



Master of Divinity, Master of Ministry and Related Programs

OT628/D
Jeremiah (English Text)

Semester 1, 2019

Malyon College
is an approved institution of the
Australian College of Theology

OT628/D is offered by Malyon College as part of the Master of Divinity, Master of Ministry and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

UNIT DETAILS

Unit Description

This unit in Biblical Studies explores the Book of Jeremiah, focusing on the biblical text as the window into an understanding of the person of the prophet, message of the prophet, actions of the prophet and response to the prophet Jeremiah. By means of the exegesis of selected passage, the biblical text will be utilized to grow in an appreciation and understanding of the prophetic ministry in general and Jeremiah in particular.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

OT502, Old Testament Prophets and Writings.

Exclusions

1. OT623 and OT633, Exilic Prophecy (if the Jeremiah option has been studied).
2. OT638, Jeremiah (Greek Text).

Unit Content

The unit is made up of the following sections and sub-sections:

- 1. The Person of the Prophet:**
 - a. The call of Jeremiah (Jer 1:1-19).
 - b. The pain of Jeremiah (Jer 11:18-23; 15:5-21; 16:1-18; 20:1-6; 26:1-24; 38:1-13).
 - c. The prayer of Jeremiah (Jer 12:1-13; 16:19-17:18; 18:19-23; 20:7-18).
- 2. The Actions (Signs) of the Prophet:**
 - a. The loin cloth (Jer 13:1-11) and the refusal of prayer (Jer 15:1-10).
 - b. The potter (Jer 18:1-12) and the broken pot (Jer 19:1-15).
 - c. Jeremiah in stocks (Jer 20:1-6) and the baskets of figs (Jer 24:1-10).
 - Social prohibitions (Jer 16:1-13), see 'the pain of Jeremiah.'

3. **The Message of the Prophet:**
 - a. Against Judah and Jerusalem (Jer 2:1-3:5).
 - b. Hope and consolation (Jer 30:1-24).
 - c. Against the nations, focusing on Babylon (Jer 50:1-46).

4. **The Response to the Prophet:**
 - a. The response of the people (Jer 25:1-14).
 - b. The response of God (Jer 52:1-34).
 - c. A response for today.

Unit Outcomes

On successful completion of this unit, student will:

Knowledge and understanding, know and understand:

1. The contents and structure of Jeremiah.
2. The themes and theological teaching of Jeremiah.
3. The major issues in contemporary study of Jeremiah.
4. The nature and methods of Old Testament exegesis.
5. Selected chapters of Jeremiah.
6. The relevance of Jeremiah to contemporary ministry.
7. A selection of historic and contemporary interpretations of Jeremiah.

Skills, be able to:

1. Use sources such as biblical and theological dictionaries, commentaries and online resources.
2. Recognise literary form, genre and structure.
3. Compare and contrast translations.
4. Evaluate matters relating to authorship, date and purpose.
5. Utilize the historical, religious, social and cultural contexts.
6. Relate passages to their literary context.
7. Establish the meaning of significant words and phrases.
8. Trace inter-textual references and allusions.
9. Discuss the main themes, arguments and theological teachings.
10. Exegete a selection of chapters from Jeremiah.
11. Discuss interpretations of Jeremiah.

Application, be in a position to:

1. Exegete the English text of Jeremiah for personal understanding and use in ministry contexts.
2. Integrate perspectives from Jeremiah into biblical interpretation and Christian thinking.
3. Apply the teaching of Jeremiah to situations and issues in contemporary Christianity and society.
4. Evaluate interpretations of Jeremiah.

Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
 - a. Lectures – 3 hours per week;
 - b. Preparation – 2 hours per week;
 - c. Assessments – 5 hours per week.
2. Distance students:
 - a. Home study; including forums and revisions – 5 hours per week;
 - b. Assessments – 5 hours per week.

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. Biographical assignment.
2. Exegesis assignment.
3. Theology assignment.

Contact students will be expected to attend all lectures; while the forum posts are the distance student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

***Students who fail to attend lectures
or complete forum posts satisfactorily may be failed.***

Required Resources

In order to complete the unit, the student will be required to have access to the following resource:

Brueggemann, Walter. 1998. *A Commentary on Jeremiah – Exile and Homecoming*. Grand Rapids: Eerdmans.

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Lecture Schedule

| Mod | Date | Preparation | Topic/s | | |
|-----|--------|---|---|----------------------------------|--------------|
| 1 | 13 Feb | In addition to readings posted on Moodle, students should read the following pages from the set book: | Unit introduction | 14:00-15:00 QB service | The Prophets |
| 2 | 20 Feb | | Interpreting and preaching the Prophets | | |
| 3 | 27 Feb | 21-31 | The call of Jeremiah (Jer 1:1-19) | | |
| 4 | 6 Mar | 113-117, 142-157, 178-180, 233-240, 360-364 | The pain of Jeremiah (Jer 11:18-23; 15:5-21; 16:1-18; 20:1-6; 26:1-24; 38:1-13) | | |
| 5 | 13 Mar | 118-123, 156-165, 172-174, 181-187 | The prayer of Jeremiah (Jer 12:1-13; 16:19-17:18; 18:19-23; 20:7-18) | | |
| 6 | 20 Mar | 126-129, 141-143 | The loin cloth (Jer 13:1-11) The refusal of prayer (Jer 15:1-10) | | |
| 7 | 27 Mar | 167-169, 174-178 | The potter (Jer 18:1-12) The broken pot (Jer 19:1-15) | | |
| 8 | 3 Apr | 178-180, 216-220 | Jeremiah in stocks (Jer 20:1-6) The baskets of figs (Jer 24:1-10) | | |
| S/W | 10 Mar | Study Week | | | |
| S/W | 17 Apr | Study Week | | | |
| 9 | 24 Apr | 32-44 | Against Judah and Jerusalem (Jer 2:1-3:5) | | |
| 10 | 1 May | 269-281 | Hope and consolation (Jer 30:1-24) | | |
| 11 | 8 May | 461-473 | Against the nations, focusing on Babylon (Jer 50:1-46) | | |
| 12 | 15 May | 220-224 | The response of the people (Jer 25:1-14) | | |
| 13 | 22 May | 488-495 | The response of God (Jer 52:1-34) | | |

UNIT LECTURER



After working as an Air Traffic Controller in the South African Air Force, Charles de Jongh commenced his ministry experience working with children, teenagers and young adults while completing his initial theological studies at the Baptist Theological College in Cape Town, South Africa, where he graduated with a Licentiate in Theology. He continued to focus on young adults' ministry while completing a BA with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor; during his ministry the church grew from 6-10 attendants to over sixty. At the same time he completed an MA, researching 'contemporary developments in Christology in Africa.' After five years of ministry, he took up a lecturing position at the Baptist Theological College of Southern Africa with a focus on Biblical Studies and Practical Theology. While lecturing, he carried out doctoral research into the 'significance of hermeneutical method in recent biblical scholarship.' Other ministry involvement at this time included serving on the Executive of Baptist Youth of Southern Africa and chairing the Board of Mission Aviation Fellowship South Africa.

Charles has been a lecturer at Malyon College since July 2007, with his main teaching areas being Biblical and Youth Studies. He has since completed a doctorate in Higher Education, examining 'theories of multiple intelligences and learning assessment for deep learning in higher education.'

Contact details:

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UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
 - a. Body of assignment:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Graduate Diploma and Master's students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass

- ✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Credit

- ✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

Distinction

- ✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction

- ✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

ASSESSMENT REQUIREMENTS

Requirement 1: Biographical Assignment

Imagine that you are the prophet Jeremiah delivering a lecture to young prophets, on what it means to be a prophet, *based on your own life and experiences*. Submit a comprehensive manuscript of the lecture that you would deliver.

Note the following:

1. The format is that of a lecture.
2. The response should pay equal attention to 'being a prophet' in general, and 'your experiences as Jeremiah the prophet.'
3. Adequately reference relevant biblical texts either in-text or in footnotes, making use of no other references.

The **key assessment criteria** for this requirement are as follows:

1. A well-considered and written lecture.
2. Meaningful understanding of what it means to 'be a prophet.'
3. Appropriate referencing to the life and ministry of Jeremiah.
4. Holistic awareness of the overall impact of 'being a prophet,' with relevant references to Jeremiah.

Length: 1250 words

References: only relevant references to the biblical text

Due: Monday 1 April by electronic submission on Moodle

Mark allocation: 20%

Requirement 2: Exegesis Assignment

Students are to present an assignment based on ONE of the following actions/signs of Jeremiah:

- a. The loin cloth (Jer 13:1-11).
- b. The refusal of prayer (Jer 15:1-10).
- c. Social prohibitions (Jer 16:1-18).
- d. The potter (Jer 18:1-12).
- e. The broken pots (Jer 19:1-15).
- f. Jeremiah in stocks (Jer 20:1-6).
- g. The baskets of figs (Jer 24:1-10).

The submission is to be made up of the following sections:

Section 1:

A preparatory section explaining the cultural and historical references in the chosen passage (500 words).

Section 2:

A critical exegesis, demonstrating an awareness of options of interpretation and drawing reasonable conclusions, of the chosen passage (1500 words).

Section 3:

A presentation based on the exegeted passage, details listed below* (1500 words).

The **key assessment criteria** for this requirement are as follows:

1. *Utilized references as per the set requirement.
Students will be penalized 2% per reference short
2. Addresses and considers the entire passage.
3. Specifically addresses key aspects and sections of the passage.
4. Demonstrates an understanding of options of interpretation
5. Draws motivated and reasonable conclusions.
6. Meaningfully explains and utilizes background, cultural and historical insights.
7. Meaningfully translates the biblical text into the parameters of the chosen medium.
8. Appropriately applies the passage to the contemporary setting and target audience.

** With respect to the sources, students will be required to reference the following sources as a minimum:*

- *Two female commentators.*
- *Two majority world commentators (Africa, Asia, South America).*
- *Four quality single-volume commentaries.*
- *Two directly related and relevant journal articles.*

** To assist in the identification of the sources, students must ensure that they record the full first name/s of all references.*

** All sources are to be quoted or referred to, at least once, in the actual essay; in other words, if you do not reference a source, do not include it in the List of References.*

Length: 3500 words

References: specialist references indicative of advanced research, including journals

Due: Monday 13 May, as follows

Section 1 and 2 by electronic submission on Moodle

Section 3 in hard copy to the College office by no later than 4.00pm

Mark allocation: 55%

*** Details of section 3 of requirement 2:**

The required presentation is to be chosen from ONE of the following options:

1. A sermon and associated visual aids, which is to include contemporary application of no less than 500 words.
2. A Bible Study leader's guide and participant's notes for adults, which includes both consideration of the meaning of the text and contemporary application.
3. A Sunday School teacher's guide and pupils' material for either children or teenagers (indicated clearly), which includes both consideration of the meaning of the text and contemporary application.

In completion of this requirement, note the following:

- I. Students are encouraged to make use of illustrations, various fonts and colours, and other creative means to enhance their submission. As examples: a printed copy of Power Point slides for use with the sermon, and paper-based activity sheets for Sunday School children.*
- II. Considerate that the word length will not be strictly measurable, students are to ensure that their submissions are of reasonable equivalence.*
- III. Accepting that the choices can be variously formatted, the College's strict requirements for assignment writing do not apply.*
- IV. No direct quotes nor in-text referencing are to be used; however, students should include footnoted comments regarding interpretive issues addressed.*

Requirement 3: Theological Assignment

Brueggemann (1998, 3-7, students should read the entire section) suggests that there are three main elements to the theological tradition found in the prophecies of Jeremiah, namely:

1. ... *Israel's covenant with Yahweh, rooted in the memories and mandates of the Sinai tradition*. That covenant taught that the sovereign God of Israel required obedience to covenant stipulations...
2. ... *the pathos of Yahweh*. In spite of Israel's obduracy and recalcitrance, Yahweh nonetheless wills a continuing relation with Israel. ... [And]
3. ... *the royal-temple ideology of Jerusalem* ... [in the light of which] Jeremiah's work only makes sense as an antithetical response to that ideology.

Students are to write an essay that demonstrates how ONE of these elements is developed in the book of Jeremiah and how it contributes to an understanding of the prophetic message of Jeremiah.

In completing this assignment, students should note the following:

- a. The focus of the assignment must be the biblical text; in other words, the basis of your argument must be the biblical text.
- b. The additional readings, included in the unit material, must be utilized in completion of the assignment.

The **key assessment criteria** for this requirement are as follows:

1. An overall appreciation for and understanding of the element.
2. Consideration of the element through the entire book of Jeremiah.
3. An awareness of the key passages addressing the element.
4. Demonstration of the contribution of the element to Jeremiah's entire message.

Length: 1750 words

References: indicative of advanced research, including journals

Due: Thursday 30 May by electronic submission on Moodle

Mark allocation: 25%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Malyon's Vision: *To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.*

| | 1. | 2. | 3. | 4. |
|--|--|----|----|----|
| Graduate Attribute 1: Personal Formation – 'Shepherds with God's heart' | | | | |
| a. Is secure in God, living in the truth and freedom of the gospel | | | ✓ | |
| b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines | | | | ✓ |
| c. Intentionally plans for growth, being aware of personal strengths and weaknesses | | | ✓ | |
| d. Grows spiritual, personal and relational health, especially through accountability | | | ✓ | |
| e. Is committed to influencing and serving others in the church and the world | | | ✓ | |
| Graduate Attribute 2: Ministry Formation – 'Knowledgeable and wise shepherds' | | | | |
| a. Understands the 'big story' of the Bible and the gospel | ✓ | | | |
| b. Is personally able to interpret and apply the Bible | ✓ | | | |
| c. Is formulating a biblical, historical and contemporary theology | ✓ | | | |
| d. Reflects biblically and theologically on life and practice | | ✓ | | |
| d. Is committed to communicating and demonstrating the gospel | | | ✓ | |
| Graduate Attribute 3: Ministry Formation – 'Knowledgeable and wise shepherds' | | | | |
| a. Has a godly influence on others | | | ✓ | |
| b. Possesses the knowledge and skills needed for chosen ministry path | | ✓ | | |
| c. Ministers and communicates the gospel with clarity in a range of contexts | | | | ✓ |
| d. Works well in a team and intentionally does so | | | | ✓ |
| e. Is committed to servant leadership and the mentoring of others | | | | ✓ |
| 1. A major thrust of this unit | 2. A contribution that this unit should make | | | |
| 3. A possible function of this unit, but not targeted | 4. An unlikely product of this unit | | | |

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon's courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

Themes in Jeremiah

- Carroll, R. P. 1989. *Jeremiah*. Sheffield: JSOT.
- Diamond, A. R. 1987. *The Confessions of Jeremiah in Context*. Sheffield: JSOT.
- Diamond, A. R., K. M. O'Connor and L. Stulman, eds. 1999. *Troubling Jeremiah*. Sheffield: Academic Press.
- Goldingay, J., ed. 2007. *Uprooting and Planting*. London: T&T Clark.
- Kessler, M., ed. 2004. *Reading the Book of Jeremiah*. Winona Lake: Eisenbrauns.
- Lalleman de Winkel, H. 2000. *Jeremiah in Prophetic Tradition*. Leuven: Peeters.
- Lundbom, J. 1997. *Jeremiah: A Study in Ancient Hebrew Rhetoric*. Winona Lake: Eisenbrauns.
- McConville, J. G. 1993. *Judgement and Promise: An Interpretation of the Book of Jeremiah*. Leicester: Apollos.
- O'Connor, K. M. 1988. *The Confessions of Jeremiah: Their Interpretation and Role in Chapters 1-25*. Atlanta: Scholars.

Commentaries on Jeremiah

- Bracke, J. M. 2000. *Jeremiah 1-29*. Louisville: WJK.
- Bright, John. 1965. *Jeremiah: A New Translation with Introduction and Commentary*. Anchor Bible. New York: Doubleday.
- Brueggemann, Walter. 1998. *A Commentary on Jeremiah – Exile and Homecoming*. Grand Rapids: Eerdmans.
- Carroll, Robert P. 1986. *Jeremiah*. Old Testament Library. London: SCM.
- Clements, R. E. 1988. *Jeremiah*. Atlanta: John Knox.
- Craigie, P. C., P. H. Kelley and J. F. Drinkard. 1991. *Jeremiah 1-25*. Dallas: Word.
- Dearman, J. Andrew. 2002. *Jeremiah/Lamentations*. NIV Application Commentary. Grand Rapids: Zondervan.
- Fretheim, T. E. 2002. *Jeremiah*. Macon: Smyth and Helwys.
- Harrison, R. K. 2009. *Jeremiah and Lamentations*. Tyndale OT Commentaries. Illinois: IVP.
- Holladay, W. L. 1986. *Jeremiah: Volume 1*. Philadelphia: Fortress.
- Holladay, W. L. 1989. *Jeremiah: Volume 2*. Philadelphia: Fortress.
- Huey, F. B. 1993. *Jeremiah, Lamentations*. Nashville: Broadman.
- Jones, D. R. 1997. *Jeremiah*. Sheffield: Academic Press.
- Longman, Temper. 2008. *Jeremiah, Lamentations*. Peabody: Hendrikson.
- Miller, P. D. 2001, "Jeremiah", *The New Interpreter's Bible: Volume 6, Isaiah-Ezekiel*, edited by L. Keck. Nashville: Abingdon.

- Thompson, J. A. 1980. *The Book of Jeremiah*. 2nd ed. NICOT. Grand Rapids: Eerdmans.
- Wenthe, Dean O. and Thomas Oden, eds. 2009. *Jeremiah/Lamentations*. Ancient Christian Commentary on Scripture. Illinois: IVP.
- Wood, Fred M. and Ross McLaren. 2006. *Jeremiah, Lamentations*. Holman OT Commentary. Nashville: B&H Publishing.

Other References

- Rochester, Kathleen M. 2009. "Prophetic Ministry in Jeremiah and Ezekiel." PhD thesis, Durham University. [Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/1355>].

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page (www.actheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.