SEMINARY OF THE
SOUTHWEST

AN EPISCOPAL SEMINARY



FALL 2021/SPRING 2022
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 2021/SPRING 2022
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

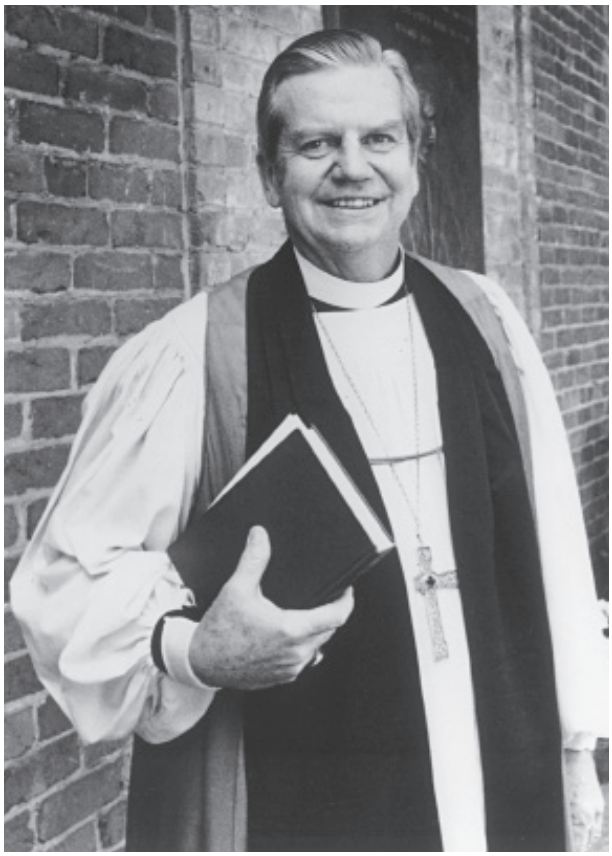
About Seminary of the Southwest

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 2019 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 Collaborative. 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

Rooted in the reconciling ministry of Christ, the mission of Seminary of the Southwest is to form people for vocations of ministry, service, and healing.

VISION

The insight and creativity with which Seminary of the Southwest engages the Christian tradition with the reality of the contemporary world makes it a leader among institutions of higher learning, both within and beyond The Episcopal Church. Sustained by innovative teaching and research, Southwest forms servant leaders who minister in a diverse culture with confidence and humility. The seminary has the financial and spiritual capacity to discern and develop new programs to advance God's mission of healing and reconciliation.

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. Contact the Association of Theological Schools at 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1103, or call 412-7886505 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

2021-2022 Academic Year

Graduation rates: 98% (MDIV)

Graduation rates: 74% (MAR, MACMHC, MSF)

Ordination Rates: 100%* (MDIV)

Retention rates: 92% (MDIV, MAR, MACMHC, MSF, DAS)

Passing rate for National Counseling Exam-2020: 100%

**Based on incoming class of 2019*

Admission Policy

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 people for service within the church and the larger society. The seminary gladly welcomes people of all faith traditions. For those seeking ordination, 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, or 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.

Southwest offers the following graduate degrees and programs:

- Master of Divinity (including the option of a Latino/Hispanic Studies concentration or a Chaplaincy concentration in military, healthcare, or school chaplaincy)
- Master of Arts in Religion
- Master of Arts in Clinical Mental Health Counseling (including the option of a Latino/Hispanic Counseling Concentration)
- Master of Arts in Spiritual Formation
- Diploma in Anglican Studies

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 neither graded nor credited. Admission application forms are available from the seminary's website 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 Policy for Admission of Episcopal Non-Postulants

Students who wish to enter the Master of Divinity program who are members of the Episcopal Church but not postulants may be admitted to the Master of Divinity program in the following way:

- 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 pursued the MDiv program for purposes other than ordination in the Episcopal church."

- 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 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 communicating the information stated above.

Master of Divinity Policy for Admission of Students from Traditions other than the Episcopal Church

Southwest welcomes students from all denominations into its Master of Divinity program. We ask those coming from non-Episcopal traditions to provide a letter of reference from an authority in their sponsoring religious community. The Admissions department will provide a template for this letter during the application process.

The seminary will support its students and graduates in seeking endorsement or ordination. However, Southwest cannot guarantee ordination or endorsement by any denomination or religious community. Applicants outside the Episcopal Church are encouraged to seek guidance from leaders in their own traditions and to research requirements for endorsement or ordination before beginning the Master of Divinity degree.

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, MACMHC, MSF:

- Complete the online application and submit it through our website, with the application fee, reference forms, autobiography, and screening questionnaire.
- Submit official transcripts of all previous college work. Official transcripts must be received in a sealed envelope from the issuing institution.

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 screening questionnaire.
- 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 screening questionnaire.
- 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. 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	May 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 2021-2022. Tuition and fees are subject to annual review and approval by the Board of Trustees.

MDIV, MAR, AND DAS

Tuition
$16,200 per year for full-time programs
$675 per credit hour for part-time

MACMHC, MSF, AND SPECIAL STUDENTS

Tuition
$675 per credit hour

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

ALL PROGRAMS

Auditor's Fee
$213 for 15-week course *[see note 1]*

Meal Plans
Meal plans for the 2021-22 Academic year are under review and subject to change per local COVID-19 restrictions.

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 $759 to $1,969 per month plus utilities. Two



apartment buildings are available for married students without children and single students. These efficiency units rent for $498 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: $410/semester for full-time students; $263/semester for part-time students
Application fee $55
Late registration fee $35
Late application fee $55
Yearly Student Association Activity Fee
$103 MDiv, MAR, DAS, SPEC
$54 MACMHC, 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 17 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 MACMHC, 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 or takes leave of absence from the seminary or withdraws from individual courses receives a refund of a percentage of tuition they have paid, 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 nineteeth 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 or takes a leave of absence from the seminary, or withdraws 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.

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, 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 consider 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 together with a copy of their most recent income tax return and W-2 forms 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, MAR, 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 2021-2022, aid will not exceed $14,620 in an outright tuition scholarship grant plus $1,580 in work-study pay per year. This represents a full-time, full tuition scholarship.

50% financial aid is available to eligible part-time students (11 hours or less) in the above named programs.

MACMHC AND MSF*

For incoming students in the 2021-2022 academic year in the above named programs, a grant of up to 40% is available to students who are eligible regardless of the number of hours taken. The tuition grant percentage will be set for each entering class based on the performance of the endowment and our total enrollment. Grant amounts will be maintained at the initial level of support throughout the student's enrollment at the seminary, provided the student continues to demonstrate the same level of financial need.

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. Cl ebsch 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 on the intranet. Selected portions of the Academic Code follow.

Attendance Policy

Regular, timely, attendance is required in order to receive a passing grade. No more than [two (if meeting weekly) or four (if meeting twice a week)] absences for any reason will be allowed during the term, if a student is to pass the class. In addition, a student will be considered tardy if arriving after the posted start time of class. Two tardies will be considered equivalent to one absence. Professors may factor attendance into their calculation of a student's grade in a course. In the case of extreme hardship or emergency the instructor may make exceptions, subject to the approval of the Academic Dean. Please inform the instructor if you must be absent. If you miss a class, the instructor may assign you additional work to substitute for the activities and discussions you missed.

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	Advanced: Outstanding in all respects
A-	Advanced: Outstanding in most respects
B+	Proficient: Proficient in all respects with some elements achieving a higher quality
B	Proficient: Proficient in all respects
B-	Proficient: Proficient in some respects but with some clear weaknesses
C+	Developing: Showing development but lacking proficiency
C	Developing: Showing a basic level of development sufficient to pass a course but not sufficient to display proficiency in a program

F Beginning: 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

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, pre-arranged between the instructor, the student, the faculty, in cases of excusable failure to complete the work of a course. To receive an incomplete in a course, a student must make the request in writing on or before the date of the final Academic Affairs meeting of the semester, and decisions will be rendered by the Academic Affairs committee. A student with an emergency may make a request up to the final day of the term and a decision will be made by the professor in consultation with the academic dean. Any incomplete assignment not turned in within two weeks of the end of the final exam period will be given a zero and the final course grade calculated accordingly. Summer incompletes will be considered at the discretion of the professor in consultation with the academic dean. In order to change the grade, the course requirements must be acceptably completed with 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, re-submission of conditional work and submission of incomplete work are due two weeks after the end of the final exam period.

For an I received in the spring semester for a student who is graduating, the due date for re-submission of conditional work and submission of incomplete work will be no later than the Friday before graduation.

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 one week after the deadline for incomplete work.

For work completed during the academic term, 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 *Student Academic Grievance Policy.*

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.

ACADEMIC PROBATION

Students whose cumulative GPA falls below a 2.50 will be placed on academic probation and their status will be reviewed at the end of the following semester. Students whose cumulative GPA remains below a 2.50 in the following semester will be dismissed as a student registered for credit.

Students who have lost their status as outlined above, may appeal their case to the faculty in writing and may be restored by a two-thirds vote of the faculty.

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 in Admissions Policy

Seminary of the Southwest complies with the following federal laws prohibiting discrimination in education:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act of 1990 (ADA)
- Age Discrimination Act of 1975

The Seminary admits students to all the rights, privileges, programs, and activities made available to students at this school without regard to age, disability, race, sex, color, nationality, ethnic origin, sexual orientation, gender identity, and gender expression except as otherwise provided by these statutes.

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

Email: 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 Spiritual Formation. . . . . 12 credits

Transfer credit is not allowed for the Diploma in Anglican Studies program.

The common course requirement (9 hours) is waived for any student pursuing the 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 to the registrar. Applicants shall also submit course descriptions, syllabi, and official transcripts for all courses for which transfer credit is requested. Transfer credit is granted at the discretion of the Academic Dean. Factors considered include, but are not limited to, the content, learning goals, assignments, and methods of teaching. If the student requests that a transfer credit apply toward a required course, the Academic Dean in consultation with the relevant faculty member will make a decision about the level of overlap that would make the curses sufficiently comparable. If a course is not approved to take the place of a required course, it might still be approved for elective credit.

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 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.

Veterans Administration Compliance Policy

All Veteran's Administration (VA) students are allowed to attend or participate in the course of education during the period beginning on the date on which the individual provides to Seminary of the Southwest a certificate of eligibility for entitlement to education assistance under chapter 31 or 33 (a "certificate of eligibilty" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution

2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Seminary of the Southwest will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Seminary of the Southwest due to the delayed disbursement funding from VA under chapter 31 or 33.

All VA students are required to submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education, and must submit a written request to use such entitlement.

Transcripts

Alumni/ae and current students can request official transcripts through the National Student Clearinghouse at tsorder.studentclearinghouse.org/school/welcome.

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.

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 assign- ments 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. MACMHC 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.

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.

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

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 Collaborative, 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.

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.



2021-2022 SPECIAL EVENTS:

Matriculation Service
August 29, 2021

John Hines Day
October 5, 2021

Hispanic Heritage Month
October, 2021

Blandy Lecture and Alumni Convocation
November 11-13, 2021

Black History Month
February, 2022

Payne Lecture
February 8, 2022

Easter Triduum
April 14-16, 2022

Harvey Lecture
March 21, 2022

70th Commencement
May 30, 2022

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 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.

Latinx Studies

The Latinx Studies Program (LSP) 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 Latinx ministry. The seminary recognizes that demographic shifts make it increasingly necessary for all students to have some familiarity with the tools for ministry with Latinx populations.

Through the study of Latinx theology, culture, and Christianity and through engagement with specific resource persons, texts, and contexts, students will be able to:

- identify historical, cultural, and devotional expressions of Latinx Christian faith common in Texas, especially in its borderlands;
- demonstrate their receptivity toward innovation, enculturation, and difference for the purpose of broadening experiences of racial and ethnic diversity within The Episcopal Church;

Latinx Ministry Concentration

The Latinx Ministry Concentration (LMC) is a curricular specialization offered by Southwest to prepare and equip students who have discerned a particular calling to serve as priests and lay leaders in Latinx contexts within The Episcopal Church.

Through the study of Latinx cultures, as well as theology and approaches to ministry emerging from Latinx contexts, and through engagement with specific resource persons and texts, LMC students will be able to:

- evaluate a diversity of models of ministry in Latinx contexts, including ministry with communities of first-generation immigrants from Latin America who may be Spanish- dominant and ministry with communities of second-generation immigrants and afterward who may be bilingual or English-dominant;
- develop skills for pastoral ministry that can be applied in Latinx contexts;
- use the ver-juzgar-actuar/see-judge-act method, which helps them understand the gifts and needs of the contexts where they minister.

If all the requirements listed below are met, successful completion of the LMC will be indicated on students' transcripts. Requirements for the concentration include:

- **M1110 Engaging Borders I: Rule of Life for Vocation**
- **M1210 Engaging Borders II: Encuentro**
- **M1120 Engaging Borders III: Latinx Ministry in the Borderlands**
- **M4337 Critical Contexts in Latinx Ministry**
- **M4338 Latinx Theology**
- **M1000 Lectura y Plática (two semesters)**
- **Field education in a context that will introduce them to the shapes Latinx ministry can take within the local Episcopal Church**
- **LMC Colloquy, which consists of attending two events offered by the Latinx Studies Program during each semester the student is enrolled in the concentration**

LMC students take all their required courses with their MDIV peers. LMC students must complete the two required electives listed above (M4337 and M4338), which usually are offered during the fall semester on an alternating basis. Other electives in Latinx Studies (e.g. M4330 Theologies of Latina Women, M4340 Latinx Spiritualities) will b e offered regularly, but they are not required courses within the LMC. Elective courses in Latinx Studies are open to all students at Southwest.

Chaplaincy Concentrations

The Master of Divinity Chaplaincy Concentrations are curricular specializations offered by Southwest to equip students who are exploring or have discerned a vocation to ministry in chaplaincy settings. In each concentration, students learn the pastoral skills that are most relevant to their future context.

Chaplains are living symbols of the God who seeks to be with us in every aspect of life. Military chaplains serve as a symbol that God is present even in the most unexpected places, such as combat Hospital chaplains serve as a living reminder that even in our worst times, God is always faithful. School chaplains bring God's love and guidance alongside our quest for growth and wisdom.

Students who successfully complete one of the chaplaincy concentrations will be able to:

- Integrate their primary identity as a minister of the church with their secondary identity as a servant of God's mission in the context of military, healthcare, or school settings
- Offer guidance and leadership regarding ethical questions that arise in the institutions they are called to serve
- Provide spiritual support for those experiencing crises, challenges, grief, and growth within various institutions.

Through the supportive and challenging environment of Seminary of the Southwest, concentration students will gain the cultural competencies, skills, and sensibilities necessary for the practice of chaplaincy.

Students in the concentrations take their required courses with their MDIV peers while using some of their elective courses to meet the concentration requirements. Students who complete a concentration graduate with a transcript that indicates completion of the Chaplaincy Studies Concentration in their particular area.

MASTER OF DIVINITY WITH A MILITARY CHAPLAINCY CONCENTRATION

- CMH5308 Social, Cultural and Family Diversity
- CMH5319 Crisis and Trauma Counseling
- CMH5317 Couples, Parents, and Family Systems
- Chaplain Basic Officer Leaders Course
- Field Education - placement will be in a parish setting that serves active military and veterans; field education colloquies will provide opportunities for chaplaincy students to explore issue specific to their ministries

MASTER OF DIVINITY WITH A HEALTH CARE CHAPLAINCY CONCENTRATION

- CMH5308 Social, Cultural and Family Diversity
- CMH5319 Crisis and Trauma Counseling
- P5390 Healing Presence
- Two units of CPE
- Field Education - placement will be one year in a healthcare setting and one year in either a parish or healthcare setting; field education colloquies will provide opportunities for chaplaincy students to explore issue specific to their ministries

MASTER OF DIVINITY WITH A SCHOOL CHAPLAINCY CONCENTRATION

- CMH5308 Social, Cultural and Family Diversity
- CMH5305 Human Growth and Development Across the Lifespan
- CMH5317 Couples, Parents, and Family Systems
- Field Education - placement will be one year in a school setting and one year in either a school or parish setting; field education colloquies will provide opportunities for chaplaincy students to explore issue specific to their ministries.

The sequence of courses is shown in the following tables.

DEGREE REQUIREMENTS:

1. Satisfactory completion of 88 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
L1330	Liturgical Music	3
L1310	Liturgy I: Worship and Theology	3

M1110 Engaging Borders I: Rule of Life for Vocation . . 1.5

Total Credits **13.5**

January Term

M1210 Engaging Borders II: Encuentro 2

Total Credits **2**

Spring Semester

B1320 Biblical Studies: History & Hermeneutics II . . 3

H1330 History of Christianity II 3

M1120 Engaging Borders III: Latinx Ministry in the Borderlands. 1.5

P1340 Pastoral Theology I: Foundations of Pastoral Ministry 3

T1310 Constructive Theology 3

Total Credits **13.5**

Summer Term

P1010 Clinical Pastoral Education. 0

Total Credits **0**



MIDDLER YEAR

Fall Semester

B2310 Biblical Studies: History & Hermeneutics III . . 3

L2310 Introduction to Preaching. 3

P2110 Middler Field Education 1

TE2310 Theological Ethics I 3

Elective 3

Elective 3

Total Credits **16**

January Term

Spring Semester

L2340 Liturgy II: The Prayer Book, its History and Theology 3

P2120 Middler Field Education 1

P2340 Practical Theology for Church and World . . 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 Field Education 3

P3330 Leadership, Administration, and Finance . . 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 Field Education	3
	Elective	3
	Total Credits	**12**

Notes: GOEs to be taken in January of the third year.

Students pursuing the Latinx Studies concentration must take two electives in the LHS concentration available fall and/or spring semester.

Students pursuing the Chaplaincy concentrations must follow the prescribed courses listed above.

Students must take one Theology elective and one Preaching elective.

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 their 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 may take courses from the Master of Divinity, Master of Arts in Clinical Mental Health Counseling, and Master of Arts in Spiritual Formation sequences (though admission into courses in these latter two programs will depend on available classroom space and will be up to discretion of the instructor). 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, Liturgical Studies, Latinx Studies, Biblical Studies, and Theology.

DEGREE REQUIREMENTS:

1. Satisfactory completion of 48 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

Master of Arts in Religion Curriculum (48 Credits)

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. . . . . 3 credits

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

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. . . . . 15 credits

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. . . . . 6 credits

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 . . . . . 18 credits

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 LATINX 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 the January Encuentro immersion course, the spring Engaging Borders III course, and one elective in Latinx Studies. 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 mission of the Loise Henderson Wessendorff Center for Christian Ministry and Vocation at Seminary of the Southwest is to support students in discerning what it means to respond faithfully to a vocational call to provide spiritually competent services in professional counseling, and spiritual formation. Through its vocational degrees, the Center provides educational opportunities for students of all backgrounds to strengthen their knowledge of spiritual, ethical, and religious values and integrate these competencies into their professional practices.

Because of the almost unparalleled access 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 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.

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

MASTER OF ARTS IN SPIRITUAL FORMATION



Master of Arts in Clinical Mental Health Counseling (MHC)

The MHC program offers a 60-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 three core 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) or the National Mental Health Counseling Exam (NCMHCE), and the jurisprudence exam 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 spiritual integration courses in 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.

DEGREE REQUIREMENTS:

1. Satisfactory completion of 60 credit hours within six years of study
2. For Candidacy - Student Counseling Requirement; Capstone Paper, Advisor Recommendation

   For Graduation - Comprehensive Examination (CPCE)
3. Each candidate must fully discharge all financial obligations to the seminary

Latinx Counseling Concentration (LCC)

The Latinx 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 to help foster bilingual and bicultural counselors in order to work more effectively with diverse generations within the Latinx 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 LCC 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 Latinxclients, including theories, best practices, and advocacy. In order to meet the requirements of the LCC 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 Latinx 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 Latinx 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, CMH53XX Crisis, Trauma, and Abnormal Behavior, CMH5320 Clinical Practicum, CMH5321/5322 Internship I/II. By the end of their degree, students will be able:

- To demonstrate proficiency in Latinx 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 Latinx population is Spanish-speaking only, however the need to bridge disparities within the Latinx-culture is vital across all generations within this population and LCC students select either Track One - With Spanish Language Proficiency, or Track Two - Without Spanish Language Proficiency.. 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 Latinx 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 Latinxclients for whom Spanish is their native language or language or 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 Latinx 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 Latinx Counseling 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 Latinx community. Students are expected to complete six hours of community collaboration in order to engage and participate in continued learning with the Latinx population. *Please meet with Latinx Counseling 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 the Latinx community.

5. Counseling Theory

Students in the concentration will gain deeper knowledge of working with the Latinx community through continuing education. The objective is to support



students becoming proficient at applying Counseling Theories to clinical work with the Latinx 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 the Latinx 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 the LCC Counseling 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 Latinx clients. The objective is to support students becoming proficient at providing clinical service in English and Spanish to the Latinx community. At the end of their degree, the student will:

- Complete at least one of their field experiences with one of the approved Latinx 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 LCC concentration are expected to fulfill at least one of their practice courses with a Latinx emphasis. For further information on the Latinx Counseling Concentration, please contact Dr. Stephanie Ramirez, Assistant Professor of Counselor Education and LCC coordinator at Stephanie.ramirez@ssw.edu.

See page 22 for additional information about summer programs in Latinx studies.

Master of Arts in Clinical Mental Health Counseling (60 credits)

Core Courses . . . . . 9 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 World Religions for Counseling and Ministry

CMH5323 Spiritual Integration in Counseling and Ministry

Required Courses . . . . . 30 credits

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

CMH5315 Psychopathology

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

CMH5327 January Practicum/Internship Extension

Non Pre-Requisite Courses . . . . . 12 credits

CMH5329 Crisis, Trauma, and Abnormal Behavior

CMH5317 Couples, Parents and Family Systems

CMH5318 Addictions Counseling

CMH5328 Counseling Elective

DEGREE REQUIREMENTS:

1. Satisfactory completion of 60 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 or health care chaplaincy.

The common curriculum (3 courses) provides a biblical, historical, and ethical foundation for pastoral ministry. Other required course work allows students to specialize in spiritual direction, spiritual formation, or healthcare chaplaincy. 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. Students who want to work in health care chaplaincy follow the health care chaplaincy track to complete one unit of Clinical Pastoral

Education (CPE) and 15 additional hours of chaplaincy-related courses.

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 series of reflection essays 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 of various ministry settings within a religiously plural and culturally diverse society, and integrate relevant perspectives from the social sciences. Students will produce a capstone project integrating knowledge gained into a vision for future ministry.

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 practice of a particular ministry. Students in all tracks will show evidence of readiness to practice spiritual caregiving through self- and instructor-evaluations at the end of the concluding semester of the spiritual direction practicum. In addition, students in the spiritual formation track will submit an MSF Project showing evidence of how they have exercised their spiritual formation interests in a ministry context.

Master of Arts in Spiritual Formation Curriculum (48 hours)

Course Requirements for the MSF Spiritual Direction Track

Common curriculum . . . . . 9 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling and Ministry

CMH5323 Spiritual Integration in Counseling and Ministry

Required courses. . . . . 24 credits

CMH5324 Theological Reflection for Care of Souls

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 Communication in Vocational Contexts

+ 5 Elective courses . . . . . 15 credits

Course Requirements for the MSF Spiritual Formation Track

Common curriculum . . . . . 9 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling and Ministry

CMH5323 Spiritual Integration in Counseling and Ministry

Required courses. . . . . 30 credits

CMH5324 Theological Reflection for Care of Souls

F5304 Prayer, Action & the Contemplative Life

F5330 Introduction to Discipleship & Vocation

F5337 Spiritual in the Workplace

F5610 Theory and Practicum in Spiritual Direction (6 credits)

P5307 Multiculturalism and Diversity Issues in Pastoral Care

W5305 MSF Project Preparation

W5306 MSF Project Writing

W5309 Communication in Vocational Contexts

+ 3 Elective courses . . . . . 9 credits

Course Requirements for the MSF Health Care Chaplaincy Track

Common curriculum . . . . . 9 credits

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling and Ministry

CMH5323 Spiritual Integration in Counseling and Ministry

Required courses. . . . . 30 credits

CMH5324 Theological Reflection for Care of Souls

F5304 Prayer, Action & the Contemplative Life

F5330 Introduction to Discipleship & Vocation

F5337 Spirituality in the Workplace

F5610 Theory and Practicum in Spiritual Direction (6 hours)

F2610 Clinical Pastoral Education (CPE) (6 hours)

P5307 Multiculturalism and Diversity Issues in Pastoral Care

W5309 Writing in Vocational Contexts

+ 3 Elective courses . . . . . 9 credits

DEGREE REQUIREMENTS:

1. Satisfactory completion of 48 credit hours within six years of study.
2. Engagement in at least six (6) spiritual direction sessions offered by a practicing spiritual director approved by student's advisor. These 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 MACMHC, 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;
- 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

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

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.

Park

B2310 Biblical Studies: History and Hermeneutics III

This course concentrates on the use of the full hermeneutical circle in preaching and teaching from the Old Testament prophetic and poetic literature, the Gospel of John, Revelation, and the Johannine letters.

Bishop and Park

ELECTIVES

B4100 Further Studies in Biblical Hebrew

Continued study of Hebrew for those who have completed B1310. Accordance Bible Software will be the primary tool 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

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.

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 or permission of the instructor

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 or permission of the instructor

Bishop

B4322 The Letters of Paul: Grounding Faith and Building Community

Paul's letters have become key documents within the Christian Bible. These letters, which were written in the context of the Roman Empire and diaspora Judaism in the ancient world, are still used today to discuss and decide ethical and political action both inside and outside the church. This course focuses on theological, socio-political, and ethical themes in the seven genuine letters of Paul. We will closely read these letters, and special attention will be given to topics such as class, slavery, gender, and race/ethnicity. We will also explore how Paul's epistles inform various issues that arise in contexts of ministry today.

Park

Formation Studies

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

- 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

F3330 Christian Formation: Ministry for Youth and Young Adults

This course introduces students to various strategies and practices of Christian Education and spiritual formation to effectively disciple youth and young adults in the 21st century.

Robinson

ELECTIVE COURSES

F5342 Spirituality and the Arts

In this course, we will explore the connection between spirituality and creative expression — an active engagement with the arts — both by surveying literature on creativity from the spiritual traditions and the social sciences and by experimenting with the process of making in various media. Thematic emphases will include: creative expression as a way to nurture a sense of connectedness, as a form of prayer, as a method of practicing trust, as a way to make meaning, and as a force for healing and whole-making. Class format will include a series of workshops facilitated by spirituality-oriented practitioners in the arts, followed by opportunities for reflection.

Note: Proficiency in any artform is not required. Our focus will be on the spiritual gifts of the process of making rather than on the perfection of techniques or final products.

Colombo

Latinx Studies Program (LSP)

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

- identify historical, cultural, and devotional expressions of Latinx Christian faith common in Texas, especially in its borderlands;
- receptivity toward innovation, enculturation, and difference for the purpose of broadening experiences of racial and ethnic diversity within the Episcopal Church;
- evaluate a diversity of models of ministry in Latinx contexts, including ministry with Spanish-dominant, and ministry with English-dominant ;
- apply skills for pastoral ministry in Latinx contexts.

REQUIRED COURSES

M1000 Lectura y Pláctica: Latin American Literatures and Spiritualities

This seminar is often referred to as *"Pláctica,"* a portmanteau of *práctica* (to practice) and *plática* (to chat), because it is meant to be an inclusive Spanish-speaking community. Divided into two sections (M1000-1 for advanced beginning Spanish speakers and M1000-2 for intermediate and advanced Spanish speakers), *Lectura y Plática* is a discussion seminar conducted in Spanish based on foundational and recent writings from Latin America. This course is appropriate for advanced beginners to native Spanish speakers. Scholarly readings (of about 8-10 pages per week) or audiovisual materials from across Latin America will be assigned every week. The discussion materials will address the topic of spirituality from diverse disciplines: history, cultural studies, feminist and sexuality studies, ministry studies, biblical studies, literature, and pastoral care and counseling. Students who are looking for specific feedback can record a presentation during the semester that will be distributed and discussed among the participants.



Note: • *M1000 is not a credit-bearing course and is assessed on a satisfactory/ unsatisfactory basis. Before enrolling, students interested in Lectura y Plática and/or the LMC are strongly encouraged to build a foundation in conversational Spanish by taking advantage of resources and offerings outside the seminary that are designed to teach the fundamentals of Spanish grammar and vocabulary. If you would like a listing of such resources, please visit the LSP website or send your inquiry to the Director at latinxstudies@ssw.edu.*

Note: • *Lectura y Plática is available to all Southwest students who would like to register. Students in the LMC are required to do satisfactory work in two semesters of Lectura y Plática.*

Staff

Note: required for MDIV juniors. Open to others with the permission of the instructor.

The three course sequence, Engaging Borders, is required of all MDIV students during their junior year.

M1110 Engaging Borders I: Rule of Life for Vocation

This course offers students the opportunity to engage the borders of change within themselves and the borders of engagement between self and others. Students learn a practical theological framework and flexible discipline for crafting and revising a rule of life that supports growth and flourishing in ministry. Drawing on wisdom from the Christian ascetical tradition, insights from the science of habit formation, and tools from the psychology of behavioral change, students explore existing habits, text assumptions, and build healthy practices. In addition to resourcing personal wellness, the course helps students develop dispositions of curiosity and hospitality when encountering challenge and difference. In this way, the course prepares students for the Encuentro course.
1.5 credits

Tomlinson

M1210 Engaging Borders II: Encuentro

This course offers students the opportunity to engage borders of politics and culture. Students participate in experiential learning through an immersion trip to the US/Mexico border and visits to Latinx parishes in Texas. During their time near the border, students encounter the church's witness at the intersection of multiple cultures, legal jurisdictions, and socioeconomic situations, and they listen to the people who live, work, and gather there. Students are invited into a learning space characterized by generosity, receptivity, and compassionate presence to one another and those they meet. During Encuentro, students will have ample opportunity to practice their rule of life habits they developed in the fall course.

2 credits

Staff

M1120 Engaging Borders III: Latinx Ministry in the Borderlands

This course offers studens the opportunity to engage some of the social and theological borders that impact ministry. Students examine questions raised during the January immersion experience and visits to Latinx ministry sites. Through reading and discussion, students place these experiences in a larger political, economic, historical, and theological context. Authors may include Gloria Anzaldúa, Jason de León, Juan Oliver, and Carla Roland Guzmán. Students will be invited to reflect on their rule of life practices during Encuentro as an experience that can inform their growth and learning when applied to other ministerial contexts They will explore how context bears on the work of the priest and how multiple positions can be held with grace at the borders of difference.

1.5 credits

Staff

ELECTIVE COURSES

(Required for concentration students)

M4337 Ministry in Latinx Contents

This interdisciplinary course introduces the student to diverse critical contexts for engaging in ministry in Latino communities: histories of Latin American/Latinx Christianity; geopolitics and religion (race, immigration, religion); denominational dynamics and religious diversity in Latinx-majority communities. It uses these contexts to engage with past and current models for Latinx ministry in the Episcopal Church. The first class of the week will be dedicated to lecture, the second class to discussion. Class meetings will include elements of lecture and discussion, as well as opportunities for collaborative learning. Assignments are designed to support students in their preparation for ministry, especially in a Latinx parish. Note: Available to all students, this course is one of two required courses for the Latinx Ministry Concentration. It can be used as an elective as well.

Staff

M4338 Latinx Theologies

This course will provide a historical overview of the development of Latinx theologies, introduce the students to key concepts stemming from the theological perspectives represented in Latinx communities, and situate current debates among Latinx theologians. Weekly response papers will provide opportunities for students to connect course readings with future ministerial contexts. Final paper options include a research paper on a question related to Latinx theology or a ministerial plan and rationale.

Note: • Available to all students, this course is one of two required courses for the Latinx Ministry Concentration. It can be used as an elective as well.

Staff

M4339 Theologies of Latina Women

This course contextualizes the contributions of Latina women within Third Wave feminist theological discourse. Students are invited to tend to their own experiences of gender in the faith traditions they claim and to situate historically those narratives in the broader trajectory of the development of liberative engagements of Latina women with theology. Highlighting the ways in which dynamics related to gender, race, and class manifest themselves in Christian communities, we explore mujerista, Latina feminist, and Latina evangélica responses to theological problems in light of their particular contexts and their understandings of shared struggles affecting Latinx communities. Dialogue with feminist and womanist theologies is interwoven throughout the course.

Staff

M4340 Latinx Spiritualities

This interdisciplinary course provides opportunities for students to come into contact with the broad diversity of Latinx spiritual expressions in our local communities. This course acquaints students with resources from Christian spirituality, liturgy in The Episcopal Church, popular religiosity, and Chicana feminist literature and invites them to share the fruit of these interdisciplinary dialogues in their future ministries. Students will write a brief spiritual autobiography that explores the relationship between their social locations, their spiritual practices, and their vocations in the church. For their final assignment, students will choose between three options: (1) a ministerial plan with an accompanying rationale, (2) a research paper that further considers a question related to course topics, and (3) a reflective response paper that integrates what they have learned from their independent conversations with a Latinx elder in the Episcopal Diocese of Texas with the resources engaged in the course.

Staff

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 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

H4314 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



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.

Jennings

L2310 Introduction to Preaching

The purpose of the course is to identify and review essential elements of the art, craft, and spiritual disciple known as preaching. Elements introduced include a history of preaching, the purpose of preaching, theology of preaching, ethics of preaching, biblical interpretation for preaching, sermon form, sermon content, sermonic imagery and language, sermon delivery, sermon context, sermon and technology, sermon as worship and communicating the gospel as an authentic, true person.

Robinson

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 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



Music Studies

See the learning outcomes under Liturgical Studies on page 41.

REQUIRED COURSES

L1330 Liturgical Music

This course provides students with an overview of the history and principles of liturgical music, surveys the Hymnal 1982 and its supplements, and increases students' enjoyment and appreciation of church music. Students also practice liturgical music, and work to improve their singing ability.

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

P1340 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.

Staff

P2340 Practical Theology for Church and World

This course introduces students to practical theology, a field of theology that considers the relationship between theological principles and practices of faith. Students in this class will have an opportunity to consider different modes for integrating theory and practice, giving them tools for thinking critically about the theological significance of human experience. It also equips students

to consider the significance of how different contexts for human experience impact the work of theological reflection. This course culminates with a practical theology project developed by students that allows them to engage in the work of reflective practice in regards to a specific ministry context.

Staff

ELECTIVE COURSES

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.

Staff

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.

Staff

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)*

Staff

P2110/2120 Middler Field Education

The emphasis in this first year of field work is on gaining a broad exposure to the people, culture and ministry of the assigned contest and to develop, in conjunction with the supervisor. A learning agreement for the year, 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 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*

Staff

P3310 & P3320 Senior Field Education

Students continue their assignments as they develop their ministerial identity and competencies. A learning agreement for the year, 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 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*

Staff

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 language, with the goal of gaining skills in creative and constructive theological communication.

Baker

ELECTIVE COURSES

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

T4322 Twentieth and Twenty-First Century Theology

This course will investigate some of the major themes giving shape to contemporary theology, such as revelation, the Holy Spirit, and soteriology. We will study writers from various contexts that have made important contributions to contemporary theological language, including Sarah Coakley, Kelly Brown Douglas, Kathryn Tanner, Rowan Williams, and David Bentley Hart in our century, and Karl Barth, Ignacio Ellacuría, Sergei Bulgakov, James Cone, and Hans Urs von Balthasar in the previous century. The course will involve lectures, discussions, and close readings of texts, as well as assignments that put these theologians to work in the practices of contemporary ministry.

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

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

T4332 Beauty Matters: Theological Aesthetics for Social Transformation

This course is both an introduction to theological aesthetics — theories of beauty in relation to God — and an exploration of the social implications of these theories. We will consider how certain constructions of beauty (for example, as perfection, as Whiteness, as a set of pleasing traits) have legitimized or helped perpetuate various forms of oppression; we will explore and celebrate how members of non-dominant groups have imagined, practiced, and created beauty for themselves and their communities; and, drawing on new developments in both science and theology, we will entertain an understanding of beauty not as a quality possessed by an object, but as a transformational encounter between divinely entangled subjects.

Colombo



T4334 Hope for Creation

What becomes of the theological virtue of hope, one of Saint Paul's three "remaining things," in an era in which planetary home careens toward a state of permanent emergency? With resources from contemporary science, the Bible, classical and contemporary theology, theological ethics, and literature, we will structure a Christian ethic of hope around grief and truth-telling. Class meetings will involve lectures (by professor and by guests), discussions, and presentations. Assigned work may include readings, papers, and projects. Prerequisite: T1310

Baker

T4337 Patristics and Medieval Theology

This course will examine the three great intertwining themes around which Christian theology first formed: Trinity, Christology, and deification. We will study the great writers of the eastern and western traditions, including the Cappadocian Fathers, Augustine, and Thomas Aquinas. The course will involve lectures, discussions, and close readings of texts, as well as assignments that put these historical texts to work in the practices of contemporary ministry. Prerequisite: T1310

Baker

Theological Ethics Studies

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

- analyze the nature and causes of moral disagreement in contemporary culture
- describe and apply the central characteristics of Anglican moral theology;
- articulate a vision of constructive ethics that attends to character and community, justice and love, teleology and eschatology;
- make use of scripture, tradition, reason and experience when 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 and the role of the minister as ethicist. We will explore the significance of context for ethics - notably the Anglican/Episcopal context and various contexts of marginalization. Further, the course will examine the connections between happiness and goodness, narrative and virtue, decisions and improvisation.

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

Bader-Saye

TE2320 Theological Ethics II

This course engages practical moral questions that might arise in the students' vocational contexts. Students will engage with the challenges of moral disagreement in a polarized world. They will practice moral discernment around topics such as sex, gender, ecology, economy, race, immigration, violence, and medicine. The course will teach students engage these issues from a theological perspective, drawing on the Anglican tradition while also listening to diverse voices.

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 well as 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.

Baker

W3301 MAR Thesis Preparation

Study and preparation of the MAR Thesis. Students will work with the selected committee and with the library staff on research as they prepare to write their thesis.

Staff

W3302 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

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

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, MSF

The following three courses are required for the MHC, 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 core theological curriculum in the Center, this ethics course serves to integrate the spiritual traditions of the church with the professional competency practices of counseling, chaplaincy, pastoral care, and spiritual direction. The course examines the moral life as a path to human excellence and communal well-being. Theological insights into the human condition will be brought into conversation with principles of professional social service ethics such as autonomy, nonmaleficence, beneficence, and fidelity. The course will seek to give students a vision of human flourishing as well as a set of practices to sustain ethical and life-giving vocations. For Clinical Mental Health Counseling students, assignments emphasize crafting a moral vision capable of addressing the vocation of professional counseling in a pluralistic, diverse, multicultural context. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to ethics in counseling and ministry.

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

Bader-Saye

CMH5311 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 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; the development of varieties of Christianity, especially within Protestantism and Roman Catholicism; the practice and enculturation of Judaism, Islam, Buddhism, and Hinduism. 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to American Religion in counseling and ministry.

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 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.). Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to spiritual integration in counseling and ministry.

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

Jangha

CMH5330 Issues in Religion for Counseling and Ministry

As part of the core theological curriculum in the Center, this course serves to introduce students to a diverse array of contemporary issues and questions related to how religion is practiced and understood for the purpose of the fields of counseling, chaplaincy, pastoral care, and spiritual direction. This course will use case studies to introduce the question

of what religion is and how diverse groups define it. From there, topics will consider how religious traditions develop, the diverse manifestations of it, including considerations of race and gender, and the role of spiritual practices in religious traditions. An ability to identify the core values of a person's religious 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 will emphasize application of course content to the practice of professional counseling. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to issues of religion in counseling and ministry.

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

Joslyn-Siemiatkoski

Master of Arts in Clinical Mental Health Counseling

COMMON CURRICULUM COURSES

As listed on page 49.



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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to assessment and testing in counseling.

Johnson

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 as well as 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 explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to helping relationships skills in counseling.

Spellings & Ramirez

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-inclusive 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to group counseling.

Johnson & Ramirez

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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to human growth and development in counseling.

Spellings

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. 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to career counseling.

Johnson & St. David

CMH5307 Research and Evaluation

This course is designed to introduce students to the 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to counseling research and evaluation.

Jangha & St. David

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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to social, cultural, and family diversity in counseling.

Johnson

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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to counseling theories.

Ramirez

CMH5315 Psychopathology

This course is designed to further develop students' skills within 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice.

Johnson & Jangha

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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to counseling couples, parents, and family systems.

Spellings & St. David

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. The course reviews the impact of substance use dependence on the family unit. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to addictions counseling.

Staff

CMH5329 Crisis, Trauma, and Abnormal Behavior

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. This course also introduces 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to abnormal behavior and crisis counseling.

Spwllings

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); meeting the minimum required hours is required to pass the course. 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to clinical skills in Practicum. 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 having satisfactorily completed the requirements of Clinical Practicum and all prerequisite 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 students 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to clinical skills in Internship I.

Prerequisites: CMH5302, CMH5303, CMH5304, CMH5305, CMH5306, CMH5307, CMH5308, CMH5313, CMH5315, CMH5320, CMH5325

Ramirez

CMH5322 Clinical Internship II

Students enroll in the Clinical Internship II course after having completed the prerequisite 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 for this course: CMH5321 Clinical Internship I. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to clinical skills in Internship II.

Prerequisites: CMH5321

Spellings

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, multicultural 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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to professional orientation and ethics in counseling.

Spellings & Jangha



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

CMH5328 Human Sexuality in the Counseling Profession

This counseling elective is designed to introduce students to human sexuality through the lens of clinical mental health counseling. Students will review human sexuality and its relevance to clinical assessment, diagnosis and treatment planning, clinical intervention, and counseling theory. Students will review a clinical history of human sexuality and its interaction with media, gender identity and gender roles, sexual and affectional orientation, sexual harassment, assault and abuse, family planning and contraception, sexually transmitted infections, HIV/AIDS, and more. Reflection upon one's knowledge around sex and intimacy, personal insight, and counseling skills related to understanding client sexuality will be attained. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to human sexuality within the counseling practice.
Johnson

CMH5331 Helping Relationships and Methods - Bilingual in Spanish

This bilingual 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 as well as counselor characteristics and behaviors that influence the counseling process in English and Spanish. The course will focus on using culturally-responsive 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 in both languages. Students will learn roles and settings of clinical mental health counselors, strategies for suicide prevention, crisis internention and trauma-informed strategies, and a systems approach to conceptualizing clients. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to helping relationships skills in counseling.
Students must be proficient or fluent in Spanish in order to register for this course.
This course is designated for LCC students
Track 1 (required) and Track 2 (optional) Bilingual
Ramirez

Master of Arts in Spiritual Formation

CORE CURRICULUM COURSES

As listed on page 49.

REQUIRED COURSES

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 frameworks that implicitly or explicitly affect clinical and pastoral settings. These tools include skills 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 they informs our vocational practice.
Staff

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

F5320 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.
Staff

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

This course examines the ethics, practice, and theory of spiritual direction. Students will learn the appropriate skills for leading spiritual direction in individual and group settings and engaging in supervision of spiritual direction with peers. Across four sequential semesters, students learn the breadth of skills and concepts for spiritual direction and for applying these skills to various pastoral care ministries. Each semester follows the same design of practice, supervision, group spiritual direction, and directed readings. In the final semester, students develop a capstone project integrating what they have learned into their own vocational vision.
Colombo, Province

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

W5305 MSF Project Preparation

In this first semester of the MSF project development, students will discern, together with a faculty member and their advisor, the shape of a project that will engage and extend, in an ecclesial, social, educational, or artistic context, the student's learning in spiritual formation.
Staff

W5306 MSF Project Writing

In this second semester of the MSF project development, students will produce the project. The project may take various forms, but must include a written component articulating a rationale and statement of intent for the project and offer a theological reflection upon it.
Staff

W5309 Communication in Vocational Contexts

Tending to others' spiritual needs requires not only a compassionate heart, but also the ability to communicate skillfully in various modes. This course will bring

heart and voice into productive conversation with one another. It will sharpen your ability to express ideas clearly as a writer, speaker, facilitator, and teacher; and to understand your work in these areas as opportunities for spiritual growth and for connection with others. Course requirements include a substantial written work on a topic related to your vocation, a teaching presentation on the same topic, and the facilitation of a group experience related to that topic.
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

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.
Staff

F5342 Spirituality and the Arts

In this course, we will explore the connection between spirituality and creative expression — an active engagement with the arts — both by surveying literature on creativity from the spiritual traditions and the social sciences and by experimenting with the process of making in various media. Thematic emphases will include: creative expression as a way to nurture a sense of connectedness, as a form of prayer, as a method of practicing trust, as a way to make meaning, and as a force for healing and whole-making. Class format will include a series of workshops facilitated by spirituality-oriented practitioners in the arts, followed by opportunities for reflection. Note: Proficiency in any artform is not required. Our focus will be on the spiritual gifts of the process of making rather than on the perfection of techniques or final products.
Colombo

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

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

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

P5390 Medical Issues and Healing Presence

Through readings, discussion, small group work and writing exercises, students are familiarized with the art of being a healing presence during times of major life transitions. Topics to be explored include listening skills, intercultural awareness, resources for healing presence, and ritualizing life transitions.
Staff

EDUCATIONAL AND ECUMENICAL RESOURCES

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.

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.



Cross-Cultural Programs

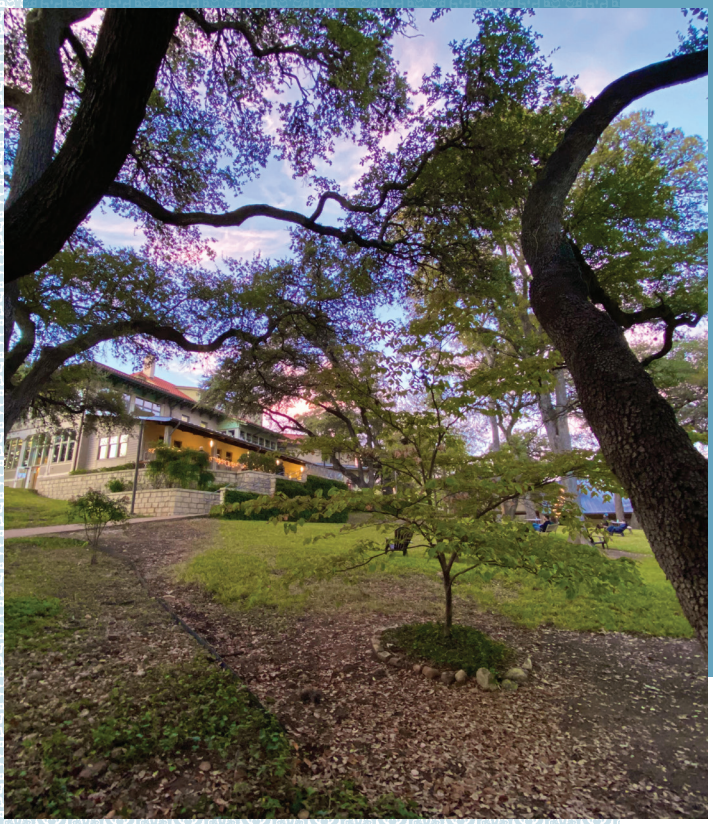
Seminary of the Southwest believes that the future growth and development of the church will take place at the edges of cultural differences. To prepare our students for cross-cultural ministry, we capitalize on our Southwestern location as an opportunity to engage Hispanic/Latino traditions. Every MDiv 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 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).

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 as the Helen and Everett H. Jones Chair in Christian Ethics and Moral Theology in 2009 and has served as academic dean since 2013. His current research centers on theological readings of gender and transgender. 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 *Following Jesus in a Culture of Fear,* revised and updated (2020), *Formed by Love* (2017), and *Church and Israel After Christendom* (1999). 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. Professor Bader-Saye helped found and lead Peacemeal, a missional Episcopal community in Scranton, PA, served on the Episcopal Church Executive Council Economic Justice Loan Committee, currently serves on the Gathering of Leaders Steering Committee, and is active as a teacher and parishioner at St. Julian of Norwich Episcopal Church, a mission in northwest Austin.

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 courses in constructive theology, ecotheology, Patristics, and theological research. His latest books are *Shakespeare, Theology, and the Unstaged God* (Routledge, 2020), and *Leaving Emmaus: A New Departure in Christian Theology* (Baylor University Press, 2021). He is currently exploring the intersection of classical accounts of theosis with current issues in ecology. Professor Baker works with other members of the community on green initiatives around campus, and he is the theologian in residence at Saint Julian of Norwich Episcopal Church in north Austin where he and his family worship.

BA and MA, Olivet Nazarene University
PhD, University of Virginia



Dr. Steven Bishop

Associate Professor of Old Testament

Dr. Bishop, associate professor of Old Testament, came to the Seminary of the Southwest in 2004 from the Boston area, 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, and the influence of Hellenistic thought on Hebrew wisdom literature. In addition to writing book reviews and presenting scholarly papers, Dr. Bishop assisted the well-known Old Testament scholar Bernhard 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,* 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

Dr. Claire Miller Colombo, as director of the seminary's writing center, 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. 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). 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



The Reverend Dr. Brandon Thomas Crowley

2021 Crump Visiting Professor of Theology and Black Religious Scholars Group's Scholar-in-Residence

The Reverend Dr. Brandon Thomas Crowley (pronounced Crow-lee) is an African American scholar in religion, theology, ecclesiology, and queer theory. Since 2009, he has served as the Senior Pastor of the Historic Myrtle Baptist Church in West Newton, Massachusetts, one of America's oldest congregations founded by freed slaves at the end of Reconstruction and one of the only open and affirming historically Black churches in North America. Reverend Crowley earned a Ph.D. in Church and Society and a Master of Sacred Theology with a certificate in social justice from Boston University. He also earned a Master of Divinity from Harvard University, where he was a presidential scholar, and a Bachelor of Arts in Religion with a certificate in cosmopolitan religious leadership from Morehouse College in Atlanta, Georgia. Reverend Crowley is writing a book entitled Queering Congregations: Contextual Approaches for Dismantling Heteronormativity in Black Churches. He is also presently serving as an instructor in Ministry Studies at Harvard University's Divinity School and the incoming 2021 Crump Visiting Professor of Theology and Black Religious Scholars Group's Scholar-in-Residence at the Episcopal Theological Seminary of the Southwest.



Dr. Awa Jangha

Loise Henderson Wessendorff Assistant Professor of Spiritual Integration in Counseling

Dr. Jangha earned her 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 utilized 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 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 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 the 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 an a cosmic gift economy whereby God renders cosmos out of chaos. Jennings has published various book reviews and articles in journals and collections. He is currently working on a book of natural theology for a popular audience. 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



Marlon Johnson

Assistant Professor of Counselor Education

Marlon Johnson is a licensed professional counselor with a focus on narrative and child-centered play therapy techniques. He completing his PhD in counselor education at the University of Tennessee, Knoxville in Fall, 2019. Johnson served as a 2018 doctoral fellow for the National Board of Certified Counselors and as the Tennessee Counseling Association's NBCC Liaison. His research centers on recruitment experiences for African-American men into counseling programs, the intersectionality of LGBTQ identity and faith orientation, continuing multicultural counselor education, and college and career readiness in rural Appalachia.

BS, Clemson University
MS, University of Tennessee
PhD, The University of Tennessee



The Reverend Daniel Joslyn-Siemiatkoski

Duncalf-Villavaso Professor of Church History

Professor Joslyn-Siemiatkoski joined the faculty as the Duncalf-Villavoso Professor of Church History in 2014, having taught for a decade at other Episcopal seminaries. His teaching focuses on integrating Anglican and Episcopal identity with the broader sweep of Christian history and Jewish-Christian relations. His research interests include Anglican and Episcopal history, Jewish-Christian relations ancient and modern, 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. Professor Joslyn-Siemiatkoski is a representative for The Episcopal Church in the Anglican-Roman Catholic U.S.A. dialogue group and a member of the board of trustees for the Episcopal Evangelism Society and the Historical Society of the Episcopal Church. He serves as an assisting priest at St. David's Episcopal Church in Austin.

BA, Gordon College.
MA, PhD, Boston College



The Reverend John Lewis

Iona Collaborative Theologian in Residence

John Lewis is Iona Collaborative Theologian in Residence. 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. Jee Hei Park

Assistant Professor of New Testament

Prior to coming to Southwest, Dr. Jee Hei (pronounced "jee-hey") Park taught at General Theological Seminary. She holds an MDiv from Harvard Divinity School and a PhD from Fordham University. Her research and teaching interests include the New Testament, race/ethnicity in the Roman world, and postcolonial and decolonial theories and theologies. Park's work has been recognized with several awards including the Forum for Theological Exploration dissertation fellowship and the Louisville postdoctoral fellowship. Her first book All Citizens of Christ: A Cosmopolitan Reading of Unity and Diversity in Paul's Letters will be published by Brill. She is currently a provisional deacon in The United Methodist Church.

BA, Yonsei University
ThM, Yonsei University
MDiv, Harvard Divinity School
PhD, Fordham University



The Reverend Nandra Perry, PhD

Director of the Iona Collaborative

The Rev. Nandra Perry, Ph.D, joined the seminary's staff and faculty as Director of the Iona Collaborative (iona.ssw.edu) on June 1, 2020. Perry serves as Vicar of St. Philip's Episcopal Church in Hearne, Texas (since 2017), and is currently a Mentor in the seminary's Thriving in Bi-Vocational Ministry continuing education and mentoring program. She is a graduate of the Iona School for Ministry in the Diocese of Texas and was ordained to the priesthood in 2017. Perry received her Ph.D. in Renaissance Literature and Religious Studies at the University of North Carolina – Chapel Hill in 2003. Among her many published works is Imitatio Christi: The Poetics of Piety in Early Modern England (Notre Dame: University of Notre Dame Press, 2014). She comes to the seminary from Texas A&M University, where she was an Associate Professor in the Department of English and a faculty affiliate in Religious Studies.



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. The emphasis of her doctoral studies can be summed up in her dissertation title, Beyond the U.S.: A Qualitative Study on the Impact of Travel Abroad for Female Counselor Education and Supervision Students. Outside of teaching, Stephanie is a Licensed Professional Counselor (LPC). She has counseled clients in a variety of settings, including providing counseling and advocacy services for undocumented women experiencing domestic violence, working with senior adults and caregivers, and, recently, working with at-risk youth. 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's Latin American program (online) and has traveled to Mexico and Argentina to help extend counseling opportunities for students outside of the United States. She has also presented on a variety of topics, including keeping ethics relevant in the field of counseling, attitudes and perceptions of Latina sexuality, LGBT youth and the coming-out process, using Transcendental phenomenology as research method, and travel abroad for the purposes of cultural immersion.

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



The Reverend Dominique A. Robinson

John E. Hines Assistant Professor of Preaching

Rev. Dominique A. Robinson, DMin, is a millennial Womanist homiletician and justice advocate. She undergirds scholar-ministry praxis with prophetic witness, social justice, digital media, preaching, and religious communication. She earned a Doctor of Ministry degree from Columbia Theological Seminary in Gospel and Culture in May 2017. Her dissertation, "iHomiletic™: Preaching that Clicks," is groundbreaking research, and services to assist faith leaders with developing impactful ministry methodologies that employ technology and social media linguistics. She currently is a Ph.D. student at Christian Theological Seminary in the world's first African American Preaching and Sacred Rhetoric Ph.D. program. Her current research focuses on developing a "diversability"-centered homiletic rooted in Womanist discourse. Additional research interests are African American religiosity, Black Church traditions, millennial womanism, liturgy, youth and young spiritual formation, and digital discipleship. She is an ordained itinerant elder in the African Methodist Episcopal (AME) Zion Church.

BA, Georgetown University
MDiv, Candler School of Theology, Emory University
ThM, Candler School of Theology, Emory University
DMin, Columbia Theological Seminary



Dr. Maria Spellings

Assistant Professor of Counselor Education

Dr. Spellings is a Licensed Professional Counselor Supervisor (LPC-S) in Texas. After completing her masters degree at a seminary in Dallas, she gained a significant amount of clinical experience from working in a local inpatient psychiatric unit working with complex PTSD and trauma-related disorders. She went on to complete her doctoral training at the University of North Texas where she received advanced training in has advanced training in play therapy, attachment, and filial therapy. She is currently teaching full-time with the UNT Counseling Program as a Senior Lecturer where she teaches didactic courses and provides clinical supervision for masters counseling students in multiple stages of clinical development.

BA, East Texas Baptist University
MA, Dallas Theological Seminary
PhD, University of North Texas



Dr. Gena St. David

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

Gena is the Director of the Loise Henderson Wessendorff Center for Christian Ministry and Vocation, and Associate Professor of Counselor Education. She is a licensed professional counselor and licensed marriage and family therapist trained in systemic therapies, EMDR, trauma and neuroscience, attachment and play therapy, and the Enneagram. In 2013, Gena helped co-found The Human Empathy Project, a nonprofit in Austin that exists to foster empathic connection with members of faith and LGBTQ communities. She is the author of several articles and chapters on the intersection of spiritual, religious, and ethical values in counseling, and is currently working on a book that applies neuroscience to Christian theology. Dr. St. David and her family attend Vox Veniae church in East Austin.

BA, The University of Texas at Austin
MA, George Fox University in Portland, Oregon
PhD, St. Mary's University in San Antonio, Texas.



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

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Rector, Saint Peter's Episcopal Church

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Asst.Chancellor,DioceseofFortWorthandViceChancellor of the Episcopal Church in Navajoland
Member, Trinity Episcopal Church, Fort Worth

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BA, Washington University
BD, Bexley Hall
MA and PhD, Princeton University
DD, Episcopal Theological Seminary of the Southwest

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BA, Drake University
MDiv and DD, Episcopal Theological Seminary of the Southwest

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BA, Pomona College
STB and ThD, General Theological Seminary
MA, Oxford University

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BA, Texas Lutheran College
BD and DD, Wartburg Theological Seminary
STM and DD, Episcopal Theological Seminary of the Southwest

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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

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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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Serials/E-Resources Librarian

Marlon Patterson
Circulation Supervisor

Official Calendar 2021-2022

August 2021

21	NSO Lunch (All programs) NSO Orientation (All programs)
21-24	MDiv, DAS, MAR New Student Orientation
21-24	Registration for new students
25-27	MDiv, DAS, MAR New Student Retreat
29	Matriculation service and dinner
30	Fall classes begin

September 2021

6	Labor Day Holiday–offices closed

October 2021

5	Board of Trustees Meeting
5	John Hines Day
18-23	Reading Week

November 2021

10	Blandy Lecture and Symposium
15-20	Spring Registration
23-27	Thanksgiving Break–no classes
25-26	Thanksgiving Holidays–offices closed

December 2021

13-18	Final Exam week
18	Classes end
20	Christmas Holidays through January 1–offices closed



January 2022

3-4, 6	General Ordination Examination
3-21	January Term
17	Martin Luther King, Jr. Holiday–offices closed
22	Spring classes begin

February 2022

8	Board of Trustees Meeting
8	Payne Lecture

March 2022

7	Summer Registration
14-19	Spring Break (tentative)
21	Harvey Lecture

April 2022

15	Good Friday–offices closed
18	Easter Monday–offices closed
18	Reading Day
25-30	Fall and January term registration

May 2022

9-14	Final Exam week
14	Classes end
24-25	Board of Trustees Meeting
24	Commencement Eucharist
25	71st Commencement
30	Memorial Day Holiday–offices closed

June 2022

1	Summer classes begin
6-12	Continuing Education Program

July 2022

4	Independence Day Holiday–offices closed
25-29	Final Exam Week–Summer term

August 2022

5	Summer classes end

Official Calendar 2022-2023

August 2022

21	NSO Lunch (all programs) NSO Orientation (All programs)
21-24	MDIV, DAS, and MAR New Student Orientation
21-24	Registration for new students
28	Matriculation Service and Dinner
29	Fall classes begin

September 2022

5	Labor Day Holiday–offices closed

October 2022

4	Board of Trustees Meeting
4	John Hines Day
17-21	Reading Week

November 2022

14-16	Alumni Convocation and Blandy Lectures
14-18	Spring Registration
22-26	Thanksgiving Break–no classes
24-25	Thanksgiving Holidays–offices closed

December 2022

12-16	Final Exam week
17	Classes end
19	Christmas Holidays through January 1–offices closed



January 2023

3-4, 6	General Ordination Examination
9-27	January Term
16	Martin Luther King, Jr. Holiday–offices closed
30	Spring classes begin

February 2023

7	Board of Trustees Meeting
7	Payne Lecture

March 2023

6	Summer Registration
13-17	Spring Break
20	Harvey Lecture

April 2023

7	Good Friday–offices closed
10	Easter Monday–offices closed
10	Reading Day
17-21	Fall and January term registration

May 2023

15-19	Final Exam week
20	Classes end
23-24	Board of Trustees Meeting
23	Commencement Eucharist
24	70th Commencement
29	Memorial Day Holiday–offices closed

June 2023

5	Summer classes begin
12-16	Continuing Education Program

July 2023

4	Independence Day Holiday–offices closed
24-28	Final Exam Week–Summer term

August 2023

4	Summer classes end



SEMINARY OF THE
SOUTHWEST

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