



**OT 420, 620 (English Text)**  
**OT 430, 630 (Hebrew Text)**  
**The Pentateuch**  
**Semester 1, 2016**

Brisbane School of Theology offers high quality, Bible-centered theological training in a diverse and supportive community, shaping the whole person for God's purpose. Aiming for more than simply growing students' knowledge of theology, BST is developing passionate, capable disciples who use what they know about God's word to serve him in the church and the world.

*Brisbane School of Theology is an operating name of Bible College of Queensland.  
We are an affiliated college of the Australian College of Theology, our ABN no. is 55009670160 and the ACT CRICOS no. is 02650E.*

• Know God's word; take it to the world •

## INFORMATION ABOUT THIS UNIT

<b>Description</b>	<p>The Pentateuch is first among the three traditional divisions of the Old Testament and is essential to understanding the message of the Bible. Due to the limited scope of the unit, the syllabus will cover the most foundational passages, namely, the "Primeval History" (Gen. 1-11) and selected chapters of Deuteronomy (5-8, 13, 16-18).</p> <p>This is an exegesis unit and primary attention will be placed upon the interpretation of the text. Theological issues, including such themes as covenant, law, land, grace, holy war, people of God, blessing and cursing, etc. will also be considered.</p>																																																								
<b>Teaching staff</b>	<b>Lecturer</b>	Dr. Jason Atkinson																																																							
	<b>Phone</b>	(07) 3870 8355																																																							
	<b>Email</b>	jatkinson@bst.qld.edu.au																																																							
<b>Additional information</b>	<b>Credit points</b>	4																																																							
	<b>Co/pre-requisites</b>	N/A																																																							
	<b>No. of teaching weeks</b>	12																																																							
<b>Assessment Summary</b>	<p><b>OT 420</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Item</th> <th style="text-align: center; border-bottom: 1px solid black;">% of Final Grade</th> <th style="text-align: right; border-bottom: 1px solid black;">Due Date</th> </tr> </thead> <tbody> <tr> <td>1) Four Exegetical Outlines</td> <td style="text-align: center;">30%</td> <td style="text-align: right;">See Below</td> </tr> <tr> <td>2) Group Project &amp; Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: right;">15<sup>th</sup> Mar.</td> </tr> <tr> <td>3) Exegetical Essay (2,000 wds)</td> <td style="text-align: center;">40%</td> <td style="text-align: right;">7<sup>th</sup> Jun.</td> </tr> </tbody> </table> <p><b>OT 430</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Item</th> <th style="text-align: center; border-bottom: 1px solid black;">% of Final Grade</th> <th style="text-align: right; border-bottom: 1px solid black;">Due Date</th> </tr> </thead> <tbody> <tr> <td>1) Four Exegetical Outlines</td> <td style="text-align: center;">30%</td> <td style="text-align: right;">See Below</td> </tr> <tr> <td>2) Group Project &amp; Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: right;">15<sup>th</sup> Mar.</td> </tr> <tr> <td>3) Hebrew Test</td> <td style="text-align: center;">10%</td> <td style="text-align: right;">31<sup>st</sup> May.</td> </tr> <tr> <td>4) Exegetical Essay (2,000 wds)</td> <td style="text-align: center;">40%</td> <td style="text-align: right;">7<sup>th</sup> Jun.</td> </tr> </tbody> </table> <p><b>OT 620</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Item</th> <th style="text-align: center; border-bottom: 1px solid black;">% of Final Grade</th> <th style="text-align: right; border-bottom: 1px solid black;">Due Date</th> </tr> </thead> <tbody> <tr> <td>1) Four Exegetical Outlines</td> <td style="text-align: center;">30%</td> <td style="text-align: right;">See Below</td> </tr> <tr> <td>2) Group Project &amp; Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: right;">15<sup>th</sup> Mar.</td> </tr> <tr> <td>3) Exegetical Essay (3,000 wds)</td> <td style="text-align: center;">50%</td> <td style="text-align: right;">7<sup>th</sup> Jun.</td> </tr> </tbody> </table> <p><b>OT 630</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Item</th> <th style="text-align: center; border-bottom: 1px solid black;">% of Final Grade</th> <th style="text-align: right; border-bottom: 1px solid black;">Due Date</th> </tr> </thead> <tbody> <tr> <td>1) Four Exegetical Outlines (total 1,600 wds)</td> <td style="text-align: center;">30%</td> <td style="text-align: right;">See Below</td> </tr> <tr> <td>2) Group Project &amp; Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: right;">15<sup>th</sup> Mar.</td> </tr> <tr> <td>3) Hebrew Test</td> <td style="text-align: center;">10%</td> <td style="text-align: right;">31<sup>st</sup> May.</td> </tr> <tr> <td>4) Exegetical Essay (3,000 wds)</td> <td style="text-align: center;">40%</td> <td style="text-align: right;">7<sup>th</sup> Jun.</td> </tr> </tbody> </table>			Item	% of Final Grade	Due Date	1) Four Exegetical Outlines	30%	See Below	2) Group Project & Presentation	30%	15 <sup>th</sup> Mar.	3) Exegetical Essay (2,000 wds)	40%	7 <sup>th</sup> Jun.	Item	% of Final Grade	Due Date	1) Four Exegetical Outlines	30%	See Below	2) Group Project & Presentation	20%	15 <sup>th</sup> Mar.	3) Hebrew Test	10%	31 <sup>st</sup> May.	4) Exegetical Essay (2,000 wds)	40%	7 <sup>th</sup> Jun.	Item	% of Final Grade	Due Date	1) Four Exegetical Outlines	30%	See Below	2) Group Project & Presentation	20%	15 <sup>th</sup> Mar.	3) Exegetical Essay (3,000 wds)	50%	7 <sup>th</sup> Jun.	Item	% of Final Grade	Due Date	1) Four Exegetical Outlines (total 1,600 wds)	30%	See Below	2) Group Project & Presentation	20%	15 <sup>th</sup> Mar.	3) Hebrew Test	10%	31 <sup>st</sup> May.	4) Exegetical Essay (3,000 wds)	40%	7 <sup>th</sup> Jun.
Item	% of Final Grade	Due Date																																																							
1) Four Exegetical Outlines	30%	See Below																																																							
2) Group Project & Presentation	30%	15 <sup>th</sup> Mar.																																																							
3) Exegetical Essay (2,000 wds)	40%	7 <sup>th</sup> Jun.																																																							
Item	% of Final Grade	Due Date																																																							
1) Four Exegetical Outlines	30%	See Below																																																							
2) Group Project & Presentation	20%	15 <sup>th</sup> Mar.																																																							
3) Hebrew Test	10%	31 <sup>st</sup> May.																																																							
4) Exegetical Essay (2,000 wds)	40%	7 <sup>th</sup> Jun.																																																							
Item	% of Final Grade	Due Date																																																							
1) Four Exegetical Outlines	30%	See Below																																																							
2) Group Project & Presentation	20%	15 <sup>th</sup> Mar.																																																							
3) Exegetical Essay (3,000 wds)	50%	7 <sup>th</sup> Jun.																																																							
Item	% of Final Grade	Due Date																																																							
1) Four Exegetical Outlines (total 1,600 wds)	30%	See Below																																																							
2) Group Project & Presentation	20%	15 <sup>th</sup> Mar.																																																							
3) Hebrew Test	10%	31 <sup>st</sup> May.																																																							
4) Exegetical Essay (3,000 wds)	40%	7 <sup>th</sup> Jun.																																																							

## STUDENT LEARNING OUTCOMES AND UNIT CONTENT

<b>Learning Outcomes</b>	<p>Except where indicated, on completion of the unit, ALL students will:</p> <p>A. Know and Understand:</p> <ul style="list-style-type: none"> <li>○ The contents and structure of the Pentateuch, with special reference to the selected books.</li> <li>○ The themes and theological teaching of the Pentateuch.</li> <li>○ The major issues in contemporary study of the Pentateuch.</li> <li>○ The nature and methods of Old Testament exegesis.</li> <li>○ Selected chapters of the Pentateuch.<sup>1</sup></li> <li>○ The relevance of the Pentateuch to contemporary ministry.</li> <li>○ A selection of the historic and contemporary interpretations of the Pentateuch (OT 620, 630).</li> </ul> <p>B. Be Able to:</p> <ul style="list-style-type: none"> <li>○ Use sources such as biblical and theological dictionaries, commentaries, and on-line resources.<sup>2</sup></li> <li>○ Recognise literary form, genres and structure.</li> <li>○ Compare and contrast translations.<sup>3</sup></li> <li>○ Assess and evaluate matters relating to authorship, date and purpose.</li> <li>○ Utilise the historical, religious, social, and cultural contexts.</li> <li>○ Relate passages to their literary context.</li> <li>○ Establish the meaning of significant words and phrases.</li> <li>○ Trace inter-textual references and allusions.</li> <li>○ Discuss the main themes, arguments, and theological teachings.</li> <li>○ Translate (OT 430/630) and exegete a selection of chapters from the Hebrew text of the Pentateuch.</li> <li>○ Discuss interpretations of the Pentateuch (OT 620/630).</li> </ul> <p>C. Be in a Position to:</p> <ul style="list-style-type: none"> <li>○ Exegete the text of the Pentateuch for personal understanding and for use in ministry contexts.</li> <li>○ Integrate perspectives from the Pentateuch into biblical interpretation and Christian thinking.</li> <li>○ Apply the teaching of the Pentateuch to situations and issues in contemporary Christianity and society.</li> <li>○ Evaluate interpretations of the Pentateuch (OT 620/630).</li> </ul>
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. The theology of the Pentateuch with special reference to the Book of Deuteronomy, especially such themes as covenant, law, land, grace, holy war, people of God, blessing and cursing.</li> <li>2. Exegesis of Genesis 1-11; Deuteronomy 5-8, 13, 16-18.</li> </ol>

<sup>1</sup> OT 430/630 students will also know and understand selected chapters of the Hebrew text of the Pentateuch.

<sup>2</sup> OT 430/630 students will also be able to use sources such as lexicons, grammars, and textual analyses.

<sup>3</sup> Additionally, OT 620 students will be able to recognise issues involved in translation, including text and word issues; OT 430/630 students will be able to evaluate textual variants and issues in the history of the text.

## UNIT TIMETABLE

(M) = Item available on Moodle.

Wk	Date	Lecture Content	Pre-Reading
1.	09 Feb	Unit Overview Overview of the Exegetical Task Introduction to Pentateuchal Scholarship Encountering the Primeval History in its ANE Context	Gen. 1–11 Wenham “Pentateuchal” (M) DOTP: “Source Criticism”; “Cosmology”; “Theology of the Pentateuch.” Geisler “Creation and Origins (M)” Walton <i>Ancient</i> (chaps 7–9)
2.	16 Feb	Introduction to Genesis Gen. 1:1–2:3	Gen. 1:1–2:3 DOTP: “Creation”; “Genesis, Book of”; “Image of God.” Wenham: “Preaching” (M); <i>Genesis</i> (xlv–liii) (M)
3.	23 Feb	Gen.2:4–25 <b>Due: Exegetical Outline #1</b>	Gen.2:4–25 DOTP: “Eden, Garden of”; “Eve” Wenham “Sanctuary” (M) Walton <i>Lost World</i> (chap 13) (M)
4.	01 Mar	Gen. 3:1–24	Gen. 3:1–24 DOTP: “Fall”; “Sin, Guilt”; “Serpent” Moberly <i>Theology</i> (chap. 4)
5.	08 Mar	Gen. 4:1–6:8	Gen. 4:1–6:8 DOTP: “Abel”; “Cain”; “Genealogies”; “Sons of God, Daughters of Man.” Moberly <i>Theology</i> (Chap. 5) Halton <i>Genesis</i> (35–41; 88–91; 67–68)
6.	15 Mar	<b>Due: Class Presentations on the Historical Adam Debate</b>	
7.	22 Mar	Gen. 6:9–9:29 <b>Due: Exegetical Outline #2</b>	Gen. 6:9–9:29 DOTP: “Noah”; “Flood”; “Rainbow”; “Covenant” (139–49). Halton <i>Genesis</i> (41–55; 91–93; 131–35)
29 Mar – 05 Apr		Study Week & Mid-Semester Break	
8.	12 Apr	Gen. 10:1–11:32	Gen. 10:1–11:32 DOTP: “Nations, Table of”; “Babel”; “Shem.” Walton “Mesopotamian” (M) Halton <i>Genesis</i> (55–57; 94–95; 135)
19 Apr		Mission Week	
9.	26 Apr	Study Week	
10.	03 May	Introduction to Deuteronomy Deut. 5–6 <b>Due: Exegetical Outline #3</b>	Deut. 5–6 DOTP: “Deuteronomy, Book of”; “Decalogue”; “Covenant” (149–155); “Testing”; “Election”; “Grace” Block NIVAC (25–42)(M) Kraut “Deciphering” (OT 430/630 only)(M)
11.	10 May	Deut. 7–8	Deut. 7–8 DOTP: “Hērem”; “Blessings and Curses”; “Land.” Younger “Hērem” (M)
12.	17 May	Deut. 13 <b>Due: Exegetical Outline #4</b>	Deut. 13 DOTP: “Prophets, Prophecy”; “Dreams.” Walton <i>Ancient</i> (239–74)
13.	24 May	Deut. 16–18	Deut. 16–18 DOTP: “Festivals and Feasts”; “Priests, Priesthood”; “Divination, Magic.” Stager & Wolf “Child Sacrifice” (M)
Hebrew Class Test (OT 430/630 only) on 31 May @10:30am Theological Essay due on Tuesday, 07 June @ 5.00pm			

## ASSESSMENT OUTLINE

**This applies to students who are enrolled at Bachelor level. See supplementary document for detailed assignment instructions.**

Assessment 1	Item	Exegetical Outlines
	<b>Details/ Due Date</b>	<p>Construct an exegetical outline (400 wds each) on FOUR passages. Each outline should not exceed one A4 page in length (single-spaced) and contain the following elements:</p> <ul style="list-style-type: none"> <li>○ An <u>introductory paragraph</u> which outlines the literary and theological context of the pericope.</li> <li>○ A <u>propositional statement</u> which summarises the thrust of the passage as it relates to modern hearers.</li> <li>○ An <u>organisational sentence</u> that links the proposition to the main points of the outline.</li> <li>○ A <u>structural outline</u> of the main points of the passage and as many subsidiary points as necessary to make each point clear. OT 430/630 students should also include any insights from study of the Hebrew Text.</li> <li>○ An outline of relevant <u>application points</u>.</li> </ul> <p>Exegetical outlines <i>will be presented in class</i> and feedback invited from fellow students. Marks for individual outlines will be collaboratively awarded by peers and the lecturer.</p> <p><b>Passages and due dates:</b></p> <ol style="list-style-type: none"> <li>1) Gen. 2:4–25 due in class <b>Tuesday, 23<sup>rd</sup> Feb.</b></li> <li>2) Gen. 8:20–9:17 due in class <b>Tuesday, 22<sup>nd</sup> Mar.</b></li> <li>3) Deut. 5:1–6:3 due in class <b>Tuesday, 3<sup>rd</sup> May</b></li> <li>4) Deut. 13:1–18 due in class <b>Tuesday, 17<sup>th</sup> May</b></li> </ol>
Assessment 2	Item	Group Project and Presentation
	<b>Details/ Due Date</b>	<p>Groups (3 students) will present one of four <i>different views of the historical Adam</i> (inc. Evolutionary Creation View; Archetypal Creation View; Old-Earth Creation View; Young-Earth Creation View).</p> <p>Group members will each be separately tasked: one student will present the history of scholarship; another, the biblical basis; another, the hermeneutical and pastoral implications.</p> <p>Grading of this item will take into account both group performance as well as individual merit. Marks will be collaboratively awarded by peers and the lecturer.</p> <p>Group presentation will be on: <b>Tuesday, 15<sup>th</sup> March.</b></p>

<b>Assessment 3</b>	<b>Item</b>	<b>Exegetical Essay</b>
	<b>Details/ Due Date</b>	<p>Following the guidelines given in class, write an exegetical essay on ONE of the following passages:</p> <p>OT 420/430:  1) Deut. 6:4-9  2) Deut. 9:1-6  3) Deut. 16:1-8  4) Deut. 17:14-20  5) Deut. 24:1-4</p> <p>OT 620/630:  1) Deut. 7:1-11  2) Deut. 10:12-11:1  3) Deut. 12:2-4  4) Deut. 16:21-17:7  5) Deut. 18:9-22</p> <p><b>Due: Tuesday, 7<sup>th</sup> June, 5.00pm</b></p>
<b>Assessment 4</b>	<b>Item</b>	<b>Hebrew Test (OT 430/630 only)</b>
	<b>Details/ Due Date</b>	<p>Class test (80 mins) based upon two sections: Genesis 1-3 and Deuteronomy 5-7.</p> <p>Students will need to demonstrate an ability to work with the Hebrew text, including: parsing of verbs, exegesis, translation, etc.</p> <p><b>Test date: Tuesday, 31<sup>st</sup> May @ 10:30am</b></p>

## LECTURE ATTENDANCE

Please note the [ACT policy](#) (see also BST Student Handbook) on lecture attendance in the *Undergraduate Handbook* and the *Graduate and Postgraduate Handbook*. You are required to attend at least 80% of lectures. This means you can miss a maximum of two lectures. If you know that you will not be at a lecture, please phone or email the lecturer beforehand. If you miss more than two lectures, your enrolment for this unit may be ended.

## HOW TO STUDY THIS UNIT

You should allocate approximately 7 hours outside of class each week to this unit.

## PASSING THIS UNIT

In order to pass this unit students must complete four exegetical outlines, the group presentation, the Hebrew test (OT 430/630 only), an exegetical essay and gain 50% or more overall.

## LATE SUBMISSION OF WORK

Please note the [ACT Late Penalties Policy](#) (including extensions; see also BST Student Handbook). Failure to submit any individual assignment on time may result in either a late penalty or a zero mark for the assignment.

## PLAGIARISM

Please note the [ACT Academic Misconduct Policy](#) (see also BST student handbook) on plagiarism. This is a serious issue and it is your responsibility both to understand what plagiarism includes and to avoid it completely. If you are found to have plagiarised, there will be serious consequences as specified in the BST student handbook.

Penalties for plagiarism are as follows (from [ACT Academic Misconduct Policy](#)).

### **First offence:**

Students will be subject to academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

### **Second offence:**

Fail unit, with no remedial opportunity.

### **Third or major offence:**

Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion. In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the ACT Academic Board. Colleges are required to immediately report to the ACT Director of Academic Services all offences of wilful academic misconduct, for recording on TAMS.

## READING MATERIALS

Consult the Unit Timetable for the relevant sections of the following assigned readings:

- Bible Readings            This unit is an exegetical unit, and, as such, class time and assessments will primarily focus upon discussion of selected texts from Genesis and Deuteronomy. A careful and reflective reading of the text is essential for discerning the subtleties of its structure as well as forming an accurate and robust understanding. Students will pre-read each week's passage in at least **THREE translations** (NIV, ESV, NLT). It is suggested that students prepare a printed copy of the selected texts for personal use and note taking. Regular and frequent (re-)reading of the text is also advised.
- DOTP                            T. Desmond Alexander and David W. Baker, *Dictionary of the Old Testament: Pentateuch*. Downers Grove: InterVarsity, 2003.
- Various articles (see Unit Timetable)
- Wenham, G.                    "Pentateuchal Studies Today," *Themelios* 22 (1996) 3–13.
- "Preaching From Difficult Texts." Pp. 215–32 in *Reclaiming the Old Testament for Christian Preaching*. Edited by Grenville J. R. Kent et. al., Downers Grove: InterVarsity, 2010.
- Genesis 1–15* (WBC 1; Waco: Word, 1987).
- "Sanctuary and Symbolism in the Garden of Eden." Pp. 399–404 in *I Studied Inscriptions From Before the Flood: Ancient Near Eastern, Literary, and Linguistic Approaches to Genesis 1–11*. Edited by R. Hess and D. T. Tsumura. Winona Lake: Eisenbrauns, 1994.
- Geisler, N.                    "Creation and Origins." Pp. 165–71 in *Baker Encyclopaedia of Christian Apologetics*. Grand Rapids: Baker, 1999.
- Walton, J.                    *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids: Baker, 2007.
- "Mesopotamian Background of the Tower of Babel Account and Its Implications," *BBR* 5 (1995) 155–75.
- The Lost World of Adam and Eve: Genesis 2–3 and the Human Origins Debate*. Downers Grove: InterVarsity, 2015.
- Moberly, R. W. L.            *The Theology of the Book of Genesis*. Cambridge: Cambridge University Press, 2009.
- Halton, C.                    *Genesis: History, Fiction, or Neither: Three Views on the Bible's Earliest Chapters*. Grand Rapids: Zondervan, 2015.
- Younger, K. L.              "Ḥērem" Trinity International University: Unpublished Manuscript (2011).
- Block, D. I.                    *Deuteronomy*. NIVAC. Grand Rapids: Zondervan, 2012.
- Kraut, J.                      "Deciphering the Shema: Staircase Parallelism and the Syntax of Deuteronomy 6:4." *VT* 61 (2011) 582–602. (OT 430/630 only)
- Stager, L. & Wolf, S. R.    "Child Sacrifice at Carthage — Religious Rite or Population Control: Archaeological Evidence Provides Basis for New Analysis." *BAR* (1984)



## GRADUATE OUTCOMES

Attribute	Emphases of Unit			Comment
	Strong	Moderate	Light	
<b>1. Passionate discipleship</b>	✓			The Pentateuch emboldens the believer in their faith by outlining the key evidence for a God-centered life. Relevant church-based materials will be discussed in class in order to encourage students to embed the message of the Pentateuch in their own lives as well as to provide a model for effective discipleship.
<b>2. Sound knowledge of the Bible</b>	✓			In addition to a close reading of the text, this unit will also provide the opportunity to explore a variety of interpretive frameworks and their implications for a robust understanding of the Bible's reliability and authority.
<b>3. Humility and faithfulness</b>		✓		It is anticipated that through interaction with their colleagues and exposure to various evangelical interpretations, students in this unit will gain a mature respect and empathy for Christian ministry and scholarship.
<b>4. Communicating the Gospel</b>	✓			The message of the Pentateuch effectively contextualized the foundational themes of theology and the human condition to a broad ancient audience. The unit will challenge students to communicate its message graciously and intelligibly to a contemporary audience.
<b>5. Commitment to Mission</b>		✓		The Pentateuch was deliberately written in forms familiar to the ancient unbeliever in order to make its message more accessible. Through their various assessment items, students are challenged to apply the message of the Pentateuch missionally to a post-Christian culture.
<b>6. Commitment to Team ministry</b>	✓			This unit deliberately includes a group project in order to facilitate a meaningful environment for mutual learning. Success or failure in this assessment item depends upon personal endeavor and cooperation toward a common goal.
<b>7. Basic ministry skills</b>	✓			Sound interpretation and effective application of Scripture is a basic ministry skill. Through the study of the unit as well as the various assessment items students will increase their competence in understanding and explaining the Scriptures to contemporary audiences.
<b>8. Commitment to Life-long learning</b>		✓		The study of the unit will highlight the immense scope of the Scriptures and the need for ongoing learning and growth.

## GRADUATE ATTRIBUTES

- 1) They will be passionate disciples of Jesus Christ.** Graduates will maintain a vibrant relationship with God, be passionate about following Jesus and walk by the Spirit in every area of life. They will seek to love God above all else and others as themselves in attitudes, words and deeds. They will be imitators of Jesus, obey His Word, deny themselves, take up their cross and follow Jesus wherever He may lead.
- 2) They will have a sound knowledge of the Bible.** Graduates will have an in-depth and comprehensive knowledge of the Bible. They will be committed to the infallibility and authority of the Bible as God's Word in everything pertaining to salvation and the Christian life. They will do their best to be good teachers of the Bible who correctly explain the word of truth.
- 3) They will have genuine humility and demonstrate faithfulness in life and ministry.** Graduates will live lives of holiness, humility and faithfulness. They will be willing to acknowledge their shortcomings and mistakes, and be open to receive constructive criticism and advice. They will do nothing out of selfish ambition, but in humility will consider others better than themselves. They will be prepared to suffer for the sake of Christ, knowing that "we must go through many hardships to enter the kingdom of God".
- 4) They will be effective communicators of the Gospel.** Graduates will know the Gospel and will be eager and able to communicate the Gospel, especially in word, but also through writing and other media, in ways that are culturally sensitive and intelligible to others. They will have compassionate hearts, listening empathetically to people in their particular contexts. They will be ready to preach the Word at any time with patience and care, trying to persuade people to believe the Gospel and to become followers of Jesus.
- 5) They will have a great commitment to God's mission.** Graduates will be aware of the needs and opportunities of local and global mission. They will endeavour to see the coming of God's kingdom in every sphere of life, strive for justice for the poor and work towards community transformation. They will be passionately committed to and will be active in working towards the fulfillment of the Great Commission, to make disciples of all nations.
- 6) They will be committed to team ministry and servant leadership.** Graduates will be committed to the local church as the family of God and as their context for ministry and base for mission. They will work enthusiastically and cooperatively with others in ministry teams. They will be open to Christians across various evangelical denominations and churches. As leaders they will be disciple-makers, following the Lord Jesus in serving, leading by example, and training and mentoring other leaders.
- 7) They will be competent in basic ministry skills.** Graduates will be competent in basic ministry skills, including preaching, teaching, leading and caring for people. They will use their gifts to implement constructive change in the church and community. They will be culturally attuned and flexible in dealing with a range of issues. They will embrace accountability and maintain professional standards in various contexts. They will be "salt and light" in the world and be able to "prepare God's people for works of service, so that the body of Christ may be built up".
- 8) They will be committed to lifelong learning and personal growth.** Graduates will be proactive in expanding their knowledge and abilities. They will be open to new challenges, be willing to face unfamiliar problems and accept wider responsibilities. They will continue to grow in faith, knowledge and maturity, "forgetting what is behind and pressing ... toward the goal for the prize of the upward call of God in Christ Jesus".