



SEMINARY OF THE  
SOUTHWEST



FALL 2024/SPRING 2025  
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

## Seminary of the Southwest

Phone: 512-472-4133

Fax: 512-472-3098

Email: [seminary@ssw.edu](mailto:seminary@ssw.edu)

Web: [www.ssw.edu](http://www.ssw.edu)

Street: 501 E. 32nd Street

Austin, TX 78705



# SEMINARY OF THE SOUTHWEST FALL 2024/SPRING 2025 ACADEMIC CATALOG

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# Welcome



## Welcome

Warm greetings from Seminary of the Southwest!

For the last fifteen years, I have had the honor and joy to serve this institution, first as professor then as dean. What I have learned is that Southwest is an extraordinary community of vision, mission, passion, and care. The seminary was founded in 1952 to serve the church and the world by harnessing the rich resources and expansive vision of the American Southwest while modeling transformative dialogue between Christian faith and culture. In the spirit of this legacy, we seek to foster an ethos of creative engagement with the needs and aspirations of the world around us.

Our core values include hospitality, conversation, mutuality, and respect. These are not just words on our website; they are guides for our life together. As part of our embodiment of these core values at this particular cultural moment, we have committed ourselves to the task of building beloved community—making space for belonging among faculty, staff, and students who represent diverse identities of race, ethnicity, sexuality, and gender, and who bring different beliefs and viewpoints. We are a community that values hard conversations, generous listening, and truth telling. This is hard work and we don't always get it right, but we are committed to this task because we believe the reign of God becomes visible when we have the patience to seek truth and live peaceably with one another.

We do this work of learning and formation in the midst of one of the most interesting cities I know. Austin is the capital of a large, diverse, and complicated state, and, as such, it is rich with opportunities to engage the arts, the intellect, and the body politic. In recent months I have found myself watching a favorite band at the outdoor stage of Stubb's Bar-B-Q, rallying on behalf of our transgender siblings at the state capitol, and perusing ancient biblical manuscripts at the University of Texas. The seminary's setting keeps before us the challenge of bringing gospel and culture into conversation.

I invite you to get to know us better. Explore our website, visit our campus, talk to our faculty. Consider the ways you might connect with our mission of forming students for vocations of ministry, service, and healing.

Peace,

Dr. Scott Bader-Saye

DEAN AND PRESIDENT

## About Seminary of the Southwest

At Seminary of the Southwest, leaders are formed. They are formed for ministry in the church, for healing in our communities, and for service in a rapidly changing world. The seminary continually updates its curriculum to provide fresh answers to old questions, while maintaining a tradition of excellence and faith that is the cornerstone of Southwest's identity.

## Our Mission, Vision, and Core Values

### 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.

## 'A seminary for the whole church...'

Established in 1952 by the Rt. Rev. John Elbridge Hines, the fourth Bishop of Texas and eventual Presiding Bishop of The Episcopal Church, Seminary of the Southwest was born from the need to educate more Episcopal priests during a period of rapid postwar growth in The Episcopal Church. Bishop Hines' vision was expansive: he sought to create a seminary for "the whole church ... centered around dialogue between the Christian faith and culture."

Built on a five-acre tract of land in central Austin donated by the Charles T. Rather family in the early 1950s, Southwest soon became an attractive option for Bishops in and around Texas to send prospective clergy, as the other Episcopal seminaries were great distances away. Southwest remains as one of the only two Episcopal seminaries west of the Mississippi River.

Eight seminary deans have led Southwest since being established. The Rev. Gray M. Blandy was the first to hold that title, and each of his successors provided significant leadership during significant periods of growth and change. Dean Thomas Harvey's short tenure ('68-'72) ended with his sudden death, but his reputation theological vision helped revitalize the reputation and trust of the seminary among Bishops in the region. Dean Gordon Charlton ('73-'82) oversaw a time of great change in the church, witnessing Southwest's first female graduate to be ordained (Rev. Susan Buell) in 1978, and helped establish The Episcopal Church's Center for Hispanic Ministry on the Southwest campus. Dean Durstan McDonald's long tenure ('84-'02) introduced several forward-thinking initiatives that still resonate in the church today: a revised curriculum to include lay theological education for non-ordained individuals, the creation of an alumni driven annual fund for endowment growth, and the

"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."

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

From an interview with Hugh Downs, 1981

building or revitalizing of the now iconic structures on Southwest's campus: the Rather House, the Weeks Center and the now named McDonald Academic Building.

In recent years, the leadership of Dean Doug Travis ('07-'13) helped Southwest revitalize their fiscal health, introduce a master degree in mental health counseling, and navigate turmoil in the Episcopal Church with the creation of the Conversation Covenant. From 2013 to 2024, Dean Cynthia Briggs Kittredge served as only the 3rd female dean of any Episcopal seminary in the history of the church. Her leadership witnessed an academic and theological revitalization, with broad investments in ground-breaking initiatives meant to answer the call from across the church.

In 2024, after 11 years of service as academic dean, Dr. Scott Bader-Saye was elected by the Southwest Board of Trustees to serve as Southwest's ninth dean and president.

Once a regional seminary, Southwest is now one of the preeminent Episcopal seminaries in the United States, attracting students from all over the globe to pursue degrees in divinity, mental health counseling, spiritual formation, chaplaincy and pastoral care. Since its founding, 1,475 graduates serving in 50 states and 25 countries have graduated from Seminary of the Southwest.

Today, Southwest responds with clarity and action to the needs of the church and all the communities it serves. By preparing both ordained and lay leaders, clinically trained counselors, chaplains, and spiritual directors – as well as providing broad resources for theological formation nationwide – Seminary of the Southwest fulfills John Hines' vision, and stands at the edge of an exciting frontier where the Gospel meets the culture.

## 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](http://www.ssw.edu).

## Accreditation

Seminary of the Southwest is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award master's degrees. Seminary of the Southwest also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Seminary of the Southwest may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

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

2023-2024 Academic Year

Graduation rates: 96% (MDIV, DAS) (Benchmark 80%)

Graduation rates: 54% (MAR, MACMHC, MSD) (Benchmark 50%)

Ordination Rates: 100%\* (MDIV, DAS) (Benchmark 100%)

Retention rates: 93% (MDIV, MAR, MACMHC, MSD, DAS) (Benchmark 75%)

Passing rate for National Counseling Exam-2024: 100% (Benchmark 90%)

### *\*Based on incoming class of 2022*

The Assessment and Evaluation (A & E) committee oversees assessment and evaluation across the entire campus. The Assessment and Evaluation Committee meets in September, November, February, April, and May.

The institution effectiveness of the seminary is assured by the Faculty and Administrative Council which sets benchmarks for:

- Graduation Rates\* (MDIV, DAS 80%) (MAR, MACMHC, MSD 50%)
- Retention Rates\* (All degrees 75%)
- Ordination Rates\* (MDIV, DAS 100%)
- Job Placement Rates\* (MDIV, DAS, MACMHC 80%) (MAR, MSD 50%)
- National Counseling Exam Results\*(MACMHC 100%)
- Course Completion Rates (All degrees 90%)
- Withdraw Rates (All degrees 90%)
- Faculty Load Percentages (50% full time faculty)
- Threshold of Acceptability (MDIV 90%)
- MDIV – time to degree completion comparing Southwest to peer Episcopal seminaries

- MACMHC – national scores (less the standard deviation) of the Counselor Education Comprehensive Exam)

- MSD and MAR – 80% of students who enroll in the program will complete their degree within six years of matriculation.

\*This information is published in our catalog and on our website.

The A & E committee reviews the above institution effectiveness during the academic year, then sends it to the Faculty and Administrative Council for approval.

The assessments that A & E oversee include degree assessments, administrative department assessments, and student services assessments.

For further information and statistics, please go to our website at <https://ssw.edu/about-southwest/institutional-effectiveness/>

## 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 Direction
- 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](http://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, MSD:

- 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

### 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 31
Master of Arts in Spiritual Direction	June 15
Diploma in Anglican Studies	June 15

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

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

## 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 2024-2025. Tuition and fees are subject to annual review and approval by the Board of Trustees.

### MDIV, MAR, AND DAS

#### **Tuition**

\$18,768 per year for full-time programs  
\$1,173/credit for part-time (2 credits/course)

### MACMHC

#### **Tuition**

\$18,768 per year for full-time programs  
\$782 per credit hour for part-time

### MSD

#### **Tuition**

\$18,768 per year for full-time programs  
\$782 per credit hour for part-time

### **CPE (MDiv)**

MDiv students are responsible for all fees associated with CPE

### ALL PROGRAMS

#### **Auditor's Fee**

\$250 for 14-week course [\[see note 1\]](#)

#### **Meal Plans**

Lunches are served Monday, Tuesday, Wednesday, and Friday. All MDiv, MAR, and DAS taking 9 or more hours are charged a meal plan fee of \$1,232 per year. There is also an optional Thursday evening meal available for students and their families.

#### **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 \$567 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***

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

### ***Miscellaneous Fees***

Student Services Fee: \$955/year for full-time students;

\$610/year for part-time students

Application fee \$55

Late registration fee \$35

Late application fee \$55

Yearly Student Association Activity Fee

\$113 MDiv, MAR, DAS, SPEC

\$59 MACMHC, MSF

Notes:

1. All students enrolled for 10 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 is without charge for all full-time MDiv, MAR, and DAS students and all MACMHC, and MSD 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.
3. Upon registration in a distance education course, all students will be notified by email about any

projected additional student charges associated with verification of student identity by the Accounting Office.

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 nineteenth to twenty-third day following the first class session of the course: 65%.
4. After the twenty-fourth day following the first class session of the course: No refund

### ***Withdrawal Due to Active Military Service***

A student who withdraws 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 considered for institutional aid.

- **Support from faith communities:** Students in the MDiv or DAS program must also submit a statement of financial support from the sending parish and diocese (or equivalent structures) as part of their Institutional Financial Aid Application. The seminary is required to track and report on this aid, and statements of support enable students to budget accurately for the costs of seminary. Students in other degree programs are invited and encouraged to seek support from their faith communities and may use the seminary's forms to do so.
- **Outside Scholarships:** The Financial Aid Office strives to be a resource to seminarians by compiling and publishing a comprehensive list of outside scholarship opportunities. All students seeking financial aid must demonstrate that they have applied to at least two outside sources of support. The seminary will assist students in identifying such sources.
- **Loans:** Federal Student Aid loans are available to students in master's-level degree programs through the William D. Ford Direct Loan Program of the U.S. Department of Education.

## APPLICATION PROCEDURES

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

## STUDENT LOANS

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



Office will determine a student's eligibility to receive federal student aid.

#### INSTITUTIONAL AID

New and returning students must complete an Institutional Financial Aid Application and submit it 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 (10 or more hours) in the above named programs in an amount up to 100% of the cost of tuition. For academic years 2024-2025, 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 MSD\*

For incoming students in the 2024-2025 academic year in the above named programs, a grant of up to 20% 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.

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



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

## Academic Policies

The seminary's academic policies are contained on the internal Google drive, through the student information system, Populi. All admitted students have access to Populi.

### 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.

### 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. The seminary does not discriminate on the basis of these factors in the administration of its admissions policies, federal student aid programs, educational policies, housing policies, student activities, student employment and all other school administered programs.

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

The Seminary's designated Title IX coordinator is:

Frederick L. Clement,  
Executive Vice President Seminary of the Southwest  
501 East 32 Street Austin, Texas 78705  
Telephone (512) 472-4133  
Email: [fred.clement@ssw.edu](mailto: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](mailto: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 . . . . .	24 credits
Master of Arts in Religion . . . . .	12 credits
Master of Arts in Clinical Mental Health Counseling . . . . .	15 credits
Master of Arts in Spiritual Direction . . . . .	9 credits

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

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

For students in the MHC counseling program seeking approval for transfer credit while enrolled in the program, a "C" or higher must be earned to be considered. Furthermore, it is strongly recommended that students who decide to take a course outside of the institution while enrolled in the counseling program should consider another CACREP accredited institution to ensure the course is meeting institutional standards.

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, instructor credentials, 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 courses 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 eligibility" 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](https://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 (10 or more hours) and their spouses may audit courses without charge with permission of the instructor and the Academic Dean.

The professor is responsible for ensuring that all auditors contribute to rather than detract from the experience of students enrolled for credit in his or her course. So that their class participation supports the course learning objectives and adds value for the enrolled students, all auditors are expected to complete all readings and assignments that will be discussed or debriefed in class. All auditors must register. To do so they get written permission from the instructor and the Academic Dean, present the permission form to the Registrar and pay the fee, if any, to the Accounting Office.

## Awarding and Conferring Degrees

The Board of Trustees awards degrees during its May meeting each year. 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 Bishop Dena A. Harrison Library

### MISSION

The Bishop Dena A. Harrison 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 Harrison 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 Harrison 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 unequalled 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](mailto: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](http://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](http://www.ssw.edu).

#### Center for Writing and the Arts

##### MISSION

Compassionate communication and creative expression are vital elements of Christian and human life. The CWA supports all students and members of the Southwest community as they work with words and other mediums

to express themselves clearly, creatively, and with integrity in the context of their unique vocations and in the service of God and the human family. We do this by:

- providing assistance in planning, drafting, and revising students' written assignments;
- offering support for personal writing or creative projects; and
- providing opportunities for creative expression and conversation at the intersection of writing, spirituality, and the arts.

#### SERVICES AND PROGRAMMING

**One-on-One Consultations.** Members of the CWA staff offer guidance on writing assignments and projects through walk-in hours and scheduled appointments.

**Writing Partnerships.** Consultants are available for long-term writing partnerships to work on specific skills, major academic projects such as theses or capstones, or personal writing for emotional and spiritual wellness.

**Each One Teach One Workshops.** The CWA hosts occasional workshops facilitated by community members (students, faculty, staff, and outside talent) on topics in which they have experience and expertise. Student facilitators partner with faculty mentors to prepare their offering. All members of the community are welcome to attend.

**Soul by Southwest Literary and Visual Arts Journal.** The journal accepts and publishes submissions on a rolling basis from all members of the extended Southwest family.

**Soul in the City Event Series.** In this event series, the CWA hosts local musicians, writers, and artists to share their work and join us for conversation and fellowship.

For more information about writing center services and programming, email us at [writing.center@ssw.edu](mailto:writing.center@ssw.edu).

#### 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.

#### 2024-2025 SPECIAL EVENTS:

##### ***Matriculation Service***

August 25, 2024

##### ***John Hines Day***

October 8, 2024

##### ***Hispanic Heritage Month***

September - October, 2024

##### ***Black History Month***

February, 2025

##### ***Payne Lecture***

February 4, 2025

##### ***Harvey Lecture***

March 24, 2025

##### ***Easter Triduum***

April 13-April 19, 2025

##### ***74th Commencement***

May 21, 2025



# 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 DIRECTION

### Master of Divinity

The Master of Divinity degree is a three-year, 72 credit-hour program designed to form students for ministry vocations. It is the normative degree for ordination-track students. It also serves students who are preparing for lay pastoral and religious leadership responsibilities in congregations and other settings. For Episcopal students, Seminary of the Southwest collaborates with diocesan authorities and follows canonical requirements in the processes of discernment and formation for ordained ministry. 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 diocese regarding seminary admission. Episcopal applicants who are not in a diocesan process leading toward ordination are urged to consider consultation with their parish or diocese. For non-Episcopal students, Seminary of the Southwest will collaborate with the relevant denominational leadership to prepare students for leadership positions in their context. Students do not have to be in an ordination process for admission to the Master of Divinity program.

#### MDIV PROGRAM GOALS

The programs at Seminary of the Southwest follow 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 dispositions (being) and skills (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 practitioners. Graduates of the Master of Divinity program at Seminary of the Southwest will display formation in these three areas:

- **Being:** Committed to mutuality in Christ and beloved community, students will inhabit their ministerial identity by displaying pastoral dispositions, developing spiritual disciplines, and practicing comprehensive wellness.
- **Knowing:** Committed to lifelong learning in community, students will articulate proficient knowledge of scripture, tradition, and cultural context; will integrate that knowledge into a coherent theological vision; and will use that knowledge to reflect theologically on the church's life and witness.
- **Doing:** Committed to practices that cultivate faith, wisdom, and belonging, students will develop skills for ministry and leadership to form people of faith for Christ's mission in the world.

#### MDIV DEGREE REQUIREMENTS:

- Satisfactory completion of 72 credit hours of required and elective courses within three years of study (a four year plan of study is available)
- Full-time enrollment during the two consecutive semesters immediately preceding graduation
- Each candidate must fully discharge all financial obligations to the seminary

#### MDIV CURRICULUM:

##### JUNIOR YEAR

###### Fall Semester

Old Testament I: Introduction to Bible, Torah, and History .....	2
New Testament I: Paul and the Earliest Believers of Christ .....	2
Practice of Ministry I: Spiritual Practices for Ministry .....	2
Liturgy I: Liturgical Theology .....	2
Seminar in Applied Theology .....	2
Total Credits .....	10

###### January Term

Encuentro: Latinx Ministry in the Borderlands	2
Total Credits .....	2

### Spring Semester

Old Testament 2: Prophetic and Poetic Aspects of the Bible . . . . .	2
New Testament 2: Stories of Jesus, Stories of the Church. . . . .	2
Preaching 1: Introduction to Preaching . . . . .	2
Practice of Ministry 2: Multicultural Ministry	2
Seminar in Applied Theology . . . . .	2
Total Credits . . . . .	10

### Summer Term

Clinical Pastoral Education . . . . .	2
Total Credits . . . . .	2

### MIDDLER YEAR

#### Fall Semester

History of Christianity 1: Christian Origins to Late Medieval Period. . . . .	2
Theology 1: God and Creation . . . . .	2
Practice of Ministry 3: Pastoral Care. . . . .	2
Elective . . . . .	2
Field Education. . . . .	2
Seminar in Applied Theology . . . . .	2
Total Credits . . . . .	12

#### January Term

#### Spring Semester

History of Christianity 2: Reformation to 20th Century . . . . .	2
Theology 2: Sin and Salvation . . . . .	2
Liturgy 2: The Prayer Book . . . . .	2
Elective . . . . .	2
Field Education. . . . .	2
Seminar in Applied Theology . . . . .	2
Total Credits . . . . .	12

### Summer Term

### SENIOR YEAR

#### Fall Semester

Preaching 2: Contextual Preaching . . . . .	2
Theological Ethics . . . . .	2
Anglican Studies . . . . .	2
Elective . . . . .	2
Field Education. . . . .	2
Seminar in Applied Theology . . . . .	2
Total Credits . . . . .	12

#### January Term

#### Spring Semester

Practice of Ministry 4: Formation and Mission	2
Practice of Ministry 5: Leadership, Administration, and Finance . . . . .	2
Liturgy 3: Liturgical Leadership in the Episcopal Church. . . . .	2
Elective . . . . .	2
Field Education. . . . .	2
Seminary in Applied Theology. . . . .	2
Total Credits . . . . .	12

Notes: For Episcopal students, General Ordination Exams and diocesan canonical exams are generally taken in January of the third year.

### MDIV Concentrations:

Students in the Latinx Ministry and Chaplaincy 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 their particular concentration.

## MASTER OF DIVINITY WITH A LATINX MINISTRY CONCENTRATION

The Latinx Ministry Concentration 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.

- M.4202 Ministry in Latinx Contexts
- M.4201 Latinx Theologies
- M1000 Lectura y Plática (two semesters)
- Contextual education: students will be given opportunities, through field education or other contextual engagement, to participate in ministry with Latinx populations
- Colloquy – students participate in a colloquy that will provide opportunities to discuss Latinx ministry and to practice planning Latinx liturgies and events for the wider community

## MASTER OF DIVINITY WITH A CHAPLAINCY CONCENTRATION

The Chaplaincy Concentration is a curricular specialization offered by Southwest to prepare and equip students who have discerned a particular calling to serve as chaplains in healthcare, military, or school settings. Requirements for the concentration include:

Three of the following courses:

- CMH5308 Social, Cultural and Family Diversity
- CMH5329 Crisis, Trauma, and Abnormal Behavior
- CMH5317 Couples, Parents, and Family Systems
- CMH5305 Human Growth and Development Across the Lifespan
- P5390 Healing Presence
- Field Education - the student's placement will be in a setting that allows them to explore their chaplaincy focus – a healthcare setting, an Church-related school, or a congregation that serves active military and veterans.

## Latinx Studies

The Latinx Studies Program (LSP) has been a part of the seminary's MDiv curriculum for over forty 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 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;

## Master of Arts in Religion (MAR)

The Master of Arts in Religion is a 40 credit-hour program offering a foundational theological education for those seeking lay ministry roles, further advanced study, or personal enrichment. The MAR program regularly attracts students from a wide variety of religious backgrounds, and it provides sufficient flexibility to allow students to pursue particular interests. All MAR students are invited, though not required, to participate in chapel worship and other community events on campus.

### MAR PROGRAM GOALS:

The programs at Seminary of the Southwest follow 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 dispositions (being) and skills (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 practitioners. Graduates of the Master of Arts in Religion program at Seminary of the Southwest will display 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 DEGREE REQUIREMENTS:

1. Satisfactory completion of 40 credit hours of required and elective courses within two years of study (five years for part-time study)
2. Each candidate must achieve a passing grade on a thesis or comprehensive exams.
3. Each candidate must fully discharge all financial obligations to the seminary

Master of Arts in Religion Curriculum (40 Credits)

First Year  
Fall Semester

- B.1210 Old Testament 1: Introduction to Bible, Torah, and History ..... 2 credits
- B.1230 New Testament 1: Paul and the Earliest Believers of Christ ..... 2 credits
- H.2210 History of Christianity 1: Christian Origins to Late Medieval..... 2 credits
- Elective ..... 2 credits
- Elective ..... 2 credits

Spring Semester

- B.1220 Old Testament 2: Prophetic and Poetic Aspects of the Bible..... 2 credits
- B.1240 New Testament 2: Stories of Jesus, Stories of the Church..... 2 credits
- W.1210 Religion and the Scholarly Life ..... 2 credits
- Elective ..... 2 credits
- Elective ..... 2 credits

Second Year

Fall Semester

- T.2210 Theology 1: God and Creation ..... 2 credits
- TE.3210 Theological Ethics ..... 2 credits
- W.1220 Thesis Research or W.1230 Comprehensive Exams 1 ..... 2 credits
- Elective ..... 2 credits
- Elective ..... 2 credits

Spring Semester

- H.2220 History of Christianity 2: Reformation to 20th Century..... 2 credits
- T.2220 Theology 2: Sin and Salvation ..... 2 credits
- W.1230 Thesis Writing or W.1250 Comprehensive Exams 2 ..... 2 credits\*
- Elective ..... 2 credits
- Elective ..... 2 credits

**Diploma in Anglican Studies**



The Diploma in Anglican Studies is a one-year, 24 credit hour program designed to prepare students for ordination in the Episcopal Church. The DAS provides Anglican formation for those who completed a Master of Divinity in a non-Episcopal school or for clergy coming from another tradition. It also provides further study for those who have done work in a diocesan school or program. An Anglican studies year provides a rare opportunity to combine classroom study with living and praying in an Episcopal community, being formed by its ethos and spirituality. As part of their formation, DAS students take up responsibilities for worship and preaching in the seminary chapel.

#### DAS PROGRAM GOALS

The programs at Seminary of the Southwest follow 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 dispositions (being) and skills (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 practitioners.

- 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; field education when recommended

#### DEGREE REQUIREMENTS:

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

#### DAS CURRICULUM

Because our DAS students come with varied backgrounds in theological study and ministerial experience, the DAS is designed to provide the flexibility needed to meet diocesan requirements as well as student needs and interests. 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, the curriculum for most DAS students will include the following courses:

#### Fall Semester

- A.1210 Seminar in Applied Theology . . . . . 2 credits
- H.3310 Anglican Studies. . . . . 3 credits
- L.1210 Liturgy I: Liturgical Theology . . . . . 2 credits
- P.3310 Field Education or Elective . . . . . 2 credits

#### Spring Semester

- L.2210 Liturgy II: The Prayer Book . . . . . 3 credits
- L.3310 Liturgical Leadership in the Episcopal Church .3 credits
- A.2220 Seminar in Applied Theology . . . . . 2 credits\*
- P.3320 Field Education or Elective . . . . . 2 or 3 credits
- Elective . . . . . 2 credits

Field education is a vital component of all preparation for ordained ministry. The DAS coordinator works with the student and their bishop 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 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 training, mandated by dioceses, in anti-racism, professional sexual ethics, “Safeguarding God’s Children” and Title IV.

#### DAS CONCENTRATION IN LATINX STUDIES

Given the rise of the Latinx population in the U.S., many priests and dioceses find it helpful to prepare students for ministry with this population. Because of this, Southwest offers a DAS concentration in Latinx Studies. Students who opt for this concentration will take the January Encuentro immersion course, the spring Engaging Borders III course, and a fall elective in Latinx Studies. They will also participate in the Latinx Ministry Concentration colloquy. When sites are available, students in the concentration will be placed in a field education setting that includes the opportunity for Latinx ministry. Because of the extra January course, the

LHS concentration is a 27 credit hour program that can still be completed in one year.

### **The Loise Henderson Wessendorff Center for Counseling and Spirituality**

The mission of the Loise Henderson Wessendorff Center for Counseling and Spirituality 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 and culturally responsive 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 lives. MHC students are required to engage at least 6 sessions with a licensed psychotherapist of their choosing, and MSD students are required to engage at least 6 sessions of spiritual direction with a qualified director of their choosing. 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 (MHC)**

The Master of Arts in Clinical Mental Health Counseling degree is a 60 credit-hour program designed to form students for vocations as licensed professional counselors. The program prepares students to pass the Texas state LPC qualifying exam while providing an opportunity to integrate professional counseling competencies with spiritual, religious, and ethical values. The MHC program at Southwest is distinct in its emphasis on social justice and spiritual integration across the curriculum.

The vision of Seminary of the Southwest's Master of Arts in Clinical Mental Health Counseling program is to cultivate transformation through mutuality.

The mission of Seminary of the Southwest's Master of Arts in Clinical Mental Health Counseling program is to prepare counselors through an anti-racist and

social justice-oriented curriculum and a spiritually integrated foundation so that they can be builders of beloved community.

#### **MHC PROGRAM GOALS**

Through in-depth study of counseling theory and ethical practice in a multicultural society, as well as spiritual integration courses, students will experience formation and transformation in these three areas:

##### **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

#### **MHC DEGREE REQUIREMENTS:**

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

3. For Graduation - Comprehensive Examination (CPCE); Adequate GPA; KPD Benchmarks Met (2.0 or higher); Capstone Paper Completed; Advisor Endorsement

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

MHC CURRICULUM:

Core Courses..... 9 credits

CMH5310 Theological Ethics for Counseling and Formation

CMH5330 Issues in Religion 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

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](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.

## 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 Latinx clients, 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 Latinx clients for whom Spanish is their native language or language of choice.

### **3. Cultural Plunge/Immersion Experience**

Experiential learning is a vital component in order to further cultural competence. The purpose of this component is to facilitate student cultural transformation through a cultural plunge/immersion experience within the 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](mailto:Stephanie.ramirez@ssw.edu).

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

### **Master of Arts in Spiritual Direction (MSD)**

The Master of Arts in Spiritual Direction is a 39-hour degree program that forms students in the knowledge and practice of Christian spirituality and prepares them to provide spiritual direction experiences for both individuals and communities. The degree is designed for students who wish to explore, develop, or innovate spiritual direction ministries and for lay and ordained ministers seeking to develop skills in spiritual direction and community formation.

Required courses provide a biblical, historical, and ethical foundation for the practice of spiritual formation; introduce students to spiritual practices and approaches

to formation from within the Christian traditions; and provide opportunities to cultivate the skills and dispositions required for such a ministry. Students select from a range of courses to complete their three-hour elective requirement.

#### MSD PROGRAM GOALS

The programs at Seminary of the Southwest follow 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 dispositions (being) and skills (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 practitioners.

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

- **Being:** Increase self-awareness and develop habits and dispositions that will further personal spiritual formation and vocational development as a spiritual companion and facilitator.
- **Knowing:** Demonstrate knowledge of the Christian spiritual traditions, the biblical and ethical foundations of ministry, and relevant perspectives from the social sciences; and demonstrate an awareness of the influence of culture, religion, and social location on a person's and community's spiritual growth.
- **Doing:** Achieve proficiency in the skills needed to serve as spiritual directors and community formation facilitators and display a commitment to spiritual practices capable of sustaining the vocation for which one is trained.

#### MSD DEGREE REQUIREMENTS:

1. Satisfactory completion of 39 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.



#### MSD CURRICULUM:

Master of Arts in Spiritual Direction Curriculum (39 hours)

Required Courses (39 credit hours)

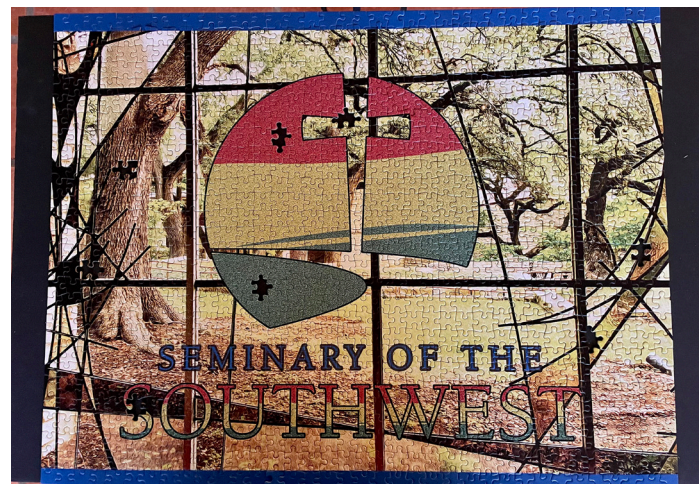
- |         |   |
|---------|---|
| B5340   | Sacred Scripture for Spiritual Formation and Ministry – 3 hours |
| CMH5310 | Theological Ethics for Counseling and Formation – 3 hours       |
| CMH5305 | Human Growth and Development – 3 hours                          |
| F5304   | Prayer, Action and Contemplative Life – 3 hours                 |
| F5343   | Introduction to Christian Spirituality – 3 hours                |
| F5350   | Practicum in Spiritual Formation I – 3 hours                    |
| F5360   | Practicum in Spiritual Formation II – 3 hours                   |
| F5370   | Practicum in Spiritual Formation III – 3 hours                  |

F5610 Foundations in Spiritual Direction and  
Community Formation – 6 hours

P5390 Healing Presence – 3 hours

W5309 Communication in Vocational Contexts – 3  
hours

1 elective - 3 hours



# Course Listings



## Course Descriptions

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### KEY TO COURSE LISTINGS

- A Applied Theology Studies
- B Biblical Studies
- CE Contextual Education Studies
- CMH Clinical Mental Health Studies
- F Formation Studies
- H Historical Studies
- I Independent Study
- L Liturgical Studies
- M Multicultural Studies
- P Pastoral Studies
- PM Practice of Ministry Studies
- PR Preaching 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 & MSD

Second Digit: Number of Credit Hours

Third & Fourth Digits: Differentiating Course Numbers

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## Applied Theology Studies

### REQUIRED COURSES

#### ***A.1210 Seminar in Applied Theology***

The seminar in applied theology provides an opportunity for students to integrate learning, practice, and identity in their seminary experience. The course meets weekly with the goal of bridging academic disciplines, linking theory and practice, and weaving central themes and competencies into the entire curriculum. Special attention will be given to the cultivation of beloved community as a theological response to the challenges of racial injustice and ideological polarization. Each class session will center around a case study of a particularly challenging moment in ministry that requires a creative and adaptive response. Multiple faculty members will be present for each session to bring their disciplinary knowledge to bear on the case at hand and to help students integrate the knowledge they are learning across the curriculum. Class sessions will include instruction from professors, theological reflection, group discussion, role playing, and strategizing faithful pastoral responses to the case study.

***Staff***

#### ***A.1220 Seminar in Applied Theology***

See course description above.

***Staff***

#### ***A.2210 Seminar in Applied Theology***

See course description above.

***Staff***

#### ***A.2220 Seminar in Applied Theology***

See course description above.

***Staff***

#### ***A.3210 Seminar in Applied Theology***

See course description above.

***Staff***

#### ***A.3220 Seminar in Applied Theology***

See course description above.

***Staff***

## Biblical Studies

### REQUIRED COURSES

#### ***B.1210 Old Testament 1: Introduction to Bible, Torah, and History***

This course introduces content, history, and interpretation of biblical texts from the Old Testament. The course

specifically addresses hermeneutics for preaching and teaching within the Christian Old Testament books Genesis through Deuteronomy and the Historical Books.

**Bishop**

**B.1220 Old Testament 2: Prophetic and Poetic Aspects of the Bible**

This course builds upon the work of B.1210 by continuing the work on hermeneutics for preaching and teaching with special emphasis on the prophetic and poetic books of the Christian Old Testament. Attention will be given to the historical setting of these books and their message for ancient and modern audiences.

**Bishop**

**B.1230 New Testament 1: Paul and the Earliest Believers of Christ**

This is the first of the two New Testament courses in the MDiv curriculum. This course examines the 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 New Testament.

**Park**

**B.1240 New Testament 2: Stories of Jesus, Stories of the Church**

This is the second of the two New Testament courses in the MDiv curriculum. This course examines the Gospels, Acts, Revelation, and the Pastoral and General 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 New Testament.

**Park**

**ELECTIVES**

**B.4201 Parables of Jesus**

This course examines the parables of Jesus in the Synoptic Gospels within their social, cultural, political, and literary contexts. Attention will be given to the development of interpretive approaches for theological and pastoral engagement. We will also explore the reception history of parables in later church traditions and their relevance for the church and society today.

**Park**

**B.4202 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.

**Bishop**

**B.4203 Romans: Empire, Ethnicity, and Ethics**

This course explores theological, social, political, and ethical themes in Paul's Letter to the Romans. We will closely read Romans in the first-century context, engaging its earliest and recent interpretations and different scholarly perspectives. Special attention will be given to topics of justification, human sexuality, the Jew-gentile relationship, universalism, church and state, and hospitality.

**Park**

**B4100 Studies in Biblical Hebrew: Exegetical Tools for Preaching and Teaching**

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

**Bishop**

## **Contextual Education Studies**

**CE.1210 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.

**Hawley**

**CE.2210 Field Education**

In the first year of field education, students gain a broad exposure to the people, culture and ministry of their assigned context and begin to develop their vocational identity and competencies. Participation in the Middler Colloquy is required.

**Notes:**

- **Ten hours per week at the field site**
- **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. Students who are not Episcopalians may do field work in a congregation of their own tradition.

•Satisfactory/Unsatisfactory only

Hawley

### **CE.2220 Field Education**

In the first year of field education, students gain a broad exposure to the people, culture and ministry of their assigned context and begin to develop their vocational identity and competencies. Participation in the Middler Colloquy is required.

#### **Notes:**

•Ten hours per week at the field site

•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. Students who are not Episcopalians may do field work in a congregation of their own tradition.

•Satisfactory/Unsatisfactory only

Hawley

### **CE.3210 Field Education**

In the second year of field education, students continue to develop their vocational identity and competencies. Participation in the Senior Colloquy is required.

#### **Notes:**

•Ten hours per week at the field site

•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. Students who are not Episcopalians may do field work in a congregation of their own tradition.

•Satisfactory/Unsatisfactory only

Hawley

### **CE.3220 Field Education**

In the second year of field education, students continue to develop their vocational identity and competencies. Participation in the Senior Colloquy is required.

#### **Notes:**

•Ten hours per week at the field site

•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. Students who are not Episcopalians may do field work in a congregation of their own tradition.

•Satisfactory/Unsatisfactory only

Hawley

## **Formation Studies**

See Master of Arts in Spiritual Direction for courses.

## **Latinx Studies Program (LSP)**

### **REQUIRED COURSES**

#### **CE.1220 Encuentro: Latinx Ministry in the Borderlands**

First-year Southwest students will observe, participate in, and prayerfully consider the church in mission, as experienced in the borderlands of Tejas. This course exposes students to historical, political, social, and pastoral issues revolving around immigration throughout the Americas and ministry in Spanish-speaking congregations. With a focus on experiential learning, students will spend time on the southern US border learning about the history, culture, and contemporary realities of migrants, so that they might deepen their understanding and gain skills in intercultural dialogue and ministry in migrant contexts.

*Frausto and Staff*



### ***M.1000 Lectura y Plática: Latin American Literatures and Spiritualities***

Lectura y Plática is a discussion seminar conducted in Spanish based on foundational and recent writings from Latin America. Divided into two sections, this course is appropriate for a range of abilities from advanced beginners to native Spanish speakers (M1000-1 is for advanced beginners and M1000-2 is for intermediate and advanced 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.

#### ***Staff***

#### **ELECTIVE COURSES**

(Required for concentration students)

### ***M.4201 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. Students will examine the development of Latinx religion and theology in the United States and how U.S. Latinx theologians have articulated the meaning and implications of core theological topics such as Christology, worship, evangelization, and social justice for Christian living.

#### ***Frausto***

### ***M.4202 Ministry in Latinx Contexts***

This course will introduce students to diverse critical contexts and Latinx spiritualities for engaging in ministry in multigenerational Latinx communities. This course will be organized thematically around critical issues, methods for outreach and mission, stewardship, preaching, pastoral care, popular religiosity, sacraments, challenges in multicultural ministry, the Virgin of Guadalupe (and Marian devotion) Santería,

and indigenous practices. Students from beginning to advance Spanish speaking abilities will have the opportunity to pray, sing and practice celebrating the liturgy in Spanish.

#### ***Frausto***

## **Historical Studies**

### **REQUIRED COURSES**

### ***H.2210 History of Christianity I: Christian Origins to Late Medieval***

The first half of the History of Christianity survey course, looking at the first fifteen hundred years of Christian history, takes a regional approach. Christianity began as an Asian and African religion, and for most of the first millennium its geographical center was closer to Baghdad than to Rome. Even in the Middle Ages, there were more bishops in Asia than in Europe. The western half of the Roman Empire (and its successor the Holy Roman Empire) will only come into focus towards the end of the course. Bring your imaginations as we explore a very different Christianity from the one you think you know!

#### ***King***

### ***H.2220 History of Christianity II: Reformation to 20th Century***

The second half of the History of Christianity survey course covers the period from the European Reformations to the present day, focusing on Anglican and Episcopal history within the wider context of global Christianity. Themes for this semester include colonization and race, mission and revolution. Your imaginations are required to think outside the categories we use today in the following ways. First, since the Reformation, the forms of Christianity that have presented themselves as most “authentic” have usually done something totally new. Second, scientific racism was not widely used among planters in the antebellum Southern states or in the British colonies of the Caribbean, who justified enslaving others from the same Scriptures that the enslaved used to find liberation. Third, the doubling of the numbers of Anglicans in the Communion from 1970 cannot be attributed to colonization.

#### ***King***



## ELECTIVE COURSES

### *H.4201 Global Anglicanism*

This traces the development of the Anglican Communion from the Reformation of the 16th century to the present. The High Church tradition arose in England and Scotland in the late 17th century and sent out missionaries and recruited in North America. Evangelicalism arose in the mid 18th century and through its global missionary activities has come to dominate many parts of the Anglican Communion. The “Catholic Revival” of the 19th century sought to restore to Anglicanism a sense of its roots and sacramental life as a part of the Church catholic. In all these periods, developments at the periphery of the British Empire shaped Anglicanism in the metropole as well as vice versa, but the 20th century sped up this process with former colonies gaining independence and membership taking off in the Global South. The ordination of women and LGBTQ people to the priesthood and episcopate in some provinces and not in others has strained Anglican unity.

*King*

### *H.4202 The Oxford Movement*

This course will chart the history and theology of the Oxford Movement and its impact upon religious and social life within the Church of England as well as North America. The Oxford Movement did not arise in a vacuum, so the course will begin by exploring the High Church and Evangelical background of 18th century Britain. Neither did the Movement exist in a vacuum, so we will see its interaction with other theological and political developments in the 19th century, including slavery and the British Empire. Finally, we will examine the successors of the Oxford Movement into the 20th century: the movement's social witness, the Liberal Catholics, the liturgical renewal, and the parish communion movement.

*King*

## Anglican Studies

### REQUIRED COURSES

#### *H.3210 Anglican Studies*

A survey of the spiritual and theological tradition of Anglicanism, set within its history and polity, together with more recent and representative figures.

Student presentations on the global context of current Anglicanism are woven through the semester.

*Jennings*

## Liturgical Studies

### REQUIRED COURSES

#### *L.1210 Liturgy 1: Liturgical Theology*

Students develop the capacity to contemplate the Christian mystery through Christian ritual as part of sound formation for future ministry. By the end of this class, students will be able to: correlate Christian mystery, Christian liturgy and Christian life, bridge liturgy and mystery to pastoral vocation and contemporary issues, articulate the dynamic logic of particular Christian rites.

*Jennings*

#### *L.2210 Liturgy 2: The Prayer Book*

Students will gain acquaintance with the historical and practical dimensions of the current Episcopal Prayer Book in order to plan prayer book services. Students will complete liturgical projects and compositions.

*Jennings*

#### *L.3210 Liturgy 3: 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.

*Benko*

### ELECTIVE COURSES

#### *L.4201 Seminar on Liturgical Theology*

Students will study the field of liturgical theology with an eye to pastoral formation and a foundation in mystagogy. We will read scripture, ancient mystagogy and contemporary scholars' work in the field. Students will deliver a presentation and a final paper.

*Jennings*

## Pastoral Studies

See Master of Arts in Spiritual Direction for courses.

## Pastoral Ministry Studies

### REQUIRED COURSES

#### *PM.1210 Practice of Ministry 1: Spiritual Practices for Ministry*

This course introduces students to practices of spiritual wellness and theological reflection that ground effective, life-giving ministry. Students will learn about and experiment with a range of spiritual practices from within the Christian tradition — including prayer practices, contemplative practices, and reflective practices — and will craft a rule of life that promotes and sustains spiritual wellness in students' unique ministry contexts and provides a spiritual foundation for practices of physical, mental, relational and financial health.

*Tomlinson and Colombo*

#### *PM.1220 Practice of Ministry 2: Multicultural Ministry*

This course offers students the opportunity to engage in the social and theological borders that impact ministry. Looking at examples of Latinx and multicultural ministry students will engage in questions and reflections on how ministry happens beyond the borders of theology,



political difference, language, culture, and race. Students will engage in discussion of the role of racial identity, privilege and power dynamics in ministerial work. They will explore how context bears on the work of the priest and how multiple positions can be held with grace at the border of difference.

*Frausto*

#### *PM.2210 Practice of Ministry 3: Pastoral Care*

This course equips students for the practice of pastoral care with individuals, families, and faith communities. Students will study the theological and practical dimensions of pastoral care, will analyze the structural factors – such as prejudice and poverty – that impact kin networks and congregations, and will explore multicultural contexts, family systems, and ministerial self-care.

*Hawley*

#### *PM.3210 Practice of Ministry 4: Formation and Mission*

This course explores the fertile connection between deep practices of Christian formation and creative practices of missional ministry. Students will gain knowledge and skills to engage in Christian formation with individuals and communities. They will be introduced to the characteristics of Christian discipleship and to the role of ministers in serving the discipleship of others. The course will also equip students to lead a community in evangelism, outreach, and mission, preparing students to share good news with the communities and cultures around them through works of service, spiritual conversations, missional presence, and partnerships for the common good.

*Hawley*

#### *PM.3220 Practice of Ministry 5: Leadership, Administration, and Finance*

This course teaches skills and strategies for effective parish administration and helps students find in the administrative work of parish ministry an opportunity for Christian formation and equipping parishioners to carry out the mission of the church. Students will learn how to read financial statements, lead a budgeting process, set up internal controls, plan for fundraising, and lead challenging conversations about money, finances and administration. Students will also learn

how to preach and teach lessons that speak to and draw on the congregation's common economic life.

**Tomlinson**

## Preaching Studies

### REQUIRED COURSES

#### *PR.1210 Introduction to Preaching*

The course aims to identify and review essential elements of effective, relevant, and impactful Christian preaching. Elements introduced include but not limited to are the purpose of preaching, mechanics of preaching, theology of preaching, ethics of preaching, biblical interpretation for preaching, sermon forms, sermon content development, sermon imagery, and language choice, sermon delivery discernment, sermon context assessment, iHomiletic, and sermon as worship.

**Robinson**

#### *PR.3210 Contextual Preaching*

This course builds upon the skills explored in the Introduction to Preaching class. Students will prepare and practice sermons for occasional, seasonal, and crisis occurrences (weddings, baptisms, funerals, local/natural tragedies, etc.).

**Robinson**

### ELECTIVE COURSES

#### *PR.4201 Preaching for Social Transformation*

Preaching for Social Transformation explores the role of the preacher in addressing the moral challenges related to contemporary social issues and conflicts. This course examines contextualization of the preached word, prophetic and pastoral preaching, and critical engagement of contemporary social issues and "isms" in the preaching moment. For preaching to be a catalyst for social change, the sermon must be crafted and delivered in a way that promotes active response on the part of its hearers. To help preachers achieve this result, this course will aid students to develop their hermeneutical and homiletical skills through structured engagement with both methodologies of proclamation and subversive ethical inquiry. This course provides students with tools to interpret the ethical implications of social issues, strategies for connecting social issues with biblical and contemporary texts, clarity about prophetic preaching,

and directives for crafting sermons that inspire social engagement. This class will teach students that preaching is best understood as a radical transformation and queering of social values. Consequently, preaching must create a worldview where social reconstruction and social reform (social reformation) develop a new social order where oppressive measures are useless and unethical. For this reason, this class will interrogate preaching as a quintessential aspect of the church's movement toward change and social empowerment.

**Robinson**

#### *PR.4203 Intertextual Preaching*

This class will focus on intentional intertextual, cross-genre preaching using lectionary texts. Students will investigate the relationship between intertextual preaching and the celebration of the sacraments, liturgical season, cultural occurrences, and contextual needs. Attention will be given to how the day's readings interact with and relate to homiletical issues. Hermeneutical assumptions will be explored throughout the course. Students will preach several times using the following combinations:

- OT/NT - General
- Gospel and Epistle
- Psalm and NT
- OT and NT Apocalyptic texts
- Apocrypha

**Robinson**



## Theological Studies

### REQUIRED COURSES

#### *T.2210 Theology 1: God and Creation*

How do we craft theological language? Is it possible to move beyond private conviction and into a shareable theological claim? This course will orient students to the study of systematic theology (that is, the careful connection of the many parts into a coherent whole) or constructive theology (that is, emphasizing the craft of putting such a systemic whole together). We will then put our skills to work, investigating the doctrines of God (Is God three? Is God one? Can we even name characteristics of an eternal being?) and creation (Was it made “from nothing?” Will it end? Is God present

within it or separated from it? What are creatures for?). The course will combine lecture and discussion, taking readings from a broad range of theological witnesses throughout history and from around the world. Grades will come from, among other assignments, exams and short papers.

**Baker**

#### *T.2220 Theology 2: Sin and Salvation*

Continuing the theological investigation begun in Theology 1, this course will focus on the “trouble” in creation and the divine response. Our study of sin will include the causes and effects, and guide us through a series of questions (Is sin an original part of creation? Is there social sin? What is the theological meaning of death? Where does evil come from? Is suffering redemptive?). Our study of salvation will turn to the person of Christ, the Easter story, the life of grace it enables, and many questions that come from this salving work (How human is Jesus? Is it the cross or the resurrection that saves? Is there salvation outside the church? Were we made for union with God? Will all be saved, finally?). The course will combine lecture and discussion, taking readings from a broad range of theological witnesses throughout history and from around the world. Grades will come from, among other assignments, exams and short papers.

**Baker**

### ELECTIVE COURSES

#### *T.4201 Hope for Creation*

What becomes of the theological virtue of hope, one of Saint Paul's three "remaining things," in an era in which our 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**

#### *T.4202 Theology in the Classical Era: Trinity, Christology, and Deification*

Working through the founding theological voices of the ancient Mediterranean world, this course examines



the connections between the three central themes of Christian theology: the doctrine of God, the person and work of Christ, and the participation of creatures in the nature of God. We will read selections of primary and secondary texts for class lectures and discussions, and students will present their own work on these texts in written and oral formats.

**Baker**

### *T.4203 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**

## Theological Ethics Studies

### REQUIRED COURSES

#### *TE.3210 Theological Ethics*

This course offers a theological investigation into the shape of the Christian moral life and the challenges of moral decision making. Together we will explore the vocation of the minister as moral theologian and examine ethics through the lens of virtue and human flourishing. Students will explore Christian accounts of love, justice, and peace as they reflect on topics such as sex, gender, violence, economy, ecology, medicine, and technology.

**Bader-Saye**

### ELECTIVE COURSES

#### *TE.2210 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:

### *W.1210 Religion and the Scholarly Life*

This course will investigate the nature and practices of the scholarly study of religion. It will prepare students for the scholarly research and writing that can inform a theological life. We will discuss the vocational pursuit of religious studies and theological scholarship; we will also study methods of critical and theological thinking. Students will present their own research and critique the work of their colleagues. Theses or exam bibliographies will grow out of the work we do in the course.

**Baker**

### *W.1220 MAR Thesis Preparation*

Study for 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**

### *W.1240 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**

### *W.1230 Comprehensive Exams 1*

Working with their advisor and the approved bibliography, students will take a written exam in their minor field. For more details see the Comprehensive Exams Guide in the MAR Manual.

**Staff**

### *W.1250 Comprehensive Exams 2*

Working with their advisor and the approved bibliography, students will take a written and oral exam in their major field. For more details see the Comprehensive Exams Guide in the MAR Manual.

**Staff**

## Independent Study

### I.4200 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 two 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

### S.4200 Student Led Colloquy

Students may earn elective credit by means of student led colloquies. The course will be assigned two 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, MSD

The following three courses are required for the MHC, and MSD 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 Theological Ethics for Counseling and Formation

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 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 MSD students except with permission from the instructor*

*Bader-Saye & St. David*

### 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 MSD 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. Topics will consider how religion is defined, 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 MSD students except with permission from the instructor*

**Staff**

## Master of Arts in Clinical Mental Health Counseling

### 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 & Bárcenas**

#### *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.

**Reyna**

**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 & Bárcenas**

**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 & Reyna**

#### ***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.

*Reyna & 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.

**Reyna**

### **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.

### **Reyna & 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

### **St. David**

#### **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**

**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.

**St. David**

**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 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.

**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**

**CMH5332 Play Therapy: Skills and Techniques**

This course provides the philosophical basis for play therapy, including a review of play therapy's history, various theoretical applications, play therapy techniques, therapeutic stages, ethical issues, and application to a variety of populations and diagnostic categories. This class will consist of lecture, role-play, and practice components along with group supervision activities. As a result of this class students will become familiar with play therapy literature to support the evidence-based use of play therapy with children and parents for a variety

of presenting issues. As a techniques class, skills will be taught, practiced, and assessed through experiential learning activities both during and outside of class sessions.

*St. David*

## Master of Arts in Spiritual Direction

### REQUIRED COURSES

#### **B5340 Sacred Scripture for Spiritual Formation and Ministry**

This course provides students with a framework for the interpretation and use of sacred scripture both in personal spiritual practice and in communal and pastoral contexts. Students will engage Bible-based models for prayer, discernment, spiritual formation, and the human journey. Through experiential learning, discussion, and reflection, students will explore theological assumptions which inform our relationship with scripture in our devotional and vocational lives and consider ways in which marginalized groups are reclaiming the Bible as a sacred text.

*Staff*

#### **CMH5310 Theological Ethics for Counseling and Formation**

See description on p. [42].

#### **CMH5305 Human Growth and Development**

See description on p. [44].

#### **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.

*Haas*

#### **F5343 Introduction to Christian Spirituality**

This course introduces students to a range of Christian spiritual traditions and practices. Students will explore foundational texts and devotional practices across the history of the Church; they will survey current expressions of spirituality — both contemplative and activist — within the Church; and they will imagine how Christian spirituality might answer the formational needs of diverse individuals as well as both ecclesial and secular communities of the future.

*Colombo*

#### **F5350 Practicum in Spiritual Direction I**

Students enroll in Practicum 1 during the second semester of F5610 Foundations in Spiritual Direction and Community Formation. In Practicum 1, students begin providing spiritual direction to independent clients; participate in regular outside supervision sessions; and, together with a faculty advisor, begin to define a community formation project and identify a site and supervisor for the execution of the project in Practicum 2 and 3.

*Colombo*

#### **F5360 Practicum in Spiritual Direction II**

Students enroll in Practicum 2 during the third semester of F5610 Foundations in Spiritual Direction and Community Formation. In Practicum 2, students continue providing spiritual direction and participating in supervision sessions; they secure a site and supervisor for the community formation project; and, together with the faculty advisor and site supervisor, they produce a plan, prospectus, and timeline for the project.

*Staff*

#### **F5370 Practicum in Spiritual Direction III**

Students enroll in Practicum 3 during the fourth semester of F5610 Foundations in Spiritual Direction and Community Formation. In Practicum 3, students continue providing spiritual direction and participating in supervision sessions; they execute the community formation project; and they produce a written account of and reflection on that project.

*Colombo*

#### **F5620 Practicum in Spiritual Direction and Community Formation**

Students enroll in practicum concurrently with the final three semesters of F5610, Foundations in Spiritual Direction and Community Formation. In practicum,

students practice one-on-one spiritual direction in the field under supervision, and they design and implement a community formation experience (such as a group or retreat) at a field site approved by the program administrators. During semester one, they explore site placements, conduct research, and articulate the nature and contours of the formation experience they hope to offer. During semesters two and three, they work with the site supervisor to develop and refine the plan, implement or offer the experience, and provide a written reflection on it.

### ***F5610 Foundations in Spiritual Direction and Community Formation***

This four-semester course sequence provides a theoretical and practical foundation for the ministries of spiritual direction and community formation. Students explore the purpose, ethics, theologies, and methods of spiritual direction and formation, and they practice skills for offering spiritual direction in individual and group settings and for engaging in the supervision of spiritual direction with peers. Each of the four semesters follows the same design of readings, discussion, reflection, and skills practice in one-on-one direction, group direction, community formation, and peer supervision.

### ***P5390 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.

***West***

### ***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

### ***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***

### ***F5344 Writing as a Spiritual Practice***

Our primary writing utensil is neither our laptop, nor our iPhone, nor even our favorite gel pen, but rather our body: It is through the body that we receive the raw materials that get shaped and expressed in the writing we do — and the writing itself is a physical act. Starting with this premise, we will explore somatic practices that help us access creative energy; we will develop writing practices (expressive, reflective, contemplative) that support healing and open pathways into our own wisdom; and we will experiment with forms of writing



that connect us with those we serve and with the transcendent. Note: Technical proficiency in writing is not required for enrollment in this course. Course requirements include 1) developing a small, manageable personal writing practice and 2) researching and reporting on a neurobiological, theological, ecclesial, or social aspect of writing. Media other than writing may be used to report research findings.

#### POTENTIAL ELECTIVES

##### *CMH5317 Couples, Parents, and Family Systems*

See description on p. [45].

##### *CMH5305 Human Growth and Development*

See description on p. [44].

##### *CMH5308 Social, Cultural, Family Diversity*

See description on p. [44].

##### *CMH5323 Spiritual Integration in Counseling and Ministry*

See description on p. [42].

## 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. Kathryn M. Ryan (Seminary of the Southwest class of '92) 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

Austin Presbyterian Theological Seminary offers 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



### **Dr. Scott Bader-Saye**

*Dean & President*

*Professor of Christian Ethics and Moral Theology*

Dean Bader-Saye is the ninth dean and president of Seminary of the Southwest. He was appointed in 2024 after serving on the faculty as the Helen and Everett H. Jones Professor of Christian Ethics and Moral Theology for fifteen years and as academic dean for eleven years. He continues to teach ethics classes and to form Southwest students in practices of moral reasoning, critical thinking, and healthy disagreement.

He is a respected scholar of theological ethics, and his research explores issues in the areas of politics and culture, gender and sexuality, ecology and economics. A revised and expanded edition of his book *Following Jesus in a Culture of Fear* was published in October 2020. He is also the author of *Formed by Love*, a brief introduction to ethics in the Episcopal Church, and *Church and Israel After Christendom*, an exploration of the idea of divine election and its political implications. He has contributed chapters to *The Routledge Companion to Christian Ethics*, *The Blackwell Companion to Christian Ethics*, and *The Cambridge Companion to the Gospels*.

Dean Bader-Saye was a psychology major in college, beginning a lifelong interest in the working of the human mind and the search for wholeness and flourishing. This interest drives his passion to see Southwest's counseling program thrive.

Prior to joining the seminary faculty in 2009, Dean Bader-Saye taught for twelve years at the University of Scranton, a Jesuit university in Scranton, PA. During that time, he helped found an Episcopal house church, which he led with his wife, Demery, for three years. He has served in volunteer and staff positions for youth ministry and adult formation. He has served on various church-wide and diocesan bodies, including the Episcopal Church's Economic Justice Loan Committee, the Peace and Justice Task Force of the Episcopal Diocese of Texas, and the board of directors for Gathering of Leaders. At General Convention in 2024, he was elected to the General Board of Examining Chaplains. He is currently an active lay participant at St. Julian's Episcopal Church in Austin, Texas.

He and Demery have three grown children, a dog, and a cat. For fun and refreshment he enjoys playing guitar, watching baseball, and hiking.

*AB, Davidson College*

*MDiv, Yale Divinity School*

*PhD, Duke University*



### **Dr. Anthony D. Baker**

#### ***Clinton S. Quin Professor of Systematic Theology***

Dr. Anthony D. Baker holds theology degrees from Olivet Nazarene University (M.A.) and The University of Virginia (Ph.D.). He joined the Seminary of the Southwest faculty in 2004. He is the author of *Leaving Emmaus: A New Departure in Christian Theology* (Baylor University Press, 2021), *Shakespeare, Theology, and the Unstaged God* (Routledge, 2020), *Diagonal Advance: Perfection in Christian Theology* (SCM, 2011), and many other essays and articles. He is currently exploring the intersection of classical accounts of Christian holiness with current issues in ecology. Professor Baker has lectured or preached at various institutions around the world, from the Sorbonne, to Cambridge University, to various campuses and churches throughout the U.S. At Southwest he offers classes in Constructive Theology, Theology in the Classical Era, Trinity, Christology, and Ecotheology. He also works with other members of the community on green initiatives around campus. Beyond his role on campus, 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. Gustavo Bárcenas**

#### ***Assistant Professor of Counselor Education***

Dr. Bárcenas Dr. Barcenas is a bilingual Licensed Professional Counselor and a Registered Play Therapist. He earned his doctoral degree in Counseling from the University of North Texas. Dr. Barcenas has extensive experience promoting affordable and culturally responsive care in underserved communities and has directed and coordinated community counseling partnerships to bridge gaps in mental health services. His clinical and research interests include utilizing play therapy with diverse populations, especially Latinx children and their families, Spanish-speaking clients, and immigrants. Dr. Barcenas has served as an adjunct professor at the University of North Texas and has collaborated with Mexican universities and organizations to promote play therapy and community mental health programs.

***PhD, University of North Texas***

***MS, Autonomous University of the State of Mexico***

***BS, Autonomous University of the State of Mexico***



### **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, spirituality, and aesthetics, and serving as the coordinator of the Master of Arts in Spiritual Formation program. She is co-author with Cynthia Briggs Kittredge of *Colossians in the Wisdom Commentary series* (Liturgical Press, 2017) and is currently at work on a book about theological discourse in the poetry of Gerard Manley Hopkins.

*BA, Marquette University*  
*MA, PhD, University of Texas at Austin*  
*DTS, Seminary of the Southwest*



### **The Reverend Nancy Frausto**

*Director of Latinx Studies*

The Reverend Nancy Frausto, born in Zacatecas, Mexico, immigrated to the U.S. as a child. She is the first and only DACA (Deferred Action for Childhood Arrivals) beneficiary priest in the Episcopal Church and a founding member of the Diocese of Los Angeles Sanctuary Task Force. A powerful preacher, teacher, and witness to the power of God's liberating love, she is the Diocese of Los Angeles' first Latina leader to have grown up in a Spanish Speaking Episcopal Church who has gone on to pursue ordination. Nancy recognizes the importance of honoring diversity in language, culture, social-economic status, and race in people's stories. Her passion for storytelling and finding God amid chaos, pain, laughter, and joy drives her desire to share her personal story and hear the stories of others who seek, name, and celebrate Jesus' loving presence in their lives. Nancy is the recipient of the Episcopal Church Foundation and Beatitudes Society Fellowship. She was named one of the "Future 50" Interfaith Leaders in Los Angeles to watch by the Interreligious Council of Southern California. In 2013, Nancy completed her Diploma in Theology from Bloy House, the Episcopal Seminary at Claremont School of Theology; she received the Thomas Cranmer Scholarship for Distinguished Achievement in Liturgical Scholarship and the Preaching Excellence Award. Online magazine *relevant.com* named her one of their 12 effective Women Preachers. In the spring of 2018, CBS network featured her work on their documentary *Race, Religion & Resistance*.



### **The Rev. Madeline Hawley**

*Director of Field Education and Lecturer in Pastoral Theology*

The Rev. Madeline Hawley ('15) has served as the interim Director of Field Education for the past year. In that role it has been her joy to invite many of her colleagues in the Austin area congregations to present on topics related to pastoral theology. In addition to overseeing field education, she will teach courses in pastoral theology, christian formation, and mission. She begins work on a Doctorate of Ministry at Austin Presbyterian Theological Seminary in January of 2025. Madeline is a committed pastor, teacher, and native Austinite. Beyond the seminary she serves as an assisting priest at St. Mark's San Marcos where her spouse Christian is the Rector. Together they have the joy of raising two small children along the beautiful San Marcos river. She also serves on the board of trustees at St. Stephen's Episcopal School.

*BPH, Tulane University*

*MDiv, Seminary of the Southwest*

*D. Min, Austin Presbyterian Theological Seminary (expected graduation Jan. 2025)*



### **Dr. Awa Jangha**

*Loise Henderson Wessendorff Associate 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 as 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*

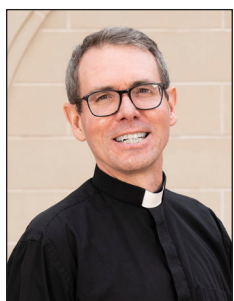


**Dr. Marlon Johnson**

*Dean of Community Life and Assistant Professor of Counselor Education*

Marlon Johnson is a licensed professional counselor with a focus on narrative and child-centered play therapy techniques. He completed 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 Rev. Benjamin King, Ph.D.**

*Interim Academic Dean, Dean of the Chapel, and Duncalf-Villavoso Professor of Church History*

Dr Benjamin King is the Duncalf-Villavoso Professor of Church History, having joined Southwest in 2023. His current areas of research are the Oxford Movement, particularly the theology of John Henry Newman; the development of the Anglican Communion; and the Episcopal Church's historic entanglement with slavery. He teaches the core courses in Church History as well as electives in Global Anglicanism. He is the author of two books, including *The Oxford Movement and the People of God: Enslavement, Establishment, and Empire*, and the co-editor of two more, including *The Oxford Handbook of John Henry Newman*. He has also written numerous articles and lectured internationally. He has contributed on Anglican topics to the *Oxford Dictionary of the Christian Church* and serves on the editorial board of the journal *Anglican and Episcopal History*. Dr King has been an Episcopal priest since 2020 and, as well as being a professor, has served in parish and campus ministry.

*BA, MA, Cambridge University  
ThM, Harvard Divinity School  
PhD, Durham University*



**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. Jeehei Park**  
**Assistant Professor of New Testament**

Rev. Dr. Jeehei (pronounced “jee-hay”) Park joined the seminary faculty in 2021. Prior to coming to Southwest, she taught at General Theological Seminary. She holds a Master of Divinity (concentration in New Testament and Early Christianity) from Harvard Divinity School and a PhD in Christianity in Antiquity from Fordham University. Professor Park is the author of *All Citizens of Christ: A Cosmopolitan Reading of Unity and Diversity in Paul’s Letters* (Brill, 2022). Her research and teaching interests include the New Testament, race/ethnicity in the Roman world, material culture in early Christianity, and decolonial and postcolonial theories and theologies. Professor Park’s work has been recognized with several awards and fellowships including the Forum for Theological Exploration dissertation fellowship and the Louisville Institute postdoctoral fellowship. She is an ordained 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](http://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 Reyna**

*Assistant Professor of Counselor Education*

Dr. Reyna 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*



**The Rev. Steven Tomlinson, Ph.D.**

*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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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, 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

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*Dean and President Emeritus*

BA, Trinity University  
MATS, McCormick Theological Seminary  
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STM and DD, General Theological Seminary  
DMin, Perkins School of Theology,  
Southern Methodist University

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*Dean and President Emeritus*

BA, Williams College  
MDiv, ThM, and ThD, Harvard Divinity School

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*Enrollment Manager*

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*Booher Library Assistant Director/E-Resources Librarian*

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*Circulation Supervisor*

## Official Calendar 2024-2025

### August 2024

- 5-16 Asynchronous online NSO class (All programs)
- 17 NSO Lunch (All programs)  
NSO Orientation (All programs)
- 17-22 MDiv, DAS, MAR New Student Orientation
- 19-22 New Student Retreat (MDiv, DAS programs)
- 17-22 Registration for new students
- 25 Matriculation service and dinner
- 26 Fall classes begin

### September 2024

- 2 Labor Day Holiday—offices closed

### October 2024

- 8 Board of Trustees Meeting
- 8 John Hines Day
- 14-18 Fall Break

### November 2024

- 20 Alumni Convocation and Blandy Lecture
- 11-15 Spring Registration
- 26-29 Thanksgiving Break—no classes
- 28-29 Thanksgiving Holidays—offices closed

### December 2024

- 13 Classes end
- 16 Christmas Holidays through January 1—offices closed

### January 2025

- 3, 4, 6 General Ordination Examination
- 2-17 January Term
- 20 Martin Luther King, Jr. Holiday—offices closed
- 27 Spring classes begin

### February 2025

- 4 Board of Trustees Meeting
- 4 Payne Lecture

### March 2025

- 3 Summer Registration
- 17-21 Spring Break
- 24 Harvey Lecture

### April 2025

- 18 Good Friday—offices closed
- 18 Reading Day
- 20 Easter
- 21-25 Fall and January term registration
- 21 Easter Monday—offices closed
- 21 Reading Day

### May 2025

- 9 Classes end
- 20-21 Board of Trustees Meeting
- 20 Commencement Eucharist
- 21 74th Commencement
- 26 Memorial Day Holiday—offices closed

### June 2025

- 2 Summer classes begin
- 19 Juneteenth Holiday—offices closed

### July 2025

- 4 Independence Day Holiday—offices closed

### August 2025

- 1 Summer classes end



## Official Calendar 2025-2026

### August 2025

- 4-15 Asynchronous online NSO class (All programs)
- 16 NSO Lunch (all programs)  
NSO Orientation (All programs)
- 16-21 MDiv, DAS, and MAR New Student Orientation
- 16-21 Registration for new students
- 17-21 New Student Retreat (MDiv, DAS programs)
- 24 Matriculation Service and Dinner
- 25 Fall classes begin

### September 2025

- 1 Labor Day Holiday—offices closed

### October 2025

- 7 Board of Trustees Meeting
- 7 John Hines Day
- 13-17 Fall Break

### November 2025

- 19 Alumni Convocation and Blandy Lectures
- 10-14 Spring Registration
- 25-28 Thanksgiving Break—no classes
- 27-28 Thanksgiving Holidays—offices closed

### December 2025

- 12 Classes end
- 15 Christmas Holidays through January 1—offices closed

### January 2026

- 5,6,8 General Ordination Examination
- 2-16 January Term
- 19 Martin Luther King, Jr. Holiday—offices closed
- 26 Spring classes begin

### February 2026

- 3 Board of Trustees Meeting
- 3 Payne Lecture

### March 2026

- 2 Summer Registration
- 16-20 Spring Break (tentative)
- 23 Harvey Lecture (tentative)

### April 2026

- 3 Good Friday—offices closed
- 3 Reading Day
- 5 Easter
- 6 Easter Monday—offices closed
- 6 Reading Day
- 13-17 Fall and January term registration

### May 2026

- 8 Classes end
- 19-20 Board of Trustees Meeting
- 19 Commencement Eucharist
- 20 75th Commencement
- 25 Memorial Day Holiday—offices closed

### June 2026

- 1 Summer classes begin
- 19 Juneteenth Holiday—offices closed

### July 2026

- 3 Independence Day Holiday—offices closed
- 31 Summer classes end





SEMINARY OF THE  
SOUTHWEST