

Course ID:	Course Title:	Winter 2022
NT 602 / NT 602-GK NT 602-L (Greek Lab)	The Gospel of Matthew	<b>Prerequisite:</b> NT 502 or OT 502 <b>For students enrolled in NT 602 GK: BL 521 &amp; BL 522</b>
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Hybrid	<b>Instructor:</b>	Jonathan W. Lo, Ph.D.	<b>First Day of Class:</b>	Jan 14 (1 <sup>st</sup> Class) Jan 13 (1 <sup>st</sup> Lab)
<b>Days:</b>	Thursdays	<b>Email:</b>	<a href="mailto:Jonathan.Lo@ambrose.edu">Jonathan.Lo@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	Jan 23, 2022
<b>Time:</b>	3:15-6:15pm	<b>Phone:</b>	(403) 410-2000 ext. 6940	<b>Last Day to Withdraw:</b>	Mar 18, 2022
<b>Room:</b>	L2100	<b>Office:</b>	L2064	<b>Last Day to Apply for Extension:</b>	Mar 28, 2022
<b>Lab/Tutorial:</b>	Wednesdays, 1:30-3:00pm	<b>Office Hours:</b>	By appointment		
<b>Final Exam:</b>	N/A	Course Zoom Link: <a href="https://ambrose.zoom.us/j/4152751948?pwd=aW9ibk5vTmtWUUkvbndPaDhkT3ZrQT09">https://ambrose.zoom.us/j/4152751948?pwd=aW9ibk5vTmtWUUkvbndPaDhkT3ZrQT09</a> Meeting ID: 415 275 1948 Passcode: 31415			

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An expository study of the Gospel of Matthew and an exploration of the literary, argumentative, historical context, and theological content of the Gospel. Particular attention is given to Matthew's theology of Christ, common and distinctive theological features of Matthew, parables, and various methods employed in the study of Matthew. Students will be encouraged to read Matthew carefully, to interpret it contextually, and to engage this familiar Christian masterpiece both critically and personally and so to hear afresh the gravity of the Matthean Jesus' teachings and to reconsider what following him might mean today. There is a weekly Greek Lab (1.5 hours) for those enrolled in NT 602-GK, in which students will have the opportunity to read, translate, and analyze the Greek text of the Sermon on the Mount (Matt 5-7), and to identify the distinctive style, syntax, and vocabulary of Matthew in Greek.

## Expected Learning Outcomes

Upon successful completion of this course, the student will be able to complete the following tasks:

1. *Describe* the contents of Matthew's Gospel in terms of its structure, themes, and typologies.
2. *Articulate* the emphases of Matthew's Gospel with reference to its historical and social backgrounds.
3. *Explain* the composition of Matthew's Gospel with respect to the Synoptic Problem.
4. *Identify* the distinctive voice of Matthew's Gospel amidst the other canonical gospels.
5. *Evaluate* the theological contributions of Matthew's Gospel to the NT canon, in terms of theological concepts such as Christology, Soteriology, Ecclesiology, and topics such as Messianism, Torah Observance, the Use of Hebrew Scriptures (Intertextuality), Jewish-Gentile relations (Mission), Discipleship, and Ethics.
6. *Acquire knowledge* about the myriad of approaches to interpreting and contextualizing Matthew's Gospel.

## Required and Recommended Textbooks and Readings

*All Students:*

Schreiner, Patrick. *Matthew, Disciple and Scribe: The First Gospel and Its Portrait of Jesus*. Grand Rapids, MI: Baker Academic, 2019.

Brown, Jeannine K., Roberts, Kyle. *Matthew*. Grand Rapids, MI: Eerdmans, 2018.

*Greek Lab students only:*

Tehan, Thomas & Abernathy, David. *An Exegetical Summary of The Sermon on the Mount*. 2<sup>nd</sup> ed. Dallas, TX: SIL International, 2008.

**OR**

Olmstead, Wesley G. *Matthew 1-14: A Handbook on the Greek Text*. Waco, TX: Baylor University Press, 2019.

*Recommended Commentaries on Matthew's Gospel*

France, R. T. *The Gospel of Matthew*, NICNT. Grand Rapids, MI: Eerdmans, 2007. (Pastoral/Technical)

Green, Michael. *The Message of Matthew: The Kingdom of Heaven*, BST. Downers Grove, IL: IVP Academic, 2000. (Lay)

Hagner, Donald. *Matthew 1-13*, WBC. Nashville, TN: Thomas Nelson, 1993. (Technical)

Morris, Leon. *The Gospel According to Matthew*, PNTC. Grand Rapids, MI: Eerdmans, 1992. (Pastoral)

Nolland, John. *The Gospel of Matthew*, NIGTC. Grand Rapids, MI: Eerdmans, 2005. (Technical)

Osbourne, Grant R. *Matthew*, ZECNT. Grand Rapids, MI: Zondervan, 2010. (Pastoral)

## Course Lecture Schedule

Date	Topic	Recommended Reading	Assignments Due
Jan 13	1. Introduction to the Gospel of Matthew—Distinctive/Notable Features, The Question of Genre, History of Interpretation	Schreiner, ch. 1	
Jan 20	2. Preliminary Matters: Historical and Social Setting, Authorship, Audience, Dating, Matthew Among the Synoptics	Brown & Roberts, 11-21;	
Jan 27	NO CLASS— <i>Seminary Retreat</i>		
Feb 3	3. An Overview of Matthew: Structure, Themes, Typologies	Schreiner, ch. 2	
Feb 10	4. Matthew 1:1-4:16: Gospel Beginnings	Brown & Roberts, 22-52; Schreiner, ch. 3	<i>Diagrammatic Summary DUE</i>
Feb 17	5. Matthew 4:17-7:29: Jesus Teaches about the Kingdom	Brown & Roberts, 53-81; Schreiner, ch. 4	
Feb 24	NO CLASS— <i>Reading Week</i>		
Mar 3	6. Matthew 8:1-11:1: Jesus Enacts the Kingdom	Brown & Roberts, 82-109; Schreiner, ch. 5	
Mar 10	7. Matthew 11:2-16:20: Growing Opposition	Brown & Roberts, 110-153; Schreiner, ch. 6	
Mar 17	8. Matthew 16:21-20:28: Jesus Teaches about His Death	Brown & Roberts, 154-188; Schreiner, ch. 7	
Mar 24	9. Matthew 20:29-25:46: Clashes with Jerusalem Leadership	Brown & Roberts, 189-231; Schreiner, ch. 8	
Mar 31	10. Matthew 26:1-28:20: Jesus' Passion and Resurrection	Brown & Roberts, 232-264.	<i>Book Review DUE</i>
Apr 7	11. Bringing it Home: The Theology and Message of Matthew	Brown & Roberts, 267-378.	
Apr 14	12. Reading Matthew Today: Different Folks, Different Approaches	Brown & Roberts, 381-522.	
Apr 27			<i>Major Paper DUE</i>

## Greek Lab Schedule

Date	Topic	Preparation
Jan 12	1. Matthew's Structure, Style, and Literary Art	
Jan 19	2. Matthew's Grammar and Vocabulary	
Jan 26	3. Matt 5:1-12	Translation
Feb 2	4. Matt 5:13-20	Translation
Feb 9	5. Matt 5:21-37	Translation
Feb 16	6. Matt 5:38-48	Translation
Feb 23	NO LAB— <i>Reading Week</i>	
Mar 2	7. Matt 6:1-14	Translation
Mar 9	8. Matt 6:16-24	Translation
Mar 16	9. Matt 6:25-34	Translation
Mar 23	10. Matt 7:1-14	Translation
Mar 30	NO LAB— <i>Ambrose Research Conference</i>	
Apr 6	11. Matt 7:15-23	Translation
Apr 13	12. Matt 7:24-29	Translation

### Requirements:

#### *Non-Greek Students*

Evaluation for this course will consist of two minor assignments, a major paper, and regular participation on the Moodle forum.

1. Weekly Participation in Moodle Forum: 10% of the final grade, Due: Weekly

To encourage students' participation in the online discussion forums, 1% will be awarded for every substantial post (showing evidence of effort and thought, containing at least 100 words) that engages with the course material (e.g. lectures, text-book readings, Bible reading) for that week, whether it is a question, a comment, a reflection, a reply to the instructor or a fellow student, or an attempt to bridge the course material to other theological disciplines, such as pastoral theology, systematic theology, church history, or missiology, etc. Students may also choose to relate the course

material to ministry, or even a contemporary issue or current event. Only one post per week will be counted for credit, and the post must be germane to the course topic for the week *and* demonstrate evidence of the student's effort.

2. Diagrammatic Summary: 20% of the final grade, Due: Feb 10, by midnight

A Diagrammatic Summary is a tool for visually laying out the contents and arguments of an entire Biblical text so that its structures and themes can be seen at a glance. The student will produce a Diagrammatic Summary of Matthew's Gospel. The summary should consider every verse in the gospel and present the structural and thematic units of the letter on one piece of paper. Assessment will be based on the ability of the student to articulate the structure and themes of the book, showing how the parts contribute to the whole. The student should carefully trace the development of the plot and make note of important themes and recurring motifs.

3. Book Review: 30% of the final grade, Due: Mar 31, by midnight

A 1,500-2,000-word book review on Patrick Schreiner's *Matthew, Disciple and Scribe* that identifies the author's main points, provides a summary of the book's arguments, and critically evaluates and interacts with the book's thesis. Additional guidelines will be provided in class.

4. Major Research Paper: 40% of the final grade, Due: Apr 27, by midnight

A 4,000-4,500-word research paper on an approved topic in Matthew's Gospel (e.g., Jesus and the Law, Matthew's Community, Righteousness in Matthew's Gospel, the Use of the OT in Matthew, the theme of discipleship, etc.)

The final paper must contain research and argumentation at a postgraduate level, as well as the ability to locate, comprehend and utilize relevant primary & secondary sources to substantiate one's claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Matthew discussed in class throughout the semester. The paper should be accompanied by proper footnotes and a bibliography and demonstrate an appropriate level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Maximum length: 15 pages (approximately 4,000 to 4,500 words)

Required number of sources: 15, including primary texts, periodical literature and monographs (or parts thereof).

All assignments are to be submitted through the course Moodle site.

Please document using Chicago style. For assistance see:

<https://owl.english.purdue.edu/owl/resource/717/03/>

[http://www.chicomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicomanualofstyle.org/tools_citationguide/citation-guide-1.html)

**Grade Summary (non-Greek Students):**

1. Participation in Forums	10%
2. Diagrammatic Summary	25%
3. Book Report: <i>Matthew, Disciple and Scribe</i>	25%

*Greek Students*

Evaluation for this course will consist of one minor assignment, weekly translations, a major paper, and regular participation on the Moodle forum.

1. Weekly Participation in Moodle Forum: 10% of the final grade, Due: Weekly

To encourage students' participation in the online discussion forums, 1% will be awarded for every substantial post (showing evidence of effort and thought, containing at least 100 words) that engages with the course material (e.g. lectures, text-book readings, Bible reading) for that week, whether it is a question, a comment, a reflection, a reply to the instructor or a fellow student, or an attempt to bridge the course material to other theological disciplines, such as pastoral theology, systematic theology, church history, or missiology, etc. Students may also choose to relate the course material to ministry, or even a contemporary issue or current event. Only one post per week will be counted for credit, and the post must be germane to the course topic for the week *and* demonstrate evidence of the student's effort.

2. Book Review: 20% of the final grade, Due: Mar 31, by midnight

A 1,500-2,000-word book review on Patrick Schreiner's *Matthew, Disciple and Scribe* that identifies the author's main points, provides a summary of the book's arguments, and critically evaluates and interacts with the book's thesis. Additional guidelines will be provided in class.

3. Translation Preparation and Participation in the Greek Lab: 30% of the final grade, Due: Weekly

There are 10 sessions in the Greek Lab, for which students must be prepared to read, translate, and analyze sections from the Greek Text of the Sermon on the Mount (Matt 5-7). Each translation preparation should be handed in prior to the lab and consist of 1) an English translation of the text, 2) a precis of the passage, and 3) one interpretive ambiguity.

4. Major Research Paper: 40% of the final grade, Due: Apr 27, by midnight

A) An exegetical paper elucidating a chosen passage in Matthew;

OR

B) A research paper on an approved topic in Matthew's Gospel (e.g., Jesus and the Law, Matthew's Community, Righteousness in Matthew's Gospel, the Use of the OT in Matthew, the theme of discipleship, etc.)

The final paper must contain research and argumentation at a postgraduate level, as well as the ability to locate, comprehend and utilize relevant primary & secondary sources to substantiate one's claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Matthew discussed in class throughout the semester. The paper should be accompanied by proper footnotes and a bibliography and demonstrate a level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Maximum length: 20 pages (approximately 5,000 words), not including footnotes

Required number of sources: 20, including primary texts, periodical literature and monographs (or parts thereof).

All assignments are to be submitted through the course Moodle site.

Please document using Chicago style. For assistance see:

<https://owl.english.purdue.edu/owl/resource/717/03/>

[http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

**Grade Summary (Greek Students):**

1. Participation in Forums	10%	DUE: Weekly
2. Book Review: <i>Matthew, Disciple and Scribe</i>	20%	DUE: Mar 31
3. Translation Preparations (3% x 10)	30%	DUE: Weekly
4. Major Research/Exegetical Paper	40%	DUE: Apr 27

**Note:** No student can pass this course without completing every assignment.

**Attendance:** Unexcused absences will be considered in calculating the final grade.

**Grade Summary:**

Grade		Interpretation	Grade Points
A+	100	Mastery: Complete Understanding of Subject Matter	4.00
A	96-99		4.00
A-	91-95		3.70
B+	86-90	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	81-85		3.00
B-	76-80		2.70
C+	71-75	Basic: Developing Understanding of Subject Matter	2.30
C	66-70		2.00
C-	61-65		1.70
D+	56-60	Minimal Pass: Limited Understanding of Subject	1.30
D	51-55		1.0
D-	50		
F	Below 50	Failure: Failure to Meet Course Requirements	0.00
P		Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Bibliography:

- Akin, Daniel L. *Exalting Jesus in the Sermon on the Mount*. Nashville, TN: Broadman & Holman, 2019.
- Allison, Jr. Dale C. "The Structure of the Sermon on the Mount." *JBL* 106 (1987): 423-55.
- Allison, Jr., Dale C. & Davies, W. D. *Matthew*, ICC. Edinburgh: T&T Clark, 1988.
- Bauer, David R. *The Gospel of the Son of God: An Introduction to Matthew*. Downers Grove, IL: IVP Academic, 2019.
- Bauman, C. *The Sermon on the Mount: The Modern Quest for Its Meaning*. Macon, GA: Mercer University, 1985.
- Betz, Hans Dieter. *The Sermon on the Mount*. Minneapolis, MN: Fortress Press, 1995.
- . *Essays on the Sermon on the Mount*. Philadelphia, PA: Fortress, 1984.
- Blomberg, Craig L. *Matthew*. NAC. Nashville, TN: Broadman & Holman, 1992.
- Boice, James Montgomery. *The Sermon on the Mount: Matthew 5-7*. Grand Rapids, MI: Baker Books, 2006.
- Cousland, J. R. C. *The Crowds in the Gospel of Matthew*. Leiden: Brill Academic, 2001.
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- France, R. T. *The Gospel of Matthew*. NICNT. Grand Rapids, MI: Eerdmans, 2007.
- Green, H. Benedict. *Matthew, Poet of the Beatitudes*. New York, NY: T&T Clark, 2001.
- Green, Michael. *The Message of Matthew: The Kingdom of Heaven*, BST. Downers Grove, IL: IVP Academic, 2000.
- Guelich, R. A. *The Sermon on the Mount*. WBC. Waco, TX: Word, 1982.
- Gushee, David P. & Stassen, Glen H. *Kingdom Ethics: Following Jesus in Contemporary Context*. 2<sup>nd</sup> ed. Grand Rapids, MI: Eerdmans, 2003.
- Hagner, Donald A. *Matthew 1—13*. WBC. Nashville, TN: Thomas Nelson, 1993.
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- Keener, Craig S. *A Commentary on the Gospel of Matthew*. Grand Rapids, MI: Eerdmans, 1999.
- Kingsbury, J. D. *Matthew's Structure, Christology, Kingdom*. 2<sup>nd</sup> ed. Minnesota, MN: Fortress, 1989.
- Kissinger, Warren S. *The Sermon on the Mount: A History of Interpretation and Bibliography*. Metuchen, NJ: Scarecrow, 1975.
- Lloyd-Jones, D. Martyn. *Studies in the Sermon on the Mount*. Downers Grove, IL: IVP, 1976.
- Longman, Tremper & Mcknight, Scot. *Sermon on the Mount*. Grand Rapids, MI: Zondervan, 2013.



- MacEwan, Robert. *Matthean Posteriority: An Exploration of Matthew's Use of Mark and Luke as a Solution to the Synoptic Problem*, LNTS 501. New York, NY: T&T Clark, 2015.
- Morris, Leon. *The Gospel According to Matthew*, PNTC. Grand Rapids, MI: Eerdmans, 1992.
- Nolland, John. *The Gospel of Matthew*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.
- Osbourne, Grant R. *Matthew*, ZECNT. Grand Rapids, MI: Zondervan, 2010.
- Pennington, Jonathan T. *The Sermon on the Mount and Human Flourishing: A theological commentary*. Grand Rapids, MI: Baker Academic, 2017.
- Pink, Arthur W. *The Beatitudes and the Lord's Prayer*. Grand Rapids, MI: Baker Books, 1995.
- Quarles, Charles L. *Sermon on the Mount: Restoring Christ's Message to the Modern Church*. Nashville, TN: B&H Academic, 2011.
- Repschinski, Boris. *The Controversy Stories in the Gospel of Matthew: Their Redaction, Form and Relevance for the Relationship Between the Matthean Community and Formative Judaism*. Göttingen: Vandenhoeck & Ruprecht, 2000.
- Riches, John K. & Sim, David C. *The Gospel in its Roman Imperial Context*. New York, NY: Bloomsbury, 2005
- Sim, David C. *Gospel of Matthew and Christian Judaism: History and Social Setting of the Matthean Community*. Edinburgh: T&T Clark, 1998.
- . *Apocalyptic Eschatology in the Gospel of Matthew*. Cambridge: Cambridge University Press, 1996.
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- Stassen, Glen H. *Living the Sermon on the Mount*. San Francisco, CA: John Wiley & Sons, 2006.
- Stott, John R. W. *The Message of the Sermon on the Mount*. Downers Grove, IL: InterVarsity Press, 1992.
- Welch, John W. *The Sermon on the Mount in Light of the Temple*. Hampshire: Ashgate, 2009.
- Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. San Francisco, CA: HarperSanFrancisco, 1998.
- Windisch, Hans. *The Meaning of the Sermon on the Mount*. Philadelphia, PA: Westminster Press, 1937

## Ambrose University Important Policies & Procedures:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.