ACTS
SEMINARIES

**Associated Canadian Theological Schools
of Trinity Western University**

BIB 692: The Septuagint, Translation, and Jewish Scribalism
in the Greek Traditions of Psalms and Genesis

John Screnock, PhD
Research Fellow in Hebrew Bible (Oxford)
3 credit hours
Prerequisites: intermediate level Greek and
introductory Hebrew

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Course Dates: 29 April – 31 July,   2019
Class Sessions: 24–28 June, 2019 Sessions
Meet: 8:30 a.m. – 12:30 p.m.

Course Description

In this course, we will situate the Septuagint in the context of Jewish scribalism in the late Second Temple period, textually and linguistically. We will focus on Old Greek Psalms and, to lesser extent, Old Greek Genesis and secondary Greek-tradition witnesses to Psalms and Genesis. Our foundation will be a discussion of translation from the perspective of translation studies. From that vantage point, we will consider the potential origins of Septuagint Psalms, and explore the ways in which the Greek tradition(s) can point to a Hebrew text—and even function as a Hebrew text.

Objectives

By the end of this course, students should:
1. Understand and be able to describe the ways Septuagint translators approached translation.
2. Be familiar with approaches for situating the Septuagint in a Greek speaking context, and be able to assess these critically.
3. Understand scribalism in Second Temple Judaism and be able to situate the Septuagint in the context of Hebrew textuality.
4. Be able to use the Septuagint for textual criticism of the Hebrew Bible.
5. Have a sense of the theories for the origins of Old Greek Psalms, and be able to assess these critically.

Textbooks

- Alfred Rahlfs, *Septuaginta: Vetus Testamentum Graecum. Vol. 10: Psalmi cum Odis.* Göttingen: Vandenhoeck & Ruprecht, 1979. Available for free online at https://archive.org/details/PsalmiCumOdis
- Pietersma, Albert, and Benjamin G. Wright, eds. *A New English Translation of the*

Septuagint. New York: Oxford University Press, 2007. Available for free online at http://ccat.sas.upenn.edu/nets/edition/

- An edition of the Hebrew Bible, e.g., *Biblica Hebraica Stuttgartensia*, *Biblia Hebraica Kittel*, or the Second Rabbinic Bible. Available for free online in various places, e.g. https://www.mechon-mamre.org/i/t/t2601.htm

Primary Required Readings

Basic familiarity with the Septuagint and Septuagint studies is a requirement for the course. Students who are not already familiar with the Septuagint and Septuagint studies should read:

- Karen Jobes and Moisés Silva, *Invitation to the Septuagint*, 2nd ed (Grand Rapids: Baker Academic, 2015).

The following required readings are either available online or will be posted to the course website as PDFs.

- Barr 1967: James Barr, "Vocalization and the Analysis of Hebrew among the Ancient Translations," in *Hebräische Wortforschung: Festschrift zum 80. Geburtstag von Walter Baumgartner*, ed. Benedikt Hartmann et al., VTSup 16 (Leiden: Brill, 1967), 1–11.
- Boyd-Taylor 2006: Cameron Boyd-Taylor, "In a Mirror, Dimly—Reading the Septuagint as a Document of Its Times," in *Septuagint Research: Issues and Challenges in the Study of the Greek Jewish Scriptures* (eds. Wolfgang Kraus and R. Glenn Wooden; SBLSCS 53; Atlanta: Society of Biblical Literature, 2006), 15–31.
- Brodersen 2017: Alma Brodersen, *The End of the Psalter: Psalms 146–150 in the Masoretic Text, the Dead Sea Scrolls, and the Septuagint*, BZAW 505 (Berlin: De Gruyter, 2017). (Excerpts)
- Carr 2005: David M. Carr, *Writing on the Tablet of the Heart: Origins of Scripture and Literature* (Oxford: Oxford University Press, 2005). (Excerpt)
- Goins 2014: Scott Goins, "Jerome's Psalters," in *The Oxford Handbook of the Psalms*, ed. William P. Brown (Oxford: Oxford University Press, 2014), 185–98.
- Lemmelijn 2009: Lemmelijn, Bénédicte. *A Plague of Texts? A Text-Critical Study of the So-Called 'Plague Narrative' in Exodus 7:14–11:10*. Oudtestamentische Studiën 56. Leiden: Brill, 2009. (Excerpts)
- Pietersma 2001: Albert Pietersma, "The Place of Origin of the Old Greek Psalter," in *The World of the Aramaeans I. Biblical Studies in Honour of Paul-Eugene Dion* (Sheffield: Sheffield Academic, 2001), 252–74 (online at: http://homes.chass.utoronto.ca/~pietersm/).
- Screnock 2014: John Screnock, review of Daniel M. Gurtner, *Exodus: A Commentary on the Greek Text of Codex Vaticanus*, JHS 14 (2014). Online at: http://www.jhsonline.org/reviews/reviews_new/review735.htm
- Screnock 2016: J. Screnock, "Working Memory and Translation in the Old Greek," paper presented at the annual meeting of the Society of Biblical Literature, 2016. Online at:

https://www.academia.edu/36161939/Working_Memory_and_Translation_in_the_Old_Greek_SBL_2016

- Screnock 2017: John Screnock, *Traductor Scriptor: The Old Greek Translation of Exodus 1–14 as Scribal Activity* (VTSup 174; Leiden: Brill, 2017). (Excerpt)
- Screnock 2018: John Screnock, "A New Approach to Using the Old Greek in Hebrew Bible Textual Criticism," *Textus* 27 (2018): 229–257.
- Screnock forthcoming: John Screnock, "The Septuagint, Scribalism, and the Creation of Literature in Jewish Antiquity: Command-Execution Pairings from Composition in Hebrew to Transmission in Greek." Draft copy.
- Smith 2017: Jannes Smith, "10.3.1 Septuagint," in *Textual History of the Bible: The Hebrew Bible. Volume 1C: Writings*, ed. Armin Lange and Emanuel Tov (Leiden: Brill, 2017). (Only pages 82–84.)
- Wright 2011: Benjamin Wright, review of Takamitsu Muraoka, *Greek-English Lexicon of the Septuagint*, SPhilo 23 (2011): 161–69.
- Wright 2014: Benjamin G. Wright, "Scribes, Translators and the Formation of Authoritative Scripture," in *In the Footsteps of Sherlock Holmes: Studies in the Biblical Text in Honour of Anneli Aejmelaeus*, ed. Kristin De Troyer, T. Michael Law, and Marketta Liljeström, CBET (Leuven: Peeters, 2014). (Only pages 3–21.)

Other Readings

These readings are not optional, but they should take less priority than the primary required readings, preparation of texts, and completion of class assignments. Make every effort to read these in the weeks before the class meets, but budget your time wisely.

- Aejmelaeus 2007: Anneli Aejmelaeus, *On the Trail of the Septuagint Translators: Collected Essays* (CBET 50; Leuven: Peeters, 2007), pages 59–70 (but pages 65–76 in the version in my PDF).
- Boyd-Taylor 2010: Cameron Boyd-Taylor, "The Semantics of Biblical Language Redux," in *"Translation is Required": The Septuagint in Retrospect and Prospect* (ed. Robert J. V. Hiebert; SBLSCS 56; Atlanta: Society of Biblical Literature, 2010), 41–57
- Brayford 2007: Susan Brayford, *Genesis*, SCS (Leiden: Brill, 2007). (Excerpts.)
- Joosten 2012: Jan Joosten, *Collected Studies on the Septuagint: From Language to Interpretation and Beyond*, FAT 83 (Tübingen: Mohr Siebeck, 2012). (Excerpt)
- Joosten 2016: Jan Joosten, "The Relation of the Septuagint of Proverbs to the Septuagint of Psalms," in *Septuagint, Sages, and Scripture. Studies in Honour of Johann Cook*, ed. Randall X. Gauthier, Gideon R. Kotzé, Gert J. Steyn, VTSup 172 (Leiden: Brill, 2016), 99–107.
- Lee 2010: John A. L. Lee, review of Takamitsu Muraoka, *Greek-English Lexicon*, BIOSCS 43 (2010), 119–23.
- Maurais Forthcoming: Jean Maurais, "The Quest for LXX Deuteronomy's Translator: On the Use of Translation Technique in Ascertaining the Translator's Vorlage." Pre-publication copy. Forthcoming in *Die Septuaginta, Themen – Manuskripte – Wirkungen*, eds. Meiser et al. (Tübingen: Mohr Siebeck, 2020).
- Pietersma 1990: "Ra 2110 (P. Bodmer XXIV) and the Text of the Greek Psalter," in *Studien zur Septuaginta—Robert Hanhart zu Ehren*, ed. Detlef Fraenkel, Udo Quast,

and John W. Wevers, MSU 20 (Göttingen: Vandenhoeck & Ruprecht, 1990), 262–86 (online at: http://homes.chass.utoronto.ca/~pietersm/).

- Pietersma 2006: "Messianism and the Greek Psalter: In Search of the Messiah," in *The Septuagint and Messianism* (ed. Michael Anthony Knibb; BETL 195; Leuven: Peeters, 2006), 49–75 (online at: http://homes.chass.utoronto.ca/~pietersm/).
- Pietersma 2008: Albert Pietersma, "Response to T. Muraoka, 'Recent Discussions on the Septuagint Lexicography with Special Reference to the So-Called Interlinear Model,' " 2–3 (online at: http://homes.chass.utoronto.ca/~pietersm/).
- Pietersma 2010: Albert Pietersma, "Beyond Literalism: Interlinearity Revisited." Pages 3–21 in *"Translation is Required": The Septuagint in Retrospect and Prospect*. Edited by Robert J. V. Hiebert. Society of Biblical Literature Septuagint and Cognate Studies 56. Atlanta: Society of Biblical Literature, 2010 (online at: http://homes.chass.utoronto.ca/~pietersm/).
- NETS: *A New English Translation of the Septuagint* (see in "Textbooks" above). (Excerpt)
- Screnock 2019: John Screnock, "The Use of the Septuagint in Textual Criticism of the Hebrew Bible." In *Handbook to Septuagint Research* (eds. William A. Ross and W. Edward Glenny). Bloomsbury/T&T Clark. Forthcoming.
- Tov 2014: Emanuel Tov, *Text-Critical Use of the Septuagint in Biblical Research*, 3rd ed. (Winona Lake, IN: Eisenbrauns, 2014). (Excerpts)
- Williams 2001: Tyler F. Williams, "Towards a Date for the Old Greek Psalter," in *The Old Greek Psalter: Studies in Honour of Albert Pietersma*, ed. Robert J. V. Hiebert, Claude E. Cox, and Peter J. Gentry, JSOTSup 332 (Sheffield: Sheffield Academic, 2001). (Only pages 261–76.)
- Wright 2003: Benjamin Wright, "Access to the Source: Cicero, Ben Sira, the Septuagint and Their Audiences," JSJ 34 (2003): 1–27.

Course Assignments

Close reading assignment: read Psalm 127 in Hebrew. What is this text trying to say, do, and/or be? In one paragraph, summarize your answer, and use the remainder of the page (single spaced) to defend your answer. Do not consult any secondary resources besides lexicons and reference grammars. This assignment is due (in hard copy form!) at the start of our class session on 24 June. Worth 5% of final grade.

Translation technique assignment: read Psalm 126 (Heb 127) in Greek. Assess the character of the translation *vis a vis* Hebrew Ps 127. Is the Septuagint target- or source-oriented? Where is the translation isomorphic, and where is it idiomatic? What method, if any, dominates? You are not required to consult secondary literature for this assignment. Due 5 July, submit through the course website. Worth 15% of final grade.

Presentation—article summary and critique: Focus on an article or set of articles from the list below and present them to the class. Your presentation should include a summary of the article(s) and a fair but critical assessment of its/their claims. Your presentation should not exceed 10 minutes (=1,000 words if reading from a manuscript). Students must sign up for an article through the course website by 30 May at the latest. The options are:

Monday 24 June
- (1) Aejmelaeus 2007:59–70 and Pietersma 2006
- (2) Wright 2003

Tuesday 25 June
- (3) Maurais forthcoming
- (4) Tov 2014: 43–90

Wednesday 26 June
- (5) Lee 2010: 119–23 and NETS: introduction pp. xvii–xviii
- (6) Brayford 2007

Thursday 27 June
- (7) Joosten 2012: 147–55 and Joosten 2016
- (8) Williams 2001

Friday 28 June:
- (9) Pietersma 1990

Presentations are worth 25% of the final grade.

Research paper: chose a passage of 8–16 verses from the Psalms and explore the nature of the OG translation. Discuss the following: OG's general translation technique, OG's translation of particular lexemes and grammatical constructions, the manuscript evidence for OG, potential Hebrew *Vorlagen* behind the OG text and witnesses recorded in the apparatus, and the potential implications of your passage for the question of OG Psalms' origins. Identify at least one variant between the Greek's *Vorlage* and the Hebrew of the Masoretic Text. The paper should include a translation of the Hebrew and the Greek into English, and should interact with secondary resources (commentaries, individual articles and monographs, reference material like *Septuaginta Deutsch*). Papers should be between 3,000 and 5,000 words—not including translations of the Hebrew and Greek. Due 31 July, submit through the course website. Worth 45% of final grade.

Grading Scale

Letter Grade	Assessment	Grade Point
A+	90-100%	4.3
A	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2.0
C-	60-62	1.7
F	Below 60	0

Grade Allocations

Assigned readings and class participation—10%
Close reading assignment—5%
Translation technique assignment—15%
Presentation: article summary and critique—25%
Research paper—45%

Academic Integrity

Plagiarism and other acts of academic dishonesty will be treated very seriously. See
https://www.twu.ca/about/policies/policy-academic-dishonesty . Please note that the
instructor is a skilled reader of texts—ancient and modern—and their redaction histories; he
has detected numerous cases of plagiarism in the past, and if you plagiarize, there is a good
chance he will find out. I have a duty to forward cases using the proper channels in the
university—it is an academic offense for instructors to "look the other way."

Class Calendar

29 April–23 June
- Read the assigned readings in advance
- Prepare close reading assignment and class presentation
- Prepare Greek and Hebrew texts (see texts from Psalms and Genesis given below) in
  advance

Monday, 24 June — Translation studies and the Septuagint translation
- Assignment due at start of class: close reading of Ps 127
- Primary readings: Boyd-Taylor 2006; Lemmelijn 2009: 108–28; Screnock 2016
- Other readings: Wright 2003; Aejmelaeus 2007:59–70; Pietersma 2006; Boyd-Taylor
  2010
- Text: Ps 126(Grk)/127(Heb) in Greek, Hebrew, NETS, and NRSV

Tuesday, 25 June — OG Psalms as a Hebrew text: Hebrew Bible textual criticism
- Primary readings: Lemmelijn 2009: 96–107, 129–135; Screnock 2018
- Other readings: Maurais forthcoming; Tov 2014: 43–90; Screnock 2019
- Text: Ps 121(Grk)/122(Heb) in Greek, Hebrew, NETS, and NRSV

Wednesday, 26 June — The Septuagint as a Greek Text?
- Primary readings: Barr 1967; Wright 2011; Screnock 2014; Screnock 2017:72–91;
  Brodersen 2017: 1–4, 11–17, 28–29, 116–19
  Other readings: Brayford 2007: 21–26, 28–29, 210–19; Pietersma 2008; Lee 2010: 119–
  23; NETS: introduction pp. xvii–xviii
- Text: Ps 4 in Greek, Hebrew, NETS, and NRSV

Thursday, 27 June — Jewish Scribalism and the Origins of OG [Psalms]
- Primary readings: Pietersma 2001; Carr 2005: 116–22; Wright 2014: 3–21; Smith 2017: 82–84
- Other readings: Joosten 2012: 147–55; Joosten 2016; Williams 2001: 261–76
- Text: Ps 149 in Greek, Hebrew, NETS, and NRSV

Friday, 28 June — The Septuagint tradition as (a) Hebrew text(s): Jewish Scribalism in OG Genesis and the Greek traditions of Genesis and Psalms
- Primary readings: Screnock forthcoming; Goins 2014
- Other readings: Pietersma 1990
- Texts: Gen 1:6–23 in Greek, Hebrew, NETS, and NRSV; Ps 126:5 (Heb 127:5) in Latin Vulgate, Iuxta Hebraeos, and Fields' Hexapla. PDFs for both of these texts will be uploaded to the course website.

5 July
- Translation technique assignment due; submit through the course website.

31 July
- Research paper due; submit through the course website.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal https://students.twu.ca

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called "I forgot my password." When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (http://www.twu.ca – also see http://www.twu.ca/conditions for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting
Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for

which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: http://libguides.twu.ca/EndNote/) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: http://www.apastyle.org/pubmanual.html.

For free online programs that will enable students to create properly formatted bibliography citations, go to http://www.eturabian.com/turabian/index.html or http://www.calvin.edu/library/knightcite/ ("Chicago" stands for "Turabian").

CANIL students should consult with their own faculty on specific requirements.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at http://www.twu.ca/research/research/research-ethics/default.html. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university's undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: http://www.twu.ca/studenthandbook/.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:
http://williambadke.com/plagiarism.ppt
http://williambadke.com/Plagiarism.swf (14 minute flash tutorial)

http://williambadke.com/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html.

Policy Information and Student Concerns

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website (www.actsseminaries.com) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, **students must receive faculty permission prior to the beginning of the course** in order to participate through live-streaming.

- **Students must participate in classes in real-time**, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able may attend class in person when possible if he/she wishes.)

  ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming **requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone**. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly <u>before</u> the first class session.

  Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, **be sure you are fully ready for each class session before the class begins**. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to "arrive" as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.

- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:

- ➢ Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.

- ➢ Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Webex link fails.)

- ➢ Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as "distance" education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.