

ACADEMIC CATALOG

FALL 2026/SPRING 2027

SEMINARY OF THE SOUTHWEST

FALL 2026/SPRING 2027
ACADEMIC CATALOG

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WELCOME
TO SOUTHWEST









WELCOME

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.

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.

> **“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**

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 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.

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 direction, 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.

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, Decator, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (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 412-788-6505 for questions about the accreditation of Seminary of the Southwest.

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

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

Institutional Effectiveness

2025-2026 Academic Year

- Graduation rates: 93% (MDIV, DAS) (Benchmark 80%)
- Graduation rates: 61% (MAR, MACMHC, MSD) (Benchmark 50%)
- Ordination Rates: 100%* (MDIV, DAS) (Benchmark 100%)
- Retention rates: 100% (MDIV, MAR, MACMHC, MSD, DAS) (Benchmark 75%)
- Passing rate for National Counseling Exam-2025: 100% (Benchmark 90%)

**Based on incoming class of 2024*

The Assessment and Evaluation (A & E) committee oversees assessment and evaluation across the entire campus.

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 ssw.edu/about-southwest/%20institutional-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 Latinx Ministry concentration or a Chaplaincy concentration focused on military, healthcare, or school chaplaincy)

- Master of Arts in Religion (with the option of Comprehensive Exams or a Thesis)
- Master of Arts in Clinical Mental Health Counseling (including the option of a Latinx 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.

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, or a designated representative, will contact the applicant's bishop to inform him/her that Southwest is considering the admission.

• The Dean, or a designated representative, will request a letter from the bishop acknowledging the above conversation together with any comments on the proposed admission.

- 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 Student 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

Applicants are advised that a criminal history, including convictions or pending charges involving violence, abuse or neglect, or sexual or drug-related offenses, as well as other felony-level offenses, may preclude admission to or continuation in programs that include supervised field education, ministry formation, clinical training, or spiritual direction placements.

Some applicants, particularly those in ecclesial or professional discernment processes, may have already completed comparable screening, which may satisfy Seminary requirements.

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.

Admission of international applicants is based on the following requirements:

- Satisfactory evidence of academic readiness from prior postsecondary study
- English language proficiency demonstrated through TOEFL iBT scores or an approved equivalent
- Endorsement of provincial and diocesan authorities
- Submission of a course-by-course foreign credential evaluation from an approved evaluation service (if applicable)
- Certified English translations of all academic records, if applicable
- Demonstrated ability to meet all educational and living expenses not covered by Seminary tuition support
- The Seminary is not SEVP-certified and does not issue visa sponsorship or immigration documents for student visa purposes

Minimum TOEFL iBT score: 79

Official TOEFL scores must be submitted directly from the testing agency.

Applicants who meet the minimum score but are determined to need additional language support may be advised to participate in supplemental English instruction resources.

Applicants must demonstrate access to sufficient funds from non-seminary sources to cover expenses beyond tuition. Seminary grant funds, when awarded, are applied toward tuition only and are subject to availability.

Housing assignments are made after the application deadline cycle has closed and are based on eligibility, availability, and the Seminary's housing priority system.

Application Procedures

All applicants to Seminary of the Southwest's graduate programs must hold a bachelor's degree from a college or university or its equivalent, unless specifically exempted through approved admissions review.

Applicants must complete the online application and submit the application fee.

Official transcripts from all previously attended institutions must be submitted directly from the issuing institution to the Registrar's Office by mail or electronically to registrar@ssw.edu.

The transcript should be mailed to:
Seminary of the Southwest
Attn: Registrar's Office
501 East 32nd Street
Austin, TX 78705

Additional requirements for specific applicant categories are outlined below.

Transfer Students:

Applicants seeking transfer credit must submit a completed "Request for Transfer Credit" form along with official transcripts and syllabi for courses under consideration.

Transfer credit review is conducted in accordance with Seminary policy and is subject to approval by the Academic Dean.

International Students:

Applicants residing outside the United States must complete the standard application process and meet all requirements outlined in the International Students section of this catalog.

The Seminary does not provide visa sponsorship or immigration documents for student visa purposes.



Diploma in Anglican Studies

Applicants to the Diploma in Anglican Studies must hold a Master of Divinity or equivalent graduate theological degree from an institution or its equivalent.

Applicants must complete the online application and submit the application fee.

Special Students

Applicants seeking admission as Special Students must complete the online application and submit the application fee and a brief statement describing intended study.

Application Deadlines

Applications are reviewed on a rolling basis as materials are completed.

The final deadline for submission of all admission materials is **June 1.**

Applicants are encouraged to submit applications early, as admission and financial aid decisions are made on a rolling basis throughout the review period.

Admissions Criteria

Applicants to Seminary of the Southwest's graduate programs must hold a bachelor's degree from a college or university or its equivalent.

A minimum cumulative undergraduate GPA of 2.50 (on a 4.0 scale) is generally expected for admission consideration. Meeting minimum criteria does not guarantee admission.

Admission Review and Decisions

Applications are reviewed once all required materials have been received.

After review by the Office of Admissions, applicants will receive one of the following admission decisions:

- Regular Admission
- Contingent Admission
- Provisional Admission
- Denied Admission

Admission Categories

REGULAR ACCEPTANCE

Applicants who meet all admissions requirements and demonstrate readiness for graduate study are granted regular admission.

CONTINGENT ACCEPTANCE

Applicants may be admitted on a contingent basis when additional conditions must be satisfied prior to enrollment. These conditions will be communicated in the admission letter and must be completed within the timeframe specified by the Seminary.

Continued enrollment is dependent upon successful completion of all stated conditions.

PROVISIONAL ACCEPTANCE

Applicants whose academic record does not fully meet standard criteria (including GPA below 2.50 in some cases) may be granted provisional admission when other indicators suggest potential for success.

Provisional status is reviewed after the first semester of enrollment. Students who maintain satisfactory academic progress are typically moved to regular admission status.

DENIED ACCEPTANCE

Applicants who are not admitted will be notified of the decision.

Admission decisions are final, and appeals are not permitted. In some cases, applicants may be invited to reapply in a future admissions cycle, as indicated in their decision letter.

Tuition and Fees

The following tuition and fees schedule apply only to academic year 2026-2027. Tuition and fees are subject to annual review and approval by the Board of Trustees. Personal computer and internet access is required for a student's course of study at the seminary.

MHC

Tuition

$20,594 per year for full-time programs
$860/per credit hour for part-time (3 credits/course)

MDIV, MAR, and DAS

Tuition
$20,594 per year for full-time programs
$1,288/credit for part-time (2 credits/course)

MSD

Tuition

$20,594 per year for full-time programs
$860/per credit hour for part-time (3 credit/course)

CPE (MDIV)

MDiv students are responsible for all fees associated with CPE

ALL PROGRAMS

Full Time Student Status

10 hours is considered full time for all programs for the fall 2026 and spring 2027 semesters. Two hours is considered full time for the summer 2027 session.

Auditor's Fee

$250 for 14-week course [see note 1]

Meal Plans

Lunches are served Monday, Tuesday, Wednesday and Friday (only when classes occur on Friday). All MDiv, MAR, and DAS taking 9 or more hours are charged a meal plan fee of $988 per year.

Student Housing

Southwest owns a variety of properties immediately adjacent to the campus. These vary from apartments to large single family homes. Pets are welcome in all seminary housing. One distinctive feature of our campus is the "Episcopool", the center of student social life in summer months.



Housing is reserved for currently enrolled eligible students and their immediate family members. Students are assigned a student housing unit subject to availability. The cost of on-campus student housing is subsidized by the seminary and as such is a form of institutional financial aid for student lease holders.

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 Seminary

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

Miscellaneous Fees

- Student Services Fee:
  - $1,050/year for full-time students
  - $672/year for part-time students
- $55 Application fee
- $55 Late application fee
- $35 Late registration fee
- Yearly Student Association Activity Fee:
  - $113 MDiv, MAR, DAS, SPEC
  - $59 MACMHC, MSD

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 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.

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 aid is available to eligible students and is awarded on a year-to-year basis based on eligibility, available institutional resources, and applicable federal regulations.

Detailed information about financial aid, application procedures, and required forms is available through the Financial Aid sections of the seminary's website and Student Handbook.

• ***Institutional Aid***: Seminary of the Southwest provides institutional aid in the form of tuition grants to eligible students enrolled in approved degree programs. Institutional aid is awarded based on degree program eligibility, completion of required financial aid documentation, availability of institutional funds, and other applicable criteria.
Students seeking institutional aid must complete the required financial aid process. For programs that require financial need evaluation, students must complete the Free Application for Federal Student Aid (FAFSA) and any required institutional financial aid forms.

MDiv and DAS students: Institutional grant eligibility is determined through the financial aid process and does not require completion of a separate Institutional Tuition Grant Request Form.

MAR, MHC, and MSD students: Students seeking consideration for an institutional tuition grant must complete the FAFSA and required institutional financial aid forms.

Students who apply for institutional aid will receive notification of their aid decision. Incoming students receive notification of their institutional grant award by email and through the student information system. Returning students review their institutional aid award through the student information system.
Institutional aid is credited to the student's account and applied toward eligible seminary charges, including tuition, rent, and fees. Institutional aid is subject to adjustment if a student changes enrollment status, drops courses, or withdraws from the seminary.

- ***Support from faith communities***: Students in the MDiv or DAS programs are encouraged to seek support from their sending parish, diocese, or other faith communities as part of their financial planning for seminary education. The seminary tracks and reports outside support received by students, and documentation of support enables students to accurately budget for educational expenses. Students in other degree programs are also encouraged to seek support from their communities and may use seminary resources to assist in that process.
- ***Outside Scholarships***: The Financial Aid Office seeks to support students by providing information about outside scholarship opportunities. Students receiving outside scholarships or other educational assistance should notify the Accounting/Billing Office so that all resources may be accurately reflected in their financial aid record.
- ***Student Loans:*** Federal Student Aid loans are available to eligible students enrolled in master's-level degree programs through the William D. Ford Federal Direct Loan Program of the U.S. Department of Education. New and returning students requesting federal student loans must complete the Free Application for Federal Student Aid (FAFSA). Federal loan eligibility is determined according to federal regulations. The federal school code for Seminary of the Southwest is: G03566.

APPLICATION PROCEDURES

The Financial Aid Office provides detailed information about financial aid, required forms, and application procedures through the seminary's website and Student Handbook. Materials in paper form are available upon request.

INSTITUTIONAL AID BY DEGREE PROGRAM

Master of Divinity (MDiv)
Eligible students in the Master of Divinity (MDiv) program receive a **100% tuition grant** according to seminary policies, degree requirements, and available institutional resources.

Students receiving the seminary's combined tuition grant and institutional work-study award are required to participate in the seminary's institutional work-study program. Participation in the institutional work-study program is an integral part of institutional aid for eligible students.

Pastoral Leadership Initiative: The Pastoral Leadership Initiative provides an enhanced financial aid package for eligible MDiv students. The award includes support for approved educational and living expenses as outlined on the seminary's website.

Diploma in Anglican Studies (DAS)
Eligible students in the Diploma in Anglican Studies (DAS) programs receive a **100% tuition grant** according to seminary policies, degree requirements, and available institutional resources.

Students receiving the seminary's combined tuition grant and institutional work-study award are required to participate in the seminary's institutional work-study program. Participation in the institutional work-study program is an integral part of institutional aid for eligible students.

Master of Arts in Religion (MAR)
Eligible full-time students enrolled in the Master of Arts in Religion (MAR) program may receive up to a **100% need-based tuition grant** according to seminary policies, enrollment status, and available institutional resources.

Need-based tuition grants are also available to eligible part-time MAR students according to enrollment status and available institutional resources.

To be considered for institutional aid, MAR students must complete the FAFSA and required institutional financial aid forms.

Students receiving the seminary's combined tuition grant and institutional work-study award are required to participate in the seminary's institutional work-study program. Participation in the institutional work-study program is an integral part of institutional aid for eligible students.

Master of Arts in Clinical Mental Health Counseling (MHC) & Master of Arts in Spiritual Direction (MSD)
Eligible students in the Master of Arts in Clinical Mental Health Counseling (MHC) and Master of Arts in Spiritual Direction (MSD) programs may receive a **need-based institutional tuition grant** according to seminary policies and available institutional resources.
To be considered for institutional aid, MHC and MSD students must complete the FAFSA and required institutional financial aid forms.

SPECIAL STUDENTS

Financial aid is unavailable for students classified as special students.

INSTITUTIONAL WORK STUDY

Students in the MDiv, DAS, and MAR programs who receive the seminary's combined tuition grant and institutional work-study award are required to participate in the seminary's institutional work-study program.

Students must complete the required employment hours each semester for which the tuition grant and institutional work-study award is received. Failure to complete required hours may result in a reduction of institutional aid.

Institutional work-study is an integral part of the seminary's institutional financial aid program for eligible students.

Students in the MHC and MSD programs are not required to participate in work-study to maintain their tuition grant. However, they are welcome to explore the available on-campus employment opportunities. For roles in the library, front desk, writing center, or faculty research assistant, students should reach out directly to those departments.

ADDITIONAL INFORMATION

The provision of financial aid is subject to available institutional funds. Renewal of institutional aid is dependent upon continued eligibility, completion of required financial aid processes, and availability of institutional resources.

Complete information about seminary financial aid policies and resources is available through the Financial Aid section of the seminary website and the Student Handbook.

SCHOLARSHIP ENDOWMENT FUNDS

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

V. Nelle Bellamy Scholarship Funds
Noble and Elizabeth Field Memorial Scholarship Fund
James Richard Robinson Jr. Memorial Scholarship Fund
Deborah Ann Scott 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





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, and faculty, in cases of excusable failure to complete the work of a course. If a student wishes to request approval to turn in any work after the last day of the semester, (marked "classes end" on the Registrar's Calendar), the student must make a request for an "Incomplete". To receive an incomplete in a course, a student must make the request in writing to the Academic Affairs committee at least one day before the final committee meeting of the term (which can be found on the campus calendar). It is the student's responsibility, in conversation with their advisor, to confirm the date of the meeting and to have a request submitted to their advisor at least one day in advance of the meeting. Their advisor will add the request to the Academic Affairs agenda. A student with an emergency may make a request after the last Academic Affairs meeting and up to the last day of the semester. In such a case a decision will be made by the professor in consultation with the Academic Dean. Receiving an incomplete allows a student three weeks to complete their work after the last day of the semester. For an incomplete received in field education, practicum, or internship whether in a semester or a term, a longer period than stated above may be allowed because of the nature of such courses.

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.

UNSATISFACTORY WORK

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.

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.

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

The Office of Civil Rights may be contacted at:

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

TRANSFER CREDIT POLICY

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

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

Master of Divinity.....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 eligibilty" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

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

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

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

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

TRANSCRIPTS

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

Upon the death of any student, former student, or graduate, requests for transcripts will be sent to family members only when a copy of the death certificate has been supplied to the Registrar.

AUDITING

Any course may be audited, subject to class availability. Full-time students (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 is a study and meeting space, a collection of information resources, and a central point of library instructional services for the people being formed through Southwest for vocations of ministry, service, and healing.

OVERVIEW

Located at 606 Rathervue Place, the Harrison Library is part of the Learning Complex that reopened in fall 2023 after a transformative renovation. The library is home to all library services and collections, the Center for Writing and the Arts, the IT staff offices, study carrels, a variety of meeting rooms, a student kitchen, and two recording studios. It is prominently situated between the seminary's student housing and the upper part of campus.

LIBRARY SPACE - LEVEL 1

The Access Services Desk is centrally located on level 1 and functions as the service point where library users connect with the library staff and check out books. An adjacent consultation area allows for longer research questions and conversations. The proximity of the computer stations allow users to have nearby assistance, as this service desk is staffed all the hours the library is open.

The Learning Commons is a dynamic junction where many academic activities meet and overlap to form a collaborative atmosphere. The Center for Writing and the Arts (CWA) is housed in the center of this level (see below for full details about the CWA's offerings.) The Learning Commons overlooks the beautiful Trinity Crossing, making the outdoor patio seating and nearby Southwest Book Store easily accessible to the library users. Computers, a book scanner, a photocopier/scanner, and student lockers are conveniently located on level 1. The library's new books and course reserves collections are centrally shelved in the Learning Commons for quick access. The Wellness Room provides a place of private respite; it also serves as a campus Mother's Room. Two conference rooms, A108 and A109, are equipped with "Zoom Room" technology and seat 10 and 8, respectively. These conference rooms are ideal locations to host hybrid meetings as well as in-person conversations and study groups. Room A110 adjoins the CWA and can be used as a small conference room when it is not in use for student writing consultations. All of these conference rooms are fitted with a tablet outside the room to facilitate reserving the spaces.

LIBRARY SPACE - LEVEL 2

At the top of the sweeping, central staircase is the One Button Studio. This unique space is equipped with everything needed to create a video or podcast and is designed for ease of use. Just north of the studio is the Quiet Reading area featuring a variety of seating options, the library reference collection, views of Trinity Crossing, and 4 private, reservable study carrel rooms. A collection of frequently-used books called the High Interest collection is shelved in the wooden slat walls by a cozy reading nook. The library reference collection (commentaries, encyclopedias, etc.) flows from the Quiet Reading area into the adjacent Charles and Alzada Black Reading Room where natural light and illuminated tables create the ideal atmosphere for studying.

Following the hallway from the Black Reading Room to the southern end of the building takes library users by more student lockers, a Special Collections room, a Digitization Room, gender neutral restrooms, a water fountain, the level 2 copier/scanner bay, the main Recording Studio, and the IT Office Suite.

The southern part of the building features the window-lined Upper Commons. Nicknamed "the treehouse," the Upper Commons is an inspiring space used as both a common library study space and a reservable large meeting room. Nestled up among the legacy live oak trees that frame the entrance to the entire complex, the room boasts a stunning view of downtown Austin, the University of Texas, and the Southwest campus itself.

LIBRARY SPACE - LEVEL B1

Level B1 features a beautiful community space called the Lower Commons. This light-filled room has its own entrance from Rathervue Place and can host book signings, art exhibits, or small events - all of which can spill onto a new deck right outside under one of Southwest's beloved live oak trees. The Lower Commons is situated next to a large kitchen that all Southwest students are welcome to use, featuring self-serve coffee machines, a community refrigerator, a compost bin, and more. This is the best place to eat in the library and all library users are encouraged to use this space for meals and snack breaks.

B1 is also home to most of the library's print books, including the Booher Collection in the North Room and the serials collection in the West Room. These rooms feature compact shelving units that hold a high volume of material. Level B1 also has a centrally located printer/copier, two restrooms, furniture storage for events, and a shipping and receiving room.

RESOURCES

The Harrison Library collects material supporting the study of the six canonical areas, mental health counseling, spiritual direction, 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. The Caribbean, Booher, Winterbotham, and Latinx Counseling collections feature, collectively, over four thousand print volumes in Spanish, with many more available as ebooks.

Seeker, the library's discovery tool, provides access to a growing number of electronic books, databases, and articles, many of which are available to Southwest alumni. For an accurate up to date list of all e-resources, visit the library's electronic resources webpage.

Koha is Harrison Library's Integrated Library System (ILS) and online catalog. Harrison Library shares a catalog with the Wright Center at Austin Seminary, half a mile away, and Koha serves as an index of everything that resides physically in both the Harrison Library and the Wright Center. Koha also allows users to request items for pick up (place items on hold).

SERVICES

Through workshops, classroom sessions, and one-on-one consultations, librarians help students develop critical skills for evaluating, using, and citing information ethically and effectively - skills that are foundational for academic achievement and lifelong learning. Librarians serve as approachable guides who help students understand assignments, connect with information resources, and navigate academic challenges. The library also employs student workers who can assist with the use of library resources and staff the library at night and on weekends during the academic year. The library's interlibrary loan service provides access to material not available locally.

The librarians create and maintain LibGuides to share information on various topics, subjects, courses, and processes. Guide to the Library for Southwest Students is a great starting point for students seeking more information about the library' services.

To contact the librarians, call 512-478-5212 or email library@ssw.edu. Visit the library's webpage for hours of operation.





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 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; the Bishop Claude Payne Lectureship in Mission and Leadership by the seminary's board of trustees; and the Harvey Lectures by the Student Association.

2026-2027 SPECIAL EVENTS:

- **Matriculation Service:** August 23, 2026
- **John Hines Day:** October 6, 2026
- **Hispanic Heritage Month:** September - October 2026
- **Blandy Lecture & Alumni Convocation:** November 18, 2026 (tentative)
- **Black History Month:** February 2027
- **Payne-Harvey Lecture:** March 23, 2027 (tentative)
- **Easter Triduum:** March 25-28, 2027
- **Asian American and Pacific Islander Heritage Month:** May 2027
- **Class of 2027 Commencement** - May 19, 2027



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 (APTS)

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 Wright Learning and Information Center located 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, Namibia, and Senegal.

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 Episcopal Evangelism 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 students each year. Students have to apply to attend.









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
- 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 1: Introduction to Bible, Torah, and History 2
New Testament 1: Paul and the Earliest Believers of Christ 2
Practice of Ministry 1: 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
Liturgy 2: The Prayer Book 2
Elective..... 2
Field Education..... 2
Seminar in Applied Theology..... 2
Total Credits *10*

Spring Semester

History of Christianity 2: Reformation to 20th Century 2
Theology 2: Sin and Salvation..... 2
Practice of Ministry 3: Pastoral Care..... 2
Elective..... 2
Field Education..... 2
Seminar in Applied Theology..... 2
Total Credits *12*

SENIOR YEAR

Fall Semester

Preaching 2: Contextual Preaching..... 2
Theological Ethics 2
Practice of Ministry 4: Formation and Mission..... 2
Elective..... 2
Field Education..... 2
Seminar in Applied Theology..... 2
Total Credits *12*

Spring Semester

Anglican Studies 2
Practice of Ministry 5: Leadership, Administration, and Finance 2
Liturgy 3: Liturgical Leadership in The Episcopal Church..... 2
Elective..... 2
Field Education..... 2
Seminar in Applied Theology..... 2
Total Credits *12*

Note: 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 cohort 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. Requirements for the concentration include:

- 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, a Church-related school, or a congregation that serves active military and veterans.

MASTER OF DIVINITY WITH A SPIRITUAL DIRECTION CONCENTRATION

The spiritual direction concentration is a curricular specialization that equips students to practice the art of spiritual direction either as an enrichment of their pastoral skills or as a discrete, but complementary, ministry. In this concentration, students learn how to accompany individuals and groups on their spiritual journeys.

This concentration prepares students to offer one-on-one spiritual direction as well as spiritual direction and formation for groups. Students in this concentration learn to:

- Practice compassionate presence and deep listening to support individuals and groups on spiritual journeys.
- Distinguish among and embody various forms of spiritual-growth facilitation.
- Plan, offer, and assess group spiritual formation experiences.

Spiritual direction concentration students take their required courses with their MDiv peers while using six elective hours for foundational courses in spiritual direction and two field-education hours for a spiritual direction practicum. For this practicum, students may remain within their parish field-ed context or move to a separate, non-parish site. Students who complete the spiritual direction concentration will have the concentration listed on their transcript.

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 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, 20 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:* Committed to mutuality in Christ and beloved community, DAS students, in the time they overlap with their MDiv cohorts, will, together with them, inhabit their ministerial identity by displaying pastoral dispositions
- *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 20 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
C.3210 Field Education or Elective.....2 credits
H.3210 Anglican Studies.....2 credits
L.1210 Liturgy 1: Liturgical Theology.....2 credits
Elective.....2 credits
Total.....10 credits

Spring Semester

A.3220 Seminar in Applied Theology.....2 credits
CE. 3220 Field Education or Elective.....2 credits
L.2210 Liturgy 2: The Prayer Book.....2 credits
L.3210 Liturgical Leadership in the Episcopal Church.....2 credits
Elective.....2 credits
Total.....10 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 are available for diocesan anti-racism, Safeguarding, and Title IV training.

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 direction. 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. The MHC program offers a 60-hour degree designed for students seeking graduate-level instruction in professional counseling that prepares the student to pass the Texas state LPC qualifying exam and provides an opportunity to integrate professional counseling competencies with antiracist practices and spiritual, religious, and ethical values. All MHC courses address the knowledge, skills, and dispositions required for competent professional counseling practice in a diversity of settings. The two courses in spiritual integration provide additional spiritual, theological, historical, and ethical foundation for integrating spiritual, ethical, religious, and multicultural competency with counseling theories and techniques.

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

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. ForGraduation-ComprehensiveExamination (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.....6 credits

- CMH5333 Ethics, Religion, and Dialogue Across Difference
- CMH5323 Spiritual Integration in Counseling and Ministry

Required Courses.....33 credits

- CMH5302 Assessment and Testing
- CMH53XX Essential Counseling Skills
- CMH5334 Advanced Counseling Skills
- 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
3. Graduation – Passing Score on Comprehensive Examination (CPCE); Adequate GPA; KPD Benchmarks Met (2.0 or higher); Capstone Paper Completed; Advisor Endorsement
4. 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 in the process. Students and prospective students are urged to obtain current requirements for licensure from the Texas State Board of Examiners of Professional Counselors at 512-834-6658 or at https://www.dshs.state.tx.us/counselor/lpc_apply.shtm.

If pursued, successful completion of post-graduate licensure is the responsibility of the student and students who may wish to become licensed in states other than Texas are encouraged to research the licensure requirements of those states' examining boards.

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, spiritually integrated, 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 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 M H C 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, CMH5331 Bilingual Helping Relationships (if Track 1), 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 Harrison 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. When available, the seminary offers an *Encuentro* experience in order to meet this fulfillment. Students are expected 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 one cultural plunge/immersion experience.



4. Community Collaboration/Social Justice Project

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 three 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 3 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/ intern-ship 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 apart 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, Associate Professor of Counselor Education and LCC Coordinator at stephanie.ramirez@ssw.edu.

MASTER OF ARTS IN SPIRITUAL DIRECTION (MSD)

The MSD is a 39-hour degree program designed for students seeking graduate-level instruction to become a trained spiritual director for individuals and communities.

All MSD courses address the knowledge, skills, and dispositions required for competent spiritual direction and integrate the wisdom of social science and Christian theology with training in spiritual formation. At the heart of the program are the Foundations and Practicum courses, which offer classroom practice and supervised field experience working with individual directees and providing retreat and/or group-based experiences to support the spiritual development and wellness of groups, congregations, organizations, and/or workplace staff.

MSD PROGRAM GOALS

The Henderson Wessendorff Center degree programs share goals in the domains of being, knowing, and doing with all other programs at Southwest. Through a curriculum which integrates the wisdom of social science and Christian theology with training in spiritual direction and formation, students will achieve the following objectives in these three domains.

- *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
- F5380 Foundations in Spiritual Direction and Community Formation 1 - 3 hours
- F5390 Foundations in Spiritual Direction and Community Formation 2 - 3 hours
- F5391 Special Topics in Spiritual Direction - 3 hours
- P5351 Practicum in Spiritual Direction and Community Formation 1 - 3 hours
- P5352 Practicum in Spiritual Direction and Community Formation 2 - 3 hours
- P5390 Healing Presence – 3 hours
- W5309 Communication in Vocational Contexts – 3 hours
- 1 elective - 3 hours

COURSE LISTINGS









COURSE DESCRIPTIONS

All courses are listed alphabetically and numerically according to the letter assigned to each course and course number. Each letter corresponds to a section and can be found using the key below:

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

KEY TO 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

APPLIED THEOLOGY STUDIES

A.1210 Seminar in Applied Theology
The Seminar in Applied Theology offers students the opportunity to integrate learning, practice, and identity within their seminary experience. The course meets weekly, intending to bridge academic disciplines, link theory and practice, and weave central themes and competencies into the entire curriculum. Special attention will be given to the theological implications of dialogue across difference and skills and strategies for engaging others in the context of ideological polarization. Most class sessions 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 or topic at hand and to help students integrate the knowledge they are learning across the curriculum. Class sessions will include various strategies for instruction, including group discussions, mini-lectures, and role playing.
Note: Satisfactory/Unsatisfactory only
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

B.1210 Old Testament 1: Introduction to Bible, Torah, and History
This course introduces the 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 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

B.4001 Exploring Early Christianity: A Travel Seminar to Turkey and Greece
This non-credit seminar offers participants an immersive experience in the material world of early Christianity through hands-on exploration. Participants will journey through archaeological excavations and visit significant museums across Turkey and Greece, uncovering the physical traces of the ancient world that shaped the New Testament and early Christian communities. Through these experiences, participants will gain deeper insights into the historical, social, political, and religious contexts that influenced early Christianity in Asia Minor and Europe.
Park

B4100 Studies in Biblical Hebrew: Exegetical Tools for Preaching and Teaching
A study of Hebrew for those who have completed B.1210. The focus of the course is developing competence in the use of original language tools (Lexicons, Grammars, etc.) for interpreting Old Testament texts. Accordance Bible Software required.
Bishop

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

B4204 Seminar in Prophetic Literature
Examines the prophetic literature of the Old Testament using both historical-critical and literary methods. Attention will be given to the theology and social critique of the prophets. Each semester will focus on a specific prophetic book or a collection of prophetic books (such as the Minor Prophets).
Bishop

B4205 Exegesis of the Gospel of John
Exploration of the interpretive issues in the Gospel of John, with attention to historical, literary, and theological approaches to the Fourth Gospel.
Kittredge

B4206 Reading Revelation Responsibly
This course examines theological, socio-political, and ethical themes in the Book of Revelation. Moving beyond literalist and selective interpretations, we will read Revelation in the aftermath of the Roman destruction of the Second Temple and within the broader landscape of Jewish apocalyptic traditions. We will explore how some early Christians navigated their challenging moment by weaving together past, present, and future, and consider how Christians today might navigate a world marked by polarization and imperialism.
Park

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 and discernment, and for asking and responding to questions about, for instance, suffering, providence, forgiveness, sin, salvation, images of God, and the nature of the soul. Through experiential learning, discussion, and reflection, students will explore the theological assumptions each of us carry and how those assumptions inform our relationship with scripture in our devotional and vocational lives.
West



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.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 introduces students to the political, social, and pastoral issues surrounding immigration throughout the Americas and ministry in Latinx contexts. With a focus on experiential learning, students learn from organizational partners at the border and navigate the stories of migrants seeking refuge in the United States.
Frausto and Staff

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

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

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.
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.
St. David & 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 & St. David

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.
Note: Open only to MHC, and MSD students except with permission from the instructor
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

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.
Jangha & 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 inter-organizational 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 ncluding 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 as it relates to psychopathology.
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.
Staff

CMH5318 Addictions Counseling
This course is designed to introduce students to theories and etiologies of addiction and addictive behaviors including gambling, sexual, eating, alcohol and drug addiction, a systems approach to conceptualizing clients presenting with addiction, and evidence-based counseling strategies and techniques for prevention and intervention applied to addictions and addictive behaviors. Students will learn methods for assessment, diagnostic and intervention planning pertaining to addiction and how to create developmentally relevant counseling treatment or intervention plans with measurable outcomes for clients related to addiction. The course covers mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial-treatment, and aftercare and the mental health counseling services networks. Students will explore counselor characteristics and behaviors that influence the counseling process with clients presenting with addiction, and strategies to promote client understanding of and access to a variety of community-based resources for recovery. This course also covers procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, identifying trauma and abuse, reporting abuse related to addictive behaviors, as well as a neurobiological and medical foundation and etiology of addiction and co-occurring disorders, including the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical and psychological disorders. 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

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.
Faculty & 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 & Reyna

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
Jangha & Reyna

CMH5323 Spiritual Integration in Counseling
As part of the 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.
Note: Open only to MHC, and MSD students except with permission from the instructor
Jangha

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.

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.

Note: This course is offered as needed.

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.

Note: This course is an occasional elective.

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.

Reyna

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. Students will explore and reflect on their understanding of spirituality, antiracism, and social justice as it relates to play therapy skills and techniques.

Note: This course is an occasional elective.

Bárcenas

FORMATION STUDIES

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

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 art form 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

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

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.
Colombo

F5380 Foundations in Spiritual Direction and Community Formation 1
F5390 Foundations in Spiritual Direction and Community Formation 2
This two-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.
The emphasis for the first semester of Foundations is individual spiritual direction.
The emphasis for the second semester of Foundations is community formation.

F5391 Special Topics in Spiritual Direction
This course takes students into a deeper exploration of topics related to spiritual direction, including, for example, trauma-informed care, spiritual direction as social justice, the development of racial identity, working with special populations, methods of discernment, and non-Western models of spirituality.



HISTORICAL STUDIES

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, revolution and mission. It will be seen that Christians were responsible for justifying slavery as well as demanding its abolition; for expanding European empires as well as for mission that criticized empires; for racism as well as the natural rights that proclaimed all humans to be equal; and finally for changing society in revolutionary ways while claiming to do only what earlier Christians did.

King

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

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

H4203 Seminar on an Anglican Divine
This class focuses on the significance and place of one or two major Anglican figures or movements in terms of influence upon the Anglican tradition. Figures vary from year to year but may include: Hooker, The Caroline Divines, The Wesley Brothers, The Anglo-Catholic Movement, Law, Coleridge, Archbishops of Canterbury, C.S. Lewis, and others.
Jennings

INDEPENDENT STUDY

I.4201 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.

LITURGICAL STUDIES

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.
Staff

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

L.4202 Economy as Liturgy
This course explores the relationship between liturgy and economy — How is Christian liturgy an economy? How are economies inherently liturgical? — and how Christian liturgy offers a pattern for the practical economics of parish administration and the disciple's rule of life with respect to money and finances.
Jennings/Tomlinson

MULTICULTURAL STUDIES

M.1000 Lectura y Pláctica: 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 M1001 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

M1001 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 M1001 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

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) Santeria, 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



PASTORAL STUDIES

P5351 Practicum in Spiritual Direction and Community Formation 1
P5352 Practicum in Spiritual Direction and Community Formation 2
In the two-semester practicum experience, 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.
In Practicum 1, directors-in-training explore and secure a site placement and a site supervisor, develop a proposal for a community formation experience; begin to work with three individual directees; and enter into both peer supervision and individual supervision work.
In Practicum 2, directors-in-training work with the site supervisor to refine, implement, and assess the spiritual formation experience, and they continue to see individual directees and engage in supervision work.

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

P5392 Spiritual Practices for Ministry
This course introduces students to practices of spiritual wellness and theological reflection that ground effective, lifegiving 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



PASTORAL MINISTRY STUDIES

PM.1210 Practice of Ministry 1: Spiritual Practice 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 connections between Christian formation and creative practices of missional ministry. Students will be introduced to the characteristics of Christian discipleship and to the role of ministers in serving the discipleship of individuals and communities. The course will also familiarize students with practices to foster evangelism, outreach, and mission.
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

PR.1210 Introduction to Preaching
The course aims to identify and review the essential elements of effective, relevant, and impactful Christian preaching. Elements covered include, but are not limited to, the purpose, mechanics, theology, and ethics of preaching; biblical interpretation for preaching; sermon forms; sermon content development; sermonic imagery and language choice; sermon delivery discernment; sermon context assessment; digital homiletics; and the sermon as worship.
Robinson

PR.3210 Intertextual Preaching
This course explores the practice of intertextual and cross-genre preaching, with a focus on lectionary texts. Students will analyze how scriptural texts interact with one another and how they engage with the sacraments, liturgical seasons, cultural events, and contextual needs. Throughout the course, students will develop their preaching skills by engaging with various scriptural pairings.

Emphasis will be placed on developing a robust hermeneutical approach to enrich the preaching moment and deepen congregational engagement.
Robinson

PR.4201 Preaching for Social Transformation
This course examines preaching's role as a catalyst for moral reflection and social change. Students will explore the preacher's responsibility to address contemporary social issues, including systemic injustices, oppression, and ethical dilemmas. Through critical engagement with prophetic and pastoral preaching traditions, students will refine their homiletical and hermeneutical skills and learn to craft sermons that inspire active response. The course will also investigate how preaching functions as a catalyst for radical transformation of social values—interrogating oppressive structures and fostering a vision for social justice, reconstruction, and ethical reformation.
Robinson

PR.4202 Preaching without Notes
Sometimes preaching without notes will help you make the connection your congregation needs. Sometimes you'll be called on to preach on short notice or even extemporaneously. Preaching without a manuscript requires a different approach to preparing and practicing your sermon and skills and strategies for channeling your nerves into a wholehearted connection with your congregation. This course will teach you frameworks for preparing a sermon without a script, techniques for "verbally drafting" your message and tools to help you structure extemporaneous remarks when needed — and give you plenty of practice preaching without notes.
Tomlinson

PR.4203 Advanced Preaching: Mastering Sermon Delivery from Baptism to Burial and Occasions in Between
This class will focus on intentional intertextual, crossgenre 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

STUDENT LED COLLOQUY

S.4201 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 two student led colloquies during the course of their degree. Application forms are available in the Registrar's office.
Staff

THEOLOGICAL STUDIES

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

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.
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

T.4204 Disability, Difference, and Theology
This course explores the intersection of disability studies and theology, engaging themes of difference, inclusion, justice, and community. This seminar will delve into practical and pastoral theology regarding living and working with individuals with disabilities, and engage with leaders challenging ableism in the church and society. Students will examine biblical hermeneutics around healing narratives in scripture, theologies of the body and personhood, as well as liberation theologies crafted in and for communities of differing abilities.
Hawley

THEOLOGICAL ETHICS STUDIES

TE.3210 Theological Ethics
This course offers a theological investigation into the shape of the Christian moral life and moral decision making. Through readings that give shape to both the discipline of ethics and the practical questions that emerge within it–questions, among others, of violence, justice, medicine, ecology, gender, sexuality, and money– we will explore the challenges and possibilities of human flourishing. Along with readings and discussion, students will have the opportunity to engage with practitioners around the function of ethics in Christian vocations.
Staff

TE.4201 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

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.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.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.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

W.5309 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 presenter; and to understand your work in these areas as opportunities for spiritual growth and for connection with others. Course requirements include a written work on a topic related to your vocation, a presentation on the same topic, and the facilitation of a group experience related to that topic.
Colombo



INFORMATION







ANTHONY D. BAKER, PHD

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 working on an eschatology monograph, with the working title "The Eternal Gospel."

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.

Professor Baker is the theologian in residence at Saint Julian of Norwich Episcopal Church in north Austin where he and his family worship.

He graduated from the Phoenix Center for Spiritual Direction in 2024, and since then has maintained a small practice as a spiritual director.

BA and MA, Olivet Nazarene University

PhD, University of Virginia



GUSTAVO BÁRCENAS, PHD

Assistant Professor of Counselor Education

Dr. Bárcenas 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 and BS, Autonomous University of the State of Mexico



STEVEN BISHOP, PHD

Associate Professor of Old Testament

Dr. Steven 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



CLAIRE MILLER COLOMBO, PHD

Associate Professor of Writing, Theology, and the Arts and Director of the Center for Writing and the Arts

As director of the seminary's writing center, Dr. Colombo facilitates the delivery of writing support services for all students and develops writing- and arts-related programming for the entire community. She oversees the publication of Soul by Southwest, the seminary's literary and arts journal, and hosts Soul in the City, an event series featuring musicians and other artists from the wider Austin community. 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

SEMINARY OF THE SOUTHWEST FACULTY



THE REV. NANCY FRAUSTO

Director of the Latinx Studies Program, Director of Community Worship, and Lecturer in Multicultural Ministries

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) serves as the Director of Field Education. 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 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 in progress, Austin Presbyterian Theological Seminary

SEMINARY OF THE SOUTHWEST FACULTY



AWA JANGHA, PHD

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 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 REV. NATHAN JENNINGS, PHD

J. Milton Richardson Professor of Liturgics and Anglican Studies

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 Chair of the Anglican Studies Program at Seminary of the Southwest since 2008. Jennings is interested in liturgical theology, Christian Platonism, Ancient Near-Eastern studies, asceticism, hermeneutics and the way these disciplines intersect and inform one another. His first book, *Theology as Ascetic Act: Disciplining Christian Discourse*, published in 2010, represents a light revision of his doctoral dissertation and argues that Christian teaching and reflection are embodied acts analogous to, and part of, Christian asceticism. His second book, *Liturgy and Theology, Economy and Reality*, Wipf and Stock 2017, argues for a Christian metaphysical realism, presenting liturgy an a cosmic gift economy whereby God renders cosmos out of chaos. Jennings has published various book reviews and articles in journals and collections. He is currently working on a book of natural theology for a popular audience. In teaching, Jennings reflects on liturgy theologically as that which enables participation in God and God's work in the world.

In addition to the required liturgy and Anglican studies courses, Jennings offers elective seminars in Liturgical Theology, Hermeneutics, and occasional seminars on Anglican Divines.

BA, University of Texas
MDiv, Yale Divinity School
MA and PhD, University of Virginia



MARLON JOHNSON, PHD

Dean of Community Life and Associate Professor of Counselor Education

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

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



THE REV. BENJAMIN KING, PHD

Academic Dean 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 2000 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

SEMINARY OF THE SOUTHWEST FACULTY



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



THE REV. JEEHEI PARK, PHD

Associate 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 REV. NANDRA PERRY, PHD

Director of the Iona Collaborative

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



STEPHANIE RAMIREZ, PHD

Associate Professor of Counselor Education and Coordinator of the Latinx Counseling Concentration Program

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



REV. DOMINIQUE A. ROBINSON, DMIN

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, "iHomileticTM: 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 and ThM, Candler School of Theology, Emory University
DMin, Columbia Theological Seminary



MARIA REYNA, PHD

Associate Professor of Counselor Education

Dr. Reyna is a Licensed Professional Counselor Supervisor in Texas. Her research focuses on counselor development, attachment theory, and diversity, equity, inclusion, and anti-racism. She completed her doctoral training at the University of North Texas where she received advanced training in play and filial therapy. She has worked in a variety of clinical settings, including in-patient mental health facilities, drug and alcohol programs, and community mental health agencies.

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

SEMINARY OF THE SOUTHWEST FACULTY



GENA ST. DAVID, PHD

Director of the Loise Henderson Wessendorff Center for Counseling and Spirituality and Professor of Counselor Education

Gena St. David, PhD is Director of the Loise Henderson Wessendorff Center for Counseling and Spirituality and Professor of Counselor Education at Seminary of the Southwest. She holds degrees from the University of Texas at Austin (B.A.), George Fox University (M.A.), and St. Mary's University in San Antonio (Ph.D.), and her latest book is *The Nonviolent Brain* (2026).

A licensed professional counselor and licensed marriage and family therapist, St. David is trained in systemic therapies, EMDR, trauma and neuroscience, attachment and play therapy, and the Enneagram. In 2013, she co-founded The Human Empathy Project, an Austin nonprofit that fosters empathic connection between faith and LGBTQ communities.

She is the author of numerous articles and book chapters on spirituality, ethics, and counseling, and is currently writing a book exploring the relationship between neuroscience and Christian theology. 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, PHD

Associate Professor of Leadership and Administration

The Rev. Steven Tomlinson, Ph.D., associate professor of leadership and administration, 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 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 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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OFFICIAL CALENDAR

2026-2027

August 2026

3-14 Asynchronous online New Student Orientation class (all programs)
14 New Student Orientation (MHC & MSD)
15 New Student Orientation (all programs)
15-20 MDiv, DAS & MAR New Student Orientation
15-20 Registration for all new students
23 Matriculation Service and Reception
24 Fall classes begin

September 2026

7 Labor Day Holiday–offices closed

October 2026

6 Board of Trustees Meeting
6 John Hines Day
12-16 Fall Break

November 2026

18 Alumni Convocation and Blandy Lectures (tentative)
16-20 Spring Registration
24-27 Thanksgiving Break–no classes Thanksgiving
25-27 Holidays–offices closed

December 2026

11 Classes end
13 Christmas Holidays through January 1–offices closed

January 2027

4, 5, 7 General Ordination Examination
4-23 January Term
18 Martin Luther King, Jr. Holiday–offices closed
25 Spring classes begin

February 2027

3 Board of Trustees Meeting

March 2027

1 Summer Registration
15-19 Spring Break
23 Payne & Harvey Lecture (tentative)
26 Good Friday-office closed
28 Easter
29 Easter Monday-offices closed
29 Reading Day

April 2027

12-16 Fall and January Term registration

May 2027

7 Classes end
18-19 Board of Trustees Meeting
18 Commencement Eucharist
19 Commencement
31 Memorial Day Holiday–offices closed

June 2027

1 Summer classes begin Juneteenth
18 Juneteenth Holiday–offices closed

July 2027

5 Independence Day Holiday–offices closed

Auguts 2027

6 Summer classes end

OFFICIAL CALENDAR

2027-2028

August 2027

2-11	Asynchronous online New Student Orientation class (all programs)
14	New Student Orientation (all programs)
14-20	Registration for all new students
16-20	New Student Orientation contines (MDiv and DAS programs)
22	Matriculation Service and Reception
23	Fall classes begin

September 2027

6	Labor Day Holiday–offices closed

October 2027

4-8	75th Anniversary Celebration
5	Board of Trustees Meeting
5	John Hines Day
11-15	Fall Break

November 2027

15-19	Spring Registration
23-26	Thanksgiving Break–no classes
24-26	Thanksgiving Holidays–offices closed

December 2027

10	Classes end
13	Christmas Holidays through January 1–offices closed

January 2028

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

February 2028

1	Board of Trustees Meeting

March 2028

6	Summer Term Registration
13-17	Spring Break (tentative)
22	Payne & Harvey Lecture (tentative)

April 2028

3-7	Fall and January Term registration
14	Good Friday–offices closed
16	Easter
17	Easter Monday–offices closed
17	Reading Day

May 2028

5	Classes end
16-17	Board of Trustees Meeting
16	Commencement Eucharist
17	Commencement
29	Memorial Day Holiday–offices closed
30	Summer classes begin

June 2028

19	Juneteenth Holiday–offices closed

July 2028

4	Independence Day Holiday–offices closed

August 2028

28	Summer classes end

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Seminary of the Southwest

@myssw

501 E 32nd Street, Austin, Texas 78705

512.472.4133

