

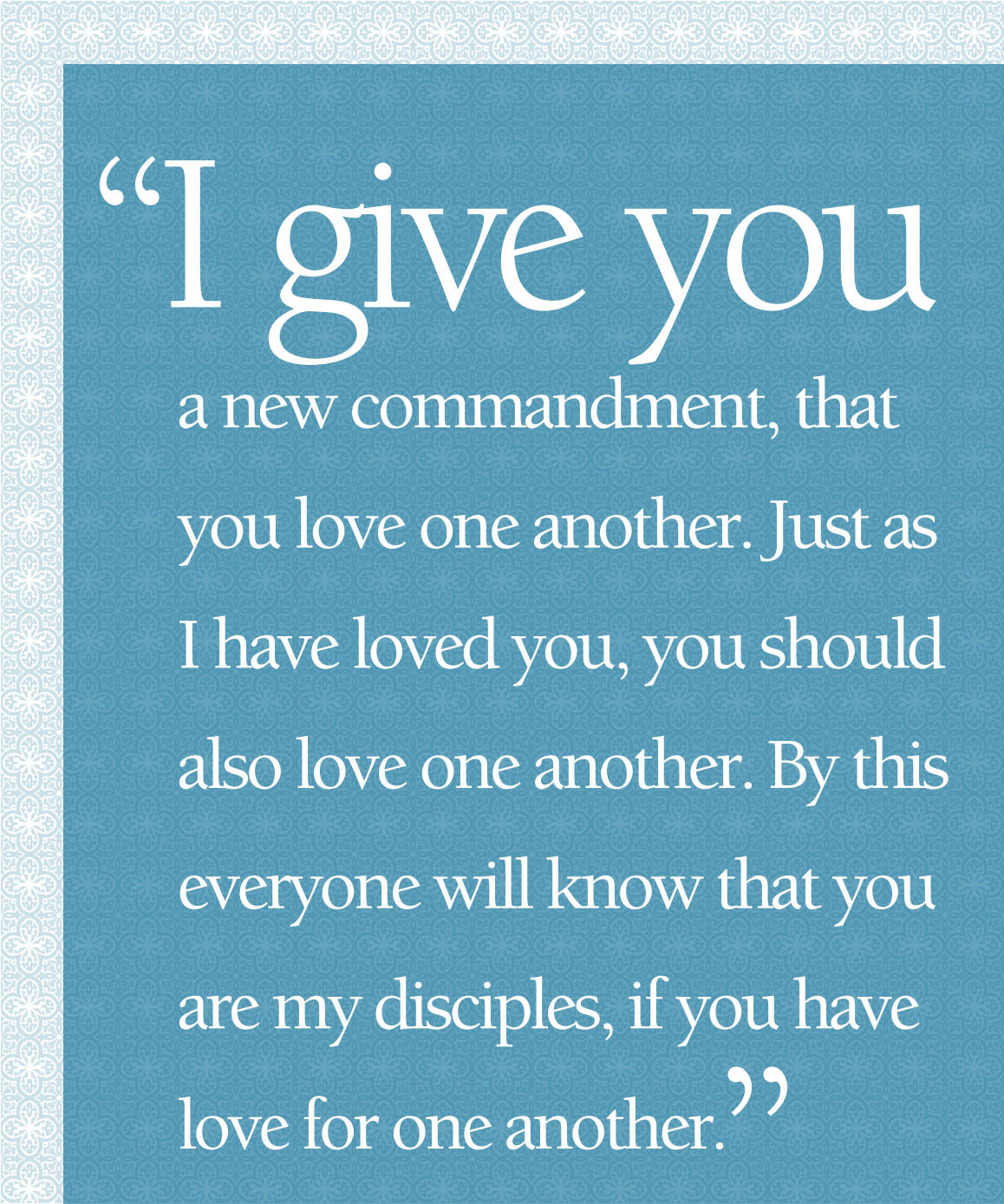


SEMINARY OF THE
SOUTHWEST

AN EPISCOPAL SEMINARY



FALL 2018/SPRING 2019
ACADEMIC CATALOG



“I give you
a new commandment, that
you love one another. Just as
I have loved you, you should
also love one another. By this
everyone will know that you
are my disciples, if you have
love for one another.”

JOHN 13:34-35

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SEMINARY OF THE SOUTHWEST

FALL 2018/SPRING 2019

ACADEMIC CATALOG

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Welcome



Welcome

In the grace and peace of Christ I warmly welcome you to Seminary of the Southwest.

You may be considering Southwest as a place to spend three years in preparation for ordained ministry in the Episcopal church, or you may wish to study counseling or pastoral care or spiritual formation. Perhaps you would like to teach on the faculty here or take a position on the staff.

I invite you to explore this place—a lively, growing, richly textured community of learning and prayer. Here at Seminary of the Southwest we seek to form mature, wise, and creative Christian leaders to participate in God's reconciling mission in the world. We do this through sustained attention to the Christian tradition in the company of and under the guidance of faculty who are not only intelligent, but also wise. We share this enterprise with students who become colleagues and leaders with us in ministry.

We undertake our education in the ancient traditions of the faith in the center of an alive, expanding, complex, and fascinating American city. Austin, Texas is culturally, linguistically, musically, ecologically diverse—a place full of opportunities to observe and participate in the gospel speaking to culture, and culture challenging the church, both with risk and with hope. Christ Chapel is built with a window of clear glass facing out to the University and the Capitol to the south of our campus. Seminary of the Southwest is a place set apart, but not enclosed.

Please come to discover this community of friends in Christ. And if you do join us, know that you will make a difference here. You will add to our colorful conversation and bring unique gifts to our projects and our celebrations. Having you be part of us will make us better, more faithful, and will contribute to transforming us.

May God look generously upon your exploration and bless you in your discovery.

I look forward to meeting you and greeting you in person.

Yours faithfully,

The Very Rev. Cynthia Briggs Kittredge, Th.D.

DEAN AND PRESIDENT

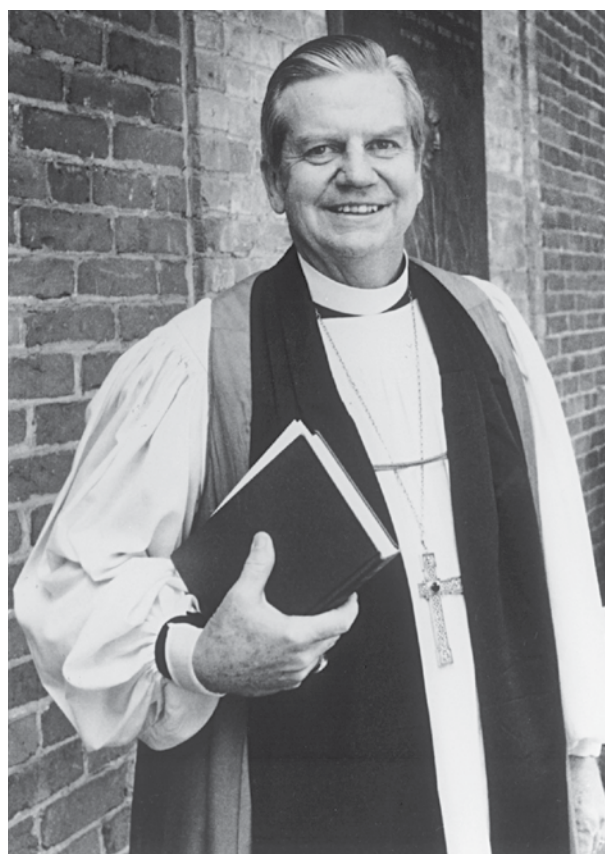
About Seminary of the Southwest

Seminary of the Southwest is one of the ten accredited seminaries of the Episcopal Church. Our purpose is to foster Christian ministers who are faithful, imaginative, and skilled.

Bishop John E. Hines, Founder of Seminary of the Southwest

"We sought to have a first class seminary which would not be just a local seminary—we wanted to avoid that—but which would eventually be a seminary of the whole church. It would utilize the wide open still frontier-like resources of the Southwest in terms of ideas and hopes and expectations and also fiscal realizations, and produce a seminary which could in reality not mind so much whether its graduates are ordained into the ordained ministry—although that would probably be its primary thrust—but would care whether or not their theological education was centered around some kind of dialogue between the Christian faith and culture."

From an interview with Hugh Downs, 1981



The Very Rev. Cynthia Briggs Kittredge, Th.D., Dean and President



John Hines' vision for the church in the Southwest included the creation of a seminary for the whole church, a new kind of theological school that would "interpret Christian theology in terms of the modern world." He imagined that it would function "as a place of theological training in which God's engagement with the world in

Christ Jesus would be boldly interpreted for potential priests in a fantastically changing era." From the post war years when student enrollment in seminaries boomed, through the struggles of the church over racism and Civil Rights, through to the turmoil of our own time, the changing era has changed more than once, and the fortunes of the church have shifted as well. But the confident and hopeful spirit that was present at its founding still animates the community of teaching and learning at Seminary of the Southwest. Faith in the gospel of Jesus Christ and the conviction of its power to address, learn from, critique, and transform culture shape what and how we teach here.

In 2018 Seminary of the Southwest embodies Hines' vision. The seminary provides training and formation for ordained leadership, prepares counselors, chaplains, and spiritual leaders in the Henderson Wessendorff Center, and offers resources used for local training for bi-vocational priests and deacons across the country through the Iona Center. Responding to the need for new kinds of pastoral leadership in parishes, hospitals, counseling centers, and communities, Seminary of the Southwest is a dynamic and fascinating environment to be formed for ministry.



Our Mission, Vision, and Core Values

The statements below represent the vision of our community. The statements of Mission, Vision, and Core Values were developed by a committee of the Board of Trustees of the Episcopal Theological Seminary of the Southwest (Seminary of the Southwest) in late 2006 and early 2007, as well as by the faculty of the seminary. They were approved by the Board of Trustees in February 2007, and the Core Values were amended in May 2012.

MISSION

Seminary of the Southwest forms men and women for the service of Christ in lay or ordained ministry within the church and the larger society.

VISION

Be a community for formation and leadership within the church supported by a strength of program, endowment, and environment that assures excellence in theological and pastoral education.

CORE VALUES

- Hospitality: creating a common life that welcomes difference and ensures that all voices are heard.
- Conversation: listening to and critically engaging a variety of cultural and religious voices in order to commend the Christian tradition and discover fresh wisdom.
- Mutuality: nurturing a collaborative environment that promotes mutual inquiry and accountability.
- Respect: cultivating the virtues of patience, justice, and charity, so as to affirm the dignity of every member of the community.
- Rootedness: embodying the richness of the Episcopal and Anglican traditions in particular contexts, especially that of the American Southwest and its Hispanic cultures.
- Celebration: glorifying and enjoying God in worship, prayer, study, service, and fellowship, so as to create a community of gratitude and gift.

Conversation Covenant

Since 2005, the Conversation Covenant, developed by students, faculty, and administration, has guided the community as we have conversed about difficult issues from many perspectives. We have sought conversation that would generate insight and build up the community.

A seminary community is a school of inquiry and interpretation: inquiry into the mystery of God in Jesus Christ and interpretation, in both action and reflection, of God's creative and redemptive love. Frank, confident, and trustful conversation is an essential part of our common learning. Often, though, we are led into difficult, even disturbing, conversations as we bring the length and breadth of our assumptions, hopes, opinions, and certainties, into the formative power of Christian faith. Avoiding the issues around which passion and disagreement reside might well be an easier path, but commitment to remaining in conversation with one another despite our differences is part of our calling as disciples of Jesus Christ.

In order to mark both our commitment to conversation and our recognition of the challenges, we affirm:

- that we are made in the image of God and must, therefore, treat one another with respect and dignity;
- that we are free to explore different ideas and beliefs as well as to grow and change in our theological convictions and practices of faith;
- that we share a common sinfulness and, therefore, will understand only partially and be mistaken frequently;
- that we do not have to agree in order to love one another;
- that our conversations, even our most passionate disagreements, take place in the Spirit whom we seek not to grieve, and we strive:
- to approach conversation with a willingness to listen and learn, acknowledging the value of opposing views;
- to treat one another as honest inquirers, attempting to discern God's truth in a complex world;
- to engage ideas without attacking or dismissing those that hold them;
- to acknowledge the limited perspective of our own experience and opinions, and be open to the possibility of changing our views;
- to challenge one another while seeking not to give offense;
- to consider challenges from others while striving not to take offense too readily;
- to consider the possibility that we might be mistaken, secure in the knowledge of the love and forgiveness we have all received in Christ;
- to serve reconciliation by sharing when we have been offended;
- to acknowledge stereotypes, to ask for clarification in order to avoid misunderstandings, and to make room for complexity.

The Academic Catalog

This catalog provides information which is subject to change. It does not constitute any form of contractual agreement with current or prospective students. The authoritative current version of this catalog, including all changes and updates, can be found on the seminary website at www.ssw.edu.

Accreditation

Seminary of the Southwest is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's degrees and post-baccalaureate diplomas. Contact the Southern Association of Colleges and Schools at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Seminary of the Southwest.

Seminary of the Southwest is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada to award master's degrees and post-baccalaureate diplomas. Contact the Association of Theological Schools at 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1103, or call 412-788-6505 for questions about the accreditation of Seminary of the Southwest.

Seminary of the Southwest's Master of Arts in Clinical Mental Health Counseling degree program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Contact the Council for Accreditation of Counseling and Related Educational Program at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314 or by phone at (703) 535-5990 for questions about the accreditation of this degree offered by the Seminary of the Southwest.

The seminary belongs to the Council of Southwestern Theological Schools and the American Theological Library Association.

Institutional Effectiveness

2017-2018 Academic Year

Graduation rates: 93% (MDiv) (80% Benchmark)

Graduation rates: 71% (MAR, MCPC, MHC, MSF)
(50% Benchmark)

Ordination rates: 100%* (MDiv) (100% Benchmark)

Retention rates: 86% (MDiv, MAR, MHC, MCPC,
MSF, DAS) (75% Benchmark)

Passing rate for Counselor Preparation

Comprehensive Exam-2017: 100%

**Based on incoming class for fall 2015*

Admission

Seminary of the Southwest is a theological school of the Episcopal Church, and as such adheres to its creedal doctrine, spiritual discipline, and communal worship. Its primary purpose is to form men and women for the service of Christ in lay or ordained ministry within the church and the larger society. Southwest strives to be a community of formation and leadership within the church supported by a strength of program, endowment, and environment that assures excellence in theological and pastoral education. Seminary of the Southwest does not conceive its task in any narrow or exclusive way, but gladly welcomes women and men of all faith traditions who are seeking preparation for Christian service. Every effort is made to shape individual degree programs to meet the requirements of other denominations.

Seminary of the Southwest admits students without regard to race, sex, color, nationality, ethnic origin, sexual orientation, gender identity, and gender expression to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The Seminary does not discriminate on the basis of these factors in the administration of its admission policies, federal student aid programs, educational policies, housing policies, student activities, student employment, and other school administered programs.

Seminary of the Southwest offers the following graduate degrees: Master of Divinity (including the option of a Hispanic Church Studies concentration), Master of Arts in Religion (MAR); Master of Arts in Clinical Mental Health

Counseling (MHC); Master of Arts in Chaplaincy and Pastoral Care (MCPC); and Master of Arts in Spiritual Formation (MSF). In addition, the seminary offers a Diploma in Anglican Studies (DAS).

An undergraduate degree is generally required for admission to a degree program, although exceptions may be granted in extraordinary cases. Accreditation standards allow the admission of a few students who lack such degrees but are capable of meeting the same standards of performance.

Students enrolled in a degree program are considered regular students. Non-degree seeking students are classified as “special” and “auditors.” Special students are those who are registered for academic credit but are not enrolled in any degree program. Auditors are those who, with the permission of the appropriate instructors, are allowed to attend classes, but whose work is not credited.

Admission application forms are available from the seminary’s web site at www.ssw.edu/admissions/application.

Admissions interviews take place throughout the year; offers of admission, awards of financial aid, and seminary housing assignments are made on a rolling basis. Applicants for admission are encouraged to consider the advantages of having these important decisions made early.

Master of Divinity Non-Postulant Policy

For students who wish to enter the Master of Divinity program who are non-postulants, please note the following policy established by the Board of Trustees. Episcopal students seeking ordination, who have not received approval from a Commission on Ministry and therefore, are not postulants, may be admitted to the Master of Divinity program under the following conditions.

- Before acceptance, the Dean will contact the applicant’s bishop to inform him/her that Southwest is considering the admission.
- The Dean will request a letter from the bishop acknowledging the above conversation together with any comments on the proposed admission.
- The student’s transcript will include under “other information,” the words “This student is not pursuing/did not pursue the MDiv program for the purposes of ordination in the Episcopal church under the provisions of Title III.”

- Seminary of the Southwest will not support students in finding a sponsoring diocese and any discernment process into which the student enters must be undertaken entirely at the student's own initiative and responsibility.
- Seminary of the Southwest will not sponsor non-postulants for taking the General Ordination Exam. All candidates need Diocesan sponsorship for this examination.

Students will receive an admission letter and policy statement stating all the above conditions.

Screening of Prospective Students

All applicants are advised that under Texas law, a criminal history (including guilty pleas, pleas of no contest, acceptance of deferred adjudication and charges, whether pending or not, and regardless of whether an offense is classified as a felony or misdemeanor) involving violence, child abuse or neglect, or sex or drug related offenses as well as any criminal history involving offenses classified as felonies will preclude an individual from serving as a volunteer or an employee in many non-profit agencies as well as in church programs providing direct contact with children, elderly persons, people receiving mental health services, and persons in chemical dependency programs. Many applicants, particularly those in a discernment process in the Episcopal Church, may have already had this type of screening, and if so this may satisfy the seminary's requirement.

Transfer Students

The seminary welcomes applications from students interested in transferring from an accredited graduate institution. Review of completed coursework is done in a timely manner with consideration given to both academic and personal needs.

International Students

The seminary welcomes applications from prospective students residing in dioceses and provinces of the Anglican Communion outside the United States. The admission of these applicants depends upon the following:

- Satisfactory evidence of academic readiness
- English language proficiency
- Endorsement of provincial and diocesan authorities
- Availability of funds from non-seminary sources to cover all expenses above and beyond those for tuition, housing, and books. Seminary scholarship funds may be awarded to pay tuition, fees, and books for eligible students who demonstrate financial need, subject to the availability of institutional financial aid
- Availability of seminary housing

Application Procedures

GRADUATE PROGRAMS

Applicants to Seminary of the Southwest's graduate programs must hold an undergraduate degree from a regionally accredited college or university or its equivalent, unless specifically exempted from this requirement upon petition to the seminary. To be considered for admission, U.S. citizens should complete the following procedures.

MDiv, MAR, MCPC, MHC, MSF:

- Complete the online application and submit it through our website, with the application fee, reference forms, autobiography, and writing sample.
- Submit official transcripts of all previous college work. Official transcripts must be received in a sealed envelope from the issuing institution or be emailed directly from the institution to registrar@ssw.edu.

The transcript should be mailed to:

Seminary of the Southwest
Attn: Admissions
501 East 32nd Street
Austin, TX 78705



TRANSFER STUDENTS:

- Complete the online application and submit it, with the application fee, reference forms, autobiography, and writing sample.
- Complete the online or paper form, "Request to Transfer Credit," and submit official transcripts and syllabi for all courses for which transfer credit is requested to:
Seminary of the Southwest
Attn: Admissions
501 East 32nd Street
Austin, TX 78705

INTERNATIONAL STUDENTS

International students must complete the following procedures to be considered:

- Complete the online application and submit it, with the application fee, letters of recommendation, autobiography, and screening questionnaire.
- Submit official transcripts of all previous college work. Request a course-by-course evaluation of all academic credentials from non-U.S. colleges and universities from an official foreign credential evaluation service, such as World Education Services, Foreign Credentials Service of America or Academic Credentials Evaluation Institute. Copies of official or attested records of all prior university work, together with certified English translations should be sent to:
Seminary of the Southwest
Attn: Admissions
501 East 32nd Street
Austin, TX 78705
- Submit scores from the Test of English as a Foreign Language (TOEFL). The minimum acceptable score varies according to the testing format:

PBT (Paper Based Test): 550 or greater

CBT (Computer Based Test): 213 or greater

iBT (Internet Based Test): 79 or greater

Students who have achieved the minimum TOEFL score but whose English language abilities are still determined to be insufficient may be required to take advantage of classes offered at local institutions for assistance in English language instruction.

DIPLOMA IN ANGLICAN STUDIES

Applicants to Seminary of the Southwest's diploma programs must hold an undergraduate degree from a regionally accredited college or university or its equivalent. To be considered for admission, U.S. citizens should complete the following procedures.

DAS:

- Complete the online application and submit it, with the application fee, autobiography, reference form, and writing sample.
- Submit official transcripts of all previous college work. Official transcripts must be received in a sealed envelope from the issuing institution or be emailed directly from the institution to registrar@ssw.edu. The transcript should be mailed to:
Seminary of the Southwest
Attn: Admissions
501 East 32nd Street
Austin, TX 78705

SPECIAL STUDENTS

Special students are those who are registered for academic credit but are not enrolled in any degree program.

- Complete the online application and submit it, with the application fee, reference form, letter explaining what study is intended and why, and screening questionnaire to:
Seminary of the Southwest
Attn: Admissions
501 East 32nd Street
Austin, TX 78705
- Submit official transcripts of all previous college work. Official transcripts must be received in a sealed envelope from the issuing institution or be emailed directly from the institution to registrar@ssw.edu. The transcript should be mailed to:
Seminary of the Southwest
Attn: Admissions
501 East 32nd Street
Austin, TX 78705

Application Deadlines

DEADLINES FOR ADMISSION APPLICATION**

Program	Fall Admission
Master of Divinity	June 15
Master of Arts in Religion	June 15
Master of Arts in Clinical Mental Health Counseling	June 15
Master of Arts in Chaplaincy and Pastoral Care	June 15
Master of Arts in Spiritual Formation	June 15
Diploma in Anglican Studies	June 15

*Please contact the Office of Admissions for further information regarding deadlines



Admissions Criteria

GRADUATE PROGRAMS

If you received your Bachelor's degree in the last 10 years:

- Bachelor's degree or its equivalent from a regionally accredited institution
- Minimum cumulative GPA on all undergraduate work should be at least a 2.50 (on a 4.0 scale)

Acceptance

Review of an applicant's file will begin as soon as the applicant has submitted all items required for admission. Once the Office of Admissions has reviewed the file, the student will receive a letter from the seminary stating one of the following admission determinations:

Regular Acceptance
Provisional Acceptance
Acceptance Denied

Admissions Categories

REGULAR ACCEPTANCE

All admission requirements submitted. Minimum admissions criteria have been met.

PROVISIONAL ACCEPTANCE

In some circumstances, applicants whose undergraduate GPA is below 2.5 may be granted provisional admission. Provisional admission is granted only when all other indicators point to success in the desired program. Normally, provisional students who have maintained a 2.5 GPA in their first semester will be granted full acceptance.

ACCEPTANCE DENIED

Reasons for denial are not shared with the applicant or anyone outside of the Admissions Committee. When an applicant is denied admission, that person must wait at least one calendar year before reapplying for admission. This does not imply any promise for admission in the future.

Tuition and Fees

The following tuition and fees schedule apply only to academic year 2017-2018. Tuition and fees are subject to annual review and approval by the Board of Trustees.

MDiv, MAR, DAS

Tuition

\$15,576 per year for full-time programs
\$649 per credit hour for part-time

MHC, MCPC, MSF, SPECIAL STUDENTS

Tuition

\$649 per credit hour

CPE (MDiv & MCPC)

MDiv and MCPC students are responsible for all fees associated with CPE

ALL PROGRAMS

Auditor's Fee

\$196 for 15-week course [\[see note 1\]](#)

Meal Plans

Lunches are served three days per week. All MDiv, MAR, and DAS taking 9 or more hours are charged a meal plan fee of \$436 per semester for the Fall and Spring semesters. All MHC, MCPC, and MSF students will be charged a meal plan fee of \$152 per semester for lunches served every Saturday during the Fall and Spring semesters. There is also an optional Thursday evening meal available for students and their families. Meal plans are not available during the Summer semester.



Student Housing and Utilities

A limited number of single-family houses are available for rent to married students with children who qualify for financial aid. The houses range in size from 2 bedroom/1 bath to 3 bedroom/2 bath and rent generally ranges from \$708 to \$1,893 per month plus utilities. Two apartment buildings are available for married students without children and single students. These efficiency units rent for \$489 per month, including Internet service. All student tenants are responsible for obtaining public utility services (electric, water, natural gas, telephone) in their name from local providers; the cost of natural gas is included in College Court apartment rent and need not be separately arranged with a utility provider. A security deposit is required for student housing. Pets are allowed, subject to a non-refundable pet fee.

Health Insurance Requirements

All new and continuing students are required to have health insurance. Under this requirement, students must either purchase a Church Pension Group health insurance plan or provide documentation of enrollment in a comparable United States-domiciled plan.

Courses at Austin Presbyterian Theological Seminary & Austin Graduate School of Theology

No charge for full-time students [see note 2]

Miscellaneous Fees

Student Services Fee: \$394/semester for full-time students; \$253/semester for part-time students

Application fee \$55

Late registration fee \$35

Late application fee \$55

Yearly Student Association Activity Fee

\$99 MDiv, MAR, DAS, SPEC

\$52 MHC, MCPC, MSF

Notes:

1. All students enrolled for 12 or more hours and their spouses may audit courses without charge with permission of the instructor and the Academic Dean. (see page 16 for further information)
2. Registration for courses at Austin Presbyterian Theological Seminary and Austin Graduate School of Theology is without charge for all full-time MDiv, MAR, and DAS students and all MHC, MCPC, and MSF students enrolled for nine hours or more.

Students are individually responsible for payment, fees, and travel for courses taken for credit at institutions other than these two.

Payment of tuition and fees is made prior to the start of the current semester. See the Student Payment of Tuition, Fees, and Auxiliary Services policy for details.

TUITION REFUND POLICY

A student who withdraws from the seminary or from individual courses receives a refund of a percentage of their tuition and fees, subject to the following terms:

Notice Requirements

1. Timely notice of the student's request to withdraw from the seminary or from individual courses must be made in writing and submitted to the Office of the Registrar.
2. Written notice is deemed made when delivered to the Office of the Registrar via hand-delivery, email, or U.S. Mail.

Tuition Refund Schedule

1. Prior to or on the fourteenth day following the first class session of the course: 100%.
2. During the fifteenth to eighteenth day following the first class session of the course: 85%.
3. During the nineteenth to twenty-third day following the first class session of the course: 65%.
4. After the twenty-fourth day following the first class session of the course: No refund

Withdrawal Due to Active Military Service

A student who withdraws from the seminary or from individual courses as a result of being called to active military service upon written request may receive a 100% tuition refund, subject to the notice requirements of this policy.

Special Refund Provisions

1. Refunds are first applied to any current and outstanding debts owed to the seminary by the student or by the student's spouse.
2. Tuition paid by a sponsor, donor, or scholarship source will be refunded directly to the source, rather than directly to the student.

3. Tuition refunds will be issued no earlier than 21 days after written notice of withdrawal is received by the Registrar's office.
4. Refunds are first applied to any current and outstanding debts owed to the seminary by the student or by the student's spouse.
5. Tuition paid by a sponsor, donor, or scholarship source will be refunded directly to the source, rather than directly to the student.

Tuition refunds will be issued no earlier than 21 days after written notice of withdrawal is received by the Registrar's Office.



Financial Aid

Financing a seminary education is a shared responsibility among the individual student (and spouse/partner, where applicable), Seminary of the Southwest and, for students pursuing ordained vocational ministry, the church. Financial assistance is available to students who demonstrate financial need; it is awarded on a year-to-year evaluative basis. The total amount of financial aid granted by the seminary may not exceed demonstrated financial need. Demonstrated need is defined as the difference between the total resources available to the student from all sources and the total cost of attending Seminary of the Southwest.

Detailed information about the following types of financial assistance can be found on the Financial Aid sections of the seminary's website and Intranet:

- **Institutional Aid:** Seminary of the Southwest provides institutional aid in the form of scholarship grants to students with demonstrated financial need. Endowments and gifts from supporters provide the resources for this support. Students enrolled in the Master of Divinity, Master of Arts in Religion, Master of Arts in Chaplaincy & Pastoral Care, Masters of Arts in Clinical Mental Health Counseling, Master of Arts in Spiritual Formation, and the Diploma in Anglican Studies may, by demonstrating need, qualify for institutional aid subject to the availability of funds. Students must submit an Institutional Financial Aid application, which includes a proposed budget of income and expenses in order to be considered. Students must also complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for institutional aid.
- **Support from faith communities:** Students in the MDiv or DAS program must also submit a statement of financial support from the sending parish and diocese (or equivalent structures) as part of their Institutional Financial Aid Application. The seminary is required to track and report on this aid, and statements of support enable students to budget accurately for the costs of seminary. Students in other degree programs are invited and encouraged to seek support from their faith communities and may use the seminary's forms to do so.

- **Outside Scholarships:** The Financial Aid Office strives to be a resource to seminarians by compiling and publishing a comprehensive list of outside scholarship opportunities. All students seeking financial aid must demonstrate that they have applied to at least two outside sources of support. The seminary will assist students in identifying such sources.
- **Loans:** Federal Student Aid loans are available to students in master's-level degree programs through the William D. Ford Direct Loan Program of the U.S. Department of Education.

APPLICATION PROCEDURES

The Financial Aid Office makes detailed information about financial assistance and the Institutional Financial Aid application accessible on the seminary's website. The same material in paper form will be provided to anyone upon request.

STUDENT LOANS

New and returning students must complete the Free Application for Federal Student Aid (FAFSA) in order to qualify for federal student aid. The FAFSA is available online. Once your file is complete, the Financial Aid Office will determine a student's eligibility to receive federal student aid.

INSTITUTIONAL AID

New and returning students must complete an Institutional Financial Aid Application and submit it to the financial aid office. Students must also complete the FAFSA, even if they do not intend to participate in the federal student loan program. The executive vice president reviews financial aid applications and determines eligibility and awards. Students who qualify for institutional financial aid are notified by email of the amount and type of aid awarded. An award letter is issued and must be signed and returned to the financial aid office. Tuition grants and scholarship awards are credited to the student's account by the accounting department; proceeds are first applied to unpaid seminary charges including, but not limited to, tuition, rent, and fees. This aid is subject to proportional adjustment should a recipient drop a course or withdraw

from seminary. Students receiving grants and scholarships that exceed in aggregate the cost of tuition and course-related expenses (books, fees, etc.) are advised that excess funds may be subject to federal income tax. See Internal Revenue Service Publication 970, Tax Benefits for Education, for information on the taxability of scholarships.

MDIV AND DAS

Institutional financial aid is available to eligible full-time students (12 or more hours) in the above named programs in an amount up to 100% of the cost of tuition. For academic years 2018-2019, aid will not exceed \$14,076 in an outright tuition scholarship grant plus \$1,500 in work-study pay per year. This represents a full-time, full tuition scholarship. Financial aid is also available to eligible part-time students (11 hours or less) in the above named programs.

MHC, MCPC, MAR AND MSF*

For students in the above named programs, need based financial aid, as a proportional tuition grant determined by the students' qualified need, is available to students who are eligible regardless of the number of hours taken.

SPECIAL STUDENTS

Financial aid is unavailable for students classified as special students.

ON-CAMPUS EMPLOYMENT (WORK STUDY)

Students in the MDiv and DAS programs who are awarded institutional financial aid are required, as part of their aid award, to participate in the seminary's on-campus employment program. When a financial aid award includes an on-campus employment assignment, the student is required to complete the minimum requirements of that assignment in each semester for which financial aid is awarded. Failure to complete required hours may result in a reduction of seminary aid. On-campus employment is an integral part of the seminary's institutional financial aid for eligible students.

ADDITIONAL INFORMATION

The provision of financial aid is subject to available institutional funds.

Priority in the awarding of grants and in the assignment of housing is given to students who are postulants and who are enrolled in the MDiv program or another sequence preparing for ordination in the Episcopal Church.

A complete text of the seminary's financial aid policy and information about the seminary's efforts to reduce student debt can be found at <http://ssw.edu/admissions/financial-aid/>.

All scholarships are available to eligible students subject to the availability of institutional financial aid resources. Renewal of scholarships is always dependent on available funds and upon meeting need-based eligibility requirements.



Scholarship Endowment Funds

Tuition and fees and annual giving cover only part of the cost of seminary education. The seminary also depends upon income from endowments, trusts, and special purpose funds to support its work of equipping men and women for ordained and lay ministry. The generosity and faithful stewardship of many individuals over the years have provided the scholarship and special purpose funds listed below.

V. Nelle Bellamy Scholarship Funds for Women
Noble and Elizabeth Field Memorial Scholarship Fund
James Richard Robinson Jr. Memorial
Scholarship Fund for Women
Deborah Ann Scott Fund for Women
Thomas E. Grimes, Jr., Scholarship Fund
Hispanic Ministries Scholarship Fund
The Rev. Merrill L. Hutchins Scholarship Fund
Bill and Molly Bennett Fund
William A. & Elizabeth L. Memorial Scholarship
Gordon Swope Memorial Fund
G.W. Abbott Scholarship Fund
William Seth Adams Scholarship Fund
Martin Luther Agnew Jr. Scholarship Fund
Louise Barekman Memorial Foundation Scholarship
Benitez Scholarship Fund
O.V. Bennett, Jr. Scholarship Fund
Bickler Memorial Fund
Charles H. & Ethel R. Broussard Scholarship Fund
Ona Brown Scholarship Fund
Church of the Heavenly Rest Fund
Cilley-Donovan Scholarship Fund
William A. Clebsch Memorial Scholarship Fund
Joe and Jessie Crump Fund
Beula Dorman Scholarship Endowment Fund
Gundred Howe Embree Scholarship Fund
Mary Flatten Scholarship Fund
Katherine Gurley Scholarship Fund
John K. and Barbara T. Harrell Scholarship Fund
Juliet E. Hardtner Scholarship Endowment Fund
Anna M. Henderson Scholarship Fund
Church of the Incarnation, Dallas, Fund
Kanouse Scholarship Fund
Allen s. Manning Memorial Scholarship Fund
McFaddin Fund

Miscellaneous Scholarship Fund
 Elizabeth Patterson Memorial Scholarship Fund
 J. Fred Patten Scholarship Fund
 Hal Brook Perry Memorial Scholarship Fund
 Irene Perry Scholarship Fund
 Dora Rubert Scholarship Fund
 Florence Skinner Scholarship Fund
 Martha McIntosh Spellings Scholarship Fund
 William C. Spong Scholarship Fund
 Frank E. Sugeno Scholarship Fund
 St. Paul's Scholarship Endowment Fund
 Ellen Woods Memorial Fund
 Liston E. Zander Endowment Fund
 Larry Brown Scholarship Fund
 Wilhelmina Helena Meyer Speary Endowment
 Scholarship Fund
 Carl Barlow Huffman Memorial Scholarship
 The Rev. Canon & Mrs. William D. Nix
 (Bill '74 & Puddin) Scholarship
 Unrestricted Anonymous Fund

Academic Policies

The seminary's academic policies are contained in the Academic Code, a copy of which is provided to each student. Selected portions of the Academic Code follow.

Grading Policy

All students will be graded under the letter grade system. Grade point averages are computed in order to track satisfactory academic progress. Some courses will be graded satisfactory/unsatisfactory. These courses are designated in the course listings of the Southwest catalog as satisfactory/unsatisfactory only.

LETTER GRADING SYSTEM

- A Outstanding in all respects
- A- Outstanding in most respects
- B+ Proficient in all respects with some elements achieving a higher quality
- B Proficient in all respects
- B- Proficient in some respects but with some clear weaknesses
- C+ Showing development but lacking proficiency
- C Showing a basic level of development sufficient to pass a course but not sufficient to display proficiency in a program
- F Beginning level work that does not display sufficient knowledge to pass the course or assignment. No credit shall be given for a grade of F. A grade of F remains on a student's permanent record. If a grade of F is incurred in a required course, the course must be retaken.

AU Audit: course not taken for credit

Please note that, while grading is not calculated on the basis of a "bell curve," the faculty are committed to using the full range of letter grades, evaluating according to the quality of an individual's work. All professors provide criteria for evaluation on their course syllabi.



PASS/FAIL SYSTEM

- H (Honors) shall be given for work of extraordinary excellence.
- S (Satisfactory) shall designate work that satisfactorily meets or exceeds the expectations set for the task.
- U (Unsatisfactory) shall designate failure, and no credit shall be given for the course. In no case may a grade of U be changed or deleted from a student's permanent record. If a grade of U is incurred in a required course, the course must be retaken.

OTHER SYMBOLS

- W If a student withdraws after the add/drop deadline, but the professor/instructor is unable to evaluate the student's performance, a grade of W shall be given.
- WP/WF If a student withdraws after the add/drop deadline, but is doing passing work, the grade WP shall be given; otherwise such late withdrawal shall result in a grade of WF being given.
- I (Incomplete) is a temporary grade, prearranged between the instructor, the student, and the student's advisor, in cases of excusable failure to complete the work of a course. In order to change the grade, the course requirements must be acceptably completed within the Due Date Guidelines stated below. In the event the conditions for changing the grade are not met, the course grade will automatically become a F.
- IP (In Progress) will be given when a grade and credit for this course has not yet been assigned or the course is continuing into the next semester, with neither grade nor credit being given until the latter semester is completed.

DUE DATE GUIDELINES

For an "I" received in the fall or spring semester, the instructor will set the due date for re-submission of conditional work, and submission of incomplete work to be no later than the second Friday of the following Fall or Spring Term.

For an "I" received in the spring semester for a student who is graduating, the instructor will set the due date

for re-submission of conditional work and submission of incomplete work to be no later than the Friday before graduation.

For an "I" received in a Summer or January term, the due date may not be more than thirty days into the following full semester.

For an "I" received in Field Education, whether in a semester or a term, a longer period than stated above may be allowed because of the unusual nature of such courses.

Work is to be evaluated by the instructor and grades are to be submitted to the Registrar within two weeks of the instructor's receipt of the work.

The deadlines set in syllabi and the Academic Code are to be maintained, the consequence of noncompliance being an unsatisfactory mark (F).

This standard may be negotiated as provided for in Academic Code, thus setting a new deadline.

An "F" given for a course on the basis of failure to meet a revised due date stands on the transcript.

An "F" may not be removed from a student's transcript, except in the event of a successful appeal against the grade having been made according to the procedures in Academic Code.

If, with the instructor's permission, a student offers acceptable remedial work after the deadline, a passing mark may also be recorded for the course but without credit at whatever time the late submission is accepted.

GRADE REPORTS

Grade reports from Instructors are normally due within two weeks of the end of the course. For work in field education, practicum courses, or January Term courses, the deadline may be extended beyond two weeks, to four to six weeks.

Within one week after grades are received from instructors, the Registrar's office, or instructors will input grades into the online registration system for student's viewing.

Non-Discrimination Policy

Seminary of the Southwest complies with Title IX of the Education Amendments of 1972. Title IX prohibits all public and private schools receiving any federal financial assistance, including federal student aid, from discriminating on the basis of sex in their education programs and activities. The Seminary is required to comply with the provisions of Title IX.

The Seminary admits students without regard to age, disability, race, sex, color, nationality, ethnic origin, sexual orientation, gender identity, and gender expression to all the rights, privileges, programs, and activities generally accorded or made available to students at this school. The Seminary does not discriminate on the basis of these factors in the administration of its admissions policies, federal student aid programs, educational policies, housing policies, student activities, student employment, and all other school administered programs.

Questions regarding Title IX may be referred to the Seminary's Title IX coordinator or to the Office of Civil Rights of the U. S. Department of Education.

The Seminary's designated Title IX coordinator is:

Frederick L. Clement,
Executive Vice President
Seminary of the Southwest
501 East 32 Street
Austin, Texas 78705
Telephone (512) 472-4133
fred.clement@ssw.edu

The U. S. Department of Education Office of Civil Rights may be contacted at:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Transfer Credit Policy

Academic work earned at other regionally accredited graduate level colleges or universities, or accrediting agencies recognized by the Department of Education may be transferred for credit to seminary programs. Such transfer credit is awarded at the discretion of the seminary, and only with consent of the Academic Dean. Applicants must have official transcripts sent directly from the previous institution to the Registrar's office. A grade of "B" or higher must have been earned to be considered for transfer credit.

The number of credits normally allowed for transfer for each degree program are:

Master of Divinity	33 credits
(of which no more than 15 elective credits may be transferred into the program)	
Master of Arts in Religion	15 credits
Master of Arts in Clinical Mental Health Counseling	15 credits
Master of Arts in Chaplaincy	24 credits
and Pastoral Care	
Master of Arts in Spiritual Formation.	12 credits

Transfer credit is not allowed for any of the diploma programs.

The common course requirement (12 hours) is waived for any student pursuing the MCPC or MSF who has a master's level degree or above from an accredited theological institution.

Course work older than ten years will not be considered for transfer credit. This applies to all of the master's programs.

To request transfer credit, applicants should complete the appropriate form and submit it with their application for admission. At the same time, applicants shall also submit course descriptions, syllabi, and official transcripts for all courses for which transfer credit is requested. Transfer credit is granted when the courses being transferred are determined to be comparable in both content and method.

Current students requesting a review of transfer credits should see the Registrar's office for a form. Transcripts, course descriptions and syllabi for all courses will normally be required. The Academic Dean will make the final determination about courses. Once the decision has been made, the Academic Dean will forward a report to the Registrar.

Student Rights and Responsibilities Policy

At the seminary, students are full members of this community of formation for ministry. Specific rights and responsibilities of students are set forth below. These rights are ensured by the faculty, administration, and board of trustees.

Students may participate in institutional decision-making through their elected student council, by serving on the Community Life and Worship committee, faculty search committees, and task forces, and by participation in meetings called by the Dean at the request of the student officers. The Academic Dean, or a representative appointed by the Academic Dean, may be invited to attend meetings of the student body called by the student council.

Students are represented in the Board of Trustees by one Senior student officer who sits as a member of the Board with voice and no vote.

The Seminary admits students without regard to race, sex, color, nationality, ethnic origin, sexual orientation, gender identity, and gender expression to all the rights, privileges, programs, and activities generally accorded or made available to students at this school. The Seminary does not discriminate on the basis of these factors in the administration of its admissions policies, federal student aid programs, educational policies, housing policies, student activities, student employment, and all other school administered programs.

Academic grounds for dismissal are detailed in the Academic Code which is distributed to all students.

Personal grounds for dismissal include all forms of dishonesty, immorality (including sexual harassment) and disruptive behavior that might be harmful to the learning process or to the seminary's community life.

The decision to dismiss a student will be discussed by the Faculty and Administrative Council (FAC). After discussion the Dean and President and regular faculty will meet to vote on dismissal. In the case of a Center student, the director of the Center will be included in the latter meeting with voice and vote.

The student concerned may request a formal hearing from the faculty, after which, if the decision is reaffirmed, it will become final.

Transcripts

An official transcript will be sent by the Registrar to a designated official, agency, or institution at the written and signed request of any student, former student, or graduate of the seminary. No other person is authorized to request a transcript for a student, former student, or graduate. Transcripts are sent only when the student has met all financial obligations to the seminary. A transcript fee of \$10 per copy is charged for transcripts requested after withdrawal or graduation from the seminary.

Upon the death of any student, former student, or graduate, requests for transcripts will be sent to family members only when a copy of the death certificate has been supplied to the Registrar. A transcript fee of \$10 per copy is charged for requested transcripts.

Auditing

Any course may be audited, subject to class availability. Full-time students (12 or more hours) and their spouses may audit courses without charge with permission of the instructor and the Academic Dean.

The professor is responsible for ensuring that all auditors contribute to rather than detract from the experience of students enrolled for credit in his or her course. So that their class participation supports the course learning objectives and adds value for the enrolled students, all auditors are expected to complete all readings and assignments that will be discussed or debriefed in class.

All auditors must register. To do so they get written permission from the instructor and the Academic Dean, present the permission form to the Registrar and pay the fee, if any, to the Accounting Office.

Awarding and Conferring Degrees

The Board of Trustees awards degrees during its May meeting each year. MHC and MCPC degrees are also awarded by the Board of Trustees during their October and February meetings. Degrees and diplomas are conferred during formal commencement services each May.

The Booher Library

MISSION

The Booher Library provides space, resources, and services in support of the Seminary's mission. Traditional library practices are paired with new and innovative approaches to fostering information literacy and a lifelong love of learning.

SPACE

The library offers a welcoming space for study and conversation with peers and colleagues. Both open tables and individual carrels (some of which may be reserved) are provided for study. Secluded, quiet study rooms are available by reservation. Off the main lobby, the Charles Black Room provides an inviting setting for conferences among the shelves of English literary and historical books. WiFi connection, desktop computers, and printer/copier machines are available. The library supports wireless printing from mobile devices.

RESOURCES

The Booher Library collects material supporting the study of the six canonical areas, the social sciences, the humanities, and other special areas of interest to the Seminary community, including an abundance of materials concerned with the tradition and history of the Episcopal Church.

Seeker, the library's discovery tool, provides access to a growing number of electronic resources, including:

- *ATLAS Full-Text Plus*, a comprehensive index to religious periodicals with full-text access to journal articles
- *PsycARTICLES*, a robust database with full-text access to more than 100 landmark journals in behavioral science and related fields such as education, nursing, and neuroscience.
- *PsycBOOKS*, a full-text database with thousands of scholarly and professional titles published by APA, including the most recent titles in psychological and behavioral science, plus a substantial backfile of classic and historic works.
- *Medline Full Text*, a collection of the most-used biomedical and health journals indexed in MEDLINE with coverage dating back to 1949.
- *The New York Times*, the Pulitzer Prize winning newspaper with worldwide readership and the largest combined print and digital circulation of any daily newspaper.

- *Cambridge Histories Online*, a collection of more than 300 e-books encompassing a range of historical subject areas.
- *Oxford Handbooks Online* (Religion and Psychology), a collection of articles written by the world's leading scholars.
- *Oxford English Dictionary*, a tool that is widely regarded as the accepted authority on the English language.
- *JSTOR Religion & Theology Collection*, a resource that covers the history and philosophy of religious thought spanning traditions, periods, and critical approaches.
- *EBSCO eBooks*, a collection of over 23,000 e-books.
- *Mango Languages*, a language learning tool featuring over 70 languages.
- *TexShare Databases*, a large collection of research databases, full-text e-journals, and other documents.

These electronic resources can be accessed remotely by our students, faculty, and staff.

SERVICES

The professional staff is available to assist students with finding, retrieving, and assessing library resources. Workshops designed to help students use resources efficiently and effectively are offered throughout the academic year. The library also employs student workers who can assist with the use of library resources.

The Booher Library collaborates closely with the Stitt Library at Austin Presbyterian Theological Seminary (APTS), just a few blocks away. A slightly longer walk takes seminarians to the fifth largest library in the United States, the General Libraries of The University of Texas at Austin (UT), including the Harry Ransom Center for rare books and cultural materials and the unequaled Benson Latin American Collection. Both APTS and UT libraries extend borrowing privileges to our students (and we extend such privileges to their students) free of charge. The National Archives of the Episcopal Church are conveniently located on the upper level of the library building. The library's interlibrary loan service provides access to material not available locally.

To contact the library staff, email library@ssw.edu.

Latino/Hispanic Studies

Latino/Hispanic Studies has been a part of the seminary's MDiv curriculum for over thirty years. Throughout that time, the seminary has offered a variety of courses, programs, and means of support to prepare leaders for Latino/Hispanic ministry. The seminary recognizes that demographic shifts make it increasingly necessary for all students to have some familiarity with the tools for ministry with Latino/Hispanic populations.

Through the study of Latino/Hispanic theology and culture and through engagement with specific resource persons, texts, and contexts, all students will learn:

- to identify historical, cultural, and devotional expressions of Latino/Hispanic Christian faith;
- to display a receptivity toward innovation, enculturation, and difference for the purpose of extending the Christian community to include a variety of groups of people.

Latino/Hispanic Studies Concentration

The Latino/Hispanic Studies concentration is a curricular specialization offered by Southwest to prepare and equip students who have discerned a particular calling to or are exploring ministry with Latino/Hispanic communities.

Through the study of Latino/Hispanic theology, culture and Christianity and through engagement with specific resource persons, texts, and contexts, concentration students will learn:

- to evaluate a diversity of models of ministry in Latino/Hispanic settings, including ministry with Spanish-dominant, immigrant communities and ministry with English-dominant, acculturated communities;
- to apply skills for pastoral ministry in Latino/Hispanic and multicultural contexts;
- to interpret theological and social issues from the perspectives of various Latino/Hispanic and Latin American theologians.

Students complete the concentration by taking two 3-credit hour elective courses offered through the concentration and two required courses for all MDiv students. All junior MDiv students enroll in the course "M1320 Encuentro: Mission in Latino Contexts." Likewise, all middler MDiv students enroll in the required course "P2140 Ministry Across Cultures." Students enrolled in the Latino/Hispanic

Studies concentration are required to undertake their placement for this course in a Latino/Hispanic setting.

Students in the concentration will gain cultural competency while acquiring skills and sensibilities for the practice of ministry in Latino/Hispanic communities. The seminary's opportunities to develop Spanish language skills will assist students who desire to minister in Spanish-speaking settings but are not yet proficient in the language. Students in the concentration take all their required courses with their MDiv peers while using some of their elective courses for the concentration. The courses in the concentration are also available as electives for all students. Students who complete the concentration graduate with a transcript that indicates completion of the Latino/Hispanic Studies concentration.

The DAS degree also includes a structured concentration option. DAS students who opt for this concentration will take one LHS-focused elective and the January *Encuentro* immersion course. They will also participate in the LHS concentration colloquy. When sites are available, DAS concentration students will be placed in a field education setting that includes the opportunity for Latino/Hispanic ministry.

Students in the MAR, MCPC, and MSF degree programs may also tailor their studies to take advantage of the concentration.

For further information on the Latino/Hispanic Studies concentration, please contact The Rev. Jennifer Hughes, Consulting Director of Latino/Hispanic Studies.



Latino/Hispanic Counseling Concentration (LHCC)

The Latino/Hispanic Counseling Concentration is a specialization offered by the seminary for Clinical Mental Health Counseling students with the purpose of preparing and training curious, culturally empathic, accepting, self-aware counselors. The objective of this concentration is help foster bilingual and bicultural counselors in order to work more effectively with diverse generations within the Latino/Hispanic community. Students in the concentration will gain knowledge, skills, and awareness needed in order to work with this population. In addition, students will learn about different advocacy interventions with the intention of deepening relationships with community partners. Students in the LHCC concentration are expected to take all the required courses in the MHC program. Throughout the program, the student will follow the outcomes of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) for developing cultural competency. These outcomes include:

- Demonstrating understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy, and an understanding of multicultural counseling competencies (CACREP 2.F.2.a, b, c).
- Demonstrating and applying strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h).
- Displaying the ability to self-reflect on the impact of one's own heritage, attitudes, beliefs, understandings, and acculturation experiences on one's view of others (CACREP 2.F.2).

In addition to the CACREP outcomes outlined, the students will discuss and learn about different interventions of working with Latino/Hispanic clients, including theories, best practices, and advocacy. In order to meet the requirements of the LHCC concentration the student must complete the MHC degree rotation. In addition, students will fulfill the following six components in the duration of the program:

1. Differentiated curriculum

The objective of the differentiated curriculum is to integrate relevant information related to the Latino/Hispanic population within designated Clinical Mental Health Counseling courses. Infused within the MHC curriculum, students will work closely with the Center faculty to complete alternate assignments in designated classes that focus on the Latino/Hispanic community in the context of course content. The following classes will include an infused curriculum with alternate assignments: CMH5302 Assessment and Testing, CMH5303 Helping Relationships, CMH5307 Research & Evaluation, CMH5308 Social, Cultural, and Family Diversity, CH5313 Introduction to Counseling Theories, CMH5317 Couples, Parents, and Family Systems, CMH5319 Crisis & Trauma Counseling, CMH5320 Clinical Practicum, CMH5321/5322 Internship I/II. By the end of their degree, students will be able:

- Demonstrate proficiency in Latino/Hispanic competencies as a result of having engaged in a differentiated core counseling curriculum.

2. Spanish Language Proficiency

It is understood that not all of the Latino/Hispanic population is Spanish-speaking only, however the need to bridge disparities within the Latino culture is vital across all generations within this population and proficiency in the Spanish language will help to serve as a bridge. The Booher Library offers Spanish Language resources for students to continue practicing and building proficiency. *If a student needs further instruction in Spanish, it is the responsibility of the student to find classes outside the seminary in order to meet this language requirement.* By the end of their degree, students will be able:

- To demonstrate proficiency in Spanish language

Students will work closely with the Latino/Hispanic Counseling Coordinator to reach the desired level of proficiency. If the student finds that they need more support, they will take additional language training on their own time in order to meet the proficiency requirement. Spanish language proficiency is required in order to help prepare students in working with Latinos/Hispanic clients for whom Spanish is their native language or language of choice.

3. Cultural Plunge/Immersion Experience

Experiential learning is a vital component in order to further cultural competence. The purpose of this component is to facilitate student cultural transformation through a cultural plunge/immersion experience within the Latino/Hispanic community. Students will be expected to participate in either a plunge or immersion experience by the end of their program. Currently, the seminary offers an *Encuentro* experience in order to meet this fulfillment. Students will be required to attend the *Encuentro* trip during their program. The trip will be a total of 3 to 4 days long. *Participation in another plunge or immersion experience is acceptable with the approval of the Latino/Hispanic Clinical Coordinator.* By the end of their degree, the student will have:

- Engaged in at least (1) cultural plunge/immersion experience.

4. Community Collaboration

In working towards developing cultural competence, the purpose of community collaboration is to facilitate student cultural transformation with the Latino/Hispanic community. Students are expected to complete six hours of community collaboration in order to engage and participate in continued learning with the Latino/Hispanic population. *Please meet with Latino/Hispanic Coordinator in order to discuss possible places.* By the end of their degree, the student will:

- Engage in (6) hours of community collaboration opportunities related to Latino/Hispanic community.

5. Counseling Theory

Students in the concentration will gain deeper knowledge of working with the Latino/Hispanic community through continuing education. The objective is to support students becoming proficient at applying Counseling Theories to clinical work with the Latino/Hispanic community. By the end of their degree, the student will:

- Attend at least (1) three hour clinical seminar or workshop related to counseling theories and their application to Latino/Hispanic population. *The student will attend a workshop with already established partners within the Austin community. If interested in other workshops, the student must get it approved by LHCC Coordinator.*

6. Field Placement

Students meet the concentration requirements once they complete their field experience the last year of their degree. This field experience forms part of the practicum/internship rotation where the student will specialize their work with Latino/Hispanic clients. The objective is to support students becoming proficient at providing clinical service in English and Spanish to the Latino/Hispanic community. At the end of their degree, the student will:

- Complete at least one of their field experiences with an of the approved Latino/Hispanic practicum/internships sites. The practicum/internship:
 - Practicum – 100 hours
 - Internship – 300 hours
 - Internship – 300 hours
 - Total = 700 hours

As a part of the MHC curriculum students are expected to take CMH5320 practicum, CMH5321 Internship I, and CMH5322 Internship II for their clinical practice courses. Students in the LHCC concentration are expected to fulfill at least one of their practice courses with a Latino/Hispanic emphasis. For further information on the Latino/Hispanic Counseling Concentration, please contact Dr. Stephanie Ramirez, Assistant Professor of Counselor Education and LHCC coordinator at Stephanie.ramirez@ssw.edu.

Library Resources at Southwest

- La Colección Hispana includes theological, Biblical, and liturgical books in Spanish, plus holdings from other seminaries.
- Winterbotham Collection preserves historical works in Spanish from 18th-20th centuries.
- Hispanic and Spanish-language scholarly journals in theology and religion are available.
- Students receive borrowing privileges at the Benson Latin American Studies library in Austin, one of the largest Latin American Studies libraries in the world.

Special Summer Programs

- Language immersion in Latin America is available for credit.
- The Panama Project. The Seminary Council on Mission (SCOM) an organ of the Council of Deans of Episcopal Seminaries, selects up to four students each year to attend a four-week immersion program in the Episcopal Diocese of Panama each June.
- Hispanic Summer Program (Programa Hispano de Verano) offers two weeks of for-credit courses from Hispanic perspectives. It is funded by a consortium of seminaries, and the site rotates each year. Successful completion of the Hispanic Summer Program course can count towards the Latino/Hispanic Studies concentration. Ten percent of the Hispanic Summer Program student body consists of non-Hispanic students.
- Students may apply for two different grants that will allow them to learn about the church in mission in Latin America or in Hispanic communities in the United States. The Seminary Consultation on Mission (SCOM) grant and the Evangelical Education Society of the Episcopal Church (EES) grant.

Nuevo Amanecer Conference

The Episcopal Church's Office of Latino/Hispanic Ministries sponsors a denomination-wide conference on Hispanic ministry at the Kanuga Conference Center in North Carolina in late August every other year. The seminary provides financial support for students enrolled in the concentration to attend the conference.

In the year that the Nuevo Amanecer Conference does not occur, Seminary of the Southwest sponsors a denomination-wide conference on Hispanic ministry on the campus of the seminary in August. The conference is bilingual and free of charge for students.

Students are made aware of various other conferences, workshops, and seminars that occur throughout the year. When possible, students receive financial support to attend these events.

For more information on Latino/Hispanic Studies at Southwest visit www.ssw.edu, contact the Latino/Hispanic Studies Director at latino.studies@sssw.edu, or contact the Admissions office at 512-472-4133 or seminary@ssw.edu.

Military Chaplaincy Concentration

The Military Chaplain Concentration is a specialization offered by Southwest to prepare students who have a particular calling to serve as military chaplains within military communities.

Through the supportively challenging environment of the Seminary of the Southwest community, concentration students will be able to process questions of identity around becoming an Episcopal priest called to serve in a Federal institution.

Students who successfully complete the military concentration will be able to:

- Understand that their primary calling and identity is to Christ and the church and that chaplaincy is an extension of that calling in mission to the needs of the military community. Despite wearing a uniform they are not combatants, but priests.
- Articulate and apply the just war tradition and advocate for the restraint of violence.
- Provide pastoral services to all military personnel regardless of sexual orientation or gender identity.
- Provide spiritual support for the growing incidence of moral injury among active and retired service-members.

Students complete the concentration by

- Taking two 3-credit hour topic-specific electives
- Participating in a special track within their ethics training
- Serving in field assignments in congregations near military installations
- Participating in an ongoing concentration colloquy
- Attending the Chaplain Basic Course in one of the services during the summer they are not taking CPE.

Students in this concentration will gain cultural competency in military communities while acquiring skills and sensibilities for the practice of military chaplaincy. The seminary's offerings in pastoral care and counseling will assist students who desire to work with military members who are in need of pastoral care support during times of crisis, trauma, and family transitions. Students in the concentration take all their required courses with their MDiv peers while using some of their elective courses for the concentration. The courses in the concentration are also available as electives for all students. Students who complete the concentration will receive a transcript that indicates completion of the Military Chaplain Concentration.

Continuing Education

Southwest appreciates the importance to clergy and lay leaders of continuing their education and offers numerous opportunities to earn Continuing Education Units (CEUs):

- Through the Iona Center, the seminary presents several continuing education offerings throughout the year, including a week-long continuing education session on campus for clergy and lay leaders. Meant to give you “food for the journey” the content will have practical application back home, and the learning shared with faculty and friends will renew and refresh you. Learn more at www.ssw.edu/ionacenter.
- Lecture series in November (Blandy Lectures), February (Payne Lecture), and March (Harvey Lectures) presented by distinguished scholars and leaders in the Church offer additional learning and renewal opportunities.

Southwest will award hours towards CEUs. Your individual dioceses will convert these hours into CEU credits according to their diocesan guidelines. Additional information and registration information is available at www.ssw.edu.

Center for Writing and Creative Expression

The Center for Writing and Creative Expression (CWCE) equips students in all programs to communicate skillfully and gracefully in a variety of modes and contexts—academic, professional, and personal. To that end, it offers workshops, one-on-one consultations, long-term writing partnerships, topical writing circles, and an online resource library. The CWCE also encourages creative expression through language and the arts. It publishes an annual literary journal, *Soul by Southwest*, and hosts bridge-building events between our campus and the broader Austin arts scene.

English Language Instruction

Proficiency in English is necessary for study at Southwest even though some classes are offered bilingually. Foreign students whose English is less than adequate may be admitted for a period of study at The University of Texas intensive English program before beginning their theological courses. Persons interested in this possibility should request further information from the Director of Enrollment Management.

Special Assistance

Although opportunity varies from year to year, the seminary offers several types of special assistance. These may encompass tutorial assistance in particular courses; coaching in speech for preaching and liturgical reading; and a writing center that provides help with English composition, analysis and argument.



Lectureships, Continuing Education, and Special Events

The seminary hosts three principal annual lectures and other special events which provide a platform for speakers of interest on campus and in the community at large. The Alumni Association sponsors the Blandy Lectures in November; the Bishop Claude Payne Lectureship in Mission and Leadership in February by the seminary's board of trustees; and the Harvey Lectures in March by the Student Association.

2018-2019 SPECIAL EVENTS:

Matriculation Evensong and Reception
September 9, 2018

John Hines Day
October 9, 2018

Hispanic Heritage Month
October, 2018

Monday Connection
October 15, 2018

Blandy Lecture and Alumni Convocation
November 8-10, 2018

Monday Connection
January 14, 2019

Black History Month
February, 2019

Payne Lecture
February 5, 2019

Southwest Showdown Barbeque
March 2019

Easter Triduum
April 18-20, 2019

Harvey Lecture
March 25, 2019

67th Commencement
May 22, 2019

Monday Connection
June 3, 2019

All events, except Commencement are held on the seminary campus, 501 E. 32nd Street, Austin, Texas. Details will be available on the website or by calling 512-472-4133.

Monday Connection

This outreach ministry of the seminary serves the Austin business and professional community. Three times a year, speakers from business, industry and the professions make luncheon presentations about how the lessons learned on Sunday connect with their work on Monday. The program is organized and supported by a host committee of lay Christians from the greater Austin area.



Curriculum



Degrees Offered

MASTER OF DIVINITY

MASTER OF ARTS IN RELIGION

DIPLOMA IN ANGLICAN STUDIES

MASTER OF ARTS IN CHAPLAINCY AND PASTORAL CARE

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

MASTER OF ARTS IN SPIRITUAL FORMATION

Master of Divinity

The Master of Divinity degree is designed as a three-year program of preparation for ministry. It is the normative degree to prepare persons for ordained ministry, and it can also be used by those working towards general pastoral and religious leadership responsibilities in congregations and other settings. Postulancy—or for non-Episcopalians, the analogous formal ecclesiastical endorsement—is not a prerequisite for admission to the Master of Divinity program (for procedures regarding non-Postulants, [see page four](#)).

Seminary of the Southwest collaborates with diocesan authorities and follows canonical requirements in the processes of discernment and formation for ordained ministry in the Episcopal Church. These processes work best when there is good communication among applicants, their dioceses and the seminary. Episcopal applicants for the Master of Divinity degree should therefore be familiar with the policies of their own dioceses regarding seminary admission. Applicants who are not in a diocesan process leading toward ordination are urged to consider consultation with their parish or diocese. Similar advice is extended to applicants from other denominations.

The curriculum at Seminary of the Southwest follows a path focused on three areas of formation: being, knowing, and doing. The seminary's foundational attention to academic excellence (knowing) is complemented by attention to character (being) and skill (doing). Each program seeks to produce well-rounded, thoughtful graduates who have become not only proficient in a field of study but wise and charitable in its practice.

Graduates of the Master of Divinity program at Seminary of the Southwest will display integral formation in these three areas:

- **Being:** They will embody faithful Christian living as persons of well-formed character and generous intellect, exhibiting spiritual maturity, self-understanding, healthy relationships, and social concern.
- **Knowing:** The student will demonstrate proficient knowledge of the canonical areas, with particular attention to Anglican and Episcopal perspectives.
- **Doing:** They will be prepared to exercise leadership in the church and in the public square, bringing the tradition to bear on the challenges of the contemporary world as they proclaim the gospel of Jesus Christ and carry out Jesus' ministry of healing and reconciliation.

The curriculum implements our conviction that Christian leaders are best prepared through a disciplined engagement in worship and prayer, accompanied by a knowledge of the Christian tradition that is both critically examined and effectively related to the social and historical environment in which it is to be lived and proclaimed. The faculty at Southwest seeks to engage the particular traditions of Episcopal/Anglican Christianity in a way that provides critical tools for evaluation as well as a deep appreciation of the rich diversity afforded by membership in a worldwide communion of churches.

The curriculum at Southwest is designed to foster a faith and practice in which growth in the knowledge and love of God is rooted in Christ's ministry of reconciliation. Grounded in Christ's reconciling work, faithful disciples negotiate the boundaries that determine forms of identity, as well as divide and separate human beings. Consequently, the education we offer seeks to reach across the ethnic, racial, sexual, economic, and political boundaries that stand in the way of reconciliation. We wish our students to engage in reconciliation not just theoretically, but practically, addressing contemporary social divisions and conflicts with an intelligence and will shaped by "the mind of Christ."

Study at Southwest is a crucial stage in formation for ministry, a process that begins with the development of Christian character before students enter seminary and continues with apprenticeship in ministry after they leave. The seminary attempts to model the kind of Christian community that the Gospel demands: a hospitable shared

life of prayer, worship, study, and work that witnesses to God's glory and serves God's loving will.

From their participation here in study and practice, we trust students will dedicate themselves with joy and confidence to the challenging and holy calling to ministry.

The sequence of courses is shown in the following tables.

DEGREE REQUIREMENTS:

1. Satisfactory completion of 90 credit hours of required and elective courses within three years of study (a four-year plan of study is available)
2. Full-time enrollment (12 credits or more) during the two consecutive semesters immediately preceding graduation
3. Each candidate must fully discharge all financial obligations to the seminary

STRUCTURE OF MASTER OF DIVINITY CURRICULUM

JUNIOR YEAR

Fall Semester

B1310	Biblical Studies: History & Hermeneutics I . . .	3
H1310	History of Christianity I	3
L1140	Liturgical Music I	1.5
L1310	Liturgy I: Worship and Theology	3
P1110	Junior Colloquy	1
Total Credits		11.5

January Term

M1320	Encuentro/Mission in Latino Contexts	3
Total Credits		3

Spring Semester

B1320	Biblical Studies: History & Hermeneutics II . .	3
H1330	History of Christianity II	3
L1150	Liturgical Music II	1.5
P1120	Junior Colloquy	1
P2320	Pastoral Theology I: Foundations of Pastoral Ministry	3
T1310	Constructive Theology	3
Total Credits		14.5

Summer Term

P1010	Clinical Pastoral Education	0
Total Credits		0



MIDDLER YEAR

Fall Semester

B2310	Biblical Studies: History & Hermeneutics III. .	3
L2310	Preaching	3
P2110	Middler Parish Field Education	1
TE2310	Theological Ethics I	3
	Elective	3
	Elective	3
	Total Credits	16

January Term

P2140	Ministry Across Cultures	1
	Total Credits	1

Spring Semester

L2340	Liturgy II: The Prayer Book, its History and Use	3
P2120	Middler Parish Field Education	1
P2320	Pastoral Theology I: Foundations of Pastoral Ministry	3
TE2320	Theological Ethics II	3
	Elective	3
	Elective	3
	Total Credits	16

Summer Term

SENIOR YEAR

Fall Semester

H3310	Anglican Studies	3
H3330	The Episcopal Church: Past and Present	3
P3310	Senior Parish Field Education.	3
P3330	Pastoral Theology II: Church Leadership for Congregational Development	3
	Elective	3
	Total Credits	15

January Term

Spring Semester

F3320	Introduction to Discipleship and Vocation	3
L3310	Liturgical Leadership in the Episcopal Church	3
P3320	Senior Parish Field Education.	3
	Elective	3
	Total Credits	12

Notes: GOEs to be taken in January of the third year. Students pursuing the Latino/Hispanic Studies concentration must take two electives in the LHS concentration available fall and/or spring semester.

Students pursuing the Military Chaplaincy concentration must take two electives in the MC concentration available fall and/or spring semester.

Students must take one Theology elective and one Preaching elective.

For students who are not on the ordination track, please review the Theological Field Education Policy.



Master of Arts in Religion

The Master of Arts in Religion (MAR) is an academic degree designed to offer a foundational theological education with sufficient flexibility to allow students to pursue particular interests. It may be the highest degree a student plans to pursue, and so be used for personal enrichment or appropriate vocational training; one may also pursue the MAR as a transitional degree in preparation for further advanced studies.

Students who enroll in the MAR are seeking formation in the life of Christian theological scholarship. The program regularly attracts students from a wide variety of religious backgrounds, and these students work together throughout their time here as they develop research plans. Each student works with a common program advisor in the initial stages of her or his studies, and then is assigned to a field-specific faculty member in their second semester. All MAR students are invited, though not required, to participate in chapel worship and other community events on campus.

The curriculum at Seminary of the Southwest follows a path focused on three areas of formation: being, knowing, and doing. The seminary’s foundational attention to academic excellence (knowing) is complemented by attention to character (being) and skill (doing). Each program seeks to produce well-rounded, thoughtful graduates who have become not only competent in a field of study but wise and charitable in its practice.

Graduates of the Master of Arts in Religion program at Seminary of the Southwest will achieve integral formation in these three areas:

- Being: Exhibit the scholarly disciplines that accompany and support a curious and charitable intellect;
- Knowing: Acquire foundational knowledge of the content and methods of biblical studies, church history, theology, and Christian ethics;
- Doing: Demonstrate skills for sharing theological knowledge and engaging in theological argument in both written and oral form.

MAR students are invited, but not required, to participate in all aspects of community life at the seminary. They may take courses from the Master of Divinity, Master of Arts in Clinical Mental Health Counseling, Master of Arts in

Chaplaincy and Pastoral Care, and Master of Arts in Spiritual Formation sequences. Students may also take advantage of offerings from the Austin Presbyterian Theological Seminary and the Austin Graduate School of Theology.

We offer two tracks for MAR students: a general studies track and a concentration track. Students may take a concentration in one of the following subjects: Anglican Studies, Church History, Ethics, Liturgical Studies, Latino/Hispanic Studies, New Testament, Old Testament, and Theology.

DEGREE REQUIREMENTS:

1. Satisfactory completion of 51 credit hours of required and elective courses within two years of study (five years for part-time study)
2. All students must complete a thesis or comprehensive exam
3. Each candidate must fully discharge all financial obligations to the seminary

Course Requirements for the Concentration Studies Track - Thesis Option

Biblical Studies	6 credits
Historical Studies	6 credits
Theological Studies	6 credits*
Theological Ethics Studies	6 credits
MAR Research & Writing Course	3 credits
Area of concentration	12 credits (including distribution credits)
Thesis	6 credits (includes 1 semester of preparation and 1 semester of writing)
Electives.	6 credits

*Liturgy 1 may be counted as three hours of theology credit

**Course Requirements for the
General Studies Track - Thesis Option**

Biblical Studies	6 credits
Historical Studies	6 credits
Theological Studies	6 credits*
Theological Ethics Studies	6 credits
MAR Research & Writing Course	3 credits
Thesis	6 credits (includes 1 semester of preparation and 1 semester of writing)
Electives.	18 credits

**Liturgy 1 may be counted as three hours of theology credit*

**Course Requirements for the Concentration
Studies Track - Comprehensive Exams Option**

Biblical Studies	6 credits
Historical Studies	6 credits
Theological Studies	6 credits*
Theological Ethics Studies	6 credits
MAR Research & Writing Course	3 credits
Area of concentration	12 credits (including distribution credits)
Comprehensive Exams	3 credits
Electives.	9 credits

**Course Requirements for the
General Studies Track - Comprehensive Exams Option**

Biblical Studies	6 credits
Historical Studies	6 credits
Theological Studies	6 credits*
Theological Ethics Studies	6 credits
MAR Research & Writing Course	3 credits
Comprehensive Exams	3 credits
Electives.	21 credits

**Liturgy 1 may be counted as three hours of theology credit*

Diploma in Anglican Studies

The Diploma in Anglican Studies is a one-year, 24 credit hour program designed to meet the needs of those seeking ordination in the Episcopal Church. Normally, students will have either completed a Master of Divinity in a non-Episcopal school or have initially studied for ordination with a diocesan school or program. The DAS is also especially suitable for clergy coming from another tradition or for laity who want a foundational education in Anglican theology, spirituality, and polity. As part of the core of their formation, DAS students take up responsibilities for worship and preaching in the Seminary chapel. An Anglican studies year provides a rare opportunity to combine classroom study of Anglicanism with living and praying within an Episcopal community, being formed by its ethos and spirituality.

Because our DAS students come with varied backgrounds in theological study and lay ministerial experience the DAS is designed to provide the flexibility needed to meet diocesan requirements as well as student need interest. The program's coordinator works individually with students to plan their course of study, helping them get the very best from their program. Although individually tailored, typical classes most DAS students will take include:

- H3310 Anglican Studies
- H3330 The Episcopal Church: Past and Present
- L1310 Liturgy I: Worship and Theology
- L2340 Liturgy II: The Prayer Book, its History and Use
- L3310 Liturgical Leadership in the Episcopal Church

Field education is a vital component of all preparation for ordained ministry. The professor of Pastoral Theology and Director of Field Education works with DAS students to discern whether a structured field education experience should be part of the student's DAS program. The Austin area has a broad range of parish field education opportunities that allow us to match student needs and strengths with a parish and supervisor that will best contribute to the student's formation.

Opportunities exist for education, mandated by dioceses, in anti-racism, professional sexual ethics, "Safeguarding God's Children" and "Title IV."

DAS PROGRAM GOALS

Graduates of the Diploma in Anglican Studies program at Seminary of the Southwest will display integral formation in these three areas:

- **Being:** Display an understanding of the Anglican Communion and the Episcopal Church, its biblical, theological and liturgical tradition, its history and moral theology, and practices of ministry and pastoral care.
- **Knowing:** Apply knowledge of the Anglican tradition to bear on the challenges of the contemporary church and world.
- **Doing:** Exercise leadership in Christ Chapel.

DAS CONCENTRATION IN LATINO/HISPANIC STUDIES

Given the rise of the Latino/Hispanic population in the U.S., many priests and dioceses find it helpful to have preparation for ministry to this population. Because of this, Southwest offers a DAS concentration in Latino/Hispanic Studies (LHS). Students who opt for this concentration will take one LHS-focused elective and the January Encuentro immersion course. They will also participate in the LHS concentration colloquy. When sites are available, students in the concentration will be placed in a field education setting that includes the opportunity for Latino/Hispanic ministry. Because of the extra January course, the LHS concentration is a 27 credit hour program, still able to be completed in one year.

DEGREE REQUIREMENTS:

1. Satisfactory completion of 24 credit hours (or 27 credit hours if taking the LHS concentration) within one year of study (or two years for part-time study)
2. Each candidate must fully discharge all financial obligations to the seminary

The Loise Henderson Wessendorff Center for Christian Ministry and Vocation

The Center for Christian Ministry and Vocation (Center) at Seminary of the Southwest is founded on the principal that God calls all Christians to the service of the Gospel. For both lay and ordained persons using the gifts and skills God has given us, ministry is part of the fruitfulness of baptism. The mission of the Center is to support Christians in discerning what it means to respond faithfully to God's call in their particular lives and circumstances. Through its programs and degrees, the Center provides educational opportunities for men and women from any denomination (or from a non-denominational community) to strengthen their knowledge of theology, scripture, and ethics, as well as pursue more specific training in chaplaincy, counseling, and spiritual formation.

Because of the almost unparalleled access chaplains, counselors, and spiritual advisors have to the inner lives of others, it is vital that each caregiver process their own emotional and spiritual wounds. Each MHC and MCPC student in the Center will engage in at least 6 confidential counseling sessions offered by a licensed psychotherapist. MSF students will have at least 6 spiritual direction sessions from a qualified spiritual director. The Seminary will subsidize these 6 sessions and provide a list of providers who use a sliding scale of payments based on income and need. Each student will provide a brief essay on what he or she learned in the process.

MASTER OF ARTS IN CHAPLAINCY AND PASTORAL CARE

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

MASTER OF ARTS IN SPIRITUAL FORMATION



Master of Arts in Chaplaincy and Pastoral Care (MCPC)

The MCPC is a 72-hour degree designed for people interested in pastoral care in a variety of contexts. The common curriculum (4 courses) provides a biblical, theological, historical, and ethical foundation for pastoral ministry. Other required course work equips the student for general chaplaincy ministry in a variety of settings. Elective courses enable students to broaden and deepen their understanding of particular ministries in specified settings (e.g., hospice). The curriculum provides the requisite 72 credits specified by the Association of Professional Chaplains (APC) for recognition as a Board Certified Chaplain (BCC). Students or prospective students seeking board certification by the APC should review carefully the information at <http://www.professionalchaplains.org/> to learn about additional requirements for certification.

MCPC PROGRAM GOALS

Through common courses in Biblical studies, history, theology and ethics and an in-depth study of issues in and approaches to chaplaincy, students will:

Being—Character Objectives:

- Display self-awareness, virtuous character, spiritual depth, and relational maturity

Knowing—Content Objectives:

- Articulate the scriptural, theological, ethical, and pastoral foundations of ministry and how they inform the theory and practice of pastoral care and chaplaincy
- Integrate relevant perspectives from the social sciences

Doing—Practical Objectives:

- Use appropriately a range of practices and strategies, including significant resources of the Christian tradition in the practice of ministry
- Demonstrate pastoral sensitivity within religiously and culturally diverse ministry settings

Course Requirements for the MCPC (72 hours)

Common Spiritual Integration Courses 12 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling and Ministry

CMH5323 Spiritual Integration in Counseling and Ministry

CMH5324 Theological Reflection for Care of Souls

Required Courses 45 credits

F5316 Practicum in Theological Reflection

L5310 Liturgy and Ritual in the Pastoral Context

P2610 Clinical Pastoral Education

P5307 Multiculturalism and Diversity Issues in Pastoral Care

P5310 Preaching and Teaching for the Chaplain

P5320 Organizational Development and Systems Theory

P5330 Issues of Identity and Authority in Chaplaincy

P5340 Issues in Death and Dying

P5350 Issues in Loss and Bereavement

P5360 Ministry in Times of Crisis

P5370 The Life-Cycle in Pastoral Context

P5390 Medical Issues and Healing Presence

W5308 MCPC Capstone Seminar

W5309 Writing in Vocational Contexts

Elective Courses 15 credits

DEGREE REQUIREMENTS:

1. Satisfactory completion of 72 credit hours within six years of study
2. CPE is a requirement for this degree
3. Each candidate must fully discharge all financial obligations to the seminary

Master of Arts in Clinical Mental Health Counseling (MHC)

The MHC program offers a 63-hour degree designed for students seeking graduate-level instruction in professional counseling that prepares the student to pass the Texas state LPC qualifying exam and provides an opportunity to integrate professional counseling competencies with spiritual, religious and ethical values. All MHC courses address the knowledge, skills, and dispositions required for competent professional counseling practice in a diversity of settings. The four courses in spiritual integration provide additional Biblical, theological, historical, and ethical foundation for integrating spiritual, ethical, religious and multicultural competency with counseling theories and techniques.

Notes on Professional Counseling Licensure:

- The MHC curriculum provides the academic foundation, including the 300-hour practicum requirement, specified by the State of Texas for the credential of Licensed Professional Counselor (LPC). While conforming to the state requirements, courses in the MHC program at the Seminary are taught from a Christian faith perspective such that professional counseling and spiritual competency are both emphasized. Requirements for the LPC license in Texas include (1) completion of a graduate degree of at least 60 hours as specified by the Department of State Health Services, (2) a passing score on the National Counselor Examination (NCE) required by the State of Texas, and (3) a post-graduate supervised internship of at least 3000 hours. As with other counseling programs, the MHC program at Seminary of the Southwest does not administer the NCE after graduation nor guarantee placement in a post-graduate internship, but can support students with the process. Students and prospective students are urged to obtain current requirements for licensure from the Texas State Board of Examiners of Professional Counselors at 512-834-6658 or at https://www.dshs.state.tx.us/counselor/lpc_apply.shtm. If pursued, successful completion of post-graduate licensure is the responsibility of the student and students who may wish to become licensed in states other than Texas are encouraged to research the licensure requirements of those states' examining boards.

PROGRAM VISION, MISSION & GOALS

The vision of the Seminary of the Southwest's MHC program is to empower transformation through mutuality. The mission of the Seminary of the Southwest's MHC

program is to prepare counselors to provide spiritually competent mental health services in urban and rural settings.

Our goal is to graduate culturally and spiritually competent counseling professionals who have experienced formation and transformation in the three areas of 1) being, 2) knowing, and 3) doing. By doing this, we intend to help meet the mental health needs of diverse communities and move the counseling profession forward in the theory and practice of psychological and theological integration.

PROGRAM OBJECTIVES

Through in-depth study of counseling theory and ethical practice in a multicultural society, as well as integration of Spirituality, American religions, theology and ethics, students will experience formation and transformation in the three competency areas of Being, Knowing, and Doing:

Being—Disposition Objectives

- Students will display a professional counselor identity in relation to self, including self awareness, openness, and a commitment to personal and spiritual well-being.
- Students will display a professional counselor identity in relation to others, including character, cultural empathy, and professionalism.

Knowing—Content Objectives

- Students will demonstrate knowledge of professional orientation, assessment, helping relationships, group, human growth and development, career development, research, social, cultural and family diversity, counseling theories, abnormal behavior, ethics, crisis and trauma, psychopathology, couples, parents and family systems, and addictions as it pertains to clinical mental health counseling.
- Students will demonstrate knowledge of the influence of culture, religion and spirituality on clients' and counselors' worldview.

Doing—Skill Objectives

- Students will competently perform the tasks of assessment, treatment planning, case formulation, and strategies of consultation, prevention, and intervention with the highest standards of professional ethics.
- Students will commit to and engage in personal, relational, and spiritual practices capable of sustaining the vocation of a professional counselor.

Common Spiritual Integration Courses 12 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling
and Ministry

CMH5323 Spiritual Integration in
Counseling and Ministry

CMH5324 Theological Reflection for Care of Souls

Pre-Requisite Courses 33 credits

*Courses below must be taken before enrolling in
Clinical Internship (CMH5321)*

CMH5302 Assessment and Testing

CMH5303 Helping Relationships and Methods

CMH5304 Group Counseling

CMH5305 Human Growth and Development
Across the Lifespan

CMH5306 Career and Lifestyle Development

CMH5307 Research and Evaluation

CMH5308 Social, Cultural and Family Diversity

CMH5313 Introduction to Counseling Theories

CMH5314 Abnormal Behavior

CMH5319 Crisis and Trauma Counseling

CMH5325 Professional Orientation and
Ethics in Counseling

Clinical Practicum and Internship Courses 9 credits

CMH5320 Clinical Practicum

CMH5321 Clinical Internship I

CMH5322 Clinical Internship II

Non Pre-Requisite Courses 9 credits

CMH5315 Psychopathology

CMH5317 Couples, Parents and Family Systems

CMH5318 Addictions Counseling

DEGREE REQUIREMENTS:

1. Satisfactory completion of 63 credit hours within six years of study

2. Candidacy – Student Counseling Requirement Completed; Adequate GPA; KLO & KPD Benchmarks Met (2.0 or higher); Advisor Endorsement

Graduation – Passing Score on Comprehensive Examination (CPCE); Adequate GPA; KPD Benchmarks Met (2.0 or higher); Capstone Paper Completed; Advisor Endorsement

3. Each degree candidate must fully discharge all financial obligations to the seminary



Master of Arts in Spiritual Formation (MSF)

The MSF is a 48-hour degree that engages the theology and practice of Christian spirituality and spiritual direction. The MSF is designed for students who wish to explore the spiritual tradition of the Christian path as well as for lay and ordained ministers seeking to develop skills in spiritual direction.

The common curriculum (4 courses) provides a biblical, theological, historical, and ethical foundation for pastoral ministry. Other required course work allows students to specialize in spiritual direction or spiritual formation. Students who desire to serve as spiritual formation leaders in parish, retreat, and Christian education programs follow the spiritual formation track, allowing them to tailor a program that culminates in a project that will help them define their future ministry. Students who desire to serve as spiritual directors follow the spiritual direction track, allowing them to make use of their academic degree in a spiritual direction practice.

MSF PROGRAM GOALS

Through common courses in Biblical studies, history, theology, and ethics, as well as an in-depth study of issues in and approaches to spiritual direction and formation, students will achieve objectives in three areas:

Being—Character Objectives:

- increase self-awareness and develop habits of reflection that will further personal spiritual formation and/or professional development as a spiritual director. Students will show evidence of growth in this area by completing a minimum of six spiritual direction sessions and submitting a reflection essay on their personal and spiritual growth.



Knowing—Content Objectives:

- master the biblical and theological foundations of ministry, understand how they inform the theory and practice of spirituality, identify the spiritual dimensions in various ministry settings within a religiously plural and culturally diverse society, and integrate relevant perspectives from the social sciences. Students will provide a portfolio that will show evidence of their ability to think theologically, ethically, and professionally in their spiritual formation or development as a spiritual director.

Doing—Practical Objectives:

- gain proficiency in a range of spiritual practices and strategies, including significant resources from the Christian traditions, and demonstrate facility with them personally and in the practices of spiritual direction. Students in the spiritual direction emphasis will show evidence of their growth through their practicum supervisor's evaluation. Students in the spiritual formation track will submit a project showing evidence of how they have exercised their spiritual formation interests in a ministry context.

Course Requirements for the MSF Spiritual Direction Track (48 hours)

Common Spiritual Integration Courses 12 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling and Ministry

CMH5323 Spiritual Integration in Counseling and Ministry

CMH5324 Theological Reflection for Care of Souls

Required courses 21 credits

F5304 Prayer, Action & the Contemplative Life

F5330 Introduction to Discipleship & Vocation

F5337 Spiritual in the Workplace

F5610 Theory and Practicum in Spiritual Direction

P5307 Multiculturalism and Diversity Issues in Pastoral Care

W5309 Writing in Vocational Contexts

Elective courses 15 credits

**Course Requirements for the
MSF Spiritual Formation Track (48 hours)**

Common Spiritual Integration Courses 12 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for
Counseling and Ministry

CMH5323 Spiritual Integration in
Counseling and Ministry

CMH5324 Theological Reflection for Care of Souls

Required courses. 27 credits

F5304 Prayer, Action & the Contemplative Life

F5330 Introduction to Discipleship & Vocation

F5337 Spiritual in the Workplace

F5610 Theory and Practicum in Spiritual Direction

P5307 Multiculturalism and Diversity Issues
in Pastoral Care

W5305 MSF Project Preparation

W5306 MSF Project Writing

W5309 Writing in Vocational Contexts

Elective courses 9 credits

**Course Requirements for the
MSF Health Care Chaplaincy Track (48 hours)**

Common Spiritual Integration Courses 12 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for
Counseling and Ministry

CMH5323 Spiritual Integration in
Counseling and Ministry

CMH5324 Theological Reflection for Care of Souls

Required courses. 21 credits

F5304 Prayer, Action & the Contemplative Life

F5330 Introduction to Discipleship & Vocation

F5337 Spiritual in the Workplace

F5610 Theory and Practicum in Spiritual Direction

P5307 Multiculturalism and Diversity Issues
in Pastoral Care

W5309 Writing in Vocational Contexts

Elective courses 15 credits

DEGREE REQUIREMENTS:

1. Satisfactory completion of 48 credit hours within six years of study
2. Monthly spiritual direction for the duration (fall and spring semester) of the time the student is in the degree program. The first six sessions will be subsidized
3. Each candidate must fully discharge all financial obligations to the seminary



Course Listings



Course Descriptions

KEY TO COURSE LISTINGS

- B Biblical Studies
- CMH Clinical Mental Health Studies
- F Formation Studies
- H Historical Studies
- I Independent Study
- L Liturgical Studies
- M Multicultural Studies
- P Pastoral Studies
- S Student Led Colloquy
- T Theological Studies
- TE Theological Ethics Studies
- W Writing and Research Studies

NUMBERS

First Digit (for MDiv):

- 1 Junior
- 2 Middler
- 3 Senior
- 4 MDiv & MAR Electives
- 5 MHC, MCPC, & MSF

Second Digit: Number of Credit Hours

Third & Fourth Digits: Differentiating Course Numbers

Biblical Studies

Through the study of Biblical texts, critical and hermeneutical methods, and influential contemporary interpretations, students will:

- gain skill In the art of Biblical interpretation, showing awareness of the ways in which different cultural contexts affect interpretation;
- identify and describe the content and theological perspectives of Biblical authors in major literary genres in the Bible;
- evaluate theological perspectives in the Biblical texts In light of contemporary theological and ethical issues;
- create sermons, curricula, and public presentations that imaginatively engage the Biblical text in light of the contemporary context.

REQUIRED COURSES

B1310 Biblical Studies: History and Hermeneutics I

Introduction to the hermeneutical circle, Pentateuch, and Deuteronomistic History. Attention is given to the significance of Second Temple Judaism for the composition and interpretation of the Old Testament. Students will develop the critical skill of close reading of the text with a view to dynamic engagement and interpretation of the Bible.

Bishop

B1320 Biblical Studies: History and Hermeneutics II

Study of the Synoptic Gospels (Matthew, Mark, and Luke) and Pauline Epistles within their historical, social, and literary contexts, with consideration for their theological and rhetorical purposes. Attention is given to the development of critical tools for interpretation and pastoral engagement with the scriptures.

Patterson

B2310 Biblical Studies: History and Hermeneutics III

Study of the Old Testament prophetic and poetic literature, the Gospel of John, and Revelation, with particular attention to the task of interpretation for preaching and teaching.

Bishop and Patterson

ELECTIVE COURSES

B4100 Further Studies in Biblical Hebrew

Continued study of Hebrew for those who have completed B1310. Electronic resources will be the primary tools used for language study.

Bishop

B4105 Further Readings in New Testament Greek

Translation of texts from the New Testament and discussion of the pertinent grammatical, syntactical and interpretive issues.

Kittredge

B4303 Paul's Letter to the Romans

Study of Paul's Epistle to the Romans through close reading of the text. Using various methods of interpretation, including historical-critical and rhetorical approaches, this course attempts to understand Paul's letter in its ancient social context. The investigation is to be the basis for ongoing discussion of the hermeneutical and theological issues raised in this epistle.

Kittredge

B4307 Women in Early Christianity

Explores the ministry of women in early Christian communities as witnesses to the resurrection of Jesus, missionaries, teachers, ascetics, martyrs, and deacons. Texts include the canonical gospels of Matthew, Mark, Luke, and John, the non-canonical Gospel of Mary, the Acts of Paul and Thecla, and the Martyrdom of Perpetua and Felicitas. Special attention will be given to the methodological and theoretical issues surrounding the study of women in the ancient world.

Prerequisite: B1320, or permission of the instructor

Kittredge

B4309 Seminar in Prophetic Literature

Examines the prophetic literature of the Old Testament using both historical-critical and literary methods. Attention will be given to the theology and social critique of the prophets. Each semester will focus on a specific prophetic book or a collection of prophetic books (such as the Minor Prophets).

Prerequisite: B1310 and B1320

Bishop

B4310 Seminar in the Poetry of the Old Testament

This seminar examines the style, theology, and function of poetic literature in the Old Testament. This seminar will concentrate on one corpus of poetic texts in the Old Testament each time it is offered. Attention will be given to engaging poetic texts for preaching and teaching in parish settings.

Prerequisite: B1310 and B1320

Bishop

B4314 The Gospel of Luke

A literary, social, historical, political and theological examination of Luke's contribution to early Christian literature.

Patterson

B4315 The Pauline Literature

An in-depth study of the letters of Paul with some attention given to the Deutero-Pauline literature in the New Testament. Students approach Paul's letters with consideration of their rhetorical purposes, the social contexts of their communities, and the theological and moral foundations of Paul's arguments.

Patterson

B4317 Metaphors in the New Testament

Some of the most vivid teaching in the New Testament is conveyed by means of metaphor, images that stay in the mind and continue to unfold as guides for Christian reflection and practice. Many of these metaphors (vineyard and vine, shepherd and sheep, banquet, king, body, sacrifice) have extensive roots in the Old Testament, as well as in Greco-Roman literature and philosophy. This seminar explores some of the most significant metaphors in the New Testament as a foundation for teaching and preaching in the church, with special attention given to how metaphors function in theological reflection.

Patterson

B4318/T4326 Divine Revelation

Revelation is the unspoken doctrine that lies beneath many contemporary theological questions, such as the authority of the Christian scriptures, the truth-value of the practices and writings of other religions, the ability of the natural world to speak of God, and the recognition of the presence and action of God in the life of a person or a community. In fact, the very possibility of God's acting within history assumes some account of revelation. This team-taught seminar uses the resources of biblical studies and theology to explore historical ways of understanding revelation as well as ways to construct a coherent theology of revelation today.

Prerequisite: B1310 and B1320

Patterson and Baker

P5303 The Bible as a Resource in Pastoral Care

A study of the Gospel of Luke and other selected texts of the New Testament as a resource and grounding for pastoral care in a variety of settings. Human experiences such as sickness, healing and anointing; death and dying; and repentance and reconciliation are brought into conversation with the scriptures and, where appropriate, the relevant rites in the *Book of Common Prayer*, in order to assist lay and ordained ministers to reflect critically upon the meaning and significance of their pastoral responses to human need.

Patterson

Formation Studies

By exploring a range of approaches to corporate spiritual formation across the human lifespan, students will learn:

- employ the vocabulary of vocation to articulate their own and others' callings, both individual and corporate, across the lifespan;
- articulate the distinction between the call of all Christians to discipleship and the call of some as ministers to model spiritual maturity and foster the discipleship of others.
- design experiences of spiritual formation for specific communities of faith that take into account the community's particular context and vocation to ministry, as well as the life-stage of the participants.

REQUIRED COURSES

F3320 Introduction to Discipleship and Vocation

Every aspect of the life of a spiritual community has the potential to be an element in the formation of the people as faithful disciples of Jesus Christ. This course introduces future priests and other spiritual mentors to the characteristics of Christian discipleship and to the role of ministers in serving the discipleship of others. In addition, students study the vocations of people across the lifespan, learn how to help others discern their vocations, and create a wide variety of learning experiences to help Christians of all ages to live into their various calls.

Patterson



Latino/Hispanic Studies

Through the study of Hispanic theology, culture and Christianity and through engagement with specific resource persons, texts, and contexts, students will learn:

- to identify historical, cultural, and devotional expressions of Latino/Hispanic Christian faith;
- to display a receptivity toward innovation, enculturation, and difference for the purpose of extending the Christian community to include a variety of groups of people;
- to evaluate a diversity of models of ministry in Hispanic/Latino settings, including ministry with Spanish-dominant, immigrant communities and ministry with English-dominant acculturated communities;
- to apply skills for pastoral ministry in Latino/Hispanic and multicultural contexts;
- to interpret theological and socio-demographic issues from the perspectives of various Latino/Hispanic and Latin American theologians and practitioners of Hispanic ministry.

REQUIRED COURSES

M1320 January Encuentro: Mission in Latino Contexts

This intensive January course is required of all first-year students who will spend up to three weeks in the January term observing, participating in, and considering the church in mission along the Texas/Mexico border and in various Spanish-speaking contexts throughout Texas. Experiential learning occurs with trips to the Texas/Mexico border and in Latino/a congregations throughout Texas. Students learn about the history, culture and contemporary realities of Latinos/as to gain skills in intercultural dialogue and ministry that they can transpose to other cultural settings. Students need to reserve the month of January for the course, as class is held daily and there are two weekend trips involved.

Staff

M1000 Lectura y Plática: Latin American Literatures and Spiritualities

Lectura y Plática is a seminar discussion conducted in Spanish based on shared reading of foundational and recent writings from Latin America. This course is appropriate for Spanish speakers of nearly all levels: from advanced beginner to native speaker. Brief scholarly readings (or about 8-10 pages per week) in Spanish will be assigned from across Latin America. Readings address the topic of spirituality from diverse disciplines: religion, psychology, theology, history, cultural studies, feminist and sexuality studies, ministry studies, pastoral care and counseling, biblical studies, literature, and so on. The instructor works to create a supportive environment inclusive of speakers of various levels.

Note: • *Students in the concentration are required to pass three semesters of Lectura y Plática*

Staff

P2140 Ministry Across Cultures

For those middler and senior students electing to be in the Latino/Hispanic studies concentration, this three-week required course is designed to develop a cross-cultural competency in various cultural settings through an immersion in social ministry agencies, programs and community organization and development projects. Concentration students must select a Latino setting, either domestically or abroad during a January or summer term period.

Tumminio

ELECTIVE COURSES

M4337 Critical Contexts for Latino Ministry

This interdisciplinary course introduces the student to diverse critical contexts for engaging in ministry in Latino communities: histories of Latin American/Latino Christianity; geopolitics and religion (race, immigration, religion); denominational dynamics and religious diversity in Latino-majority communities. It uses these contexts to engage with past and current models for Latino ministry in the Episcopal Church.

Hughes

Historical Studies

Through the study of representative movements, theologians, texts and institutions, students will learn:

- to give a critical and informed account of principal developments in the history of Christianity in terms of practices, institutions, theology, and the development of Anglicanism;
- to explore the relationships between theological, institutional, cultural, and social developments;
- to recognize the impact of cultural changes, encounters, and conflicts on the development of Christian practices, institutions, and doctrines;
- to read appreciatively and critically diverse and influential texts in the history of Christian theology interpreting these texts with a view to their present significance for Christian faith and practice;
- to integrate their interpretation of Christian doctrinal texts with their interpretation of primary sources concerning the Christian life; and
- to develop methods of communicating historical perspectives in congregational life and other ministry settings and stimulating historical inquiry in the contemporary life of the church, both individually and corporately.

REQUIRED COURSES

H1310 History of Christianity I

This course is an introductory survey of the history of Christianity from its origins to the late medieval period. Primary readings will focus on the relationship between church and society and the cultural location of developments in doctrine, authority, and practices.

Major themes will include:

- Christian origins and its Jewish and Hellenistic roots
- the diversity of Christian theologies
- the global spread of Christianity
- Christological and Trinitarian controversies;
- the relationship between church and society
- the diversity and complexity of Christian life, practice and belief
- reform movements

Joslyn-Siemiatkoski

H1330 History of Christianity II

This course is an introduction to the history of Christianity from the fifteenth to twentieth centuries. Primary source readings will provide a balance between the development of Western forms of Christianity and the emergence of Christianity as a global religion.

Major themes will include:

- the diversity and complexity of Christian life, practice and belief
- the encounter of western Christianity with other cultures
- the continued global spread of Christianity
- the development of Roman Catholic, Protestant, and Orthodox Christianity
- the presence of under-represented groups within Christian movements
- the emergence of modernity and Christian engagement with it

Joslyn-Siemiatkoski

H3330 The Episcopal Church: Past and Present

This course will examine the history of the Episcopal Church and its current ecclesiastical context as part of the Anglican Communion and the Church Universal. The first half of the course will be an examination of the development of the Episcopal Church from colonial origins to a multinational church. The second half of the course will focus on the contemporary structures of the Episcopal Church, dealing with current issues of ecclesiology, polity, and debates on provincial and global levels.

Joslyn-Siemiatkoski

ELECTIVE COURSES

H4313 English Reformations

This course will examine the complex history of the English Reformation from its origins in the 1520s to the Toleration Act of 1688. Emphasis will be placed on reading primary sources in order to chart the competing understandings of the nature of the English church in this period. Portions of each class will involve discussion of how to apply course content to the contemporary context of Anglicanism.

Joslyn-Siemiatkoski

Anglican Studies

At the culmination of the Anglican studies portion of the curriculum, students will:

- narrate in broad strokes the development of Anglicanism
- exhibit confidence with Anglican approaches to Christian discourse and decision making
- reflect thoughtfully on the integration of one's Anglican context and one's own vocation

REQUIRED COURSES

H3310 Anglican Studies

A survey of the spiritual and theological tradition of Anglicanism set within its history and polity. We pay special attention to key figures and movements such as Hooker, the Caroline Divines, the Latitudinarians, Evangelicalism, Coleridge, Anglo-Catholicism, Ecumenism, and the Inklings. The contribution of these movements to Anglican ecclesiology constitutes a running theme. An overview of the ecumenical and global context of current Anglicanism concludes the course.

Jennings

ELECTIVE COURSES

H4306 Seminar on an Anglican Divine

This class focuses on the significance and place of one or two major Anglican figures or movements in terms of influence upon the Anglican tradition. Figures vary from year to year but may include: Hooker, The Caroline Divines, The Wesley Brothers, The Anglo-Catholic Movement, Law, Coleridge, Archbishops of Canterbury, C.S. Lewis, and others.

Jennings

H4311 Anglican Sacramental Theology

We will study the origins and development of classical Anglican sacramental theology. We will look at the ways in which Liturgical Renewal and its "liturgical theology" influence and transform the Anglican conversation about the Christian mystery. Students will deliver a presentation on a topic in sacramental theology, a figure in sacramental theology and deliver a term paper.

Prerequisite: Liturgy I

Jennings

Liturgical Studies

To prepare students for liturgical ministry and leadership in various contexts and settings and to introduce the scholarly study of liturgy and music:

- Display competence in liturgical and theological reasoning
- Articulate the development of Christian liturgy and its theology
- Reflectively integrate liturgy and ministry

REQUIRED COURSES

L1310 Liturgy I: Worship and Theology

Students will explore the Christian encounter with God and God's work in worship, ritual and liturgy. We will study the history of, and reflect theologically upon the various ecumenical traditions of the divine service (liturgy) along with various other significant and related ritual mysteries of the church. Students will take an examination in liturgical theology and complete various assignments.

Jennings

L2310 Preaching

Introduction to Homiletics as the art of preparing and designing sermons. Study of different homiletic styles and sermon forms. It also includes a brief overview of the discipline's history and theology.

Staff

L2340 Liturgy II: The Prayer Book, its History and Use

Students will study the history of the current Episcopal Prayer Book. Gaining acquaintance with its historical and practical dimensions, students will learn to plan prayer book services. Students will take an examination in Prayer Book history and complete liturgical projects and compositions.

Jennings

L3310 Liturgical Leadership in the Episcopal Church

Students will explore the spiritual, theological, and physical aspects of ordained liturgical leadership. Through reading, discussion, and various practical exercises, students will work toward developing and being able to articulate a sense of themselves as confident and compassionate presiders over the liturgy. Baptism, marriage, healing, and other special rites of the Episcopal Church will also be considered in their Eucharistic and pastoral contexts.

Staff

ELECTIVE COURSES

L4300 Seminar on Liturgical Theology

If theology is the contemplation of the triune God in scripture, then liturgical theology names a liturgical approach to theology: liturgical contemplation and contemplation of liturgy, the relationship of doxology to trinitarian teaching, the liturgical reading of scripture. We will read scripture, ancient mystagogy and contemporary scholars' work in the field. Students will deliver a presentation and a final paper.

Jennings

L4313 Undoing Anti-Judaism

The purpose of this class is to develop strategies by which the anti-Judaism endemic to Christian traditions can be recognized and undone. This course will begin with an examination of the development and workings of Christian anti-Judaism. Attention will then turn to how such anti-Judaism has entered into Christian life and practice, especially within the context of teaching, preaching, and worship. The course will conclude with practical exercises in constructing positive understandings of the relationship between Judaism and Christianity in teaching, preaching, and worship.

Joslyn-Siemiatkoski



Music Studies

See the learning outcomes under Liturgical Studies on page 42.

REQUIRED COURSES

L1140 Liturgical Music I

The purpose of this two-semester sequence is to acquaint students with some of the history and principles of liturgical music, to survey the Hymnal 1982 and its supplements, to increase students' enjoyment and appreciation of church music, to practice liturgical music, and to improve students' singing ability.

Note: • Satisfactory/Unsatisfactory Only

McClure

L1150 Liturgical Music II

The purpose of this two-semester sequence is to acquaint students with some of the history and principles of liturgical music, to survey the Hymnal 1982 and its supplements, to increase students' enjoyment and appreciation of church music, to practice liturgical music, and to improve students' singing ability.

Note: • Satisfactory/Unsatisfactory Only

McClure

Pastoral Studies

Through engagement with classic and contemporary texts and issues in pastoral and practical theology in conjunction with a process of contextual education and experiential learning, students will:

- Display self-knowledge and vocational clarity within the ministerial roles and contexts to which they are called.
- Demonstrate skills for the exercise of pastoral ministry with individuals and faith communities, appropriate to different settings and needs and bringing to bear the resources of the Anglican tradition and the Episcopal Church. These skills include practices of ministry, relationships that are marked by respect, mutuality and an appreciation for the vocation all Christians share through Baptism, and theological and critical reflection.
- Interpret and understand faith communities so as to exercise grounded and imaginative leadership as ministers of the Good News.
- Develop the habits and dispositions that will contribute to life-long learning and sustainable ministry.

REQUIRED COURSES

P1110 Junior Colloquy

This course introduces students to the life and work of ministry through experiential learning and reflective practice. Students will explore their own sense of themselves as learners, ministers, and community members through lectures, reading assignments, theological and narrative reflection and writing, and small group work. This course aims to prepare student for Field Education and Clinical Pastoral Education, both key to the development of pastoral identity and theology of ministry.

Notes: • This course is only open to MDIV students

• Satisfactory/Unsatisfactory only

Knoll Sweeney



P1120 Junior Colloquy

This course introduces students to the life and work of ministry through experiential learning and reflective practice. Students will explore their own sense of themselves as learners, ministers, and community members through lectures, reading assignments, theological and narrative reflection and writing, and small group work. This course aims to prepare student for Field Education and Clinical Pastoral Education, both key to the development of pastoral identity and theology of ministry.

Prerequisite: P1110

Note: • *Satisfactory/Unsatisfactory Only*

Knoll Sweeney

P1330 Leading for Mission

This course introduces to students the basic concepts and practices in the discipline of missiology and helps each student articulate a practical theology of mission. We study the biblical and theological foundations for mission at various points in history and explore mission in contemporary U.S. contexts. Students also develop skills and habits for building relationship and leading improvisationally.

Tomlinson

P2320 Pastoral Theology I: Foundations of Pastoral Ministry

This course introduces students to key dynamics and frameworks for understanding pastoral identity and role, the pastoral relationship, and ministerial practices within the context of the Anglican tradition, the ecclesiology and theology of the Episcopal Church, and the contributions of other disciplines such as psychology, human development and anthropology. Particular attention is paid to the theological and pastoral issues inherent in human living, especially around questions of suffering, as well as familiarity and facility with resources for interpreting situations and contexts and responding faithfully and effectively.

Tumminio

P3330 Pastoral Theology II: Church Leadership for Congregational Development

Students engage material related to models, issues and challenges in contemporary church leadership within the context of congregational life and Episcopal theology and polity. The course also introduces students to resources for congregational analysis and conflict management as well as exploring pertinent aspects of pastoral identity and role as they relate to the practice of leadership in ministry.

Tumminio

ELECTIVE COURSES

P4305 Vision and Mission: The Role of Administration in Parish Formation

This course will teach skills and strategies for effective parish administration and enable students to see the administrative work of parish ministry as part of the formation of parishioners to carry out the mission of the church. We will explore how one arrives at a vision for the parish and translates that vision into action through leadership, working with groups, planning, financial management and communication.

Tomlinson

P4324 Entrepreneurial Ministry

As the culture changes, models of ministry must change with it. What forms can ministry take in the new millennium? This course explores approaches to discerning opportunity and launching and building ministries outside of traditional institutions. We look for models that are grounded in the gospel and sustainable.

Tomlinson

P4326 Trauma, Theology, and Lived Experience

The goal of this course is to help future faith leaders think about the challenges that trauma poses to communities and persons of faith. This course therefore integrates the work of psychologists and other experts in the social sciences who write about trauma with the scholarship of theologians and with the narratives of individuals who have personally experienced traumatic events. In order to accomplish this, the course is roughly divided into three parts. The first discusses trauma from the perspective of the social sciences; the second discusses trauma's theological dimensions, and the third focuses on lived experiences of trauma, including case studies. Throughout the course, students will be encouraged to think about the challenges trauma poses to religious leaders in various contexts.

Tumminio

P4327 Sin and the Act of Naming

What is sin and how can Christian leaders name, address, and respond to it? This will be the central question of the course. During the first part of the semester, we will read different theologies of sin in order to define the dynamics of sin in the contemporary world. In the second part of the semester, we will consider the act of naming as a response to sin. Using resources from theology and lived experience, we will discuss topics including voice, silence, oppression and resistance.

Tumminio

Students with a particular interest in pastoral care may take electives from the MCPC degree program; other electives that support congregational ministry (such as conflict management or parish administration) are offered periodically.

Theological Field Education

(Supporting documents, policies and procedures for all Theological Field Education courses are found on the SSW Intranet/Departments/Field Education.)

REQUIRED COURSES

P1010 Clinical Pastoral Education

This course requires 400 hours of supervised ministry in a program accredited by the Association for Clinical Pastoral Education, usually in a hospital but on occasion in a hospice, prison, homeless shelter or other institution. CPE is a full-time on-site ministry. Students may apply to any ACPE-accredited center in the U.S., or to any CPE center abroad whose program is consistent with the ACPE learning model and is subject to an accrediting body. Students are assisted in the CPE application and admissions process by the Director of Field Education. Students should note that individual CPE centers make all admissions decisions for themselves. Effective fall 2014, this course is required for graduation but carries no credit toward the MDiv degree.

Units completed within four years of the student's matriculation at SSW will be accepted for fulfilling this requirement. Units completed beyond this time frame will be considered on a case-by-case basis.

Notes: • Satisfactory/Unsatisfactory only
• Requires background screening (see Admissions section)

Knoll Sweeney

P2110/2120 Middler Parish Field Education

In consultation with the Director of Field Education, students are assigned to a specific parish under the supervision of the parish clergy. Ordinarily, this parish assignment will be the same for both middler and senior years. The emphasis in this first year of field work is on gaining a broad exposure to the people, culture and ministry of the assigned parish and to develop, in conjunction with the supervisor, a lay committee that will meet with the student during the senior year. A learning agreement for the year, a parish Lay Committee that meets monthly, semester evaluations, and participation in the weekly Middler Colloquy are required.

Notes: • Five hours per week at the field site/one credit per semester/weekly colloquy session
• Requires background screening and Safe Church Training
• With the permission of the Director of Field Education, MDiv students preparing for lay professional ministries may utilize alternatives to parish placements, such as a hospital, educational institution or community service agency. Likewise students who are not Episcopalians may do field work in a congregation of their own tradition.
• Satisfactory/Unsatisfactory only

Knoll Sweeney

P2140 Ministry Across Cultures

Effective ministry in our contemporary setting calls for an awareness of culture as an inherent aspect of human and ecclesial life. In addition, seminarians need to develop cross-cultural competency in terms of understanding, relationships and work in different settings. In this required one-credit course, students learn about the intersection of culture and ministry through a short-term immersion in agencies that serve people whose lives are marked by difficulty or with organizations whose purpose is social change or community development. These placements provide students with the opportunity to learn and develop as ministers in settings that are both pastoral and prophetic, to learn about issues inherent in social outreach ministry and to reflect theologically. Students may fulfill this course requirement by developing projects outside the United States under the auspices of the Seminary Consultation on Mission.

Notes: • 100 contact hours over at least three weeks
• Summer or January term
• Satisfactory/Unsatisfactory only

Tumminio

P3310 & P3320 Senior Parish Field Education

Students continue their assignments in specific parishes as they develop their ministerial identity and competencies. In addition to participating in various aspects of church leadership and congregational life, students focus on the preaching and teaching ministries of the church. A learning agreement for the year, a parish Lay Committee that meets monthly, semester evaluations and participation in the weekly Senior Colloquy are required.

Notes: • *Ten hours per week at the field site/three credits per semester/weekly colloquy sessions*

- *Requires background screening and Safe Church Training*
- *With the permission of the Director of Field Education, MDiv students preparing for lay professional ministries may utilize alternatives to parish placements, such as a hospital, educational institution or community service agency. Likewise students who are not Episcopalians may do field work in a congregation of their own tradition.*
- *Satisfactory/Unsatisfactory only*

Knoll Sweeney

Theological Studies

At the culmination of the theological studies portion of the curriculum, students will:

- demonstrate a knowledge of the content and facility in the discussion of Christian teachings
- show facility in the formation of theological claims
- demonstrate an appreciation for the apophatic dimension of theology
- integrate biblical, liturgical, and historical sources into their constructive theological language
- make connections between constructive theology and spiritual, practical, and pastoral theology

REQUIRED COURSES

T1310 Constructive Theology

Is it possible to speak responsibly about the Creator of heaven and earth? Can we identify better and worse arguments for conclusions about God's nature and the nature of a world ordered toward God? This course will survey the key topics in Christian theological language, from Trinity to salvation to eschatology, making use of a broad range of texts and ideas from across the historical and geographical range of the Anglican and ecumenical theological tradition. At the same time, we will study the structure of theological arguments, with the goal of gaining skills in creative and constructive theological communication.

Baker

ELECTIVE COURSES

B4318/T4326 Divine Revelations

Revelation is the unspoken doctrine that lies beneath many contemporary theological questions, such as the authority of the Christian scriptures, the truth-value of the practices and writings of other religions, the ability of the natural world to speak of God, and the recognition of the presence and action of God in the life of a person or a community. In fact, the very possibility of God's acting within history assumes some account of revelation. This team-taught seminar uses the resources of biblical studies and theology to explore historical ways of understanding revelation as well as ways to construct a coherent theology of revelation today.

Prerequisite: T1310

Patterson and Baker

T4319 Theological Hermeneutics

In this class we will survey modern interpretation theory and contemporary attempts to understand and bring forward traditional Christian exegesis of the scriptures. Major figures will include Augustine, Aquinas, Gadamer, Schleiermacher, Ricoeur, Habermas, de Lubac, Frei and Childs.

Jennings

T4323 Augustine and Contemporary Theology

Augustine of Hippo is the most cited theologian of western Christianity, and perhaps of Christianity itself outside of the scriptures. This course will study his major theological writings in their context, and then examine the ways that contemporary theologians are interpreting these writings for their constructive work. Class will proceed by “discovery and discussion”—which is to say that students will actively engage in textual analysis, and then take turns leading the conversation. All students will write a constructive theological research paper, making use of class readings as well as other sources.

Prerequisite: T1310

Baker

T4325 Theopoetics: Theory and Practice

The word *theopoetics* translates as “a making of God.” How is such a thing possible, and why might it be necessary in today’s world? In this course, we will attempt to answer these questions by surveying the historical, philosophical, and theological roots of the theopoetics movement; exploring theopoetic expressions in several contemporary arenas, including the arts, the media, and lived vocations; and considering how theopoetics might help Christians imagine and shape the church of the future. We will also practice the art of “making God” in our classroom community and in the context of our own vocations and ministries.

Colombo

T4327 Christology

This is a course in constructive theology that uses resources from classical and contemporary theology to answer Bonhoeffer’s famous question, “Who is Jesus Christ for today’s world?” As we work toward responses to this question, we will study the Antiochene and Alexandrian schools, the debates and conciliar statements that issued from them, the distinct christologies of the Reformation era, using all as resources for making theological claims. Students will write a constructive theology research paper as a final project.

Prerequisite: T1310

Baker

T4328 “The Heavens Declare the Glory of God:” Reading Literature and Culture for Sacred Meaning

As heirs of a sacramental theology that believes the Sacred breaks into our world through earthly matter, it’s perhaps not surprising that Episcopalians are often avid consumers of literature, films, television shows, popular music, and other works of art and culture, both for the joy they offer and for the spiritual insight they can bring. In this course, we will read some of the scripture and theology underlying the field of theological aesthetics, the idea that God reveals God’s self through Truth and Beauty, including in true and beautiful works of art. We will study fiction, nonfiction, poetry, films, music, and other forms of culture to uncover spiritual meanings for personal and congregational formation, pastoral care, sermon and devotional writing, and other uses for lay and ordained leaders in the Church. Students will write short response papers and a critical paper, and will choose a work for a project appropriate to their own vocational goals.

Garrett

T4329 “Make It Plain on Tablets”: Ministry of the Word

In this course, we will consider written language as a medium of ministry in both specific communities and in the broader culture. We will read texts from various genres and platforms—including blogs, op-eds, articles, personal essays, social media, short stories, poems, and a novel—and evaluate their theological, aesthetic, and ethical integrity as well as their ability to edify and transform. We will also read works that reflect theologically on writing, creativity, and the imagination. Course requirements include one written analysis of a text and one original piece of “writing as ministry” in a genre of the writer’s choice.

Colombo



T4331 Liberation Theologies

This course introduces students to the background and cutting edges of the various strands of liberation theology. From Latin American Theology, Black Theology, and Feminist Theology, to Womanist and Disabilities theologies, these movements challenge and reconfigure the themes of creation, sin, Christology, redemption, and eschatology from the margins of human privilege. Authors may include James Cone, Gustavo Gutierrez, Nancy Pineda-Madrid, Delores Williams, Patrick Cheng, and Nancy Eiland, among others. The course will make use of lectures and discussions, and culminate in a term paper.

Baker and Jones



Theological Ethics Studies

Through the study of classic and contemporary figures, texts, and movements, students will be able to:

- describe, analyze and evaluate the dominant modes of ethical appeal in public discourse;
- describe and apply the central characteristics of Anglican moral theology;
- articulate the classical theological pattern of moral formation rooted in the development of character and community, centered in justice and love, and ordered to the final end of participation in God;
- describe the relationship between scripture, tradition, and reason and display facility with their use in addressing ethical issues;
- apply theological reasoning to moral controversies;
- construct both ecclesial and public responses to ethical issues.

REQUIRED COURSES

TE2310 Theological Ethics I

This course offers a theological investigation into the shape of the Christian moral life. Paying close attention to the process of character and community formation, the course attends to particular themes in Anglican moral theology while examining major concepts such as virtue and telos, love and justice, natural law, moral psychology, and moral improvisation. The course also examines the ways Christians make moral arguments in a pluralistic context while engaging other religious and non-religious traditions.

Note: • Open only to MDIV, MAR, and DAS students
except with permission from the instructor

Bader-Saye

TE2320 Theological Ethics II

This course continues the reflection on the Christian moral life begun in Theological Ethics I. Students will practice theological engagement with ethical issues surrounding gender, sex, race, immigration, violence, money, ecology, technology, and medicine. The course will teach students to engage these issues from the perspective of the church and from the perspective of wider public collaborations.

Note: • Open only to MDIV, MAR, and DAS students
except with permission from the instructor

Bader-Saye

ELECTIVE COURSES

TE4309 Money as Metaphor

This course explores the spirituality of economic life and the theology of money. We will study scripture, current economic events and tools for financial planning and management in order to craft a personal rule of economic life and prepare to preach on economic questions and lead pastoral conversation about matters of economic justice and stewardship.

Tomlinson

Writing and Research Studies

The courses in writing and research include courses for the MAR and MDiv programs. These courses include:

W1310 Religion as Vocation

This course will investigate the nature and practices of the scholarly study of religion. It will prepare you for the research and writing you will be doing in the MAR degree program. We will discuss the vocational pursuit of religious studies and theological scholarship, as will also study methods of critical and theological thinking. Students will present their own research and critique the work of their colleagues. Theses or exam bibliographies will grow out of the work we do in the course. This course is open only to students in the MAR program.

Baker

W3307 MAR Comprehensive Exams

Working with your advisor and the approved bibliography, prepare for and take a written exam in your minor field and a written and oral exam in your major field. For more details see the Comprehensive Exams Guide in the MAR Manual.

Staff

W3601 MAR Thesis Writing

A research paper consisting of a minimum of 50 pages and not more than 75 pages, plus bibliography, title page, etc. Students will research and write their thesis over two semesters.

Staff

ELECTIVE COURSES

W4301 Writing as Ministry

In this course, we will explore writing as a medium of ministry in both personal and social contexts. After framing writing as a theological act, we will read texts in various genres—including letters, short stories, essays, poems, blogs, and editorials—and evaluate their ethical and aesthetic integrity as well as their power to nourish and transform. We will also read works that reflect theologically on writing, creativity, and the imagination. Finally, we will practice writing both as a form of self-care and as an essential tool within our own particular ministries. Course requirements include a series of short genre-based writing assignments, a critical analysis of a text, and a longer “ministerial text” in a genre of the writer’s choice.

Colombo

Independent Study

I4300 Independent Study

Students may earn elective credit by means of independent directed study courses (IDS). An IDS is a course not listed in the regular curriculum or the elective chart. The courses will be assigned three credits. They cannot normally be substituted for a required course. Application forms are available in the Registrar’s Office.

Note: • Students must submit applications to the Academic Affairs Committee prior to the date of pre-registration for the period in which the courses are to be done. Any submitted after that date will not be considered for approval.

Student Led Colloquy

S4300 Student Led Colloquy

Students may earn elective credit by means of student led colloquies. The course will be assigned three credits. Students may take a maximum of one student led colloquies during the course of their degree. Application forms are available in the Registrar’s Office.

Note: • Students must submit applications to the Academic Affairs Committee prior to the date of pre-registration for the period in which the courses are to be done. Any submitted after that date will not be considered for approval.

Common Curriculum: MHC, MCPC, MSF

The following four courses are required for the MHC, MCPC, and MSF degrees. While it is advisable for students to take courses in the common curriculum at the earliest opportunity, it is not necessary to take them in the following order.

CMH5310 Ethics for Counseling and Ministry

As part of the common theological curriculum in the Center, this course provides students with tools for working creatively within the theological languages that implicitly or explicitly affect clinical and pastoral settings. These tools include a framework for the interpretation of scripture and models for asking or responding to questions about, for instance, suffering, providence, forgiveness, sin, salvation, images of God, and the nature of the soul. Students will gain practice in using these tools through both experiential learning and discussion. In addition, this course explores theological assumptions each of us have and how that informs our vocational practice.

Note: • Open only to MHC, MCPC, and MSF students except with permission from the instructor

Bader-Saye

CMH5311 American Religions for Counseling and Ministry

As part of the core theological curriculum in the Center, this course serves to introduce students to the diversity of American religions that they might encounter in the professional practices of counseling, chaplaincy, pastoral care, and spiritual direction. Topics include multicultural and pluralistic characteristics within and among diverse religious groups and the development of religious tolerance in the United States; the development of varieties of American Christianity, especially within Protestantism and Roman Catholicism; the arrival and enculturation of Judaism, Islam, Buddhism, and Hinduism in America. An ability to identify the core values of each tradition and the impact of religious or spiritual beliefs on worldview will be a core feature of the course. For Clinical Mental Health Counseling students, assignments emphasize application of course content to the practice of professional counseling.

Note: • Open only to MHC, MCPC, and MSF students except with permission from the instructor

Joslyn-Siemiatkoski

CMH5323 Spiritual Integration in Counseling and Ministry

As part of the common theological curriculum in the Center, this course serves to introduce a variety of ways to creatively integrate the insights of spirituality with social science research. The course will examine the ways this integration affects the vocations of the counselor, chaplain, and spiritual director. Topics include defining spirituality and religion, defining social science, evaluating spirituality as a support or hindrance to psychotherapy, evaluating social science as a support or hindrance to spiritual growth, understanding ASERVIC competencies, examining narratives from religious texts (such as the Bible) as sources of spiritual and psychological growth, deploying creative spiritual interventions and practices, and exploring spiritual/psychological integration with varying populations (i.e. military, religious professionals, persons identified as spiritual but not religious, etc.).

Note: • Open only to MHC, MCPC, and MSF students except with permission from the instructor

Jangha

CMH5324 Theological Reflection for Care of Souls

As part of the common theological curriculum in the Center, this course provides students with tools for working creatively within the theological languages that implicitly or explicitly affect clinical and pastoral settings. These tools include a framework for the interpretation of scripture and models for asking or responding to questions about, for instance, suffering, providence, forgiveness, sin, salvation, images of God, and the nature of the soul. Students will gain practice in using these tools through both experiential learning and discussion. In addition, this course explores theological assumptions each of us have and how that informs our vocational practice.

Note: • Open only to MHC, MCPC, and MSF students except with permission from the instructor

Staff



Master of Arts in Chaplaincy and Pastoral Care

COMMON CURRICULUM COURSES

Listed on [page 50](#).

REQUIRED COURSES

F5316 Practicum in Theological Reflection

Students engage in disciplined theological reflection using texts from literature and popular culture and from personal and ministerial experience. Various models and methodologies of theological reflection will be used, including individual and group work.

Staff

L5310 Liturgy and Ritual in the Pastoral Context

This course examines the role of ritual within the fields of pastoral care and chaplaincy. Understanding the theology and theory of ritual prepares persons in ministry to respond to the needs and situations of persons facing pastoral and spiritual crises. Through case studies and class projects, students develop competency in the preparation and performance of liturgies and rituals. Rites from the Episcopal/Anglican tradition are explored as one liturgical resource.

Jennings

P2610 Clinical Pastoral Education

This course requires 400 hours of supervised ministry in a program accredited by the Association for Clinical Pastoral Education, usually in a hospital but on occasion in a hospice, prison, homeless shelter or other institution. CPE is a full-time on-site ministry. Placements in Austin are extremely limited. Students may apply to any ACPE-accredited center in the U.S., or to any CPE center abroad whose program is consistent with the ACPE learning model and is subject to an accrediting body. Admissions interviews are required of all applicants to CPE. Students are assisted in the CPE application and admissions interview process by the Office of Contextual Education for Ministry and the Professor of Contextual Theology for Ministry but individual centers make all admissions decisions for themselves.

Scheider

P5307 Multiculturalism and Diversity Issues in Pastoral Care

This course will explore the practice of providing pastoral care with diverse people. We will introduce the subject of multiculturalism by researching several ethnic cultures upon which human diversity is rooted and/or lived out. Additionally, we will view human diversity issues among the genders, age groups, spiritual/religious groups, and marginalized individuals in society. We will gain cross-cultural communication skills and examine cultural values in relationships. From a theological perspective the incarnation metaphor will be used as a model in understanding multicultural and diversity issues. In principle, the discipline of pastoral care acknowledges diversity as a gift not as an obstacle—students will be given the opportunity to put this principle into practice.

Staff

P5310 Preaching and Teaching for the Chaplain

This course is a practicum in the art of translating theological concepts into conversational tools and preachable prose for application in various situations confronting the chaplain. Preparation, design and delivery of a homily and/or verbatim reports of and reflection on theologically-informed conversations will aid in development of a serviceable verbal repertoire to assist the chaplain in her ministry.

Staff

P5320 Organizational Development and Systems Theory

This course examines ecclesial and non-ecclesial organizations and how chaplains/pastors function in them. Students are introduced to significant writings in the field of systems theory. The course helps students focus on critical self-reflection, “differentiation of self,” and on analyzing personal experience in light of systems theory. Students craft genograms with a view towards understanding how family-of-origin issues play out in their individual styles of leadership. Students also learn to employ systems theory to assess and evaluate complex systems.

Staff

P5330 Issues of Identity and Authority in Chaplaincy

Within the context of theology of ministry, this course explores various models of chaplaincy, addressing issues of ministerial identity and authority, clarification of role, professional boundaries, and the places of the chaplain within the church and within secular organizations. Approximately one half of class sessions are spent discussing issues related to professional chaplaincy. The other half of the sessions are dedicated to integrative work dealing with pastoral identity and authority necessary for formation as a chaplain. Each class involves a mixture of presentation and relational group work.

Staff

P5340 Issues in Death and Dying

This course addresses critical issues, themes and needs of those facing death, exploring theological, cultural, ethical, spiritual and relational dimensions. Significant literature in the field of thanatology is explored, as well as resources and models of care for dying persons and their loved ones.

Staff

P5350 Issues in Loss and Bereavement

Loss takes many forms, and bereavement is expressed in many ways. This course introduces students to theories of grief and bereavement and their application to various life situations, with a focus on factors that complicate the mourning process. Students are introduced to models of ministry to people and communities who are grieving.

Staff

P5360 Ministry in Times of Crisis

The goal of this course is for students to develop an understanding of the nature of crisis in the lives of individuals and communities from the perspective of theology and scripture. In addition, students increase their knowledge of the ways in which the behavioral sciences ground the work of the chaplain in various settings and situations. Models of care, intervention, and advocacy are addressed.

Staff

P5370 The Life Cycle in Pastoral Context

In this course, students will study key concepts about human development. Eric Ericson's eight stages of human development integrated with James Fowler's stages of faith/spiritual development will be the theoretical/theological foundation. Transitional issues related to a person's age across the life cycle from early childhood to elderly will be emphasized. The scope of study will provide age specific competencies for future pastors within the pastoral ministry context and future professional chaplains within healthcare contexts. In addition to all eight stages of human development, multicultural-ethnic, and socio-economic research will also be addressed.

Staff

P5390 Medical Issues and Healing Presence

Through readings, case-study, role-play, and various writing exercises, students are familiarized with models and strategies for assisting others in the healing arts of pastoral ministry. Topics to be explored include chronic illness, life-changing disability, trauma, family crisis, perinatal loss, addiction, mental illness, and ministering to the dying and their families.

Staff

W5308 MCPC Capstone Seminar

In the final semester of their MCPC enrollment, students will take the MCPC Capstone Seminar. Working closely with their faculty advisor and other students in the seminar, they will complete substantive and critical essays in a variety of areas to integrate their knowledge with their future leadership roles as professional chaplains.

Scheider

W5309 Writing in Vocational Contexts

Tending effectively to others' spiritual needs requires not only a compassionate heart, but also an agile and informed mind. This course will bring the heart and mind into productive conversation with one another. It will sharpen your ability to read and think both critically and reflectively; to express yourself clearly; and to cultivate habits that nourish the whole person. It will prepare you to complete writing tasks typical of your program of study, but also ask that you situate these tasks within a larger framework of vocational health and practice.

Colombo

ELECTIVE COURSES

F5329 Praying the Psalms

The psalms have been the prayer book of Jews and Christians for millennia. Its appeal is due in part to the richness of its language, the immediacy of relationship to God, and the abundant creativity of those who have made the words of the psalms their words. For those involved in ministry, the practice of praying the psalms has been an essential element of spiritual formation. This course will explore the structure and content of the book of Psalms while practicing praying the psalms collectively and individually.

Bishop

F5337 Spirituality in the Workplace

This course explores the challenges associated with bridging the worship place and workplace, seeking to identify and respond to the perceived lack of correlation between these two important components of life in today's world. Through a combination of lectures and reflective dialogue, we try to re-define concepts such as "work," "vocation" and "spirituality" by examining aspects of Christian scripture, tradition and contemporary writings, both religious and secular.

Staff

F5341 Spirituality and Theology

What is the relationship of spirituality to theology? In this class we will read significant texts from the Christian tradition that relate what we now call spirituality to theology. Students will learn to draw on the theological resources of the tradition in order to engage questions of spiritual practice.

Jennings

P5303 The Bible as a Resource in Pastoral Care

This course studies selected texts of the New Testament as a resource and grounding for pastoral care in a variety of settings. The course, which balances lecture, discussion, and student-led sessions, offers students an opportunity to integrate their study of the Bible with the practical context of their work.

Patterson

P5304 The Chaplain as Leader

This course will introduce students to contemporary resources related to the important role of the chaplain as a leader in various settings, providing foundational knowledge and skills. This includes but is not limited to familiarity with institutional structures, organizational culture and administrative oversight. This course will also address the historical role of the chaplain in various settings and how the current situation in health and non-profit service organizations affects expectations of chaplains today.

Staff

P5305 Ministry to People with PTSD

This course explores the evolving understanding of the effects of trauma on individuals, families, and communities. Students will survey the current models for treating PTSD in the mental health community as well as learn methods of pastoral response for trauma survivors. The material will prompt theological reflection on suffering, healing, and forgiveness. Throughout the course students will view trauma from both a psychological and a theological perspective.

Staff

P5306 Ministry Practicum: The Practice of Ministry in Supervised Settings

This elective may be taken any semester by a student who has an available ministry site and site supervisor. The student spends five hours a week engaged in ministry with persons in need or difficulty and meets regularly with a site supervisor.

Prerequisite: At least 15 hours/five courses in the program. This course includes a written learning agreement, at least two written ministry reports and final evaluations done by the student and the supervisor.

Scheider



P5309 Personal Formation and Clinical Skills for Hospice and Palliative Care

This course introduces students to and prepares them for the unique ministry of end of life care. Organizational structures of hospice and palliative care programs will be explored along with coordination of care with an interdisciplinary team. Practical tools for assessment, developing a spiritual plan of care, performing interventions and rituals, caring for persons of all faiths as well as those of no faith, and documentation will be covered. Since no skills are truly effective if the practitioner is not properly grounded, much emphasis will be placed on personal formation and presence in a clinical relationship. One educational field trip will be a part of this course.

Staff



Master of Arts in Clinical Mental Health Counseling

COMMON CURRICULUM COURSES

As listed on [page 50](#).

REQUIRED COURSES

CMH5302 Assessment and Testing

This course is designed to introduce students to historical perspectives concerning the nature and meaning of assessment and testing in counseling, including psychological tests and assessments specific to clinical mental health counseling, principles, concepts and procedures for systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics. Students will learn to conduct initial assessments and intake interviews including mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for the purpose of treatment planning and caseload management, as well as assessing risk of danger to self or others, trauma, and abuse, use of assessments for diagnostic purposes and planning techniques and interventions for prevention and treatment of a broad range of mental health issues, basic concepts of standardized and non-standardized testing, basic statistical concepts, reliability and validity of assessments. Students are encouraged to explore ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results for the systematic appraisal or assessment of individuals, groups, and program evaluation.

Staff

CMH5303 Helping Relationships and Methods

This course is designed to introduce students to counseling theories, models and techniques related to clinical mental health counseling of individuals including ethical and culturally relevant strategies for establishing and maintaining in-person and technology assisted helping relationships and the counselor characteristics and behaviors that influence the counseling process. The course will focus on methods and techniques used to provide

counseling treatment intervention, essential interviewing skills, principles, models and documentation formats of biopsychosocial case conceptualization, the development of treatment plans with measurable outcomes for clients, evidence based counseling strategies, techniques and interventions for prevention and treatment of a broad range of mental health issues, and strategies to promote client understanding of and access to a variety of community based resources. Students will learn roles and settings of clinical mental health counselors, strategies for suicide prevention, crisis intervention and trauma-informed strategies, and a systems approach to conceptualizing clients. Students will learn theories and models for understanding and practicing interagency and inter-organizational collaboration and consultation, as well as the multiple professional roles and functions of counselors across specialty areas, including as members of interdisciplinary community outreach, emergency management response teams, relationships with human services and integrated behavioral healthcare systems, and strategies for interfacing with integrated behavioral health care professionals.

Staff

CMH5304 Group Counseling

This course is designed to introduce students to the foundations to group counseling theory and types of groups, approaches and models of group counseling, dynamics of group process, factors that affect group effectiveness, facilitation skills, and the characteristics and functions of effective group leaders. Consideration is given to group counseling composition, recruiting, screening, selecting members, goals, phases, and background research. Learning outcomes include the capacity to identify and summarize the major theories of group counseling; increased self-awareness through active participation in group process; and demonstrated ability to apply theory and techniques to actual group settings. In addition, ethical and culturally strategies for designing and facilitating group will be explored. This course will also include direct experience where students will have the opportunity to participate as group members in small group activities for 10 clock hours over the course of the semester.

Staff

CMH5305 Human Growth and Development across the Lifespan

This course is designed to introduce students to theories of normal human growth, individual and family development, and learning across the lifespan. Students will be introduced to the impact of biological and neurological mechanisms on mental health, as well as physiological, environmental and systemic factors that affect human development, functioning and behavior. Students will also be exposed to a general framework for understanding the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through adulthood, differing abilities, as well as techniques for differentiated interventions. The effects of crises, disasters and trauma on diverse individuals will be discussed. Legal and ethical issues related to human development, as well as diversity issues, including gender issues, sexual orientation, gifted and talented development, grief and loss, and aging, will be reviewed in relation to human services. Students will learn ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Staff



CMH5306 Career and Lifestyle Development

This course is designed to introduce students to theories and models of career development, vocational choice, career choice, life style and decision-making processes, including approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. The course explores processes for identifying and using sources of occupational and educational information, assessment tools and techniques relevant to career planning, decision making, and skill development. Students will learn ethically and culturally relevant strategies for addressing career development, including advocating for diverse clients' career and educational development and employment opportunities in a global economy. Strategies for career development program planning, organization, implementation, administration, and evaluation are also explored.

Staff

CMH5307 Research and Evaluation

This course is designed to introduce students to importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, apply research methods for the purpose of needs assessments, develop outcome measures for counseling programs, and evaluate counseling interventions. In this course students learn to identify evidence-based practices, the difference between qualitative, quantitative, and mixed research methods, basic designs and statistical methods used in conducting research, program evaluation, analysis, and the use of data in counseling. Students are encouraged to explore ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. Students will complete an original research proposal on the topic of their choice and learn to write a professional paper using APA style.

Staff

CMH5308 Social, Cultural and Family Diversity

This course is designed to introduce students to the field of multicultural counseling and cultural factors relevant to clinical mental health counseling, including multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. Theories and models of multicultural counseling, identity development, social justice and advocacy will be explored. Students will explore studies of change, ethnic groups, gender

studies, family systems, urban and rural societies, population patterns, cultural patterns, differing lifestyles. Students will be guided to reflect upon the ways in which their own cultural and spiritual beliefs affect their worldview and how this worldview may impact the counseling process. Students will learn professional multicultural counseling, social justice and advocacy, spiritual, religious, ethical and LGBT competencies. Strategies for identifying and eliminating barriers, prejudices, oppression and discrimination will be explored.

Staff

CMH5313 Introduction to Counseling Theories

This course is designed to introduce students to major theories and models related to clinical mental health counseling, including a history of the counseling field and a systemic approach to conceptualizing clients. Students will learn evidence-based strategies, techniques and counseling practices for prevention and intervention, as well as counselor characteristics and behaviors that influence the counseling process. The impact of heritage, attitudes, beliefs, understandings, acculturative experiences, and spiritual beliefs on clients' and counselors' worldviews will be explored. As part of this course, students will learn essential counseling and case-conceptualization skills, and how to articulate a personal model of counseling.

Staff

CMH5314 Abnormal Behavior

This course is designed to introduce students to theories of abnormal personality development and dysfunction in human behavior, including addictions and addictive behaviors. Students will explore the biological, neurological, physiological, systemic, and environmental factors influencing human development, functioning and behavior, including crises, disasters, and trauma. Students will learn basic principles for understanding dysfunction and social disorganization. Students will also begin the process of identifying ethical and culturally relevant strategies for assessments to diagnose developmental, behavioral, and mental disorders. The course also covers mental health service modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and aftercare and the mental health counseling services networks.

Staff

CMH5315 Psychopathology

This course is designed to introduce students to the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) and their use in assessment and diagnosis of developmental, behavioral, and mental disorders. Students will learn the criteria of psychiatric diagnosis and theories of psychopathology, including theories and etiology of addictions and addictive behaviors, as well as the biological, neurological, physiological, systemic, and environmental factors such as crisis, disasters and trauma that affect human development, functioning, and behavior. The course will also cover the multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems including interagency and interorganizational collaboration and consultation and strategies for interfacing with integrative health care professionals. Students will learn etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. Students will also learn and practice essential intake interviewing, mental status evaluation, biopsychosocial and mental history and assessments for case conceptualization, diagnosis and treatment planning and caseload management, as well as strategies to promote client understanding of and access to a variety of community-based resources including classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. The course also covers the use of assessments including environmental, systemic behavioral observation, symptom checklists, and testing to assist with the diagnosis of developmental, behavioral, and mental disorders.

Staff

CMH5317 Couples, Parents and Family Systems

This course is designed to introduce students to theories and models of multicultural couple, parent and family counseling utilizing a systems approach to conceptualizing clients that takes into account social justice, advocacy and cultural identity development. Students will learn evidence-based strategies and techniques for prevention and intervention with couples, parents and families, using theories of individual and family development across the lifespan. The course covers methods of effectively preparing for and conducting initial assessment meetings and using assessments for diagnostic and intervention planning purposes with couples, parents and families. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships with couples, parents and families are explored, strategies for interfacing with the legal system regarding court-referred clients, and counselor characteristics and behaviors that influence the counseling process, including essential interviewing, counseling and case conceptualization skills for use with couples, parents and families. Students will also learn procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, and for identifying trauma and abuse, reporting abuse, and suicide prevention with couples, parents and families.

Staff



CMH5318 Addictions Counseling

This course is designed to introduce students to theories and etiologies of addiction and addictive behaviors including gambling, sexual, eating, alcohol and drug addiction, a systems approach to conceptualizing clients presenting with addiction, and evidence-based counseling strategies and techniques for prevention and intervention applied to addictions and addictive behaviors. Students will learn methods for assessment, diagnostic and intervention planning pertaining to addiction and how to create developmentally relevant counseling treatment or intervention plans with measurable outcomes for clients related to addiction. The course covers mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial-treatment, and aftercare and the mental health counseling services networks. Students will explore counselor characteristics and behaviors that influence the counseling process with clients presenting with addiction, and strategies to promote client understanding of and access to a variety of community-based resources for recovery. This course also covers procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, identifying trauma and abuse, reporting abuse related to addictive behaviors, as well as a neurobiological and medical foundation and etiology of addiction and co-occurring disorders, including the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical and psychological disorders.

Staff

CMH5319 Crisis and Trauma Counseling

This course is designed to introduce students to the effects and impact of crises, disasters, and trauma on diverse individuals and families across the lifespan including individuals with mental health diagnoses. Students will learn theories and models of crisis and trauma counseling, including a systems approach to conceptualizing clients, evidence-based strategies and techniques for prevention and intervention of trauma, including psychological first aid, community-based strategies, and counselors' roles and responsibilities as members

of interdisciplinary community outreach and emergency management response teams along with strategies for interfacing with integrative behavioral health care professionals. The course addresses assessment of trauma using essential interviewing, counseling, and case conceptualization skills, assessments for diagnostic and intervention planning purposes, and creating developmentally relevant trauma-informed counseling treatment, intervention, and/or consultation plans. In addition, students will learn how to assess for risks of aggression, harm to others, and self harm such as suicide, as well as how and when to report abuse, and strategies for advocating for persons with mental health issues.

Staff

CMH5320 Clinical Practicum

Students enroll in the Counseling Practicum course during the semesters in which they undertake a practicum at a site approved in advance by the instructor of the course and the Center administration. Students should expect to spend between 10-20 hours per week (minimum of 100 hours by the end of the semester) at their approved practicum site in client sessions (minimum of 40 hours) and administrative work (minimum of 60 hours). Early consultation with the instructor regarding practicum placement—at least several months before the start of the course—is strongly advised. Though the Counseling Practicum instructor and the Center office can provide student a list of possible sites, students are ultimately responsible for interviewing at and securing their own practicum placement. In weekly class meetings, students will receive instruction, supervision, and feedback in counseling methods and techniques. The instructor will assist students in learning how to correctly document the practicum hours for the State of Texas and with paperwork required by the placement site. Students will be evaluated by their site supervisors; meeting the standards reflected in these evaluations satisfactorily is required to pass the course. All requirements of this course must be met satisfactorily prior to registering for Internship I or II.

Staff

CMH5321 Clinical Internship I

Students enroll in the Clinical Internship I course after successfully having satisfactorily completed the requirements of Clinical Practicum and all pre-requisite coursework, during the semester(s) in which they undertake an internship at a site approved in advance by the instructor of the course and the Center administration. Students should expect to spend between 10-20 hours per week (minimum of 300 hours by the end of the semester) at their approved practicum site in client sessions (minimum of 120 hours) and administrative work (minimum of 180 hours). Early consultation with the instructor regarding internship placement—at least several months before the start of the course—is strongly advised. Though the Internship instructor and the Center office can provide student a list of possible sites, students are ultimately responsible for interviewing at and securing their own internship placement. The student is also responsible for purchasing their own liability insurance prior to beginning Practicum. In weekly class meetings, students will receive instruction, supervision, and feedback in counseling methods and techniques. The instructor will assist students in learning how to correctly document the internship hours for the State of Texas and with paperwork required by the placement site. Students will be evaluated by their site supervisors; meeting the standards reflected in these evaluations satisfactorily is required to pass the course.

Prerequisites: CMH5302, CMH5303, CMH5304, CMH5305, CMH5306, CMH5307, CMH5308, CMH5313, CMH5314, CMH5316, CMH5319, CMH5320, CMH5325

Staff

CMH5322 Clinical Internship II

Students enroll in the Clinical Internship II course after successfully having satisfactorily completed the pre-requisite coursework, during the semester(s) in which they undertake an internship at a site approved in advance by the instructor of the course and the Center administration. Students should expect to spend between 10-20 hours per week (approx. 300 hours by the end of the semester) at their approved internship site in client sessions (approx. 120 direct hours) and administrative work (approx. 180 indirect hours) to complete whatever remains of the student's total Internship requirement (600 clock hours of supervised counseling experience including 240 hours of direct service and 320 hours of indirect service). Early consultation with the instructor regarding internship placement—at least several months before the start of the course—is strongly advised. Though the Internship instructor and the Center office can provide student a list of possible sites, students are ultimately responsible for interviewing at and securing their own internship placement. The student is also responsible for purchasing their own liability insurance prior to beginning Internship. In weekly class meetings, students will receive instruction, supervision, and feedback in counseling methods and techniques. The instructor will assist students in learning how to correctly document the internship hours for the State of Texas and with paperwork required by the placement site. Students will be evaluated by their site supervisors; meeting the total supervised practice experience requirements for Clinical Internship I & II and the standards reflected in the final supervisor evaluation satisfactorily is required to pass the course.

Prerequisites: CMH5321

Staff



CMH5325 Professional Orientation and Ethics in Counseling

This course is designed to introduce the student to the history, development and philosophy of clinical mental health counseling. This course will cover ethical standards, legal aspects of practice, legislation and government policy relevant to clinical mental health counseling, standards of preparation, and the role identity of persons providing counseling. Students will learn about different ways to advocate for the profession, learn about professional counseling organizations including membership benefits, activities, and current issues in professional clinical mental health. In addition, students will learn basic records management and record-keeping, third party reimbursement and other practice and management issues. This will also include an overview of business/family law and professional practice, strategies for interfacing with the legal system regarding court-referred clients, legislation and government policy relevant to clinical mental health counseling, technology's impact on counseling, as well as current LPC board rules. A history of ethics in the profession of counseling, multi-cultural competencies, issues of power and privilege, spiritual beliefs, and help-seeking behaviors of diverse clients, and ethical and culturally relevant strategies for counseling and assessment will also be explored.

Staff

CMH5327 January Practicum/Internship Extension

Students enroll in January Internship Extension if they desire to continue field work at their current site between fall and spring semesters with necessary Supervision Extension Agreements in place. Students should expect to follow all policies and procedures in the MHC Program Clinical Practicum and Internship Manual, including documenting hours for the State of Texas and submitting paperwork required by their site supervisor(s). The student is also responsible for maintaining their own liability insurance. The State of Texas Board of Examiners of Licensed Professional Counselors permits students to provide clinical services under supervision while currently enrolled in a Practicum or Internship course, provided the student adheres to all the MHC Program and site policies, procedures, and supervision contracts. This is a zero-credit course available only to students currently working at an approved site with necessary supervision agreements on file. Students will be assessed for January term field placement through pass/fail method of evaluation.

Prerequisites: CMH5320

Staff

Master of Arts in Spiritual Formation

COMMON CURRICULUM COURSES

As listed on [page 50](#).

REQUIRED COURSES

F5304 Prayer, Action and the Contemplative Life

This course in prayer examines the core of spirituality. Prayer is the dialogue between two constructs. The construct of "god" is put into conversation with the construct of the "self." Both of these constructs evolve and are frequently affected by spiritual direction and spiritual formation programs. Prayer practices for lectio divina, the prayer of examen, centering prayer, and biblical types of prayer for pastoral care will be studied and experienced. Spiritual advisors are often looked to as experts in prayer. Students explore ways of praying, crafting and maintaining a contemporary Rule of Life, and other spiritual disciplines for nourishment and growth throughout a lifetime.

Staff

F5330 Introduction to Discipleship and Vocation

Every aspect of the life of a spiritual community has the potential to be an element in the formation of the people as faithful disciples of Jesus Christ. This course introduces future priests and other spiritual mentors to the characteristics of Christian discipleship and to the role of ministers in serving the discipleship of others. In addition, students study the vocations of people across the lifespan, learn how to help others discern their vocations, and create a wide variety of learning experiences to help Christians of all ages to live into their various calls.

Patterson



F5337 Spirituality in the Workplace

This course explores the challenges associated with bridging the worship place and workplace, seeking to identify and respond to the perceived lack of correlation between these two important components of life in today's world. Through a combination of lectures and reflective dialogue, we try to re-define concepts such as "work," "vocation" and "spirituality" by examining aspects of Christian scripture, tradition and contemporary writings, both religious and secular.

Staff

F5610 Theory and Practicum in Spiritual Direction

For those wishing to provide spiritual advising to programs that guide others in their spiritual journeys. Students will study the work of several experts in the field and will engage in advising or consulting a spiritually oriented program.

Scheider

P5307 Multiculturalism and Diversity Issues in Pastoral Care

See course description, [page 51](#).

W5305 MSF Project Preparation

Design and implementation of a project that engages and extends, in an ecclesial, social, educational, or artistic context, the students learning in spiritual formation.

W5306 MSF Project Writing

W5309 Writing in Vocational Contexts

See course description, [page 52](#).

ELECTIVE COURSES

F4301 Contemplative Prayer and Centering Retreat: Experiencing the Transforming Grace of Silence, Stillness and Solitude

This course blends theory and practice by offering Scriptural, Historical, and Theological teaching on the Christian contemplative tradition, with a special focus on the historical methods of meditative prayer practices within Christian spirituality. The class is built around a multi-day silent retreat opportunity for personal transformation.

Staff

F5301 History of Christian Spirituality

An introduction to key moments and figures in Christian spirituality from the early Church through the end of the Middle Ages. Students will read writings of leading figures in the development of the forms and practices of Christian Spirituality.

Staff

F5305 Faith Development and Spiritual Type

This course is an intensive study of faith development theory and the elements of spiritual journey. Students use faith development interviews as a diagnostic tool for work with individuals and groups, as well as in spiritual direction.

Staff

F5329 Praying the Psalms

See course description, [page 53](#).



F5334 Introduction to Jungian Theory: Developing a Psycho/Spiritual Worldview for Counselors and Spiritual Directors

This course will introduce the structure and dynamics of the psyche according to Jungian Analytical Psychology. Herein will be an exploration into such concepts as, the collective unconscious and its contents, archetypes; the personal unconscious and its contents; and the concept of the authentic Self or the Imago Dei within the human psyche. Further, the religious nature of the psyche will be explored, looking at symbol and myth as resources for consciousness and wellness. Jung felt strongly that the Zeitgeist, or spirit of the time, was to integrate psychology and religion. This course will attempt to address this task.

McGehee

F5335 Jungian Dream Analysis

Carl Jung taught that dreams are often symbolic messages from the unconscious that could contain significant clues for personal development. These messages can be interpreted and expanded in a way that promotes spiritual and psychological healing and transformation. Based on the general tenets of Jungian Analytical psychology, this will be an experiential learning opportunity. The class will form a dream group that will provide a safe emotional environment to share, honor and analyze one another's dreams. A Jungian Analyst will lead the group and monitor that all appropriate boundaries will be observed. In addition to the dream work, there will be learning opportunities on the structure and dynamics of the psyche.

McGehee

F5336 The Enneagram for Spiritual Formation

The enneagram, an ancient, yet newly discovered tool is beneficial in understanding motivation, behavior, and experience. This course explores in depth this powerful tool for personal spiritual growth and for a more insightful and compassionate companioning of others. Participants will learn the nine personality types that we put on in early childhood along with additional resources for achieving balance, improving relationships, and moving toward spiritual maturity.

Staff

F5338 Spirituality and Relationships

This course will examine the ways that core relationships are both models and resources for a deeper relationship with God. Beginning with the biblical understanding of partnership and community in the creation story, and using the Enneagram and basic family systems theory, students will explore how their concepts of God, self, family, and other relationships were formed and how they continue to influence their spiritual formation.

Staff

F5339 Biblical Models of Feminine Spirituality

In this graduate seminar, we will listen to the stories of modern and Biblical women as they relate to God, themselves, and others. We will observe patterns of spiritual growth that follow a different rhythm than those we might have been taught within patriarchal models. We will pay special attention to issues of invisibility, personhood, self-care, and voice.

Staff



F5341 Spirituality and Theology

See course description, [page 53](#).

Staff

P2610 Clinical Pastoral Education

See course description, [page 51](#).

Staff

**P5302 Theologies and Practices of
Christian Forgiveness**

This course examines Christian forgiveness from diverse theological, biblical, cultural, behavioral, practical, clinical, and psychological perspectives for students training to be pastors, chaplains, and counselors. Students are introduced to various theories of Atonement and various perspectives to understanding forgiveness through significant thinkers in the field. Students are expected to develop select spiritual practices, which increase their capacity to embrace forgiveness in their own lives as well as help them minister to those entrusted to their care.

**P5309 Personal Formation and Clinical Skills
for Hospice and Palliative Care**

See course description, [page 54](#).

**P5320 Organizational Development and
Systems Theory**

See course description, [page 51](#).

P5340 Issues in Death and Dying

See course description, [page 52](#).

P5360 Ministry in Times of Crisis

See course description, [page 52](#).

P5390 Medical Issues and Healing Presence

See course description, [page 52](#).

EDUCATIONAL AND ECUMENICAL RESOURCES

Archives of the Episcopal Church

The Archives of the Episcopal Church is located on the top floor of the Booher Library. The Archives is the national research repository for The Episcopal Church and houses the records of the General Convention, the Domestic and Foreign Missionary Society, the Presiding Bishops, Commissions and Committees, Episcopal Church organizations and personal papers. The Archives serves the broader mission of the church by using its resources to support individual ministry, education, community identity and the corporate life of the institutional church. The Archives serves as an information resource for inquirers throughout the church and seminarians are welcome to visit the Archives with questions. The website for the Archives is <http://episcopalarchives.org>.

Austin Presbyterian Theological Seminary and Austin Graduate School of Theology

Austin Presbyterian Theological Seminary and the Austin Graduate School of Theology offer Southwest students many opportunities for additional courses through cross registration. APTS is within walking distance of the Southwest campus. Course listings are available in the Registrar's office each semester. In addition to cross registration, Southwest students have library privileges at the Stitt Library, housed on the APTS campus.

Diocese of Texas Regional Office

The office of the West Region of the Episcopal Diocese of Texas is located on the seminary campus. The Rt. Rev. Dena Harrison (Seminary of the Southwest class of '87) is the suffragan Bishop for the West Region, having pastoral oversight of congregations in the central Texas area. The Diocesan Center for the Diocese of Texas is located in Houston.

Cross-Cultural Programs

Seminary of the Southwest believes that the future growth and development of the church will take place at the edges of cultural differences. To prepare our students for cross-cultural ministry, we capitalize on our Southwestern location as an opportunity to engage Hispanic/Latino traditions. Every MDiv student takes part in “*Encuentro: Mission in Latino Contexts*”—a course that includes visiting churches at the Texas/Mexico border and exploring border theology. Further, the seminary strives to situate our own context in the broader global context of Anglicanism. We have welcomed students from Pakistan, New Zealand, and Namibia. We also encourage our MDiv students to undertake placements abroad as part of a field-based course, “*Living into Mission: Ministry Across Cultures*.” Ministry sites for this course have included Kenya, Belize, Panama, Costa Rica, and the Dominican Republic.



External Programs for Seminarians

A number of programs and grants sponsored by organizations throughout the country are available to seminarians. Seminary of the Southwest students formation and preparation for ministry have been honored by each of these programs.

- The Preaching Excellence Program sponsored by the Episcopal Preaching Foundation is an intensive week-long conference designed to foster quality homiletical formation. The faculty nominates participants.
- Grants awarded by the Seminary Consultation on Mission (SCOM), formed under the auspices of the Council of Episcopal Seminary Deans fund projects that involve students and faculty in cross-cultural experiences that deepen a global perspective in seminary life and curriculum.
- The Evangelical Education Society awards grants to Episcopalians in the ten Episcopal seminaries. Students, faculty, staff, and their spouses or partners are eligible for Evangelism for the Twenty-First Century grants. Members of the seminary community have benefited from EES grants to support innovative projects in evangelism.
- The seminary encourages students to attend the annual Seminary Interfaith Retreat sponsored by COSTS. The retreat happens each January and the seminary provides a portion of the registration fee for interested students.
- The seminary sends a student to the Episcopal Relief & Development's Seminary Network Meeting each year.
- The seminary usually sends an MDiv middler and an MDiv senior to the (September) Seminarian Leadership Conference each year.
- The seminary promotes the FASPE Fellowships at Auschwitz for the Study of Professional Ethics to our student each year. Students have to apply to attend and not all are selected.



Information



SEMINARY OF THE SOUTHWEST FACULTY



The Very Reverend Cynthia Briggs Kittredge

Dean & President

Professor of New Testament

The focus of Dean Kittredge's leadership is the formation of Christian leaders in community for the vitality of the church and to advance God's mission of reconciliation. She believes that critical engagement with scripture, tradition, and context, energized by imagination, and grounded in prayer is the center of formation for mission.

In the wider church, Dean Kittredge is a respected scholar and preacher who teaches and leads retreats on the vital intersection of scripture, spirituality, and preaching for Christian leaders. In her role as dean and president, she continues to form students at Southwest in creative and faithful approaches to biblical studies, early Christian history, Greek reading, and the embodied practice of liturgical leadership.

Dean Kittredge is the eighth dean and president of Seminary of the Southwest. She was appointed in 2013 after serving on the faculty as the Ernest J. Villavaso, Jr. Professor of New Testament and as academic dean. Committed to theological education for the church, Dean Kittredge has served as a member of the Steering Committee for Theological Education in the Anglican Communion, as Chair of the Board of the Episcopal Evangelism Society, and President of the Anglican Association of Biblical Scholars.

A biblical scholar valued by her colleagues for her insight and generous collegiality, Dean Kittredge is a contributor to *The New Oxford Annotated Bible* and the *Women's Bible Commentary*, and the author of *Conversations with Scripture: The Gospel of John* and *Community and Authority: The Rhetoric of Obedience in the Pauline Tradition*. She co-edited *The Bible in the Public Square: Reading the Signs of the Times* and *Walk in the Ways of Wisdom: Essays in Honor of Elisabeth Schüssler Fiorenza*. She is the co-editor of the *Fortress Commentary on the Bible: The New Testament* (2014). She is the co-author with Claire Colombo of the *Wisdom Commentary on Colossians, Philippians, and Philemon*.

Fascinated by the interplay of intellect and imagination in the interpretation of scripture, she wrote *A Lot of the Way Trees Were Walking: Poems from the Gospel of Mark* (Wipf & Stock, 2015).

Prior to joining the seminary faculty in 1999, Dean Kittredge taught at Harvard University and the College of the Holy Cross. She serves as assisting priest at The Episcopal Church of the Good Shepherd in Austin.

She is married to Frank D. Kittredge, Jr. and they have three grown children.

BA, Williams College

MDiv, ThM and ThD, Harvard Divinity School



Dr. Scott Bader-Saye

Academic Dean

Helen and Everett H. Jones Professor of Christian Ethics and Moral Theology

Professor Bader-Saye joined the seminary faculty in 2009 and has served as Academic Dean since 2013. His current research centers on theological readings of gender and transgender experience. Other research interests include economy, sexuality, political theology, virtue ethics, and interfaith dialogue. He teaches the core Theological Ethics courses for all degree programs. He is author of *Formed by Love* (2017), *Following Jesus in a Culture of Fear* (2007), and *Church and Israel After Christendom* (1999/2005). He has contributed to *The Blackwell Companion to Christian Ethics* (2006) and *The Cambridge Companion to the Gospels* (2006) and has published widely in theological journals and magazines.

AB, Davidson College

MDiv, Yale Divinity School

PhD, Duke University



Dr. Anthony D. Baker

Clinton S. Quin Professor of Systematic Theology

Professor Baker joined the seminary faculty in 2004. He teaches classes on constructive theology (the building of persuasive arguments about God and creation) as well as on critical and theological thinking. He is the director of the seminary's MAR program. He is the author of *Diagonal Advance: Perfection in Christian Theology*, as well as various articles in *Modern Theology*, *Political Theology*, *The Journal of Anglican Studies*, *Heythrop Journal*, and other journals and collections. He is currently working on a book that explores theological themes in the works of Shakespeare. Professor Baker is also theologian-in-residence at Saint Julian of Norwich Episcopal Church in north Austin, where he and his three children attend.

BA and MA, Olivet Nazarene University

PhD, University of Virginia





Dr. Steven Bishop

Associate Professor of Old Testament

Dr. Bishop came to the Seminary of the Southwest from the Boston area in 2004 where he earned three graduate degrees and taught at several universities. Formerly an ordained minister of the Church of Christ, he served churches in Texas and Massachusetts before beginning graduate studies in the early 1990s. Dr. Bishop's academic interests include the poetry of the Hebrew Bible and literary translations of it into English. Dr. Bishop is a contributor to the *Feasting on the Word* lectionary commentary series, in addition to writing book reviews and presenting scholarly papers. Dr. Bishop assisted the well known Old Testament scholar Bernhard W. Anderson in editing and revising two books: *Out of the Depths: The Psalms Speak for us Today* and *Contours of Old Testament Theology*. Dr. Bishop worked again with Anderson as an editor and contributor for the fifth edition of *Understanding the Old Testament*. That book was published in spring 2006. In 2015 Dr. Bishop was elected to the steering committee of the Anglican Association of Biblical Scholars.

BS, Abilene Christian University

MS, Texas A&M University

MTS, Boston University School of Theology

MA and PhD, Boston University



Dr. Claire Miller Colombo

Director of the Center for Writing and Creative Expression and Lecturer in Theology and Arts

As director of the seminary's writing center, Dr. Colombo facilitates the delivery of writing support services for all students and develops writing- and arts-related programming for the entire community. She oversees the publication of *Soul by Southwest*, the seminary's literary and arts journal, and hosts *Soul in the City*, an event series featuring musicians and other artists from the wider Austin community. Dr. Colombo has served on the seminary's faculty since 2012, teaching in the areas of writing, theology, and aesthetics, and she is co-author with Cynthia Briggs Kittredge of *Colossians* in the Wisdom Commentary series (Liturgical Press, 2017). Dr. Colombo develops religion curricula for Loyola Press of Chicago and writes literature, language arts, and humanities curricula for several other major publishers. She serves on the editorial team of *Theopoetics: A Journal of Theological Imagination, Literature, Embodiment, and Aesthetics*.

BA, Marquette University

MA, PhD, University of Texas at Austin

DTS, Seminary of the Southwest





Dr. Awa Jangha

Loise Henderson Wessendorff Assistant Professor of Spiritual Integration in Counseling

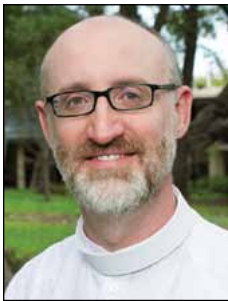
Dr. Jangha earned a PhD from Loyola University Maryland in Pastoral Counseling (a Counselor Education and Supervision Program). Her research focuses on experiences of power in the pastoral counseling identity development of African-American female pastoral counselors in training and utilizes art as the means of exploration. She is a Licensed Professional Counselor (LPC), National Certified Counselor (NCC), and has a background in art therapy. Her training in pastoral counseling reflects her passion for spiritual integration in counseling and in counselor education. As a member of both the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) and the American Art Therapy Association (AATA) she infuses creativity into her teaching of spiritually integrated practices within the classes she has taught (such as Clinical Practicum, Professional Orientation and Counselor Identity, Addictions Counseling, Assessment and Testing).

BA, Fisk University, Nashville, Tennessee

MEd, Boston College, Boston, Massachusetts

MA, Drexel University, Philadelphia, Pennsylvania

PhD, Loyola University Maryland, Baltimore, Maryland



The Reverend Nathan G. Jennings

J. Milton Richardson Associate Professor of Liturgics and Anglican Studies

Director of Community Worship

A native of Austin, Professor Jennings returned to his hometown when he joined the faculty of Seminary of the Southwest in 2005. Jennings is also the Director of Community Worship and has served as the Chair of the Anglican Studies Program at Seminary of the Southwest since 2008. Jennings is interested in liturgical theology, Christian Platonism, Ancient Near-Eastern studies, asceticism, hermeneutics and the way these disciplines intersect and inform one another. His first book, *Theology as Ascetic Act: Disciplining Christian Discourse*, published in 2010, represents a light revision of his doctoral dissertation and argues that Christian teaching and reflection are embodied acts analogous to, and part of, Christian asceticism. His second book, *Liturgy and Theology, Economy and Reality*, Wipf and Stock 2017, argues for a Christian metaphysical realism, presenting liturgy as a cosmic gift economy whereby God renders cosmos out of chaos. He is currently working on a book that will provide an outline of sound liturgical decision-making. In teaching, Jennings reflects on liturgy theologically as that which enables participation in God and God's work in the world. In addition to the required liturgy and Anglican studies courses, Jennings offers elective seminars in Liturgical Theology, Hermeneutics, and occasional seminars on Anglican Divines.

BA, University of Texas

MDiv, Yale Divinity School

MA and PhD, University of Virginia



The Reverend Daniel Joslyn-Siemiatkoski

Duncalf-Villavaso Professor of Church History

Professor Joslyn-Siemiatkoski's teaching focuses on integrating Anglican/Episcopal identity with the broader sweep of Christian history. His research interests include Richard Hooker, the history of Jewish-Christian relations, the development of Anglican ecclesiology, and comparative theology. He is the author of *The More Torah*, *The More Light: A Christian Commentary on Mishnah Avot* and *Christian Memories of the Maccabean Martyrs* and has authored chapters in various edited volumes and articles in *Anglican Theological Review* and *Anglican and Episcopal History*. Prof. Joslyn-Siemiatkoski is a representative for the Episcopal Church in the Anglican-Roman Catholic USA dialogue group and a member of the board of trustees for the Episcopal Evangelism Society and the Historical Society of the Episcopal Church.

BA, Gordon College.

MA, PhD, Boston College



The Reverend John Lewis

Director of the Iona Center and Lecturer in New Testament and Spirituality

John Lewis is Director of the Iona Center and Lecturer in New Testament and Spirituality. He oversees many of the seminary's non-degree programs, including the Iona Collaborative, which trains and forms clergy and licensed lay leaders in their local diocesan settings. John joined the seminary faculty and staff in 2016 after serving as an adjunct instructor since 2003. His primary interest is helping Christians and their communities use Scripture to practice vocational discernment and discipleship in daily life. John also serves as Co-Director of St. Benedict's Workshop, a non-profit ministry for Christian formation he founded in 2001 with St. Mark's Episcopal Church, San Antonio, where he continues to teach, preach, and worship. He also serves the Diocese of West Texas as Dean of Examining Chaplains. Lewis is the author of *Looking for Life: The Role of "Theo-Ethical" Reasoning in Paul's Religion*, T&T Clark (JSNTS) 2005.

BA, Houston Baptist University

Juris Doctor, University of Houston Law Center

MDiv, Virginia Theological Seminary

DPhil, University of Oxford



Kevin McClure

Director of Chapel Music and Lecturer in Church Music

Kevin McClure teaches Liturgical Music, leads the music in Christ Chapel, directs the Choir, trains cantors and Officiants, and works with the community in designing services. From Princeton, New Jersey, Kevin began his vocation in Oxford as a young man, and continued his training as a Liturgical musician with James Litton and John Bertalot. Prior to coming to SSW in 2011, he served as Director of Music and Lecturer at Austin Presbyterian Theological Seminary for 21 years, and has led music for Episcopal, Lutheran, United Methodist, Roman Catholic and Southern Baptist congregations. As a recitalist, he has concertized in the US and in Germany. With the American Guild of Organists, Kevin has served as Dean of the Austin Chapter of the American Guild of Organists and as AGO's District Convener for South Texas. Kevin has been published in *The American Organist*. His special musical interests include Bach, Buxtehude, Herbert Howells and French music of all eras.

BM, Oberlin

MM, Westminster Choir College



Dr. Gena Minnix

Assistant Professor of Counselor Education

As a Licensed Professional Counselor and Marriage and Family Therapist, Gena specializes in systemic and strategic therapies, trauma, and neurobiology. After interning for Veterans Affairs, Gena practiced individual, couple, family, and play therapy, and served as supervisor and clinical director for community mental health clinics before completing a doctorate in Counselor Education and Supervision. Gena's research interests include personality, cultural diversity, LGBT affirmation and Christian beliefs, and the relationship between psychology and theology.

BA, The University of Texas at Austin

MA, George Fox University in Portland, Oregon

PhD, St. Mary's University in San Antonio, Texas.



The Reverend Jane Patterson

Associate Professor of New Testament

Director of Community Care

Jane Patterson is Associate Professor of New Testament, and serves as the Director of Community Care. In the Master of Divinity program, she teaches courses in Biblical Studies and Spiritual Formation; in the Center for Christian Ministry and Vocation, she teaches a course on the Bible as a resource for pastoral caregivers. She joined the faculty of Seminary of the Southwest first on the Adjunct Faculty in 2010, and was appointed to the regular faculty in 2013. She heads the curriculum committee of the Iona Collaborative and participates in the ongoing creation of the collaborative's course in biblical studies. Outside the seminary, she is co-director of a ministry called St. Benedict's Workshop that guides laity in the use of the scriptures for discerning how to live faithfully in all aspects of daily life; is President of the Anglican Association of Biblical Scholars; serves on the Discernment Committee in the Diocese of West Texas; and is Associate Project Director of the Collegeville Institute Seminars Coordination of the Lilly Endowment's "Called to Lives of Meaning and Purpose Initiative." She is the author of *Keeping the Feast: Metaphors of Sacrifice in 1 Corinthians and Philippians* (Society of Biblical Literature, 2015), and is a contributor to *Calling All Years Good: Vocation Across the Lifespan* (Eerdmans, 2017). She previously served on the faculty as Interim Director of Theological Field Education, 2003-05.

BA, Smith College

MTS, Perkins School of Theology

CITS, Episcopal Theological Seminary of the Southwest

PhD, Southern Methodist University

**Dr. Stephanie Ramirez**

Assistant Professor of Counselor Education

Stephanie Ramirez completed her PhD at St. Mary's University in San Antonio, Texas. Her doctorate is in Counselor Education and Supervision (CES) with a specialization in Relational Cultural Theory (RCT) and Social Justice. In addition, Stephanie is a Licensed Professional Counselor (LPC). She has counseled clients in a variety of settings including providing counseling and advocacy services for domestic violence, worked with senior adults and caregivers, at-risk youth, and with immigrants and asylum seekers. Her research interests include counseling outside of U.S. borders, social justice and multicultural awareness and diversity. She has taught counseling courses in St. Mary's University Latin American program and has traveled to Mexico and Argentina to help extend counseling opportunities for students outside of the United States. Stephanie is also the Latino/Hispanic Counseling Concentration Coordinator for the Seminary.

BA, Schreiner University

MA and PhD, St. Mary's University in San Antonio, Texas.

**The Reverend David Scheider**

Director of the Loise Henderson Wessendorff Center for Christian Ministry and Vocation and Lecturer in Counseling, Chaplaincy, and Spirituality

As Director of the Loise Henderson Wessendorff Center for Christian Ministry and Vocation, the Reverend Scheider oversees three of the seminary's graduate programs that are designed for laity and clergy who have specialized callings to carry on the work of the church in counseling, chaplaincy, and spiritual formation. These programs meet in the evenings and on Saturdays. Before coming to the seminary, Father Scheider served as a U.S. Army chaplain for 25 years. He specialized in family therapy, earning two additional masters degrees in counseling and certification and licensure as a marriage and family therapist and supervisor. Additionally, Father Scheider achieved certification as a Diplomate in the American Association of Pastoral Counselors and Diplomate for the College of Pastoral Supervision and Psychotherapy. He is also a graduate of the Seminary of the Southwest's certificate in spiritual formation program as well as a D.Min. graduate from Austin Presbyterian Theological Seminary. Father Scheider is an Episcopal priest, a third order Franciscan, a presenter for Centering Prayer, and a graduate of the Shalem Spiritual Direction program.

MDiv, Andrews University

MS in mental health, Wright State University

MS in family therapy, Kansas State University

Certificate of Special Studies, Seminary of the Southwest

DMin, Austin Presbyterian Theological Seminary



Dr. Steven Tomlinson

Associate Professor of Leadership and Administration

Steven holds a PhD in Economics from Stanford University. He coaches and consults with Wall Street, Fortune 500 and high-tech start up executives and managers on leadership and communication strategy. He is a Founding Master Teacher at the Acton School of Business for Entrepreneurship. He taught economics and finance at the University of Texas at Austin for 17 years where he designed and directed the MBA professional development program. He has been an adjunct professor pastoral ministry at Seminary of the Southwest, teaching in the MAPM program. He is also an accomplished playwright and performer. His award-winning solo shows have been produced in Austin and off-Broadway.

BA, University of Oklahoma

Ph.D. Stanford University



The Reverend Danielle Tumminio

Assistant Professor of Pastoral Theology

Director of Field Education

Prior to arriving at Seminary of the Southwest, Danielle was a lecturer at Yale and Tufts Universities, in addition to serving as chaplain at Groton School and as a parish priest in Lexington, Lincoln, and Quincy, Massachusetts. She is the author of *God and Harry Potter at Yale* (Unlocking Press, 2010)—which discusses the Intersection of Christian theology with the Harry Potter series—and *Expecting Jesus* (Morehouse, 2014) a series of Advent daily reflections. She is also the co-editor of *When Two or Three Are Gathered*, an anthology of spiritual vignettes composed by a diversity of individuals throughout The Episcopal Church. In addition to her books, Dr. Tumminio has written extensively for publications including *Huffington Post* and *The Guardian* about the intersection of popular culture and faith. She is also a member of the Yale Divinity School Alumni Board and serves the national Church as a member of the Board of Examining Chaplains.

BA, MDIV, STM, Yale University

Certificate in Anglican Studies, Berkeley Divinity School at Yale

PhD, Boston University



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BA, Washington University

BD, Bexley Hall

MA and PhD, Princeton University

DD, Episcopal Theological Seminary of the Southwest

The Rev. Charles James Cook

Joe and Jesse Crump Chair of Cultural Research, Professor Emeritus of Pastoral Theology

BA, Drake University

MDiv and DD, Episcopal Theological Seminary of the Southwest

The Rev. Paul T. Coke

Ernest J. Villavaso, Jr., Professor Emeritus of New Testament

BA, Pomona College

STB and ThD, General Theological Seminary

MA, Oxford University

The Rev. Hilmer C. Krause

Associate Professor Emeritus of Homiletics and Hispanic Ministry

BA, Texas Lutheran College

BD and DD, Wartburg Theological Seminary

STM and DD, Episcopal Theological Seminary of the Southwest

The Rev. Durstan R McDonald

Dean and President-Emeritus

AB, Trinity College

STB, Philadelphia Divinity School

PhD, University of Pennsylvania

DD, Hobart and William Smith Colleges

DHL, Episcopal Theological Seminary of the Southwest

The Rev. Kathleen Sams Russell

Associate Professor Emerita of Pastoral Theology

BA, Daemen College

MDiv, Seabury-Western Theological Seminary

DMin, Austin Presbyterian Theological Seminary

Dr. Russell Schulz

Associate Professor Emeritus of Church Music

BMus, Valparaiso University

MMus, Union Theological Seminary

DMA, University of Texas

The Rev. Douglas Travis

Dean and President Emeritus

BA, Trinity University

MATS, McCormick Theological Seminary

MA, University of Chicago Divinity School

STM and DD, General Theological Seminary

DMin, Perkins School of Theology,

Southern Methodist University

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Class of 2010

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Class of 2010

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Class of 2004

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The Rev. Kevin Schubert
Class of 2007

The Rev. Billy Tweedie
Class of 2009

The Rev. Chad Vaughn
Class of 2006

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Executive Assistant to the Dean and President

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Professor of Christian Ethics and Moral Theology

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*Director of the Center for Writing and
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Loise Henderson Wessendorff Center for Christian Ministry and Vocation

Ms. Laurel Schlueder
Executive Assistant to the Academic Dean

Ms. Madelyn Snodgrass
Registrar, Director of Assessment

OFFICE OF ADMINISTRATION AND FINANCE

Mr. Fred Clement
Executive Vice President

Mr. Marcus DeLeon
Housekeeping Staff

Mr. Erik Morrow
Director of Information Technology

Mr. Alfredo Perez
Facilities Technician

Ms. Vicki Perkins
Director of Housekeeping

Ms. Deborah Tobin
Accounting Clerk

Mr. David Waldo
Assistant Director of Information Technology

Mr. Tigh Walters
Director of Facilities Management

Ms. Cathy Whitt
Manager of Student Accounts

OFFICE OF INSTITUTIONAL ADVANCEMENT

Ms. Betty Hewell
Vice President for Institutional Advancement

Ms. Katherine Bailey-Brown
Development Associate

Ms. Donna Benson
Database Manager

Ms. Gaylen Mahoney
Director of Annual Giving and Alumni Relations

Mr. Wally Moore
Director of Major Gifts and Planned Giving

OFFICE OF COMMUNICATIONS

Mr. Eric Scott
Director of Communications and Marketing

OFFICE OF ENROLLMENT MANAGEMENT

The Rev. Hope Benko
*Director of Enrollment Management and Admissions and
Director of Financial Aid*

Ms. Brittany James-Vito
Enrollment Manager

Ms. Beth Jordan
Enrollment Manager

BOOHER LIBRARY STAFF

Ms. Alison Poage
Booher Library Director

Ms. Yvonne Beever
Technical Services Librarian

Mr. Duane Carter
Serials/E-Resources Librarian



Official Calendar 2018-2019

August 2018

- 18-21 MDiv, DAS, and MAR
New Student Orientation
- 18 NSO Lunch (All programs)
- 18-21 Registration for new students
- 22-24 New Student Retreat (MDiv, DAS, MAR)
- 27 Fall classes begin

September 2018

- 3 Labor Day Holiday—offices closed
- 9 Matriculation service and dinner

October 2018

- 9 Board of Trustees Meeting
- 9 John Hines Day
- 15-20 Reading Week

November 2018

- 8-10 Alumni Convocation and Blandy Lectures
- 20-25 Thanksgiving Break—no classes
- 22-23 Thanksgiving Holidays—offices closed
- 26-12/1 Spring Registration

December 2018

- 10-15 Final Exam week
- 15 Classes end
- 17 Christmas Holidays through
January 1—offices closed

January 2019

- 3-4, 7 General Ordination Examination
- 2-18 January Term
- 21 Martin Luther King, Jr. Holiday—offices closed
- 26 Spring classes begin

February 2019

- 5 Board of Trustees Meeting
- 5 Payne Lecture

March 2019

- 11-16 Summer Registration
- 18-23 Spring Break
- 25 Harvey Lecture

April 2019

- 19 Good Friday—offices closed
- 22 Easter Monday—offices closed
- 22 Reading Day
- 23-27 Fall and January term registration

May 2019

- 13-18 Final Exam week
- 18 Classes end
- 21 Commencement Evensong
- 22 68th Commencement
- 21-22 Board of Trustees Meeting
- 27 Memorial Day Holiday—offices closed

June 2019

- 3 Summer classes begin
- 3-7 Continuing Education Program

July 2019

- 4 Independence Day Holiday—offices closed

August 2019

- 5-7 Final Exam Week—Summer term
- 7 Summer classes end



Official Calendar 2019-2020

August 2019

- 17-20 MDiv, DAS, and MAR
New Student Orientation
- 17 NSO Lunch (All programs)
- 17-20 Registration for new students
- 21-23 New student retreat (MDiv, DAS, MAR)
- 26 Fall classes begin

September 2019

- 2 Labor Day Holiday—offices closed
- 8 Matriculation service and dinner

October 2019

- 8 Board of Trustees Meeting
- 8 John Hines Day
- 14-19 Reading Week

November 2019

- 7-9 Alumni Convocation and Blandy Lectures
- 18-23 Spring Registration
- 26-30 Thanksgiving Break—no classes
- 28-29 Thanksgiving Holidays—offices closed

December 2019

- 9-14 Final Exam week
- 14 Classes end
- 16 Christmas Holidays through
January 1—offices closed

January 2020

- 6-7,9 General Ordination Examination
- 2-17 January Term
- 20 Martin Luther King, Jr. Holiday—offices closed
- 25 Spring classes begin

February 2020

- 4 Board of Trustees Meeting
- 4 Payne Lecture

March 2020

- 9-14 Summer Registration
- 16-21 Spring Break (tentative)
- 23 Harvey Lecture

April 2020

- 10 Good Friday—offices closed
- 13 Easter Monday—offices closed
- 13 Reading Day
- 20-25 Fall and January term registration

May 2020

- 11-16 Final Exam week
- 16 Classes end
- 19 Commencement Evensong
- 20 69th Commencement
- 19-20 Board of Trustees Meeting
- 25 Memorial Day Holiday—offices closed

June 2020

- 1 Summer classes begin
- 1-5 Continuing Education Program

July 2020

- 3 Independence Day Holiday—offices closed

August 2020

- 4-8 Final Exam Week—Summer term
- 8 Summer classes end





SEMINARY OF THE
SOUTHWEST

AN EPISCOPAL SEMINARY