 36 credits.
4. In the case of a Classical Languages Minor, the only requirement is that the student take 12 credits each of two different languages of the three offered at Kepler College.

These courses are spread out over the second two terms of the Junior year, and all three terms of the Senior year. In addition to the major and optional minor, the student uses the third and the fourth year to take electives. Students *must* declare their Major and Minor at the end of the sophomore year, so that the administration can plan the course work available for the next two years, to guarantee that students will be able to fulfill all their requirements. At the end of the course listings for the Senior year, there are some tables to help students keep track of which courses will count toward each major. As students declare their major, they will be assigned an advisor within that Major to work with students to help them to meet their requirements.

Navigating the Major and Minor course requirements can be challenging. Please refer to the planning sheets both in this catalog, which are a supplement to the Student Handbook. Additional copies are available from the Registrar.

The Majors are shown below as a group. These are then followed by a course listing of those courses available at this time. The course numbering shows which Major the course belongs to. Courses with a 300 or 390 series are not part of a Major. A course may be cross-listed under more than one Major.

The numbers are broken out as follows:

300 courses are Junior level courses; 400 courses are Senior level, and usually require at least one 300 level course as a pre-requisite.

The "tens" position shows the track. Thus, a course that is in the 320 series would belong to the East-West Major. In the BA program, a zero in the "tens" position shows a required course. Thus, IS-301 is required.

The "ones" position shows the term. 301 is taught in the Fall term, 332 in the Winter, and 403 in the Spring. A Summer course might be 384, or it might be a repeat of a course from another term, thus, IS-102.

The prefix "IS" refers to an integrated course, which is 15 credits at the BA level, and which has a series of faculty members assigned to it. Upper division courses are "TS." These latter designations may be taught by a single faculty member, or by a team.

Note: Juniors may take 400 level courses if they have fulfilled the pre-requisites. Seniors may take 300 level courses. In fulfilling your 36 or 18 credit requirements, apart from required courses, there is no ratio of 300 or 400 level courses which you need to worry about.

Tracks Offered for a Major and Minor

Note: Tracks marked with an asterisk(**) are not being offered at this time, so the full set of course offerings for these majors is not shown.

Track One: The Interface between Astrology and Behavior (offered as a minor)

Students will:

1. Analyze the historical development of psychology and its influence on astrology;
2. Compare and contrast theories of analytical and depth psychology, as well as cognitive, humanistic and transpersonal psychology.
3. Examine personality and developmental theories and their relationship to astrology.
4. Evaluate the astrological perspective on psychological theories of development and the growth of self-awareness.

Track Two - Eastern and Western Astrological Traditions

Students will:

1. Examine the history of philosophical, scientific and religious traditions of Europe and India.
2. Compare and contrast the primary astrological methods used in Eastern and Western traditions.
3. Evaluate how astrology met the social needs of different societies.
4. Analyze how exposure of one culture to another's ideas can create shifts in the intellectual currents of both cultures.

Track Three - Mythology and Archetypal Astrology

Students will:

1. Analyze the interface between cross cultural mythologies, the archetypes of the psyche, and the symbolism of astrology.
2. Compare and contrast mythologies of different cultures.
3. Examine the connection between mythological themes and astrological symbolism.
4. Evaluate to what extent the mythological themes associated with the astrological symbolism of the fixed star constellations, nakshatras, planets, and asteroids have become a rubric for describing human behavior.

Track Four: Astrology and Theories of Social Change**

Students will:

1. Examine theories of social change as applied to areas such as history, economics, politics and organizations.
2. Compare and contrast different perspectives of change with regard to the debate on the importance of structure and place versus process.
3. Evaluate different astrological methods that have been applied to social change, including methods applied to geographic location, major planetary events, cycles and trends.
4. Analyze how different theories of change and their underlying philosophies have influenced astrological techniques and interpretations.

Track Five: Theory and Philosophy of Astrology**

Students will:

1. Analyze astrological theory and its underlying philosophies.
2. Compare and contrast the works of philosophers who have contributed to the development of astrology.
3. Analyze the development of philosophical theories about freedom, individual and human happiness, and how such ideas affect the practice and beliefs of astrology and astrologers.
4. Examine social philosophy and Compare and contrast how different theories of social contracts and obligations affect the context of astrology.
5. Critique the comparative contributions of science, religion, philosophy and astrology and their influence on understanding humanity's place in the cosmos in a cross-cultural context.

Track Six - Astrology in the Alchemical and Medical Traditions (Offered as a Minor)

Overview: one of the earliest applications of astrology which develops in most cultures is medical astrology. In many of these same historical cultures, chemical or biological transformations are perceived as part of a greater scheme of change under the general heading of alchemy. This Major examines how traditional societies have linked the Cosmos, the Earth, Change and individuals together, and how these linkages have been used in the understanding of spiritual practice and treatment of disease.

Track Seven - Astrology in Literature (Offered as a Minor)

Overview: The stars, planets, Sun and Moon and other astrological references enrich the imagery found in world literature to varying degrees, from the earliest of times to the literature of today. History tells of the importance of astrology to early cultures, particularly for the several thousand years from the birth of civilization to the Enlightenment in the late 17th century, with continued flourishes of popularity threaded through 18th, 19th and 20 century literature. The student pursuing a "Literature" major moves from reading the great "Epics" and literature of many cultures around the world, to comparing artistic forms and the use of imagery (including astrological imagery), to analyzing the formative influences on the author's work. Additionally, the literature Major student will apply critical analysis to works of several noted astrological authors.

Track Eight - Classical Languages (Offered as a Minor)

Overview: Astrology appears as a literary subject in many languages, but the classical languages are vital to the ultimate unraveling of the early history of astrological philosophy, application and technique. As part of our commitment to understanding astrology in different cultures, we currently offer Greek, Latin and Sanskrit.

Junior Year Winter Term offerings

Introduction to East-West Studies

(TS-322-A) 3 credits. Required for E-W Major and Minor

Students will:

1. Examine Indian history from the ancient to the modern period
2. Compare Hindu and Buddhist philosophy and religion, and how its concepts contrasted with the development of religion in the West.
3. Examine the development of the study of the history of religion from the 18th c. to modern times

Credit Equivalencies: History: 1 credit; History of Religions: 2 credits

A Cross-cultural Comparison of the Development of Horary and Prasna Techniques

(TS-322-B) 5 credits. Required for E-W Track Major and Minor.

Students will:

1. Examine the development of Horary and Prasna techniques as they were practiced by 1700 CE.
2. Compare and contrast the different logic and assumptions which developed in each region.
3. Analyze the extent to which these similarities and differences resulted from cultural transmission.
4. Evaluate how these systems were integrated into the systems of knowledge in each culture.

Credit Equivalencies: East-West Studies: 2 credits; Astrological Studies: 3 credits

Introduction to Mythography

(TS-332-A) 4 credits. Required for Mythology Track Major and Minor.

This course will provide a framework to critically assess the use of myth in astrological practice. Various schools and their orientation, definition and interpretation of myth will be examined to create a structure for the comparative study of classical mythology. Mythic narratives will also be addressed in the context of religion, ritual and cult. A survey of the primary sources for myth from text, archaeology, art and architecture will be introduced. Students should come to recognize the diachronic nature of myth and how variations of the myth reflect the social mores of that period. Secondary sources for myth will also be examined to fully appreciate how different theorists have influenced the interpretation of myths. The fundamental characteristics and themes of mythology will be presented to appreciate the common symbols and motifs throughout all world mythologies. This course is the prerequisite for all subsequent courses on mythology.

Credit Equivalencies: Mythology 4 credits

Overview of Vedic and Hindu Myths

(TS-332-B) 3 credits.

This course examines the myths of the Indian subcontinent..

Credit Equivalencies: Mythology 3 credits

This course cross-lists in the East-West Track.

Greek and Roman Mythology

(TS-332-C) 3 credits.

Students will become familiar with the primary origins of Greek and Roman myth through studying primary and appropriate secondary sources. Myths will be studied chronologically to appreciate the changes that occur over time.

Cosmogony, the mythic biographies of deities and heroes, as well as the genealogy of the important dynasties of the ancient world will be covered in detail to appreciate the interconnectedness of mythological personalities and patterns.

Since mythic images underpin astrological images this course will concentrate on the applications of myth that facilitate greater astrological understanding.

Therefore students will concentrate on the biographies of planetary deities, the assigning of mythic narratives to both the zodiacal and extra zodiacal constellations as well as the fixed stars.

Credit Equivalencies: Mythology 3 credits

This course cross-lists in the East-West Track.

Financial and Investment Cycles

(TS-342-B) (3 credits)

This course covers the fundamentals of astro-economics, the astrology of the marketplace and investment, planetary cycles and their relationship to the stock market, real estate, commodities, metals, futures, etc.

Credit Equivalencies: Economics: 1 credit; Astrological studies: 2 credits

Alchemical History from Ancient Times to Paracelsus

(TS-362-A) (3 credits). Required for Alchemical & Medical Minor.

Students will:

1. Examine the development of alchemy beginning in pre-history and through the development of iatro-chemistry in the 1700's.
2. Compare and contrast the development of alchemy in India and China with that in the West.
3. Analyze the cosmological consequences of alchemical theories.

Credit Equivalencies: History: 2 credits; East-West Studies: 1 credit

This course cross-lists in the East-West Track.

**Comparative Literature of World Cultures I: 2,000 BCE – 1,000 CE
(TS-372-A) (4 credits)**

Students will:

1. Read and compare several of the Classical and Medieval epics referenced in IS-101, IS-102, IS-202, and the IS-322 series.
2. Explore the astrological references in each work to determine the author's purpose for such reference.
3. Assess the similarities and differences of the cultural attitudes expressed by the authors.

Credit Equivalencies: World literature: 4 credits

This course cross-lists in the East-West Track.

Junior Year Spring Term offerings

**Astrology and the Developmental Model
(TS-313-A) (3 credits)**

This course will closely examine an alternative model for natal astrology. In this view, the natal chart is a map of a succession of imprints taken during childhood development and a marker of periods of imprint vulnerability.

Credit Equivalencies: Developmental Psychology: 1 credit; Astrological studies: 2 credits

A Cross-cultural Comparison of the Development of Electional and Muhurta Techniques

(TS-323-A) (4 credits) Either TS-323-A or TS-323-B is required for E-W Track Major and Minor.

Students will:

1. Examine the development of Electional and Muhurta techniques as they were practiced by 1700 CE.
2. Compare and contrast the different logic and assumptions which developed in each region.
3. Consider the extent to which these similarities and differences resulted from cultural transmission.
4. Analyze how these systems were integrated into the systems of knowledge in each culture.

Pre-requisite: TS-322-B

Credit Equivalencies: East-West Studies: 2 credits; Astrological Studies: 3 credits

This course cross-lists in the Alchemy-Medical Minor.

A Cross-cultural Comparison of the Development of the Use of Astrology in Medicine

(TS-323-B) (5 credits) Either TS-323-A or TS-323-B is required for E-W Track Major and Minor.

Students will:

1. Examine the development of the use of astrology in medicine as practiced in 1700 CE or earlier.
2. Compare and contrast the different logic and assumptions which developed in each region.
3. Consider the extent to which these similarities and differences resulted from cultural transmission.
4. Analyze how these systems were integrated into the systems of knowledge in each culture.

Pre-requisite: TS-322-B

Credit Equivalencies: East-West Studies: 2 credits; Astrological Studies: 3 credits

This course cross-lists in the Alchemy-Medical Minor.

An Introduction to Jungian Astrology and Psychology

(TS-323-C) (3 credits)

Students will:

1. Examine the development of Jung's ideas relating to both psychology and the concept of archetypes.
2. Analyze the cross-cultural use of mythology as a mode of projection.
3. Evaluate how Jungian concepts have been applied in modern astrology

Credit Equivalencies: Psychology: 1 credit; Mythology: 1 credit; Astrological Studies: 1 credit

This course cross-lists in the Mythology Track.

Overview of Depth and Archetypal Psychology

(TS-333-A) (4 credits) Required for Mythology Track Major and Minor.

This course is an exploration of psychoanalytic, Jungian, and archetypal psychology. In particular, students will analyze and evaluate how the contributions of Freud, Jung, Karl Kerényi, Erich Neumann, James Hillman, Murray Stein, Ginette Paris, Christine Downing, James Hollis, Thomas Moore and others contribute to an understanding of the archetypal nature of mythic motifs that can provide a theoretical foundation for the use of myth in astrological interpretation.

Credit Equivalencies: Psychology: 2 credits; Mythology 2credits

Overview of Babylonian and Egyptian Myths

(TS-333-B) (3 credits)

This course examines the myths of the Babylonian and Egyptian regions, before the Hellenistic time period.

Credit Equivalencies: Mythology 3 credits

This course cross-lists in the East-West Track.

Overview of Meso-American Myths

(TS-333-C) (3 credits)

This course examines the myths of the North, Central and South American native peoples.

Credit Equivalencies: Mythology 3 credits

Comparative Literature of World Cultures II: 1,000 – 2,000 CE

(TS-373-A) (4 credits)

Students will:

1. Read and compare several of the core literary works referenced in IS-102, IS-103, and the IS-322 and IS-323 series.
2. Explore the astrological references in each work to determine the author's purpose for such reference.
3. Assess the similarities and differences of the cultural attitudes expressed by the authors.
4. Explore variations of literary forms and rhetorical styles.
5. Assess the impact of the literary works upon their cultures.

Credit Equivalencies: World literature: 4 credits

This course cross-lists in the East-West Track.

Esoteric Studies

(TS-323-D) (3 credits)

This course introduces the historical lineage of esoteric astrology that sprang from the writings and teachings of Mme. Blavatsky and the Theosophical Society.

Credit Equivalencies: Astrological Studies: 3 credits

Lunar Doctrines in Astrology

(TS-393-B) (3 credits)

From Hellenistic period onwards, there exist self-contained lunar doctrines delineating the role of the Moon in the interpretation and timing of nativities. This course examines both ancient and modern perspectives, and focus upon the 8-fold lunation cycle as derived by Dane Rudhyar.

Credit Equivalencies: Mythology: 1 credit, Astrological studies: 2 credits

Junior Year Language offerings

These courses do not constitute a Major, but may be taken as either a Minor or as electives. Twelve credits of language will be required to graduate with the MA. See the MA requirements section. If a BA student takes nine credits each of two different languages, s/he may ask to be listed as having a Classical Languages Minor. Unlike the other Minors, there are no Senior-level courses at this time. Offered in term sequence beginning with the Winter term, students must enter in the 382 module.

Ancient Greek 1, 2 and 3

(TS-382-G, TS-383-G and TS-384-G) (4 credits each)

This course is an introduction to the vocabulary and grammar of Koine Greek. Utilizing a New Testament Greek textbook, it will be supplemented by readings from the primary source texts of Hellenistic astrological authors such as Claudius Ptolemy, Vettius Valens, Paulus Alexandrinus, and Hephaistos of Thebes.

Prerequisite: IS-101, AIS-112 or equivalent.

Credit Equivalencies: Greek, 4credits per term.

Latin 1, 2 and 3

(TS-382-L, TS-383-L and TS-384-L) (4 credits each)

This course is an introduction to both Classical and Medieval Latin designed to bring the student as rapidly as possible to a reading knowledge of the language. The course assumes no prior knowledge of the language. This course differs from standard introductory Latin courses in two principal ways: it places a much greater emphasis on Post-Classical Latin (in which there is more literature than Classical Latin), and it includes material on astrological Latin. Students should expect to spend considerable time learning vocabulary and grammar. Readings will be chosen from the primary source texts of astrological works in Latin, such as Guido Bonatti, Gauricus, and Schoener.

Prerequisite: IS-102, AIS-114 or equivalent.

Credit Equivalencies: Latin, 4 credits per term.

Sanskrit 1, 2 and 3

(TS-382-S, TS-383-S and TS-384-S) (4 credits each)

This course is an introduction to the vocabulary and grammar of ancient Sanskrit. It will emphasize astrological terminology and the philosophical etymology from which these terms are derived. Readings will be chosen from the primary source texts of astrological works in Sanskrit, such as Parashara and Varahamihira.

Prerequisite: IS-102, AIS-114 or equivalent.; and IS-202 or AIS-212 or equivalent

Credit Equivalencies: Sanskrit, 4 credits per term.

Fourth Year (IS-400 Series)

Fall Term

Literature (IS-401L) (5 credits) This course is required for all students.

Literature: Students will read classics, such as Dante, Chaucer, Shakespeare and Milton to understand astrological images and allegories. They will also read selected books from different sub-periods of the 19th and 20th Centuries, and analyze and discuss their contents, philosophy, writing styles, and information architecture. Students will structure their critiques in the form of book reviews, addressing such matters as content, quality of content, historical lineage and philosophical school, and overall execution of the work. Students will also read contemporary book reviews and examine them for their fidelity to the original work.

Credit Equivalencies: Literature-5 credits

Philosophy and History of Science (IS-401P) (3 credits) This course is required for all students. This course examines the philosophy and history of science as a discipline.

Credit Equivalencies: Philosophy - 3 credits

Ethics (IS-401E) (2 credits) This course is required for all students. This course examines the issue of ethics in general as well as some of the ethical and legal implications of providing any type of counseling services to clients and contrasts and compares the variety of ethical guidelines presented by difference types of practices.

Credit Equivalencies: Ethics – 2 credit

**Natural Astrology
(TS-421-A) (3 credits)**

This course examines studies in climatology, meteorology, and chronobiology as they pertain to astrology. Students will read scientific publications on specific topics and write a short paper analyzing a topic of their choice.

Credit Equivalencies: Geology: 1 credit; Meteorology: 1 credit; Astrological Studies: 1 credit.

**Geo-Politics and Astrology
(TS-421-B) (2 credits)**

This course covers the basics of mundane astrology, national and city horoscopes, geodetic equivalents, eclipse patterns, umbras and penumbras, major conjunctions of the outer planets throughout history and their astrological significance, as seen from the Babylonian period until the present. Students examine historical and contemporary methodologies for understanding the conjunctions of Jupiter, Saturn, Uranus, Neptune and Pluto, the declination cycles of Mars, Jupiter, Saturn, Uranus, Neptune and Pluto, the 2,160 year zodiacal ages and their

subdivisions as thematic markers of political and other events.

Credit Equivalencies: East-West Studies: 1 credit; Astrological Studies: 1 credit.

**A Cross-cultural Comparison of Spirituality and Astrology
(TS-421-C) (2 credits)**

This course provides a cross-cultural examination of the ways that spirituality and religious issues have been examined in Jyotish and Western astrology. In the Western case, the examination begins with the Theosophical Society and 19th c. issues related to exploration of spiritual matters; the Vedic examination begins much earlier, and examines the virtually constant integration of spiritual issues into the development of astrological methods.

Credit Equivalencies: East-West Studies: 1 credit; Astrological Studies: 1 credit.

**Therapeutic Astrology
(TS-431-A) (5 credits)**

In this course, students will be introduced to considerations involved in the process of working with clients, including organizing a session, methods of delivery content, ethical issues and referral strategies using the therapeutic application of mythic and archetypal themes.

Credit Equivalencies: Counseling-5 credits.

Winter Term

**Research Design
(IS-402) (5 credits) Required of all students.**

This course introduces students to both quantitative and qualitative methods of research design. Students learn to apply the basics of statistical design, including sampling, design of experiments and data analysis and presentation. In addition, methods in questionnaire design and interpretation are studied. This module is also offered separately as an MA prerequisite under the designation IS-401-S (5 credits).

Credit Equivalencies: Literature-5 credits; Research Design-5 credits

**Project Design
(ES-492) (2 credits)**

While applicable to the preparation phase of any major paper or thematic project, this course is particularly focused on helping students design and get approval for the proposal required before students begin work on their demonstration of knowledge in IS-403.

Credit Equivalencies: Composition-1 credit; Critical thinking-1 credit

**Medieval Natal Astrology
(TS-422-A) (3 credits)**

This course examines the development of the methods of natal astrology as practiced in the Arabic and Latin periods through a study of primary source material.

Prerequisites: TS-322-B

Credit Equivalencies: History: 1 credit; Astrological Studies: 2 credits.

**The Interface Between Astrology and Philosophy in Late Antiquity
(TS-422-B) (3 credits)**

This course examines the impact that astrology had upon cosmology and philosophy in areas such as the ascent and descent of the soul through the planetary spheres, the *thema mundi* – the nativity of the birth of the world, the role of planetary daimons and archons in Gnosticism, and the astrological implications concerning fate and free will. Readings will be taken from Macrobius, Porphyry, Plotinus, Numenius, Origen and others.

Prerequisites: TS-322-A

Credit Equivalencies: Philosophy, 1 credit; History, 1 credit; History of Religion, 1 credit.

**Mythic Astrology of the Planetary Deities
(TS-432-A) (5 credits)**

This course examines the application of the mythological themes to further astrological interpretation and understanding of the planetary pantheon. The mythic motif underpinning each planet will be considered in detail including their origins, cultic practices, deeds symbols and icons. Their mythic biography will be evaluated to sketch the archetypal urges that inspire the astrological profile of the planet. The mythological incidents of inter-relationship between the planetary deities will be analyzed to postulate on planetary dialogues, and the patterns underlying astrological aspects. The student will gain a thorough understanding of the myth of each planetary deity and how the archetypal patterns reflected in the myth can be applied to astrological knowledge.

Prerequisites: TS-332-A

Credit Equivalencies: Astrological studies, 5 credits

**Greek and Roman Mythology: Epic and Literature
(TS-432-B) (3 credits) This course cross-lists in the Literature Minor.**

This course will concentrate on the primary sources for Greek and Roman myth from Homer to Ovid. Included in the course will be the detailed cosmogony of the Greek pantheon as presented in Hesiod's *Theogony*, Homer's *Iliad* and *Odyssey*, the *Homeric Hymns to the Gods* and some relevant classical plays that demonstrate the mythological cycle. Roman poetry and epic that include astrological themes will also be presented. Finally Ovid's *Metamorphosis* will be studied to appreciate an early attempt to present myth in a thematic arrangement. The student will become familiar with the primary texts that contribute to the process of myth making as well understanding the role of myth in literature in the ancient world.

Prerequisites: TS-332-A, TS-332-C

Credit Equivalencies: Mythology, 3 credits; Literature, 1 credits

**Aspects of Myth
(TS-432-C) (3 credits)**

Throughout the course of worlds mythologies certain motifs dominate. These themes address the concerns, interests, experiences and desires of every human being. In this course we will examine these recurring themes emphasizing Greek myth with reference to comparative motifs in other mythologies. For instance the mythic theme of the other world and the under world is a consistent motif in myth as is ecology and the relationship to the world of plants. The ways of the ancestors is a continuous aspect that permeates all myth as evident in the great dynasties of ancient Greece and reflected in the Roman respect of the *mos maiorum*, both characteristic of a pattern in myth. The student will recognize the archetypal themes in mythology and how these reflect the human experience.

Prerequisites: TS-332-A, TS-332-C

Credit Equivalencies: Mythology, 2 credits; Literature, 1 credits

**Jungian Mythology
(TS-432-D) (3 credits)**

In the course of its ontogenetic development, the individual ego consciousness has to pass through the same archetypal stages which determined the evolution of consciousness in the life of humanity. These stages in the development of consciousness of mankind are represented by universal myths which describe universal psychological dynamics in symbolic images. These dynamics are also active in modern man, and contents that originally took the form of transpersonal deities should finally come to be experienced as contents of the human psyche. We will learn how to interpret myths from a Jungian point of view, and explore the meaning of those myths for our modern everyday life and psychic health.

Prerequisite: TS-323-C

Credit Equivalencies: Psychology: 2 credit; Mythology: 1 credit

**Greek Medicine: Religious and Rational Healing
(TS-462-A) (3 credits)**

This course examines the history of medicine from the earliest Greek sources highlighting the development of ideas, both indigenously and through transmission. Attitudes to healing will be studied through magical, religious and rational approaches used in medicine throughout the ancient Greek world. The evolution of rational medicine from the Pre-Socratic philosophers and the Hippocratic corpus through to Galen will be compared in contrast to the simultaneous surge of interest in religious medicine. Temple medicine connected to the cult of Asclepius as well as other healing cults will be examined to appreciate the two stream of rational and religious medicine that coexisted during this period. The consequences for astrology of these dual traditions will also be explored.

Prerequisites: TS-323-B

Credit Equivalencies: History of medicine, 3 credits.

**Astrology and Health
(TS-462-B) (3 credits)**

This course covers the basics of health, anatomy, physiology, pathology and herbology. The students explore the historical application of astrology to physiology and anatomy and the current trends in the area of astrology and medical botany, alternative healing modalities, and New Age healing practices. The students will compare healing modalities between different cultures.

Prerequisites: TS-323-B

Credit Equivalencies: Health sciences: 2 credits; Astrological studies: 1 credit

**Literature of Political Influence – from Parable to Satire
(TS-472-A) (4 credits)**

Students will:

1. Study the various uses of satire to achieve a political purpose.
2. Compare the almanacs from the English Civil War for the use of astrological allegory to support both sides in the war.
3. Examine the use of metaphor and parable to disguise controversial meaning or to teach lessons.
4. Read and analyze a broad range of world literature with a political thrust to determine the author's apparent purpose as opposed to his real purpose.

Credit Equivalencies: World literature: 4 credits

**Literature of the Greco-Roman Period
(TS-472-B) (3 credits)**

Students will:

1. Study the various texts in English translation that used mythological themes.
2. Compare how mythological themes were perceived in the Greco-Roman period
3. Examine the use of metaphor and the consistency of mythological presentation over time
4. Analyze the influence of this literature on later historical periods.

Credit Equivalencies: World literature: 1 credit, East-West Studies: 1 credit, Mythology: 1 credit This course cross-lists in East-West and Mythology tracks

**Literature of Classical India
(TS-472-C) (3 credits)**

Students will:

1. Study the various texts in English translation that used mythological themes, such as the Bhagavad Gita and the Puranas.
2. Compare how mythological themes were perceived in ancient India
3. Examine the use of metaphor and the consistency of mythological presentation over time
4. Analyze the influence of this literature on Buddhism, Jainism and other religions

Credit Equivalencies: World literature: 1 credit, East-West Studies: 1 credit, Mythology: 1 credit This course cross-lists in East-West and Mythology tracks

Astro-meteorology
(TS-492-A) (3 credits)

This course includes readings and discussion of elements of weather and major earth changes using various astrological considerations, such as: geodetic Equivalencies, major planetary configurations and rulerships, ingress charts, fixed stars, etc. The student will explore different historical and cultural conceptualizations of the role of weather in human health and behavior.

Prerequisites: TS-421-A

Credit Equivalencies: Meteorology: 1 credit; Astrological Studies: 2 credits

Language
(TS-482-A) (variable credits)

This course allows for an independent study program in a particular foreign language as contracted.

Credit Equivalencies: Foreign languages.

Independent Studies in Astrological Methods
(TS-492-Z) (variable credits)

In this course, the student contracts with an instructor to study an agreed upon course of study.

Credit Equivalencies: Astrological Studies.

Spring Term

Personal Development and Demonstration of Knowledge (IS-403) (6 credits) Required of all students

This course is devoted to the creation of a demonstration of knowledge "thematic" project. A thematic project is an individually designed substantial body of learning, focused around a particular theme. The thematic project is a means whereby the student can further individualize his/her program. It includes a proposal, discussion, research, and must end with the preparation of an "evaluable product," that is, something the faculty can look at and evaluate. Frequently this is a paper, but it can be another kind of project that demonstrates what the student has learned.

The thematic project has the student at the core of its energy and inspiration. It should reflect the student's intellectual interests, experiences and abilities, and be a project that is challenging. Discussions with the student's Faculty Advisor will help the student clarify his/her objectives, scope, learning methods, and the final product.

The proposal must be written clearly and effectively. The proposal can serve as a map by which the student will move throughout the project. It must:

1. Define or state a problem worthy of investigation, and tell why it is worth doing.
2. Define the limits within which the student intends to investigate the problem s/he has stated.
3. Suggest the probable means of solving the problem and in what order these means will be employed.

The thematic project can be in the form of an undergraduate-level thesis, a research project or an internship, as long as all criteria are met and the project has been approved by a Faculty Advisor. Students are encouraged to begin discussing their ideas about the thematic project with the faculty early in the second term of the senior year.

The student will be given specific guidelines and instructions concerning the Senior project beginning in the 401 term, and these rules will be considered the basis of the fulfillment of this project. Students should consider taking ES-492 to help with their project design and proposal development.

Pre-requisite: completion of all courses required for all but the last term of class, except with Registrar's and Dean's permission.

Astrology-Behavior Summary Symposium

(TS-413-A) (2 credits). Required for Astrology-Psychology Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the Astrology-Behavior Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: Astrological Studies: 2 credits.

Astrology-Behavior Final Paper

(TS-413-B) (2 credits). Required for Astrology-Psychology Major and Minor.

The student will be expected to write a 4,000 word final paper on an astrology-psychology topic accepted by two of the faculty members of the Astrology-Behavior Major.

Credit Equivalencies: Astrological Studies: 2 credits.

East-West Summary Symposium

(TS-423-A) (2 credits). Required for E-W Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the East-West Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: East-West Studies: 2 credits.

East-West Final Paper

(TS-423-B) (2 credits). Required for E-W Major and Minor.

The student will be expected to write a 4,000 word final paper on an East-West topic accepted by two of the faculty members of the East-West Major.

Credit Equivalencies: East-West Studies: 2 credits.

Mythology Summary Symposium

(TS-433-A) (2 credits). Required for Mythology Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the Mythology Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: Mythology: 2 credits.

Mythology Final Paper

(TS-433-B) (2 credits). Required for Mythology Major and Minor.

The student will be expected to write a 4,000 word final paper on a mythology topic accepted by two of the faculty members of the Mythology Major.

Credit Equivalencies: Mythology: 2 credits.

Mythic Astrology of the Asteroids

(TS-433-C) (3 credits)

This course examines the application of mythological themes represented by the asteroid pantheon to astrological interpretation and expression in human nature.

Deity named asteroids will be grouped according to thematic patterns, such as

healing and divination, as well as to the specific cultures of Greece, Rome, Egypt, Mesopotamia, Northern Europe, and India. The mythic biographies of asteroid deities will be examined within the historical context of their cultic practices and iconography. Students will be trained to recognize the significance of mythologically related deities that are likewise inter-related in the birth chart, as they point to the archetypal patterns that contribute to the shaping of human behavior.

Prerequisites: TS-332-A

Credit Equivalencies: Astrological studies, 3 credits

Mythic Astrology of the Fixed Stars

(TS-433-D) (3 credits)

This course give the student the opportunity to apply, analyze and critique how the mythology that has been discussed so far in the mythology major can be applied to astrological studies.

Prerequisites: TS-332-A

Credit Equivalencies: Astrological studies: 3 credits

Astrology-Social Change Summary Symposium

(TS-443-A) (2 credits). Required for Astrology-Social Sciences Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the Astrology-Social Change Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: Astrological Studies: 2 credits.

Astrology-Social Change Final Paper

(TS-443-B) (2 credits). Required for Astrology-Social Sciences Major and Minor.

In this course, the student will be expected to write a 4,000 word final paper on an Astrology-social sciences topic accepted by two of the faculty members of the Astrology-Social Change track.

Credit Equivalencies: Astrological Studies: 2 credits.

Astrology-Philosophy Summary Symposium

(TS-453-A) (2 credits). Required for Astrology-Philosophy Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the Astrology-Philosophy Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: Astrological Studies: 2 credits.

Astrology-Philosophy Final Paper

(TS-453-B) (2 credits). Required for Astrology-Philosophy Major and Minor.

In this course, the student will be expected to write a 4,000 word final paper on an astrology-philosophy topic accepted by two of the faculty members of the Astrology-Philosophy track.

Credit Equivalencies: Astrological Studies: 2 credits.

Alchemy-Medical Summary Symposium

(TS-463-A) (2 credits). Required for Alchemy-Medical Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the Alchemy-Medical Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: History of alchemy: 1 credit; history of medicine: 1 credit.

Alchemy-Medical Final Paper

(TS-463-B) (2 credits). Required for Alchemy-Medical Major and Minor.

In this course, the student will be expected to write a 4,000 word final paper on an Alchemy-Medical topic accepted by two of the faculty members of the Alchemy-Medical track.

Credit Equivalencies: History of alchemy: 1 credit; history of medicine: 1 credit.

Hermes Trismegistus and the Hermetic Medical Tracts

(TS-463-C) (3 credits). This course cross-lists in the Mythology Major.

The fusion of the Greek Hermes to the Egyptian Thoth during the Ptolemaic era resulted in the legendary Hermes Trismegistus to whom the earliest Hellenistic astrological writings were attributed, most of which concerned medical astrology. The readings for this course will include the Sacred Book of Hemes to Asklepius in which the Egyptian decans, the hermetic correspondence of herbs, stones, and metals are discussed, and the Iatromathematika in which the judgment of the nature, course, and outcome of illnesses are based upon lunar motion.

Pre-requisites: TS-323-B.

Credit Equivalencies: History of medicine: 3 credits.

Literature Summary Symposium

(TS-473-A) (2 credits). Required for Literature Major only.

This course serves as a final symposium to allow students to critically examine what they have learned in the Literature Major. Each student will be expected to give an oral presentation, and to critique the other student presentations.

Credit Equivalencies: Literature: 2 credits.

Literature Final Paper

(TS-473-B) (2 credits). Required for Literature Major and Minor.

In this course, the student will be expected to write a 4,000 word final paper on an Literature topic accepted by two of the faculty members of the Literature track.

Credit Equivalencies: Literature: 2 credits.

Literature of Personal Growth

(TS-473-C) (4 credits)

Students will:

1. Study authors intensely by reading their most noted works and drawing insights into the growth or changes evident in the author's attitudes toward himself/herself, others, social institutions and life in general.
2. Explore the author's use of astrological imagery and assess the accuracy of the reference from precise meaning to "poetic license".
3. Apply an understanding of the current events and political and religious climate of the author's time to shaping his work and ideas.
4. Examine the rhetorical strategies and artistic forms most effectively used by the author.

Credit Equivalencies: World literature: 4 credits

Research Adjunct

(TS-493-A) (3 credits)

An evaluation supplement designed to strengthen the students' skills in research modalities and to guide the student in a research project from the planning stages through completion.

Credit Equivalencies: Design of experiments: 3 credits

BA Graduation Requirements

Students accumulate credits for work well done and for required levels of performance reached and surpassed. Students must successfully complete all requirements of the four-year undergraduate program in order to graduate with a Bachelor of Arts degree in Astrological Studies. Attendance and successful completion of the symposia, independent reading, writing and research projects, and satisfactory participation in online discussion forums, or a total of 180 quarter-credits, meet academic requirements for graduation.

A student is held to degree requirements in effect at the time of first matriculation. If the degree program changes during the student's enrollment, then the student can opt to fulfill the original contract or may change to fulfill the new program requirements.

Students in all degree programs must have discharged satisfactorily all financial obligations to the college (tuition, fees, library fines, and all charges) for each program in which a degree is to be awarded. For students who have not met their financial obligations at the time of graduation, the earned degrees are posted to their records, but diplomas and transcripts are held until the financial obligations are cleared.

ASSOCIATE of ARTS DEGREE PROGRAM

The History & Symbology of Astrology

The Associate of Arts program, "The History and Symbology of Astrology," introduces on-line conferencing facilities to Kepler's distance learning experience. Lectures are given each week, and study exercises relating to the lectures and on-line documents are assigned. The collaborative model applied to Kepler's BA degree program also applies to the AA program.

General Education Requirements

The AA program is a two-year study, consisting of seven eleven-week terms. An accumulation of ninety (90) quarter-credits is required for graduation. As in the BA program, the AA degree program is designed so that students do not attend separate classes in history, mathematics, literature, etc. each term. The integrated, interdisciplinary nature of the program enables students to earn credits in various academic departments while studying one major theme, astrology.

Students are required to complete all coursework in the AA program. This includes attendance at one symposium each per year (a total of two symposia for the complete program.)

Recipients of the AA degree may transfer into the Kepler BA program should they choose by completing a transitional term during at the same time the BA students complete a class given earlier to the AA students. This policy puts the AA students in a position to join the second term of the BA Junior class (IS-300 Series) on schedule to graduate with the BA degree upon successfully completing the fourth year. The course work of the AA program plus the BA plus IS-311 replicates the first two years of the BA program, with one additional term of composition.

Program Learning Outcomes

- To gain knowledge
- To think critically
- To communicate effectively
- To appreciate many cultures
- To achieve personal growth

First Year AA

Overview: Students begin their studies at Kepler College with a brief overview of the astronomy, mathematics, and vocabulary of astrology, thereby setting the foundation for further study, both historically and practically. The remainder of the year is devoted to an historical overview of Western Civilization and astrology, with brief exploration of Asian cultures.

The purpose of the first year curriculum is to lay the foundation of critical skills necessary for continuing education. The first term introduces practical mathematical skills, and begins the process of writing skills development. The second two terms introduce students to the study of history, and the role that astrology played throughout the development of Western culture. The summer term of the first year focuses on completing the four non-symposia term assignments and developing effective writing strategies in various modes through notable examples of non-fiction literature.

Cross-cultural Components of Astrological Theory and Practice, I (AIS-111) (15 credits) (same as IS-201 of the BA program)

Students will:

1. Understand the astronomy and mathematics of astrology.
2. Compare and contrast various traditions and schools of thought in the development of astrological techniques.
3. Examine and analyze areas of study including but not restricted to planets, signs, planetary locations, and angular houses, basic horary and natal interpretations.

Note: This term requires attendance at a four to six day symposium. See Academic Calendar for dates.

Credit Equivalencies: Astronomy – 3 credits, Astrology – 5 credits, Epistemology – 1 credit, Applied Mathematics – 5 credits, and Cultural Anthropology – 1 credit

Composition Strategies for Powerful Writing (AIS-112) (12 credits) (picks up extra writing assignments and literature otherwise covered in BA program)

Students will:

1. Develop persuasion, argumentation, and analysis skills.
2. Learn to apply library research and writing skills to the production of academic papers.
3. Recognize rhetorical strategies and apply them through the development of critical thinking skills.
4. Develop skills in historical research, use of citations, and research paper construction.

Credit Equivalencies: English Composition – 9 credits History – 1 credit, Logic – 2 credits

**History of Western Civilization and Astrology's Place in It, I –
Prehistory to 1,000 AD (AIS-113) (12 credits)**

Students will explore the development of Western culture from the dawn of civilization through 1000 C.E.

1. Examine the role astrology played in the development of philosophy, the arts, knowledge, and religion throughout this period.
2. Examine how astronomical and astrological problems figured in the development of mathematics throughout this period.
3. Develop skills in historical research, use of citations, and research paper construction.

Credit Equivalencies: History – 5 credits, History of Mathematics – 1 credit, Comparative Religion and Mythology – 2 credits, Philosophy – 1 credit, Anthropology – 1 credit, and English Composition – 1 credit.

**History of Western Civilization and Astrology's Place in It, II –
1,000 AD to the Present (AIS-114) (12 credits)**

Students will:

1. Examine the development of Western culture from 1000 C.E. to modern times.
2. Analyze how the role of astrology changed during the development of the modern world.
3. Examine how the development of mathematics changed the status of astrological knowledge.
4. Develop skills in historical research, use of citations, and research paper construction.

Credit Equivalencies: History – 5 credits, History of Mathematics and science – 1 credit, Comparative Religion and Mythology – 3 credits, Philosophy – 1 credit, Anthropology – 1 credit, and English Composition – 1 credit.

Second Year AA

Overview: The second year of the AA degree program introduces students to the remainder of the core curriculum of astrological methods, as developed within their historical and cultural context.

As students compare and contrast the various traditions, schools of interpretation and mathematical systems used in astrology, and the rational, physical and metaphysical reasons behind the techniques, they will cultivate an understanding of how the origins of the Vedic and Western all stem from the same source. This is especially prominent in AIS-212, where the origins of both Western and Vedic astrology will be explored in a comparative mode.

Epistemology and critical thinking are significant pieces of the second year program. Throughout the two years of the AA program, students are encouraged to explore the underlying assumptions, philosophy, mythology, mathematics, and basis for the different astrological approaches and techniques. As a natural consequence, students are challenged to articulate their own underlying assumptions.

Cross-cultural Components of Astrological Theory and Practice, II (AIS-211) (12 credits)

Students will:

1. Investigate and critique techniques for integrating the fundamentals of astrology into a comprehensive interpretation of the horoscope.
2. Analyze and critique techniques showing how the birth map can be moved through time.
3. Examine the horoscope in comparison to specific areas of life experience, human behaviors and psychological needs.
4. Explore the use of computers in astrological application, including such factors as precision and how computer algorithms drive interpretive technique.
5. Critically examine the expansion and development of modern astrological applications.

Credit Equivalencies: Astrology – 5 credits, Mythology – 2 credits, Psychological Applications – 2 credits, Applied Mathematics – 1 credit, Computer Applications – 1 credit, and Cultural Anthropology – 1 credit.

**Cross-cultural Components of Astrological Theory and Practice, III:
The Hellenistic Era and Ancient India (AIS-212) (15 credits) (same as
IS-203 of the BA program)**

Students will:

1. Examine the development of Hellenistic and Vedic astrology as historical and mythological foundations for modern practice.
2. Analyze how trading and other exchanges between individuals of ancient cultures provided an exchange of philosophical, mathematical and cultural ideas, and how this exchange shaped the development of astrology in both zones.
3. Compare and contrast the philosophical, political and religious differences between Hellenistic and Vedic beliefs, and how this drove different developments in astrological technique.
4. Critically examine the expansion and development of ancient astrological applications. Note: This course includes a symposium. See Academic Calendar for dates.

Credit Equivalencies: Astrology – 6 credits, Mythology – 4 credits, Philosophy – 2 credits, Comparative Religions – 3 credits

**Cross-cultural Components of Astrological Theory and Practice, IV
(AIS-213) (12 credits)**

Students will:

1. Examine the cross-cultural development of Hellenistic and Vedic mythology and its applications to the interpretation of fixed stars in both cultures.
2. Investigate how cross-cultural mythology can be used as a primary method in the development of astrological interpretation.
3. Introduce the study of ethics, and its implications for astrological practice.
4. Analyze the development of techniques for vocational guidance.
5. Critically examine the application of astrological techniques in the business world.

Credit Equivalencies: Astrology – 5 credits, Mythology – 6 credits, Ethics – 1 credit.

Transition to the BA (AIS 311)

THE OVERVIEW: Graduates of the Kepler AA program can transition to the BA degree program should they so choose by taking a third-year first term course, while the BA juniors take an equivalent AA course those students have already completed. This term will give Kepler AA recipients the same academic background as the BA students who are completing the first term of the third year. This transitional term will not add to the length of time that the AA student needs to complete a Kepler BA. This course also features a one-week symposium.

Astrology in Western Culture – History of Science and Culture (IS-311) (15 credits) (History of Science and Culture is integrated into 101, 102, 103 of the BA program)

Students will:

1. Examine how astrology fit into specific areas of life, such as the development of mathematics, medicine, and literature from the dawn of recorded history to the present day.
2. Continue to develop writing skills, and library research skills for historical research.

Prerequisite: Kepler AA degree

Credit Equivalencies: History – 5 credits, History of Mathematics and science – 2 credits, Comparative Religion and Mythology – 3 credits, Philosophy – 1 credit, and English Composition – 4 credits.

The AA program is a direct equivalent to the first two years of the BA program, but is here numbered and sequenced differently. The actual sequence of the AA program classes is correct in the catalog.

The variation in numbering is to avoid confusion among students who tend to refer to courses only as 101, 102, etc. without the program prefix. AIS refers to "Associate Integrated Studies" program; whereas IS refers to the "Integrated Studies" BA program.

Associate of Arts	Bachelor of Arts
Direct equivalent to first two years of BA, plus one term of creative writing split out	
<ul style="list-style-type: none"> · AIS-113 (12 credits) History of Western Civilization and Astrology's Place in It I – Prehistory to 1,000 AD · AIS-114 (12 credits) History of Western Civilization and Astrology's Place in It II – 1,000 AD to the Present · AIS-311 (12 credits) Astrology in Western Culture - History of Science and Culture (transition to BA) 	<ul style="list-style-type: none"> · IS-101 (15 credits) Astrology in the Ancient World - Prehistory to 400 CE · IS-102 (15 credits) Astrology in the Medieval World - 400 - 1650 CE · IS-103 (15 credits) Astrology in the Modern World – 1650 to the Present · History of Science and Culture is integrated into each of the three terms
<ul style="list-style-type: none"> · AIS-111 (15 credits) Cross-cultural Components of Astrological Theory and Practice I · AIS-211 (12 credits) Cross-cultural Components of Astrological Theory and Practice II · AIS-212 (15 credits) Cross-cultural Components of Astrological Theory and Practice III · AIS-213 (12 credits) Cross-cultural Components of Astrological Theory and Practice IV · AIS-112 (12 credits) Composition Strategies for Powerful Writing (picks up extra writing assignments and literature otherwise covered in BA) 	<ul style="list-style-type: none"> · IS-201 (15 credits) Cross-cultural Components of Astrological Theory and Practice I · IS-301 (15 credits) Cross-cultural Components of Astrological Theory and Practice IV · IS-202 (15 credits) Cross-cultural Components of Astrological Theory and Practice II · IS-203 (15 credits) Cross-cultural Components of Astrological Theory and Practice III

AA Graduation Requirements

A degree candidate must complete the prescribed curriculum, earn passing grades in all required courses, satisfy the requirements for total degree credits (90 quarter credits) and be recommended for graduation by the faculty.

A student is held to the degree requirements in effect at the time of first matriculation. If the degree program changes during the student's enrollment, then the student may opt to fulfill the original contract or may change to fulfill the new program requirements.

Students in all degree programs must have discharged satisfactorily all financial obligations to the college (tuition, fees, library fines, and all charges) for each program in which a degree is to be awarded. For students who have not met their financial obligations at the time of graduation, the earned degrees are posted to their records, but diplomas and transcripts are held until the financial obligations are cleared.

MASTER OF ARTS DEGREE PROGRAM

Eastern and Western Traditions: The History, Philosophy and Transmission of Astrology

Astrology played a pivotal role in the intellectual history of both the ancient and medieval Eastern and Western cultures. This MA program will trace the diffusion and cross pollination of astrological doctrines among the Mesopotamians, Indians, Egyptians, Greeks, Romans, Persians, Arabs, and the medieval Europeans, and explore the ways in which these astrological doctrines influenced the philosophical systems, religious beliefs, and political history of each of these host cultures.

In order to study the astrological transmissions, students will study the religions and philosophies of India and the West, as well as study the development of knowledge-based systems which became science in the modern era. In addition, students will become familiarized with the astrological terminology found in Greek, Sanskrit, and Latin astrological treatises, and the origin and relations of these terms. There will also be an examination of contemporary debates concerning astrology both in terms of its survival in the modern West and its continued practice in non-western cultures, particularly in India. Students will consider the challenges that astrology's continuation into the Twenty-First Century pose to sociologists, anthropologists and historians.

By emphasizing the links between the past and the present, the program also helps students better understand themselves. The program encourages students to compare fundamentals of their own culture with those of other cultures from other time periods. Students will gain a sense of what is unique in, as well as generally characteristic of, individuals, groups and cultures.

Graduate students are expected to master a body of knowledge in both Eastern and Western traditions, with a focus on how those traditions influenced the history, philosophy and transmission of astrology. Graduate students are expected to ultimately contribute to that discipline through their future life work.

The program is designed to provide students with the critical and analytical abilities and intellectual breadth required for the study of these traditions at the graduate level. It serves students with knowledge and resources that will enable them to contribute to the preservation of this knowledge for future generations, and also by providing the intellectual stimulation of a challenging discipline.

In addition to the other requirements, the MA program has a co-requisite for at least twelve credits of a single classical language, generally one of the three offered in the Kepler College BA program. This language requirement does not have to be filled prior to admission to the program. An alternate language may be substituted for one of the three classical languages with the permission of the Academic Dean provided that the alternate language is relevant to the final thesis topic.

Note: in alternate years, the 500 courses (apart from GSC-502) may alternate with the 800 courses, so that the two MA classes can be combined in the Fall term.

TERM 1: Introduction, Religion & Religious Theories, Transmission, Greek Astrological Terminology

Core Courses

Transmission of Astrology (GSC-501) (3 credits)

This course examines the modes of transmission of astrological and other knowledge between ancient and medieval cultures, especially through trading routes. Students examines philosophical overlaps between Vedic/Hindu philosophers and Hellenistic (especially Neo-Platonic) philosophers; analyze diffusion channels prior to the Alexandrian conquest, specific comparative ideas between Western and Indian philosophers and their astrological implications, and compare and contrast key components of Hellenistic astrology and their Vedic equivalents.

Library Research Module (given in 2006-2007) (GSC-502) (2 credits)

This course develops the student's ability to find and evaluate library resources at distance libraries, especially through internet searches. This course will instruct the student in search of techniques to locate and obtain out-of-print materials, and how to obtain listings and copies of journal articles

Philosophy of History (GSC-503) (2 credits)

In this course, students become acquainted with the main philosophical approaches to history and review debates, such as whether history is an art or a science and the extent to which the past is genuinely "knowable" on its own terms. The purpose is to teach students to read historical texts critically.

Elective Courses

Definitions of Religion & Modern Theories of Religion as of Celestial Origin (GSE-506A)(2 credits)

This course examines the history of religion and religious theories, taking as its starting point sociological arguments that astrology is a religion. We will examine changing definitions of religion, cult and sect to examine whether the sociological classification is appropriate.

Eastern Religions (GSE-506B) (3 credits)

This course examines the development of religions in India, and how astrology was a part of that development. Students examines the philosophy of the Vedas and astrology's place in them, the role astrology played in the development of cosmology in India, and the pivotal role of philosophers and scientists who were also astrologers. They will also study the spread of and transmission Buddhism, and how that transmission resulted in an interchange of astrological systems, especially in Tibet.

Comparative Mythology

GSE-506C (3 credits)

This course examines the concurrent development of mythological themes in India, the Middle East, Greece and Egypt, and the role of astral symbolism in the development of these myths. Transmission of mythic themes will also be analyzed.

Studies in the Transmission of Ideas between Cultures

GSE-506Z (3 credits)

This course surveys intellectual works relating to the study and understanding of cultural exchange, transmission and modification of ideas, as seen through primary sources and cultural artefacts.

TERM 2: The Ancient World, Religion & Religious Theories, History of Science, Comparative Astrological Terminology

Core Courses

Astrology and its Place in the Ancient World (given in 2006-2007)

(GSC-601) (3 credits)

This course examines the history of the development of key astrological methodologies in Western, Persian, Chinese and Vedic contexts, and analyzes how the indigenous philosophy, technology and religion either fostered or inhibited that development. This course covers the period from pre-history through 400 CE.

Qualitative Research Design (given in 2006-2007)

(GSC-602) (3 credits)

This course examines the claims and methodologies of qualitative research, using questionnaires and interviews. Students will be expected to conduct a research topic using either one or both methods.

Elective Courses

Religion in the Ancient World

(GSE-606A) (3 credits)

This course examines the development of religious practice East and West from pre-history through 400 CE. Students will closely examine aspects of ancient celestial religion, the development of Hinduism and Buddhism, the development of Babylonian and Egyptian religions and mythologies, the development of Hermeticism and the Sol Invictus/Mithraism cults. They will also study the early development of Hindu texts and the development of Christianity and Gnosticism.

History of Science and Mathematics in the Ancient World (given in 2006-2007)

(GSE-606B) (3 credits)

This course examines the history of what is now called science and technology, and

astrology's place within it. Students examines the development of the concept of natural rulership and its application in the development of herbalism, the ways that astrological considerations drove the development of astronomical and mathematical theories and technologies, the development of medicine and astrology's place within it.

Indus Valley Civilization and Vedic Culture (given in 2006-2007)
(GSE-606C) (3 credits)

This course examines the history, culture, political structure, philosophy, astrology and religion of India in the period from pre-history through 400 CE. Students will analyze how the cultural migrations which occurred here were the basis for the development of Hinduism and Buddhism.

Hellenistic Astrologers
(GSE-606D) (3 credits)

This course examines the individual contributions of Hellenistic astrologers such as Dorotheus of Sidon, Vettius Valens, Claudius Ptolemy, Antiochus of Athens, Paulus Alexandrinus, Firmicus Maternus and Hephaistio of Thebes to the development of astrological doctrines of the period through an examination of primary texts.

The Vedas (Rig, Sama, Yajur and Atharva) and the Upanishads
(GSE-606E) (3 credits)

This course examines the primary texts of Hinduism, their history, development, and philosophical and religious concepts as they have been understood and applied.

The Hermetic Tradition
(GSE-606F) (3 credits)

This course examines the origins of both the technique and philosophical hermetica during the Hellenistic period and how the hermetic world view contributed to the shaping of early astrological, alchemical and magical doctrines, as well as the subsequent transmission of these ideas to India and to the Islamic and Medieval worlds.

Cross-Cultural Studies in the Ancient World
(GSE-606Z) 3 credits

This course surveys issues relating to the history, philosophy, culture and astrology of the period from pre-history through 400 CE.

TERM 3: The Medieval World, Religion & Religious Theories, History of Science & Research Methods

Core Courses

Astrology and its Place in the Medieval World (given in 2006-2007) (GSC-701) (3 credits)

This course examines the history of the development of key astrological methodologies in Western, Byzantine, Arabic, and Vedic contexts, and analyzes how the indigenous philosophy, technology and religions either fostered or inhibited that development. This course covers the period from 400 C.E. to roughly 1700 CE.

Quantitative Research Design (given in 2006-2007) (GSC-702) (4 credits)

This course examines the use of statistical design in the study of astrological problems. These topics include: Univariate statistics; uses of univariate statistics in astrological research; shortcomings of univariate statistics in astrological research; control procedures; astronomical factors; demographic factors; Monte Carlo techniques; introduction to multivariate statistics; assumptions; multivariate normal distribution; data reduction techniques; classification techniques; shortcomings of multivariate statistics in astrological research; statistics for circular data; circular distributions; descriptive statistics; correlation.

Elective Courses

Religion in the Medieval World (given in 2006-2007) (GSE-706A) (3 credits)

This course covers the development of Eastern and Western religious practices from 400 C.E. to roughly 1700 CE. Students will: examine Medieval/Renaissance 'astral religions' and heresies; critique the synthesis of Aquinas concerning Aristotelianism, and its consequences for astrology; study Ficino, Renaissance Hermeticism, and the 'Pagan' revival; examine how the Reformation, secularization and the decline of magic affected both science and astrology; evaluate Christian critiques of and defenses of astrology; examine the philosophical and astrological works of Varahamihira ; and study Mantreswara, Shri. Phaladeepika.

History of Science and Mathematics in the Medieval World (GSE-706B) (3 credits)

This course examines the history of what is now called science and technology, and astrology's place within it. This course covers the period from 400 C.E. to roughly 1700 CE. Students will: examine the transmission of scientific ideas including astrology fostered by the Islamic period between China, India, the Middle East, and finally Europe; analyze the Arabic synthesis of medicine and astrology, and its transmission to the West; the development of astronomy in India, the Middle East and the West, and its relationship

to astrological issues; and critique how the development of alchemy and later chemical medicine affected astrology and medicine.

**Neoplatonism and its Impact on the Middle Ages
(GSE-706C) (3 credits)**

This course examines the development of Neoplatonism and analyzes its effects on all aspects of Medieval knowledge, whether in theology, philosophy, natural philosophy or medicine.

**Varahamihira– Brihat Jataka and Brihat Samhita
(GSE-706D) (3 credits)**

This course examines Varahamihira, his astrology and astronomy. His period represents a critical nexus for the relationship between Vedic and Hellenistic astrological techniques.

**Mantreswara –Phala Deepika and Kalyana Varma – Saravali
(GSE-706E) (3 credits)**

This course explores the development of Medieval astrology through examination of some of the primary texts in English translation.

**Ficino through Campanella: Studies in Renaissance Astrology and Magic (given in
2006-2007)
(GSE-706F) (3 credits)**

This course examines the concurrent usage of astrology and magic in the Renaissance, and how astrological symbolism was applied to other occult areas of knowledge. Specifically, this course examines how the Medieval concept of natural magic was extended through the impact of the translation of Hermetic texts and analyzes the consequences for Christian practitioners.

**Cross-Cultural Studies in the History of Science and Religion
(GSE-706Z) (3 credits)**

This course surveys issues relating to the history, philosophy, culture and astrology of the period from 400-1700 CE.

**TERM 4: The Modern World, Religion & Religious Theories, Research
Design & History & Philosophy of Science**

Note: in alternate years, the 500 courses (apart from GSC-502) may alternate with the 800 courses, so that the two MA classes can be combined in the Fall term.

Core Courses

**Astrology and its Place in the Modern World (given in 2006-2007)
(GSC-801) (3 credits)**

This course compares the history of the development of key astrological methodologies

in both a Western and Vedic context, and how the indigenous philosophies, technology and religion either fostered or inhibited that development. The course will also examine the modern influx of Eastern religious thought into the West and its consequences to astrology. The course covers the period from 1700 CE to the present.

Critical Thinking, Phenomenology and the Insider/Outsider Debate (given in 2006-2007)

(GSC-802) (3 credits)

The insider/outsider question in anthropology developed into the etic/emic approaches, which have also been applied in linguistics as well as other fields. The purpose of this course is to introduce the student to these concepts, which must be understood in the application of both quantitative and qualitative research.

Elective Courses

Religion in the Modern World

(GSE-806A) (3 credits)

This course examines the development of Eastern and Western religious practices from 1700 CE to the present. Students will compare and contrast secularization theory, astrology's status as religion or spirituality, the sociology of religion - cults and sects, theosophy, the New Age, and astrological appeals to scriptural authority. In this course, East meets West.

History & Philosophy of Science

(GSE-806B) (3 credits)

This course examines the history of science and astrology's place with relation to it. The course covers the period from 1700 CE to the present. Students examines whether modern science is magical in origin. Students will critique questions such as: Can astrology interface with normal science? How does astrology fit in with fringe science? Students will attempt to study astrology scientifically.

Theosophy: Its Impact on 20th Century Consciousness Movements and Astrology

(GSE-806C) (3 credits)

This course examines the impact of the Theosophical Society (TS), both in its organizational structure and its principle advocates. Students will trace the lineage of theosophical ideas and evaluate how they shaped the transmission of Indian religious ideas into the West, as well as examine the transmission of Vedic astrology.

Hinduism, Buddhism and Jainism in Modern Practice

(GSE-806D) (2 credits)

This course examines the practice of these religions, and how they have changed over the centuries, as well as the cosmologies they have developed. The course examines the comparative development of monism within a polytheistic culture, and also analyzes the difference between the concept of soul within each tradition.

The Four Elements: From Empedocles to Jung (given in 2006-2007)

(GSE-806E) (3 credits)

This course examines the concept of the four elements, and how this concept has been applied to physics, chemistry, medicine, astrology and psychology. Students will also compare and contrast this view with five-element theory in the West, India and China.

Neo-Vedic Astrology: The Impact of Western and Eastern Astrology

(GSE-806F) (3 credits)

This course examines the modern interactions between Western and Eastern astrologies, and analyze how Western techniques and methods have impacted Vedic practice.

Astrology and the New Age Movement: A History

(GSE-806G) (3 credits)

This course examines the extent to which astrology has become a central paradigm within the New Age Movement, and analyze how this interaction in turn has affected the practice of astrology, as well as the cosmology of the New Age Movement.

A History of Skepticism (given in 2006-2007)

(GSE-806H) (3 credits)

This course examines the history of skepticism as related to astrology from the Hellenistic Era to modern times. Students will critique the arguments and the underlying philosophical concepts and assumptions related to skepticism, as well as its modern sociological impacts in such diverse fields as textbook publishing and media coverage.

Cross-Cultural Studies in the Modern World

(GSE-806Z) (3 credits)

This course surveys issues relating to the history, philosophy, culture and astrology of the period from 1700 to the present.

TERM 5: Thesis Research – 12 credits

Thesis Research and Preparation (GSC-901) (12 credits)

The student is now ready to produce his or her thesis. This term will be spent planning, preparing, and doing whatever projects are necessary given the design of the thesis. The student shall select a Thesis Committee Chair, at least one additional Kepler College faculty member with a PhD, and at least one more committee member who need not be on the Kepler College faculty. The student must prepare a research proposal that is accepted by his/her Thesis Committee prior to embarking on the research itself.

For this last term, you will need to select a Thesis Committee. The committee will consist of a thesis advisor who is a member of the Master's program and two additional PhDs. There may be one or more outside members and that could include other Kepler faculty who are not part of the MA program or people who are outside of Kepler entirely.

You will need to take at least 12 thesis credits. These can be taken in one term or spread out over several terms. However, you must take a minimum of three credits per term and once you begin taking thesis credits, you must be continuously enrolled. Any break in enrollment and you will need to start over on your 12 thesis credits. At the completion of 6 credits, in order to pass, you must have completed your thesis outline. If the student cannot complete the thesis within one term, s/he has the option to continue on a part-time basis until the thesis is complete and accepted. However, s/he must continue to be enrolled until the MA is complete.

MA Graduation Requirements

A degree candidate must complete the prescribed curriculum, earn passing grades in all required courses, satisfy the requirements for total degree credits and be recommended for graduation by the faculty.

Graduate students must successfully complete sixty (60) master-level quarter-credits beyond any prerequisite coursework. Upon completion of 48 beyond any prerequisites, the graduate student must submit to the Thesis Committee a comprehensive thesis/thematic project proposal. Once the proposal has been evaluated and approved, the student may begin the final project/thesis requirements. The last twelve (12) credits may be applied to independent preparation of the master's thesis, two graduate level, publishable papers, or the design and completion of a major thematic project

Students must have discharged satisfactorily all financial obligations to the college (tuition, fees, library fines, etc.) For students who have not met their financial obligations at the time of graduation, the earned degrees are posted to their records, but diplomas and transcripts are held until the financial obligations are cleared.

ACADEMIC CALENDARS
MA, BA and AA Program Calendar

ACADEMIC CALENDARS
MA, BA and AA Program Calendar

Fall 2006 - Spring/Summer 2007

	Fall 2006	Winter 2006/7	Spring 2007	Summer 2007
Registration Deadline	Sep 1, 2006	Dec 22, 2006	Mar 19, 2007	June 18, 2007
Term Begins	Sep 11, 2006	Jan 2, 2007	Apr 2, 2007	June 25, 2007
Symposium: IS-100 Class	Oct 11-14, 2006	Feb 1 - 4, 2007	May 5 – 8, 2007	Jul. 27-30, 2007
Symposium: IS-200 Class	Oct 11-14, 2006	Feb 1 - 4, 2007	May 5 – 8, 2007	
Symposium: IS-300-400 Classes	Oct 11-14, 2006	Feb 1 - 4, 2007	May 3- 6, 2007	
Symposium: AA Class Year 1	Oct 11-14, 2006	no symposium	no symposium	no symposium
Symposium: AA Class Year 2	no symposium	Feb 1 - 4, 2007	no symposium	
Symposium: MA Prerequisite ES-104				Jul. 9-14, 2007
Symposium: MA	Oct 13–14, 2006	Feb 2-3, 2007	no symposium	
Symposium: Language intensive		Feb 4-5, 2007	tba	tba
Deadline for withdrawal from all courses		Mar 2, 2007	Jun 1, 2007	Aug 17, 2007
Term Ends	Nov 19, 2006	Mar 16, 2007	Jun 15, 2007	Aug 31, 2007

Fall 2007 - Spring/Summer 2008

	Fall 2007	Winter 2007/8	Spring 2008	Summer 2008
Registration Deadline	Sep 10, 2007	Dec 26, 2007	Mar 25, 2008	June 16, 2008
Term Begins	Sep 24, 2007	Jan 7, 2008	Apr 7, 2008	June 30, 2008
Symposium Dates:	Oct 24-27, 2007	Feb 7-10, 2008	May 11-14, 2008	Jul. 31 - Aug 3, 2008
Deadline for withdrawal from all courses	Dec 1, 2007	Mar 8, 2008	Jun 6, 2008	Aug 29, 2008
Term Ends	Dec 15, 2007	Mar 22, 2008	Jun 20, 2006	Sep 12, 2008

Notes

1. Check the Kepler College website at www.kepler.edu for the most up-to-date information on symposium dates.
2. Tuition is due on or before the registration deadline each term. A deferred payment plan is available. See Tuition and Fees for details. There is a late fee of \$75 for late registration.
3. Summer Events include: IS-101 and IS-102 for students who first entered during the winter or spring term; AA course AIS-114; foreign languages continued from the spring term; and IS-402x for students who need to make up credits to graduate. Each IS-101 and IS-102 class will be offered every other summer.
4. While courses will be presented in a compressed Summer School format; they will contain the full subject matter of the regular length format.

FACULTY and ADMINISTRATION

The Faculty

The following is a list of the professors and instructors of Kepler's BA, MA and AA Programs.



Nicholas Campion, PhD, Bath Spa University, Great Britain. Nick is one of the world's foremost experts and authors in the area of astrological history and geo-politics. Nick has been a leading faculty member at congresses and conferences around the world for over 20 years. He is a Senior Lecturer in the School of Historical and Cultural Studies at Bath Spa University College, teaching the M.A. program in Cultural Astronomy and Astrology. He read History at Queens' College, Cambridge, and then specialized in the history, politics and international relations of Southeast Asia at the School of Oriental and African Studies at London University. His books include *The Great Year* and *The Book of World Horoscopes*. He is the editor of *Culture and Cosmos*, the peer-reviewed journal on the history of astrology and cultural astronomy.

Joseph Crane, M.A. BCIA. BA from Brandeis University; MA from the Institute of Existential Psychotherapy. Also has had training from the Gestalt Institute of New England, EEG Spectrum International, and the Biofeedback Certification Institute of America. He has been a consulting astrologer in the mid-1980's and began teaching in 1988. He began his studies of ancient astrology in 1994, and written *A Practical Guide to Traditional Astrology* as well as numerous articles.



Melissa Dunn, 2006 graduate of the Information School at the University of Washington, Melissa Dunn holds a Masters of Library and Information Science. Melissa currently serves as Digital Projects Librarian at the Washington State Library and has a substantial background in advanced research techniques, thesis construction and information literacy instruction. Her interests include academic librarianship, information literacy, and intellectual freedom, as well as natal astrology, ontology and synchronicity.

Gary Gomes, BS and MBA, Sociology and Business Administration, University of Massachusetts. He was among the first wave of Westerners to take up Hindu astrology and is a founding member and Board member of the American College of Vedic Astrology located in Sedona, Arizona. He has also lectured on Hindu Astrology throughout the continental United States, in Hawaii and in England. He is an ordained Swami of the Temple of Kriya Yoga and is a duly initiated practicing Hindu of the Shaivite tradition. He is also an Assistant Professor of Jyotisha (Hindu Astrology) at the Hindu University of America and is a Reiki Master.

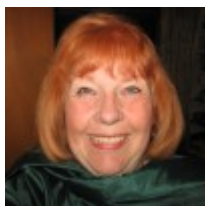
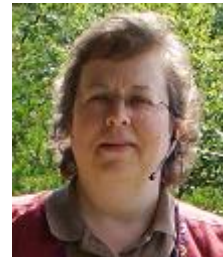


Karen Hamaker-Zondag, Drs. (comparable to M.A.) Social Geography, University of Amsterdam; and Drs. Planologie University of Amsterdam. She has been a professional astrologer for 20 years and teaches a four-year course in professional astrology and a three year course in Jungian psychology. She is the editor of the Dutch astrological journal Symbolon, and is the author of twelve books on astrology.



Robert Hand, BA, Honors History, Brandeis University; MA, Medieval Studies, Catholic University of America. Robert has been studying astrology and the history of astrology for over thirty years. He has published many books, including *Planets in Transit*, *Planets in Composite*, *Horoscope Symbols*, and *Essays in Astrology*. His particular areas of expertise are in classical medieval astrology and modern theory. He is the founder and director of ARHAT, an archive and publishing house for astrological research and historical texts, in which he has already contributed a number of Latin translations. He is past Chairman of the National Council for Geocosmic Research. Robert is currently continuing his studies toward a PhD at Catholic University.

J. Lee Lehman, PhD, Botany, Rutgers University. Dr. Lehman was the 1995 recipient of the Marc Edmond Jones Award. She is the author of several books on astrology, including, *The Ultimate Asteroid Book*, *Essential Dignities*, *The Book of Rulerships*, *Classical Astrology for Modern Living*, and *The Martial Art of Horary Astrology*. Dr. Lehman also translated from the French of Papus' *Astrology for Initiates*. She is a well-known teacher and lecturer, having run her own private series of correspondence courses under the general title, *Classical Studies*, as well as teaching history and classical astrology at the Avalon School of Astrology in Gainesville, FL. She also practices Tae Kwon Do, in which she holds the rank of Second Dan.



Karen McCauley, MA in Educational Psychology from UCLA. Her interest in astrology began in the 1960's and has continued ever since. She has also attended the California Graduate Institute for psychology. She was the Director of Publications/Managing Editor, for *ASPECTS Magazine*, an astrology journal, from 1987-94. She was also a long-time associate and friend of Marion March. She has been a teacher and lecturer since 1976. She also regularly works with AFAN as a member of the steering committee. She designed and administered the astro*carto*graphy certification exam.

Bruce Scofield, MS History of Science, Montclair University; BA, History, Rutgers University. Bruce has been a practicing astrologer since 1975 and has been a teacher and lecturer at many regional and national conferences over the last twenty years. He has written many articles for various astrological publications and has published a number of important astrological texts, including *Timing of Events: Electional Astrology*; *The Aztec Circle of Destiny*; *Native American Astrology from Ancient Mexico*, and *Signs of Time: An Introduction to Mesoamerican Astrology*. Bruce is currently working on his PhD.



Dr. B.V. VenkataKrishna Sastry has a Doctoral degree in Sanskrit language, training in the traditional South Indian Vedic priestly services, astrology, vastu and yoga meditation disciplines. He is a language technologist, promoting Vedic Sanskrit modeled digital technology solutions as a non-roman script initiative for text encoding in these areas: Human Computing, Online education of classical Sanskrit language, Education of Hinduism, Intelligent systems, NLP speech solutions, multilingual multimodal interfaces, and digital libraries. He is the founder-director of International Sanskrit Research Academy, and an adjunct faculty at Florida International University. His current research includes South Indian secret yoga tradition Vak-yoga (Spiritual linguistics) from Sanskrit grammar and Srividya Tantra works. He also teaches full-time at the Hindu University of the Americas in Florida.

Georgia Stathis, BS Communications, Northwestern University; MBA, Pepperdine University. An astrologer since 1978, Georgia has extensive business and communications experience having worked in the real estate and investments markets as well as in the public relations field. She is a respected international lecturer on such topics as Cycles and Symbols, Business Trends and their Corresponding Mythical Archetypes, Economic Astrology and Stock and Commodity Market Cycles. She is the author of numerous articles on these subjects for various professional journals and magazines, and co-authored *Financial Astrology for the 1990's*, *Civilization Under Attack*. She is the publisher and author of the *Starcycles Calendar Series* as well as the *Starcycles Audio Cassette Learning Series*. Her most recent book is *Business Astrology 101: Weaving the Web Between Business and Myth*.



Carol A. Tebbs, MA. Carol Tebbs attended Whittier College earning both BA and MA degrees in English, and shortly after, an MEd in Education. Her 38 years of teaching Advanced Placement English to students receiving university credits is combined with her extensive Leadership Team experience in a large urban school district. As three time Accreditation Team Leader, Technology Grant Author, District Writing Program Coordinator, and District Mentor Teacher charged with training new teachers, Ms. Tebbs' experience and knowledge of the many facets of higher education complement her recent

work with the College Board as a "writing assessment reader" and AP teacher trainer. Recognized as 1999 Wal-Mart "Teacher of the Year", and 2000 District Teacher of the Year, Ms. Tebbs is annually noted in *Who's Who in Education* and *Who's Who in the World*.

Dr. Kenneth Turner, PhD, Physics, Princeton University (1962), Kepler College Board of Trustees member since 2002. Dr. Turner's career as an active astronomer spans the years 1963 to 1993.

Specializing in radioastronomy, his last research project was in connection with the NASA SETI (Search for Extraterrestrial Intelligence) program, terminated by act of congress in 1993. Dr. Turner has also served as program director in the Astronomy division of the National Science Foundation and as Professor of Physics and Computer Science at Interamerican University in San German, Puerto Rico. Now retired, he is beginning a new career as a graduate student in Humanistic and Transpersonal Psychology at the University of West Georgia.



Mark Urban-Lurain, PhD, Educational Psychology, Michigan State University, is the Director of Instructional Technology Research and Development in the Division of Science and Mathematics Education at Michigan State University. Mark is the author of *Astrology as Science: A Statistical Approach*, articles for the ISAR Research Methods book and is a consulting editor for *Correlation*. He is ISAR's Research Advisor and is on the advisory boards for the Centre for the Study of Cultural Astronomy and Astrology at Bath Spa University College and the Research Group for The Critical Study Of Astrology at the University of Southampton. Mark has spoken about astrological research topics at many national and international astrological conferences. He is interested in the philosophy of science and the impact of astrological research on scientific paradigms.

The Administration

President Enid Newberg, M.A. enewberg@kepler.edu



Enid Newberg earned a BA from the Evergreen State College and an MA from Antioch University in Whole Systems Design. She first joined Kepler College as a board member in 1993, and was president when the college first opened in 2000 through the end of 2001. In November 2004, she rejoined Kepler College as the Registrar and Director of Student Services. Enid has an extensive background in information systems and online learning. She is currently working on a PhD in higher education from Walden University.

Academic Deans

J. Lee Lehman, PhD, llehman@kepler.edu Academic Dean of Faculty and Student Affairs. (See bio under "Faculty.")

Other Staff:

Carol Tebbs, MA, caroltebbs@kepler.edu, Vice President

Jolee Worones, BS, registrar@kepler.edu, Registrar

Roland Matthews, BA info@kepler.edu, Office Manager

Frances Rackow, MBA, CPA, Chief Financial Officer

Janice Porter, Bookkeeper

Board of Trustees

Nico March, Board Chair
Laura Nalbandian (Gerking), Recording Secretary
Maggie Nalbandian
Frances Rackow, MBA, CPA, Treasurer
Shirley Huson, Assistant Treasurer
Maya Durnovo, EdD, Academics & Development
David Ockrassa, Web Specialist and Staff Development Committee
Ken Turner, PhD, Grants and Staff Development Committee

Emeritus

Mark Douglas
Stephen James
Rick Levine
Gary Lorentzen
Roxana Muise
Michael Munkasey
Margaret Nalbandian
Enid Newberg
Linda Sherwin
Martha Taub
Joanne Wickenburg
Robert Williams

Advisory Board

Steven Forrest
Luis Lesur
Michael Lutin
Barbara Schermer
Maria Kay Simms
Barbara Somerfield
Gloria Star
Tem Tarriktar

ADMISSIONS

Enrollment and Records

The Registrar provides services and advice pertaining to admissions, financial aid, registration, records, status letters and evaluation revision, available scholarships, advice on academic warnings, etc. Contact the Registrar at registrar@kepler.edu

Information Center

Students or other interested parties may contact the Information Center at info@kepler.edu any time throughout the school year. The Information Center has information about:

1. The instructional program.
2. Application, registration and payment deadlines.
3. Student ID cards.
4. Kepler College services, activities and events.
5. Faculty and student contact information.
6. Schedules
7. Catalogs
8. Brochures

Symposia Coordinator

Students contact the Symposia Coordinator for information about the schedule, transportation and directions to the facility, local restaurants, etc. Email Kepler at info@kepler.edu

Students with Disabilities

The administration looks forward to working with the disabled student to discern and implement as many learning options as possible within the restraints of the instructional design, and that do not result in undue financial burdens on the college. A student with a disability should contact the Kepler administration if special assistance is required. The student is required to submit a written statement from his/her physician attesting to the disability. Contact the Kepler office for information about special services on the student website for students who are visually impaired.

The Academic Website

1. Provides twenty-four hour tech help.
2. Provides each student with his or her own "blackboard" to jot down notes.
3. Provides links to sites teaching internet skills.
4. Provides ongoing access to the student's Faculty Advisor.

5. Provides study skills self-help information.
6. Provides on-line library resources.
7. Provides useful Academic Links.
8. Provides Virtual Chat for "real time" communication.
9. Provides online discussion forum to share information any time, any day.

Career Planning

While Kepler College does not provide career placement for its students, career planning is an important part of the Kepler program. The process begins in the 3rd year of the B.A. program, when students choose a specific track of study. During the senior year students work with Faculty Advisors and decide on a senior project that is due in the final term. The experience gained through this project or internship provides students with an opportunity to bring the benefits of their education to a number of different professions. Students receive input and suggestions on the senior project design regarding its potential application in the job market.

It is anticipated that specialization, research and senior projects will be instrumental in helping students establish a profession within or outside of the astrological community, or lead to Masters study and/or specialized credential course work at other colleges for professions such as:

- education
- busines
- health services
- social services
- research

Portfolios: Students are encouraged to create their own portfolios, which should include the official descriptions of all completed programs, seminars, lectures, contracts, and copies of faculty and self-evaluations. Exemplary work and examples of successfully completed assignments, papers, research projects, etc. may also be included. The purpose of the portfolio is to provide a visual biography of a student's educational experience at Kepler College. It is meant to be shared with faculty, graduate schools and prospective employers.

Scholarships and Financial Aid

Several private scholarships are available to Kepler students. Contact the Kepler office or visit the website for a list of current scholarships. As other government and private funding becomes available, notice will be posted on the Kepler College website at <http://www.kepler.edu/>.

BA and AA Admissions

Kepler College seeks to achieve a balanced and diverse student body, therefore all applicants will be given careful consideration in the selection process.

Prospective AA and BA students are encouraged to apply early. Applications are accepted up to one year in advance. All AA and BA candidates must have a high school diploma or a certificate of graduation equivalency.

Applications submitted after the registration deadline will be considered if space is available. A late fee of \$75 is charged to late registrants.

NOTE: Students over the age of 25 who wish to begin or finish their college education, and high school graduates who did not take college prep courses, see requirements listed under "Adult Re-Entry Students."

Entering Directly from High School

Students entering directly from high school, and transfer students under the age of 25 with fewer than 45 college-level quarter credits, will be admitted according to the following criteria:

1. High school grade point average (GPA).
2. Class rank (in the top half of their graduating class.)
3. Test scores in the SAT, ACT or WPC.
4. Written essay about interest in attending Kepler College.
5. Admission interview/questionnaire.

The following coursework is required:

1. English/Composition: Four years of high school English, three of which are in composition and literature. One year may be in speech, debate, journalism, theater/drama., business English, or advanced English as a Second Language.
2. Social studies: Three years of high school social sciences, one of which is world history/civilization and/or a course in culture and the humanities.
3. Mathematics: Three years of high school mathematics, which include the equivalent of two years of algebra and one year of geometry.
4. Science: At least two years of high school science, one of which is a lab science.
5. Foreign language: Two years of the same foreign language is recommended. American Sign Language is also acceptable.
6. Arts: One year of performing, visual or fine arts is recommended. This may include drama./theater, band/orchestra, chorus, dance, pottery/ceramics, painting and drawing, sculpture, or calligraphy.

If the prospective student, under the age of 25, has not met the above requirements, s/he may apply for Conditional Admission, which allows the student to substitute life experience for one or two deficiencies.

GED

General Education Development (GED) applications will be considered from prospective students 18 years of age and older who have not graduated from high school, but who have passed the GED test at or above the 65th percentile.

Adult Re-entry Students

Prospective students who are 25 years of age or older, who wish to begin or finish their college education, are not subject to the stated first year entrance requirements. Adult re-entry students will complete a short-answer interview/questionnaire, submit a written book review on a selected text and submit resumes/curriculum vitae of career and life achievements.

Applications for Entry Mid-Year

Although applications are accepted any time, the B.A. program is designed to be taken sequentially. However, new students may enter the program during any term in the freshman year (IS-100 series) if space is available. Pre-qualification is required for all other terms in the B.A. program.

Criteria for Transfer Students

Students with 45 or more undergraduate quarter credits or 36 semester credits from another two or four-year college will be considered for admission based on the following criteria:

1. Grade Point Average (minimum 2.0)
2. Good standing at the last school.
3. Written essay about interest.

Students meeting the above requirements need not submit high school transcripts. Students currently enrolled in other institutions must submit the most current transcripts from all colleges attended. Failure to submit final transcripts after acceptance to Kepler may lead to un-enrollment.

Transferring Credits from Other Colleges or Universities

Because of the integrated, interdisciplinary nature of courses at Kepler College, and the inclusion of astrological information, many courses from other colleges do not directly transfer.

Up to 15 transfer credits may be applied to the BA upper level courses if those credits were themselves upper level courses. Some college composition credits may transfer into

the AA and BA programs based on evaluation and approval of the Academic Dean. No transfer credits will be awarded without official transcripts.

Transfer Credit Evaluation: Students wishing to apply transfer credits to Kepler's AA or BA degree programs must request a Transfer of Credits Application from the Registrar. Email registrar@kepler.edu. There is a transcript evaluation fee of \$100.

Once the credit evaluation has been completed, the transfer credit evaluation becomes a part of the student's permanent record at Kepler College. The official Kepler College transcript includes a list of the transfer credit awarded; however, it does not include the transfer GPA.

Those students who have already received the Bachelor of Arts degree from an accredited or approved authorized institution, and who are applying for admission to Kepler College, are not routinely awarded transfer credit. The records of these students are subject to the same process as those of transfer students who have not yet completed a BA degree.

Courses Receiving No Credit: Kepler College reserves the right to deny transfer credit for courses that are not compatible with those offered in its programs. The following categories of courses receive no transfer credit under any circumstance:

1. Courses below the college level (e.g. remedial courses taught at a college or university.)
2. Repeated courses.
3. Courses with duplicate content.
4. Non-credit, continuing education courses that teach the student English as a second language.
5. Military science courses.
6. Non-academic, technical or vocational courses.
7. Prerequisite courses that are completed after a course at a more advanced level is successfully completed.
8. Credits awarded at another institution for life experience.

Appeals Process

After the transfer student has received the official evaluation of transfer credits from the Registrar, the student may appeal the official evaluation. Appeals must be filed within 30 days of the date listed as the official date of issuance. The appeal must be word-processed, and must include the following:

1. A request for the evaluation of a specific course (name and number) that is listed on the student's official transcript.
2. A copy of the catalog description (from the appropriate year) for each course in question.

3. A copy of the syllabus or course outline (from the appropriate year) for each course in question. This information can be obtained from the sending institution.
4. A written explanation why the student thinks that the credit should be reevaluated.

Appeals must be sent to the Registrar of Kepler College by US mail, not by email. The Registrar will process all appeals within 30 days of receipt.

Prior Non-Academic Learning Credit

Prior Non-Academic Learning Credit Enrollment entitles a student to apply for prior learning credit in some of the courses covering knowledge that the student has already acquired. The student must show a demonstrable level of familiarity with or understanding of a subject from prior experience or prior study. Professional level certification from an approved astrological association and a pre-admission interview with Kepler College's admission officer is required.

Up to 30 credits may be granted for prior non-academic learning. The prospective or enrolled student may petition to challenge either just a portion of the core curriculum requirement, or the credits for those courses. In order to successfully complete that challenge, s/he may submit evidence of completion of such vocational tests as NCGR Level II or greater, OCA graduation, AFA professional level certification, or attendance at Avalon School. The other route for challenge credits is through the Vedic program offered by ACVA.

Students who have received certification from other organizations may wish to encourage the administrators of that program to contact Kepler to establish a formal equivalency agreement, such as the above. The program administrators may contact the Kepler office for further information. Equivalencies are subject to review and approval by the Dean of Academic Affairs.

Students and prospective students should be aware that there is a recognized difference between vocational achievement and academic knowledge. For example, John Biggs distinguishes four types of knowledge: *declarative* (knowing about), *functioning* (doing something based on declarative knowledge), *procedural* (skill-based competency), and *conditional* (having the logic base within which the other three forms function).* The goal of most academic education is conditional knowledge, but this is not necessarily the goal of vocational knowledge, which is procedural competency. Many people who have studied astrology on their own have deep practical knowledge of certain aspects of astrology. However, the self-taught education which has been the norm in astrology lacking academic models does not tend to emphasize critical thinking skills, historical and cultural breadth. Therefore, while the practitioner could justifiably argue for a wealth of prior background, oftentimes this knowledge has not been integrated into a critical context. It is for these reasons that Kepler College cannot automatically guarantee an equivalency with non-academic testing and evaluation procedures.

The fee for obtaining prior learning credit is \$75 per unit of credit for which the prior learning credit is to apply. If prior learning credit is sought for an entire term of 15 credits, then the fee is \$1125.

*(Biggs, John, *Teaching for Quality Learning at University*. New York; Society for Research into Education & Open University Press, 2003.)

Master of Arts Degree Admission Requirements

Eastern and Western Traditions: The History and Transmission of Astrology

General Criteria

1. Students who are Kepler BA graduates having taken the East-West Major or Minor qualify as an MA student upon recommendation of the faculty. Other Kepler BA graduates must fulfill the equivalent of the East-West minor.
2. Applicants who have not completed their BA degree at Kepler College must:
 - a. Have a BA or BS degree from an authorized institution, and must have a grade point average of at least 3.0. For applicants of programs that use pass/fail systems, the Graduate Record Exam (GRE) may be requested, depending on the evaluation of the student's undergraduate transcript. For pass/fail programs with descriptive faculty evaluations (and potentially student self-evaluations), the Registrar may also request these evaluations accompany the transcript.
 - b. Have at least 18 credits in East-West Studies, Religious Studies, Asian Philosophy, Asian History, History of Philosophy, or History of Science. These credits must be in a configuration which is the equivalent of the East-West Minor at Kepler College.
 - c. Successfully complete IS 402: Research Design (Kepler College), or equivalent upper division introduction to quantitative research for social sciences.
 - d. Have successfully completed the following historical courses at Kepler College:
 - i. The applicant's choice of any two of the three terms covering Astrology in Civilization (undergraduate IS-100 series.), or
 - ii. Complete the ES-104 Summer history course.
 - e. The MA program does not include the teaching of astrological technique, but it does require knowledge of the history of its development and its practical application. The history component is gained through requirement d.i. above. For the practical application, we therefore recognize two pathways to this knowledge.
 - i. For those people who have studied astrology in a non-academic setting, or only casually, the best route is to complete the Kepler BA core curriculum or appropriate challenges to it. The BA core curriculum consists of:
 - (a) IS-201/AIS-111
 - (b) IS-202/AIS-212
 - (c) IS-203/AIS-213
 - (d) IS-301/AIS-211
 - ii. However, for those who have acquired substantial knowledge about the practical applications of astrology, the challenge is to acquire both a breadth of knowledge of applications from different time periods and cultures, and to apply critical thinking skills to existing knowledge. Please

see the section on "Prior Non-Academic Learning Credit" above under the BA program. If the MA candidate wishes to challenge credits in the core curriculum, then s/he will have to take the course, IS-331, which is designed to recontextualize vocational knowledge in an academic style. See below under the pre-requisites grids. We recognize that this is probably the more common route, but given the wide variation in prior learning, this path requires demonstration of knowledge prior to the exact assignment of prerequisite requirements.

- f. Submit at least two reference letters.
- g. Write a well-conceived statement of the applicant's intellectual agenda as a graduate student and a sample of academic work (usually a major paper written in an undergraduate class.)

For someone with no prior astrological knowledge, it generally takes about two years to meet all the prerequisites, as this effectively gives the student the equivalent of a major in astrological studies and a minor in East-West studies. Those MA candidates with substantial prior knowledge may be able to complete the prerequisites within one year. Below are two planning tables to help you understand the most probable sequences of courses to be taken. Please consult with the Registrar and the Academic Dean of Students after you are accepted to insure that you are following the correct plan for your individual circumstances.

Table for Navigating the Prerequisites for those who CANNOT challenge part of the core curriculum

	Fall Term	Winter Term	Spring Term	Summer term
1st Year	IS-201 (15 cr)	IS-202V (8 cr)	IS-203 (15 cr)	ES-104 (6 cr)
2nd Year	IS-331 (15 cr)	322-A(3), 322-B(5), 402(5)*	TS-323-A(4), TS-323-B(4)	

Note: there are some variations in this sequence that would be possible, but this would be the basic plan.

Table for Navigating the Prerequisites for those who CAN challenge part of the core curriculum

	Summer term	Fall Term	Winter Term	Spring Term
1st Year	ES-104 (6)	IS-301 (15)	IS-202V (8) 322-A(3) 322-B (5) <hr/> 402(5)*	IS-331 (8) TS-323-A (4) TS-323-B(4)

OR

	Fall Term	Winter Term	Spring Term	Summer term
1st Year	IS-331 (15)	IS-202V (8) 322-A(3) 322-B (5) <hr/> 402(5)*	IS-331 (8) TS-323-A (4) TS-323-B(4)	ES-104 (6)

*MA candidates may be allowed to take the required statistics course during Winter term of their first MA year with permission.

MA Application Procedures

A completed Master's Program Application Form, a one-page letter of intent, a \$100 non-refundable application fee, and transcripts from all undergraduate colleges, graduate schools, institutes, including professional certificates (if applicable) must be sent to the Registrar at Kepler College.

Submissions will be evaluated by the Graduate Admissions Committee, which consists of at least One Academic Dean, one faculty member and the Registrar. A phone interview may be required before acceptance is guaranteed.

Kepler's Academic Transcripts

The transcripts are the primary records of academic achievement at Kepler College. Maintained by the Registrar, the transcript contains the record of all work done, the credit equivalencies of that work, the official courses and program descriptions. All transcripts are protected in a fire-safe cabinet in the event of disaster.

Reports to the Registrar are included in the student's transcripts at the end of each term. Grades are mailed to students no later than 30 days after the end of each term. Should revisions be needed, the student has sixty (60) days after the end of the term to request a review.

There are two types of transcripts: the normal one, and the complete one. The normal one has the courses listed, with the credits and grades. The full transcript includes the Student Evaluations that the faculty fills out and the student's self-evaluations. Unless otherwise requested, only the normal transcript is released. Copies of official transcripts may be requested at a cost of \$5.00 U.S. dollars per transcript request. Students should allow two weeks between the time of request and the mailing of a transcript. Kepler College will withhold transcripts if the student owes a debt to the College, until the debt is cleared.

All transcripts, credentials and original documents submitted by a student in support of his/her application become the property of Kepler College and may not be returned or reproduced. Such documents will be held on file for two years, and then discarded.

Transferability of Kepler College Credits

As is the case with all academic institutions, **there is no guarantee that Kepler College credits or degrees will be accepted by other academic institutions.** Acceptance of Kepler College credits is entirely at the discretion of the other academic institution. Courses with similar descriptions are the most likely to be transferable. Please consult the catalog and admissions office of the college to which you intend to apply for information regarding transfer credits. Similarly, Kepler College BA degrees are accepted for graduate study at other colleges solely at the discretion of the accepting college.

The Kepler College Library

On-site Library:

Faculty, staff and enrolled students are welcome to visit the Kepler College Library in Lynnwood, WA, to browse or check out books. Provision is made during symposia for students to visit the library. To minimize costs of mailing incurred by students and the college, students residing outside of the Seattle area are encouraged to use the resources of the public library nearest to them whenever possible.

Kepler College students may request that a member of the library staff photocopy articles or excerpts from books, especially if the information requested will help them with their studies or research. Articles will either be scanned and emailed or photocopied and mailed via US postal service, unless doing so infringes on copyright laws. There is a fee for scanning and photocopying.

Non-students may visit the library by appointment and upon the approval of the staff, and may not take any books, journals or magazines from the premises. Non-students must have pre-approval to make photocopies of any materials in the Kepler library, and there is a fee for copying.

Please check with the Administrative Assistant for a current listing of these offerings.

What cannot be borrowed

1. Textbooks required for class.
2. Materials to be used for course reserve, class or group use.
3. Complete issues of periodicals and complete volumes of bound periodicals.
4. Rare books and books that are expensive to replace.
5. Materials that are expensive or difficult to ship.
6. Items in special collections.

More information regarding lending policies is outlined in the Student Handbook.

Electronic Library:

In addition to the extensive “onsite” collection of twentieth century works in the field of astrology, all Kepler College registered students have access to complete primary source material written in or translated to English through the nineteenth century in Early English Books Online (EEBO). Access to twentieth century academic journals and periodicals through Journal Storage: the Scholarly Journal Archive (JSTOR) “Arts and Sciences”: Collections I and II provide Kepler students a wide range of materials of both primary and secondary sources for effective and comprehensive research in the specialized areas of the Kepler BA and MA curriculae.

POLICIES

General Policies

Drug and Alcohol Policy

The standards of conduct at the Kepler College symposia prohibit the use or distribution of illegal drugs by students, faculty and staff in conjunction with any college-sponsored activity or event. Alcohol consumption may be permitted at certain Kepler events but is not permitted in the classroom while classes are in session.

The College will impose sanctions on students and employees who violate this policy. Disciplinary action may include, but is not limited to, the following:

1. Completion of an education program.
2. Completion of community service hours.
3. Referral to a counseling center.
4. Suspension or separation from the college.
5. Referral to law enforcement agencies for prosecution of felony, gross misdemeanor or misdemeanor charges.
6. Expulsion from the college.

Smoke-Free and Fragrance-free Campus

Kepler College prohibits smoking in classrooms and in all Kepler College facilities. In addition, because of allergy, asthma and other concerns, Kepler College prohibits the use of fragrances in classrooms and in all college facilities.

Symposium Visitors' Policy

Prospective students may attend either a morning or afternoon class session on a space-available, instructor-consenting basis. Visitors who want to attend whole days must purchase a day pass for \$75. If the visitor becomes a Kepler College student within the same calendar or fiscal year, whichever is greater, the \$75 will count toward tuition. As with any classroom pass, it is with instructor consent on a space-available basis. The pass does not give the visitor classroom participation privileges. All 100-level and 200-level courses will be available for visitation (if space is available), except possibly during student presentations. MA-level courses are not open to visitors, except for special exceptions.

Health and Safety

Kepler College is committed to the physical and mental well being of its members. Accordingly, it will strive to provide a safe facility for the onsite symposia and responsible regulations designed to protect the health and safety of all.

Non-Discrimination Policy

Kepler College is committed to encouraging personal and intellectual growth in a democratic and cooperative setting. The college expressly prohibits discrimination against any person on the basis of culture, race, age, religion, gender, sexual orientation, geographical location, disability, previous educational and work experience and socio-economic background.

Missing a Symposium

If a BA or MA student is unable to attend a scheduled symposium, s/he must give written notice to the admissions office and all instructors requesting an exemption prior to the start of the symposium. An exemption will only be granted for special circumstances, such as a health crisis or family emergency.

If an exemption is granted, you will be required to do additional assignments and exercises related to the symposium lectures as well as write at least one paper based on the topics covered. If you do not complete the assignments prior to the end of the term, you must submit a written request for an extension. An incomplete grade will be given until all tasks have been completed. Students may not miss more than one symposium per academic year. BA students may not miss more than a total of two symposia for the entire degree. MA students may miss only one symposium during the entire four terms of full-time coursework, or as many part-time terms as are necessary to complete the MA coursework.

A student who misses a symposium in the AA degree program due to personal crisis may be able to continue in the term upon the approval of the faculty. The student will be required to attend the symposium the next time it is offered, in which case graduation may be delayed. The student must give written notice of the special condition to the admissions office and the instructors in order to maintain his/her enrollment for the term.

Standards of Academic Performance

Kepler is committed to using alternative modes of student assessment that expand the concept of assessment to include viable alternatives to standardized testing: performance observation, portfolio, integrated project, demonstration, exhibition, anecdotal, and others. This mode of evaluation encourages evolution of curriculum from lists of content to intellectually challenging outcomes.

Kepler's evaluation methods distinguish between quantity and quality. The quantity of a student's work and study is considered on the satisfactory completion of each term's requirements. The quality of work is described in student-generated self-evaluations and written evaluations by the faculty.

The success of Kepler students is carefully monitored to ensure the development of academic potential. Any student not performing satisfactorily at the symposia or

independent study portion of the degree programs is informed of his/her standing and advised as to a course of action. Any student in danger of not meeting the academic requirements for a term will be notified in writing.

Faculty's Evaluation of Students' Work

Evaluations from the faculty are based upon the following criteria:

1. Participation in online discussions and responses to study questions.
2. Participation during the symposium.
3. Quality of written work and other completed assignments.
4. Assessments for papers include:
 1. Analytical skills (creativity, synthesis, analysis, etc.)
 2. Use of sources (works cited, bibliography, text references, etc.)
 3. Mechanics (grammar, vocabulary, syntax, etc.)
 4. Thesis statement, argument or comprehension depending upon the assignment.

Participation includes both a quantitative and a qualitative aspect – how often did the student participate in an activity and the quality of work done during his/her participation. For example, did the student ask pertinent questions? Did s/he understand the material? Did the student assist others in understanding the material?

Students will receive a final evaluation from their Faculty Advisor within 30 days of the close of term (or, if an extension has been granted, within 30 days after the work has been completed.

Grading: Kepler College uses a pass/fail system. Therefore, the faculty does not compute grade-point averages. Because of each student's individual circumstances, the transcript will show one of the following letter codes:

PD = pass with distinction

P = pass

I = incomplete (this starts as a temporary indication of work not completed. If you do not finish within the agreed-upon time frame, the incomplete will convert to a fail for those credits)

F = Fail

NC = no credit

W = withdrawal

Incompletes and Partial Credit for Other Reasons

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 academic work by a specified date after the ending date of a program or course. An incomplete agreement is given at the discretion of the faculty member. The student must submit a request to the Registrar, who will forward it to the instructor(s), for an extension of time to complete the work. The request must be made no later than one day after the last day of the term.

In order to resolve the incomplete, the student must complete and submit the work to the instructor(s), and submit a final self-evaluation to the Registrar on or before the designated "due date". Under some circumstances, the student may resubmit a request for additional time. This agreement will detail the work still outstanding, and the expected date of completion. The instructor has the final word on whether a further extension of time is granted. The amount of time allowed may be negotiated, but the final decision is up to the faculty member. Extensions will not be granted beyond one calendar year, after the end of class. After one year, the instructor(s) of the course will determine the "partial credit for other reasons" the student has earned, and set out a specific plan for what the student must do to stay on track for graduation. The student must earn at least 11 credits in a 15 credit integrated study term to fulfill the prerequisite requirements for a later course.

"Partial credit for other reasons" is acknowledgement by the instructor(s) and the student that no further work will be submitted. The instructor(s) may award partial credit on the basis of established class criteria, and the student's completed work and participation. The deficient units may be earned by the student's enrollment in a "unit equivalent" module, as it is offered. The instructor(s) and the Dean of Academics must approve the module selection, if applied toward graduation requirements. The instructor(s) must provide the student with written documentation.

Failing a Course/Re-entry

If the student fails to complete the course work and turn in the self-evaluation by the deadline date, he risks losing all credit for the term. The student must repeat the class in order to earn the credit, or may request "partial credit for other reason" evaluation as an alternative.

Test-out Challenge for IS-201 Credits: Calculation

Kepler students may challenge 3 of the 15 credits of IS-201 by taking a calculation exam administered during the IS-103 symposium, and possibly at the IS-102 symposium offered in the summer term. A \$50 fee is assessed for exam evaluation, and tuition is assessed at \$90 per unit rather than full tuition of \$147 per unit.

Appeals of Evaluation:

Faculty members have the right to make the final decision regarding evaluation of a student's performance. However, students have the right to appeal to the Academic Dean for mediation and review should the language and wording or objectivity of the evaluation be in dispute. If the Dean is the student's instructor, then the appeal should be made to the college President. Appeals must be made within sixty (60) days of the end of the appropriate term.

Student's Policy re Catalog Versions

When a student enrolls at Kepler College, s/he is said to come in under the rules and regulations of the catalog in force at the time of that entrance. What starts the clock is taking the first course; what ends the clock is graduating with any degree.

However, it is quite likely that there will be at least one major catalog revision during the normal time it takes to complete a BA degree, and it may happen during the course of completion of an AA or an MA degree. In this case, the student will have the option to remain under the old terms, or change to the new terms. If the student wishes to adopt the new terms, s/he should inform the Registrar in writing.

Part of any catalog revision is changes in either course numbering, or courses offered. Kepler College cannot guarantee that the same courses will be offered from year to year. However, every effort will be made to maintain full academic integrity for enrolled students, and to insure that adequate courses are offered for the student to obtain the desired degree.

However, the situation can become muddled when a student decides not to take courses continuously. If there is a significant program change, Kepler College may accommodate existing students by phasing in courses, or offering transition courses. This is only feasible in the year when full-time continuing students would need these courses. Anyone taking terms off, or taking courses part-time may miss those critical transitions. In that case, it is the student's responsibility to contact the Registrar in order to arrange for the best possible transition to the new course versions. In some cases, that transition may involve greater total credits, or a change in course sequencing.

If a student does not take courses for one academic year consecutively, then the student must re-apply for admission. The re-application fee is half the normal fee. Said student will then be considered to be under the rules and regulations of the most recent catalog. Any student who does not register for a total of three terms (excluding Summers) during the course of a degree is automatically considered to be under the rules and regulations of the newest effective catalog. The same is true for anyone who takes at least three terms part-time. In the latter two cases, the student may petition to remain under the provisions of the earlier catalog, but that request must be approved by the Registrar and the Academic Dean.

Retention of Records

All transcripts, credentials and original documents submitted in support of an application become property of Kepler College and may not be returned or reproduced. Such documents will be held on file for two years, then discarded.

Confidentiality of Records

Kepler complies with the Federal Family Education Rights and Privacy Act of 1974, which guarantees fair information practices with student records at U.S. Colleges and Universities. Information about student views, beliefs, private activities, and political associations, which is acquired or learned by college employees in the course of work, is treated with professional judgment and confidentially. Professional evaluations and references about the ability and character of students may be provided under appropriate circumstances. (More information about FERPA may be obtained from the Registrar and is posted in the Student Handbook.)

Leave Of Absence Policy

Voluntary Leave of Absence

Students sometimes decide to leave Kepler College for a period of time to work or to manage long-term health or family problems. Requests for leaves of absence should be addressed to the Registrar and Academic Dean. The student will be given a leave of absence form to complete.

Leaves of absence will normally be granted for a period of up to one year (three terms, not including summer term) provided the student departs in academic good standing and returns at the beginning of a term. Written parental approval is required for leaves of absence for students under eighteen years of age. Kepler College assumes that other students taking a leave of absence who are dependents or whose tuition is paid for by another person will inform those individuals in good time of their intentions.

A leave of absence can be requested up to three weeks into a term. If a student requests and receives a leave of absence after the first three weeks of the term, the student will receive the notation of W (withdrawal with approval) after each course on his or her transcript. Students requesting a leave of absence after the ninth week of the term will also receive the notation of W after each course in which they are enrolled, and they will not be allowed to return to the College in the following term.

If a student does not file an application for a leave of absence, the Registrar will file a FTR (failed to return) on the student's records. The student will have to file a readmission application, available upon request, and pay a \$50 re-admission fee. If the student is gone for longer than one year (three terms, not including summer term), the student must pay the normal application fee and reapply to the College.

Scholarships: Students who have been receiving a scholarship to pay for all or a portion of their tuition should know that there is no guarantee the scholarship will be available or continue when they return to the College.

Return from Voluntary Leave of Absence: Students returning from a leave of absence must notify the College office in writing by the deadline date for registration of a new term.

Administrative Leave of Absence

If students do not pay tuition or other required fees and cannot work out a satisfactory payment plan, they will be placed on academic leave until their bills are paid. In any event, no student will be allowed to enroll in a new term if he or she has not completed paying for the tuition of a previous term.

If students do not meet their financial obligations within one year, they will be required to pay an application fee and re-apply to the College to continue their studies..

Suspension

The Academic Dean or Dean of Students may suspend a student and require that he or she take a leave of absence if they feel that a particular student

- poses a threat to him/herself or a threat to others;
- has a medical or psychological condition that is interfering with his or her ability to function academically; or
- has violated College policies regarding student behavior during a symposium.

If a student has been suspended, he or she will receive no credits and a W (withdrawal) will be placed on the records for the course(s) in which he or she was enrolled.

There is no guarantee that students who have been suspended will be allowed to return to the College. Students must discuss their return with the Dean and Registrar and satisfy any requirements that may be imposed before they will be re-admitted. In addition, students may be obligated to pay an application fee and re-apply to the College before being allowed to continue with their coursework.

Student Rights and Responsibilities

Kepler College 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. For more information, please see the Student Handbook.

As a community of people seeking education, Kepler students are dedicated to improving personally and academically. Choosing to join the college community obligates each member to a code of behavior.

Kepler College students:

1. Practice personal and educational integrity.
2. Maintain standards of academic performance and contribute to a safe, cooperative, and respectful learning environment throughout the college.
3. Discourage bigotry and respect the diversity and dignity of all persons.
4. Respect the rights and property of all persons.
5. Bear the ultimate responsibility for the effects of their decisions and behavior.

Each student in the college community has certain rights that accompany his/her responsibilities. Those rights are to be protected by students and staff regardless of 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 college policies and procedures. Students' access to education shall not be inhibited by prejudices or capricious academic evaluation. Students have the right to participate in evaluations of programs, course content, and educational objectives.

The college provides opportunities for association and freedom of expression. Students may express their views on college policy or matters of general interest and may support causes by any orderly means that do not disrupt the operation of the college. 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.

If a student is charged with a violation of law not related to his/her activities on campus, the matter shall be of no disciplinary concern to the college, unless the student is incarcerated and cannot comply with educational requirements.

Academic Honesty

An academic honor code is necessary in any legitimate learning environment. All forms of dishonesty, including cheating, plagiarism, and fabrication of work are violations of the honor code. Cheating is defined as purposefully using or attempting to use unauthorized materials, information or study aids in any academic assignment. Plagiarism is defined as representing the works or ideas of another as one's own in any academic assignment. This includes but is not limited to directly copying texts and materials, failure to list sources of arguments and information, and failure to acknowledge collaboration in the authorship of written assignments.

Harassment

Kepler College will not tolerate harassment, discrimination or sexual violence toward its students, faculty 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 College has established policies and procedures to handle such incidents in a timely manner. Students who witness or experience sexual harassment, assault or discrimination at Kepler College are asked to report the incident. Supervisors are charged with promoting and maintaining an atmosphere that properly deters and responds to harassment and discrimination.

**Additional policies specific to student activities and enrollment
can be found in the Student Handbook**

TUITION and FEES as of Fall Term 2006

Application Fee: A non-refundable application fee must be submitted with the initial application. Application forms are available on the Kepler College website or will be mailed or emailed to prospective students upon request.

- \$100 full-time or part-time
- \$50 non-matriculating
- \$25 non-matriculating audit

Prior students who take no classes for one full academic year must reapply; see the Leave of Absence Policy below.

Tuition:

1. Full Time AA program (Non-Symposium Term): \$1,860 + \$455 lab fee per non-symposium term
Full Time AA program (Symposium Term): \$2,315, per symposium term
2. Full Time BA program: \$2,315 per term
3. Full Time MA program: \$2,315 per term
4. BA part-time: \$1,551 per term or \$155 per credit. (See Part-Time Studies)
5. MA part-time: \$193 per credit
6. BA elective modules non-matriculating, \$155 pr credit
7. Auditing: \$1,157.50 per term full-time (See Auditing a Course)
8. Test-out Challenge: \$90 per credit and \$50 test evaluation fee
9. Prior Learning Credit: \$100 evaluation fee plus \$75 per credit, and Dean of Academics review and approval
10. Electronic Library Access Fee: \$35 per term; full-time, part-time, and auditors
11. Transfer credit evaluation: \$100 (if applicable)

Tuition may be paid by check, money order, Visa or MasterCard. Full tuition must be paid on or before the Registration Deadline each term. If students need to pay tuition on the Kepler College Deferred Payment Plan, call or email the Kepler office and request a Deferred Payment Plan contract.

Deferred Payment Plan: Tuition must be submitted based on the following deferred payment schedule.

1. 1/3 tuition must be paid on or before the registration deadline each term.
2. 2/3 tuition must be paid within 30 days of the registration deadline each term.
3. Full tuition must be paid within 60 days of the registration deadline each term.

Registration will not be complete until the college has received the deferred payment agreement, along with the first installment. You may arrange to have your credit or debit card charged each month.

There is a 4% deferment fee, which will be split between the last two payments. Students are responsible for making each payment on time. They may make larger payments, or early payments, at any time. Each late payment is subject to an additional \$35 late fee.

No grades or transcripts will be released until the student's account is paid in full, and a student may not register for another term until any outstanding balance is cleared.

Symposium Guest Audit Fee: A guest may audit any IS-100 series symposium for \$75 per day. If the guest becomes a Kepler student within 12 months, the guest audit fee may be applied toward full tuition.

Tuition may increase each academic year. Kepler College shall give adequate notice to students of any change in its tuition, fees or refund policies.

A late fee of \$75 will be charged to students registering after the deadline date. Registration is not officially complete until tuition and fees are paid in full or the deferred payment plan has been approved. Waiver of the late fee may be granted at the discretion of the Registrar based upon an appeal by the student of usual or special circumstances.

Return Check Fee: A \$25 charge plus collection costs will be charged on each returned check. After the college has received two returned checks, the college may require all future transactions be made in cash or by certified bank check.

Financial Obligation/Holds: Students with outstanding financial obligations including but not limited to tuition, fees, library materials, fines, loaned equipment, etc. will have a hold on their account and may not be permitted to register for a subsequent term, receive official transcripts, or participate in graduation until the hold is cleared. Delinquent accounts may be reported to a national credit bureau and private collection agency, and the student is responsible for payment of all collection costs and attorney fees.

Change of Status: Students may change their enrollment status from full time to part-time, or audit. Change of Status must be submitted to the Registrar for approval. There is a \$75 administrative fee to change enrollment status.

Transcript Fee: The Official Transcript fee is \$5 per copy and is sent to the designated institutions at no charge.

Laboratory and Materials Fees: All courses with laboratories or those that require special materials have fees ranging from \$15 to \$500.

Transfer Credit Evaluation Fee: Students with earned college or university credits or degrees may apply for transcript evaluation for "transfer credits" by the registrar and dean of students. The fee is \$100.

Prior Learning Evaluation Fee: Students who either wish to challenge credits toward the AA or BA, or who wish to challenge the core curriculum prerequisites of the MA may apply for prior learning evaluation by a core curriculum faculty member and dean of students. The fee is \$100.

Books: Students in the AA and BA programs should expect to pay approximately \$200 on text books each term. The estimated cost for required texts in the MA program is \$300 each term.

Housing/Food/Transportation: Students will be financially responsible for their own housing, food and transportation to the symposia. Kepler will locate facilities with lodging at reasonable rates.

Graduation Fee: A graduation fee of \$100 is due the College after completion of all degree requirements; and no later than September 1 of the graduation year for the October ceremony.

MA Thesis Fee: \$500 in addition to regular tuition, to be paid in the term when the Defense occurs.

Cancellation & Refund Policy: A student who wishes to withdraw from any Kepler program must notify the Kepler office by email, mail or FAX of their intent. The date of formal notification of intent to withdraw will be considered the withdrawal date, and tuition refunds will be calculated accordingly. If the withdrawal notice is sent via postal mail, the date stamped on the envelope is considered the official date of withdrawal. If withdrawal notice is sent via email or FAX, the student must contact the Kepler office by phone to get verification that the email or FAX was received.

Tuition will be refunded at:

- 100% if the student withdraws prior to Friday of the first week.
- 50% if the student withdraws before the end of the second week.
- 25% if the student withdraws no later than Wednesday of the 3rd week.
- Tuition will not be refunded if the student withdraws after Wednesday of the 3rd week.

All money due to the applicant shall be refunded within 30 days after written notice of cancellation or termination.

If the student fails to attend a symposium after having registered and paid tuition, the student's enrollment will be terminated unless the student has gone through appropriate procedures and asked for an exception.

Refund requests based on non-attendance or unawareness of refund procedures are NOT considered justifiable.

IN APPRECIATION

Kepler College would like to thank the following people for their commitment to Kepler College.

The Cosmos Society

Donations of \$1,000,000 or more

Mark Douglas

The Milestone Society

Donations of \$100,000 - \$149,000

The Marion & Nico March Family Foundation

The Founders' Circle

Donations of \$25,000 or more

An honorary society of no more than 12 members who came together to help lay the foundation of Kepler College. Each member has been given a special chair at the Founders' Circle table which represents one of the astrological houses.

*1st House: Kelli Fox: *The Power of One* (Kelli was Kepler's first Founders' Circle member)*

*2nd House: Chris & Cindy Doose: *The Power of Tangible Assets**

*3rd House: Mark Douglas: In honor of Marcia Moore: *The Power of Communication**

*4th House: Neil Michelsen. The Michelsen-Simms Family Trust: *The Power of Strong Foundations**

*5th House: Mark Douglas: In Honor of Margaret Millard, MD: *The Power of Creativity**

*6th House: AstroDataBank: In Honor of Lois Rodden: *The Power of Work**

*7th House: Sarah Mitchell: *The Power of Sharing**

*8th House: William and Cerise Vablais: *The Power of Change.**

*9th House: Marion March Master Class: *The Power of Learning**

*10th House: Michael Munkasey: *The Power of Leadership**

*11th House: Mark Douglas: *The Power of the Group**

*12th House: Jean M. Wilson: *The Power Within**

President's Circle & the First Magnitude Star Circle

Donations of \$25,000 - \$49,999

Chris Uihlein

The Pillar Society & the Third Magnitude Star Circle

Donation of \$10,000 - \$14,999

Paula R. Bainbridge

Lynn Hawley-Bootes

Pat Geisler

Jim Lewis Continuum

Lucille Lloyd

Cerise McKenna

Haloli Richter

The Cornerstone Society & the Fourth Magnitude Star Circle

Donation of \$5,000 - \$9999

Roxanne Araim-Sullivan

Leona Armstrong

Paula Bainbridge

Diana Brady

Rene Goodale

Doris Hebel

Barbara Somerfield

Elizabeth Teissier, PhD

Edith G. Thayer