Hebraic Roots Teaching Institute

Biblical Hebrew
Prospectus

2013

00BH

Utilizing advanced e-learning technology

Prospectus Index

HRTI Introduction

HEBRAIC ROOTS TEACHING INSTITUTE (HRTI)

The Hebraic Roots Teaching Institute (HRTI) is one of the most dynamic Hebraic Roots educational institutions globally, which is based in South Africa. HRTI was established in 2005 when training material was prepared and published for the Messianic Community. A series of informal short modular courses was launched in 2006 to enable local Messianic Communities country-wide to operate their own Yeshivas (Hebrew Roots Bible Schools).

We serve the Hebraic Roots Movement and the wider public by providing education for those seeking an in-depth understanding of Torah-observant Messianism in the context of Jewish history and spirituality. It is a faith-based way of life that believes that Y'shua ("Jesus") of Nazareth is the resurrected Messiah and the only Divine Saviour. We add to this the observance of YHWH's Instructions (Torah), which is not practiced in Christian Churches.

As an educational institution, we seek to advance Hebraic Programmes that are academically sound, spiritually vibrant, and sensitive to the demands imposed by both the past and the future. At the same time, we are committed to serving our students with excellence.

ACCEPTANCE AND GROWTH

Overwhelming acceptance by Believers was shown when over 1,000 students enrolled in the first year of introduction for the informal short modular courses. We now have students globally studying with us in these specialized fields of informal short modular courses (Yeshivas). Since 2007, formal programmes were structured for the specialized fields of Midrashic Eschatology, Hebrew Roots (Messianic Studies), Torah-based Healing, Torah-observant Messianism (Messianic Judaism) and various other fields of study for accreditation at various Universities; i.e., from Certificate through to Doctorate – in which HRTI mentors all the students.

Since 2008, various Universities have approved our Hebraic Programmes to confer qualifications from Certificate through PhD. We are also in associattion with various Universities and Institutions (see our Website). HRTI offers the widest range of Hebraic Roots programmes globally.

INSTITUTE FOR TORAH-OBSERVANT MESSIANISM

HRTI provides studies to enhance *Torah-observant Messianism* as a faith-based way of life which differs from mainstream Christianity and from Judaism by combining truth elements of each into a single faith.

Torah-observant Messianism is a faith of modern-day Believers *returning* to the *perspectives* and *beliefs* of first-century faith. The faith strongly emphasizes the completion of the unified "House of Israel" in Messiah Y'shua, made up of those that have come into the Covenant.

Followers believe that they have become co-heirs and equal members of YHWH's chosen people through the blood of Y'shua the Messiah; and that *returning to the mindset of the first century assembly* will provide *deeper and more authentic insights into Hebrew idioms* and first century *cultural understandings presented in Scripture*. This is only for the main reason *to understand the Torah-truths and teachings of the Scripture better*. Messianism insists on the historical and literal interpretation of Scripture.

HRTI'S MODERN DISTANCE E-LEARNING

We make use of state-of-the-art Modern Distance e-Learning technology via Moodle Online System specially made for HRTI. It is a user-friendly, easy-to-use system and currently the best in the market with over 260,000 institutions using it.

The programmes are flooded with immaculate, self-explanatory, and graphic PDF Study Material. The graphic illustration study material undoubtedly captures the attention of the student and ensures that the student stays focused and committed to his or her studies. The more you read, the more you want to study!

We put the University in your home with this system.

GLOBAL AVAILABILITY

The fact that this programme is specially designed for distance learning; therefore, the students can study at leisure from their own homes. This allows the students to remain in their daily work schedules while studying part-time.

THE BIBLICAL HEBREW PROGRAMME

This short course serves not just the Messianic Community, but also the wider public by providing education for those seeking an in-depth understanding of the Hebrew Bible. All words convey cultural meanings and these meanings will change depending on the culture and language that you associate it with, the same can be said of the beautiful Hebrew language that is presented to us in the Scriptures.

Today, in many religious circles, people define words and their meanings according to their understanding based upon the culture and language that they live with today. This causes people to make serious mistakes in terms of how they interpret the Scriptures. Studying the Scriptures in the original language and with the original cultural understanding will benefit the student tremendously.

In this short Hebrew course, the student will learn how to go back to the original Hebrew text and read it from a Hebraic perspective in order to understand the text better. Compare your most favorite translation with the Hebrew Scriptures and see how much has gone lost in the translation.

"All translations stray away from the truth and never toward the truth". -- Brad Scott (Teacher of Ancient Hebrew)

"Reading the Bible in translation is like kissing your new bride through a veil."
--Haim Nachman Bialik (Jewish Poet, 1873-1934)

Purpose, Mission and Objectives

PURPOSE

> Our purpose is to assist Christians to become part or the Torah-Observant Messianic Community and to expand YHWH's (God's) Kingdom – to be obedient to the Great Commission by assisting the lost sheep of the House of Israel to return to their rightful place.

MISSION

We are an Institution for **Torah-observant Messianism** (Hebraic Roots) which uses e-learning technology to equip Talmidim (Students) with quality education, while adhering to a Torah-observant value system.

Our aim is to develop truth knowledge of the Word of YHWH to be able to communicate and defend it, and to prepare for the continual study of it.

We provide men and women with the skills to be effective witnesses, leaders, and stewards of the Good News of Messiah Y'shua.

OBJECTIVES

1. To promote personal spiritual growth.

2. To prove the consistency between the 'Old' and 'New' Covenants.

3. To create the importance of YHWH's Torah to Believers.

4. To create an awareness for Believers to become part of the "lost sheep of the House of Israel".

5. To explain to Christians that their roots should be Hebraic.

6. To help students understand why Y'shua the Messiah embraced the covenantal responsibility of Jewish life; why His identity was rooted in Torah, expressed in tradition, and applied in the context of the New Covenant.

7. To establish the understanding of Torah-observant Messianism in the context of Jewish history and spirituality.

8. To prepare Believers for leadership through on-the-job training.

9. To provide affordable and practical education that is sensitive to the personal needs, aptitudes, individual potential and value system of every student; to develop the whole person for a lifetime of learning.

Accreditation

WHAT YOU SHOULD KNOW

What is Accreditation?

Accreditation in any school is a voluntary, cooperative process by which the schools willingly agree to and participate in a set of established standards in order to promote quality Education. In particular, these standards are for the purpose of promoting the Spiritual as well as the Academic quality of Education. Thus goals are set by the Accrediting Association(s) and agreed upon by those who are accredited by such Association(s).

THE PURPOSE

What is the Purpose of Accreditation?

The purpose of being accredited is to let you as a student (or prospective student) know that HRTI and the Universities HRTI deal with are committed to a standard of excellence. You will find that these Institutions reflect competence and integrity. We understand that you as a student or as a prospective student would like to know that the University you attend is geared toward constant improvement in academic excellence.

Please note: Accrediting associations are not required to be approved or recognized by the U.S. Department of Education or the Council on Higher Education Accreditation (CHEA).

WHAT ARE PRIVATE UNIVERSITIES

"Private universities are universities not operated by governments; although many receive public subsidies, especially in the form of tax breaks and public student loans and grants. Depending on their location, private universities may be subject to government regulation. Private universities are comparable to public universities and national universities. In fact, some of the world's most renowned universities, such as Princeton University, Harvard University, Massachusetts Institute of Technology, and Stanford University, are private universities".
http://en.wikipedia.org/wiki/Private_university

FACTS

Fact 1: All these top Universities were started by a single person, most of them with one goal in mind – Ministry!

Fact 2: All these top Universities are private institutions as they want to teach what they believe and do not want to be bound by "governmental guidelines and instructions".

Fact 3: HRTI's philosophy follows these renowned Universities' guidelines and insists on being "set apart" and to teach what we believe, according to YHWH's Word.

See Harvard University - http://en.wikipedia.org/wiki/Harvard_University
See Princeton University - http://en.wikipedia.org/wiki/Princeton_University
See Stanford University - http://en.wikipedia.org/wiki/Stanford_University

Fact 4: There is a difference in Regional accreditation and National accreditation in the United States http://en.wikipedia.org/wiki/Regional_accreditation

Fact 5: Regional accreditation is a term used in the United States to refer to educational accreditation conducted by any of several accreditation bodies established to serve six defined geographic areas of the country for accreditation of schools, colleges, and universities. http://en.wikipedia.org/wiki/Regional_accreditation Regional accreditation generally applies to what most people consider a "traditional college or university; i.e.,Harvard, etc." National accreditation generally applies to what most people consider a "vocational college or institution"; i.e., The Art Institute, etc.

Fact 6: National accreditation agencies focus on a specific field of study – for example: Art and Design, normally career-focused curriculum; and Regional accredited higher education institutions are predominantly academically-oriented, non-profit institutions, http://en.wikipedia.org/wiki/Regional_accreditation

Fact 7: Every one of these Private Institutions has the right to set standards and refuse to accept transfer credits from a National Accreditation University. http://en.wikipedia.org/wiki/Regional_accreditation

Fact 8: If a student has gone to a nationally-accredited institution, it may be particularly difficult to transfer credits (or even credit for a degree earned) if he or she then applies to a Regionally accredited institution http://en.wikipedia.org/wiki/Regional_accreditation

Fact 9: "Rules for higher education accreditation vary from country to country. In most countries, the function of quality assurance for higher education institutions is conducted by a government ministry of education". http://en.wikipedia.org/wiki/List_of_unrecognized_higher_education_accreditation_organizations

Fact 10: The critics say even the mighty global body UNESCO has no authority to recognize or accredit higher education institutions or agencies. http://en.wikipedia.org/wiki/List_of_unrecognized_higher_education_accreditation_organizations

Fact 11: The question now is: "Which one of accreditation bodies are the epic of accreditation and the acceptable standard out of the estimated 3,000-5,000 entities?" Or, "Which body is the zenith of legal authority or recognition?" Or, "Some entities are esteemed highly religious accreditors, whose accreditation may have doctrinal significance but lacks recognized academic value; which one do I select?" Or, "Some entities have sound and superior academic accreditation, but have major doctrinal flaws – must I compromise on YHWH's Word for the sake of 'an acceptable' Accreditation?"

HRTI AND OUR ASSOCIATES

HRTI is associated with various Universities who benefit various accreditation bodies. Our Website shows the various Universities, Associations, Institutions and Accreditation Bodies.

One of them is the American Accrediting Association of Theological Institutions (A.A.A.T.I.) which is a private, non-secular, Christian Accrediting Association organized as a Non-Profit Corporation under The Laws of the State of North Carolina. AAATI is also tax-exempt under section 501 (c) (3) of the Internal Revenue Code. It is also qualified to Accredit Campus as well as Correspondence Institutions.

CONCLUSION

Bottom-line, we at HRTI declare emphatically that we cannot and will not deviate from YHWH's Truth for the sake of a secular accreditation certificate that hangs on our walls for the purposes of 'status' in exchange for teaching what we outright believe. Visit our Website to see with which Universities HRTI is associated with.

My beloved friend, now you must decide where your commitment lies: to have a piece of paper on your wall with an 'acceptable secular/governmental accreditation stamp' on it, or to study sound biblical doctrine in order to grow in rich biblical knowledge and thereby please YHWH deeply because you do not compromise on His Word. Which is more important to you?

We inform, but ultimately you choose…

.

Acceptance and Recognition

ACCEPTANCE

When a student presents any qualification to a University or College (locally or abroad) for evaluation, four factors are usually considered:

1) What was the student's school qualification (e.g., Matric/Grade 12)
2) What was the content and purpose of the programme (character and field)
3) Is the institution accredited to align with internationally accepted standards
4) Can the University determine the content of the curriculum for RPL (Recognition Prior Learning)

HRTI has made their Certificate to PhD Hebraic programmes known to various Universities to confer qualifications. Believers globally freely accept our programmes.

Students holding the excellent *four year* Bachelor Degree qualification may continue with Masters. The Bachelor is an exceptionally theoretical programme which consists of 120 Credits USA (which is equivalent to European / South African 480 Credits system) of four years' studies.

ASSOCIATIONS AND AFFILIATIONS

We partner with various like-minded Institutions who are very carefully selected. To view them, please see our Website.

Benefits of Programme

PRINCIPLES

HRTI has the desire to bring a deeper understanding concerning the Hebraic nature of the Scriptures to our students and to the wider public. Introduction to Biblical Hebrew will be the first short course to enable the body of Messiah to study directly from the original language of the Scriptures.

This short course will not only enable the students to see the real Hebraic nature of the Scriptures, but it will also enable them to study the deeper understanding of the Scriptures and it will open many concepts in the Scriptures that have laid hidden for many centuries.

EQUIPPING

Biblical Hebrew taught at HRTI, will consist of a broader range of topics than the traditional Hebrew teaching at Universities today. Although the traditional Hebrew teaching will not be compromised, more insight will be gained in the cultural influence that shaped the Biblical Hebrew language and concepts.

The following objectives will be the focus:

- Reading the Hebrew Scriptures
- Understanding the cultural influence on the Hebrew Language
- The structure of Biblical Hebrew
- Meanings of words in the cultural context
- Translating and interpreting the Hebrew text
- Hebrew word associations
- History of the Hebrew Language
- Understanding the Idioms used in Scriptures

When the student is equipped with a sound understanding of the Hebrew Language as it is used in the Scriptures, he/she will be able to understand the Scriptures with much greater ease. The student will always have the ability to see when a translator has incorrectly translated a passage of Scripture, which could lead to an incorrect teaching.

Programme Design & Registration

BIBLICAL HEBREW STUDIES PROGRAMME DESIGN

An attractive feature of the **Biblical Hebrew** programmes is that you will gain an exceptionally wide range of knowledge in the specialized field of various Hebrew and Jewish Studies. From the exciting history of the Hebrew Language, Ancient Hebrew Pictographic writing to the Cultural Understanding contained in the Hebrew Scriptures.

The **Biblical Hebrew studies** has been carefully planned, the introductory course will introduce the student to the very basics of the Hebrew Language. The Hebrew Department will develop and extend the courses to fit into the complete programme, from Certificate to a Bachelor's Degree in **Biblical Hebrew studies**.

Applicants who wish to apply for admission are required to submit the following documentation at HRTI:
- Completed Online Application Form, located on our Website. Alternatively, if the candidate prefers to pay for his/her studies of over the period of study, then the Registration documentation must be completed – see "Fees, Registration & Studies" on our Website.
- There are no application fees or any other hidden costs – what you see is what you pay.
- Copy of ID or Passport to be emailed to us at admin@hrti.co.za
- Recent colour photograph to be scanned and emailed to us for the Online University.
- Official College (High School) / University transcripts. (Unofficial copies may be submitted with the application, but upon admission to the university official transcripts must be sent).
- Curriculum Vitae (Resume) if RPL is applied for.

Applicants applying for admission to Bachelor's degree programmes must be *high school graduates* **or** *18 years of age*.

Applicants applying for admission to Master's degree programme must possess a Bachelor's degree from an *accredited institution*.

Applicants applying for admission to Doctoral degree programs must possess a Master's degree from an *accredited institution*.

We illustrate the Credits of the various programmes as follows:

Under-Graduate: (Student enrolls for one of these)

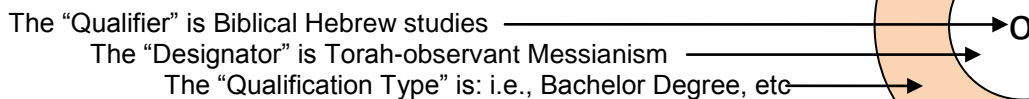|		
Certificate:	30 credits USA based	(code CTH) (1st Year only) (equal to HRTI's 120 credit Certificate)
Diploma:	60 credits USA based	(code DTH) (2nd Year) (equal to HRTI's 240 credit Diploma)
Bachelor Degree:	90 credits USA based	(code BTH) (3rd Year) (equal to HRTI's 360 credit Bachelor's Degree)
Honours Degree:	120 credits USA based	(code HTH) (4th Year) (equal to HRTI's 480 credit Honour's Degree)

Post-graduate: (Candidate must have achieved a 120 credit Bachelor Degree to continue with a Masters)

Master Degrees:	40 credits USA based – *coursework* **or** *thesis* or *a combination of both*
Doctorate:	70 credits USA based – *researched based*
Doctor of Philosophy (PhD):	70 credits USA based – *researched based*

(1 USA Credit = 28 hours of study, lectures, or research)

The Programme is laid out as follow:

The "Qualifier" is Biblical Hebrew studies ⟶ O

The "Designator" is Torah-observant Messianism ⟶

The "Qualification Type" is: i.e., Bachelor Degree, etc ⟶

A registration confirmation will be issued to the student at registration.

After graduation: HRTI will prepare the student's transcript and follow the process of submission to the University. The University will acknowledge and issue to HRTI a confirmation (graduation) letter to the student. The degree granting process has then been started, and it takes normally six weeks on average for student documents from the University to be sent to HRTI for distribution. The normal degree package includes: University qualification and transcript on request.

ACCESS TO STUDIES

The study material will be made available to you only after your registration documentation and payment have been received.

HARDWARE NEEDED FOR STUDIES

For the short Hebrew course the student will need the following electronic hardware:

1. Computer (Windows XP or a higher version)
2. Scanner and printer (or access to such facilities)
3. Internet access
4. E-mail facilities
5. Skype or a similar type of communication method with Mentor

HOW LONG DOES THIS PROGRAMME TAKE?

This short Hebrew course is designed to be completed over a three month period from registration to completion.

FINANCIAL ARRANGEMENTS

Ministry training also involves **character building**. How we handle our financial business is a very important dimension of a Believer's life. The student receives, beforehand, very clear guidelines as to his or her financial commitment during the academic year. Before committing to a series of payments, the students must be sure of their commitment to follow through on their education.

WHAT ARE THE PROGRAMME FEES

The fees for the various programmes are listed on our Website at "Fees, Online Registration & Studies". Students can also make use of the Convertor on the Webpage to get the fees in your country's currency.

Please take note that the University increases the course fees from year to year and HRTI has no control over it. We strongly advise you to pay all your fees as soon as possible to prevent frustration; this can be done by Student Loan or on your Credit Card budget scheme. Our policy is to provide instructional materials at the lowest possible cost to students. The majority of Believers should, therefore, be able to study in order to fulfill their calling. 1 Tim 4:13; 2 Tim 2:14, 15; 3:16, 17; Rom 15:4; Heb 5:12.

A $150 Yearly Registration Fee is included in the fee. When a student is accepted, this fee becomes non-refundable. The study fees include all electronic tuition material, all electronic lecturing and prescribed books, mentoring fees, and all tests and certification. There are no hidden costs. This excludes the cost of recommended books or printed prescribed books, which is an optional choice of books.

CANCELLATIONS AND REFUNDS

We believe that each student will be completely satisfied with their studies. If it is necessary for a student to discontinue studies, the following refund policy will apply:

1. A **written request** for a refund must be received by the Administration Office – admin@hrti.co.za
2. A valid **reason** must be given for the discontinuation.
3. The Yearly Registration fee of $150 included in the study fees is **non-refundable**.
4. The student will be refunded **only 50%** of the yearly fee of the year he or she studies, if the refund is replied for within **three months** after the date of payment for the year. There will be no refund after three months.

PRINCIPLE OF RECOGNITION PRIOR LEARNING (RPL)

"Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways".

RPL is a process that allows candidates an opportunity to demonstrate their knowledge and skills. Candidates undergo a series of assessments specifically designed to assist them to display their competence. At the end of the assessment process, each candidate is issued with credits for the learning that they have been able to demonstrate. These credits are linked to registered qualifications. Through RPL, a candidate could earn credit

for a few unit standards or a full qualification. RPL recognises any learning that the candidate has acquired, whether it was from formal training, workplace experience, or general life experience.

Recognition for Prior Learning assures that students do not lose credits for completed courses or valuable life experience when applying for this programme. For recognition, one can only count training and experience relevant to *the field of study* as valid. Please view our RPL and Experiential Learning Policies on our Website under "Vision, Mission & Policies".

Programme for First Phase

Biblical Hebrew Credits: 2.5 USA (10 European)

Module 1 – *Introduction to Biblical Hebrew*

Lesson 1: **The Hebrew Alphabet (Aleph-bet)**
    Hebrew Alphabet
    Final forms
    Dagesh lene and dagesh forte
    BeGaDKePhaT and Sofit (final) letters
    Aleph and 'Ayin the silent letters

Lesson 2: **Vowels (Niqqudot)**
    Introduction to Hebrew vowels
    Short and long vowels
    Open and Closed syllables
    Hebrew accents and signs
    How to read Hebrew

Assignment 1

Lesson 3: **Sheva ְ , Compound Sheva ֱ ֲ ֳ and Furtive Patach ַ**
    Silent Sheva
    Vocal Sheva
    Compound Sheva
    Furtive Patach

Assignment 2

Lesson 4: **The Definite Article, Vav-Conjunction and the Inseparable Prepositions**
    Definite Article
    The Article and Gutturals
    Vav-conjunction
    Inseparable Preposition

Assignment 3

Lesson 5: **What are Hebrew Nouns and Separable Prepositions?**
    What is a Noun?
    Masculine and Feminine nouns
    Common nouns
    Segolate nouns
    Personal Pronouns
    Demonstrative Pronouns
    Separable Prepositions

Assignment 4

Lesson 6: **Hebrew Verbs and word order**
    Hebrew verb
    Adverb
    Hebrew word order

The Definite Direct Object marker אֶת אֶת־
Hebrew Adjectives

Reading exercises in Bereshit chapter 1
Word by word definition of Bereshit chapter 1

Assignment 5

End of course exam.

Added material for further study:

What is Ancient Hebrew?
Wonders in the Ancient Hebrew Language
The Ancient Hebrew Language and Culture
The root system of the Hebrew Language
Hebrew word associations
Language and Culture connection
Hidden Wisdom in the Hebrew Language
Ancient Hebrew mind-set
How can you see the Good News in Genesis 5?
Revealing the True Alpha and Omega

Extra study material on the Hebraic Perspective:

1.   What are Hebraic Roots, Messianic Believers, and Messianic Judaism?
2.   Christian Foundational Teaching No 1: Your Messiah
3.   Christian Foundational Teaching No 2: Your Identity.
4.   Christian Foundational Teaching No 3: Your Covenant
5.   Christian Foundational Teaching No 4: Law and Grace
6.   Christian Foundational Teaching No 5: How to apply the Torah

Extra study materiaal on the History of Hebrew and the Philosophy and Culture of the Ancient Hebrews.

1.   History of Hebrew by Jeff A Benner
2.   An Introduction to Ancient Hebrew

Programme for Second Phase

Biblical Hebrew Credits:

Underconstruction

Programme for Third Phase

Biblical Hebrew Studies Credits:

Underconstruction

Programme for Fourth Phase

Biblical Hebrew Studies Credits:

Post-Graduate Degrees

BACKGROUND

You are about to embark on a journey on the road of Academia and **Biblical Hebrew Studies**. We are excited to guide and assist you in writing a world-class Dissertation/Thesis.

For entrance into the Masters Degree Programme, the Candidate is required to have obtained a 4 year, 120 Credit USA (or 480 Credit European) Bachelors (Hon) Degree. The credits for Post-Graduate studies are as follows:

Masters Degrees:	40 credits USA based – *coursework **or** thesis* or *a combination of both*
Doctorate:	70 credits USA based – *researched based*
Doctor of Philosophy (PhD):	70 credits USA based – *researched based*

(1 USA Credit = 28 hours of study, lectures, or research. To get the European credits you times by 3)

POST-GRADUATE STUDIES GUIDELINES

All the required guidelines and information to start are listed on our Website under "Post Graduate Guidelines". Upon registration, you will gain access to the coursework that is required.

Distance Learning

DEFINITION

Distance Learning, also called **e-Learning**, is a formalized teaching and learning system specifically designed to be carried out remotely by using electronic communication. Because distance learning is less expensive to support and is not constrained by geographic considerations, it offers opportunities in situations where traditional education has difficulty operating. Students with scheduling or distance problems can benefit (as can employees), because distance education can be more flexible in terms of time and can be delivered virtually anywhere. Distance learning is therefore a formalized teaching system specifically designed to be carried out remotely.

THE FUTURE

Advancements made in the distance learning process have made earning a distance learning degree possible virtually anywhere. According to leading Educational Institutions (Universities), distance education is now part of their planning agenda for the future. The quality of distance learning has greatly improved in the past few years, as both students and educators have become more comfortable with the technology – and as experience of *best practices* have been shared and duplicated.

ADVANTAGES

Distance learning features a number of advantages. Perhaps the most relevant benefit involves the luxury of remaining in your home (country) while studying – and consequently, avoiding the inconvenience of applying for a student visa to study in a foreign country. Other advantages include:

- Accessibility for those living away from the Institute
- No waste of time or other resources in transportation or commuting to a central location for each class
- Flexibility to study in any convenient location with an Internet connection
- Self-paced learning:
  o Quickly browse materials you have already mastered, and concentrate time and effort in areas containing new information and/or skills
  o Study materials at a personal speed and intensity, without having to wait for the slower pace of the average classroom
  o Flexibility to join *conversations* in the "bulletin board" discussion area at any hour, and to review others' comments since the previous visit
- Flexibility for those with irregular work schedules
- Accessibility for those with restricted mobility (e.g., handicapped, injured, elderly)
- Accessibility for those with family responsibilities (e.g., parents with young children at home)

TIME MANAGEMENT

Recent research has shown that the most significant factor helping students to succeed (or not) in distance learning has been their ability to manage time. The more successful students reported spending 2 to 3 hours regularly each week for each hour of credit for a class. For example, a 4-hour credit class required a minimum of at least 8 to 12 hours of work each week of the semester to complete all requirements.

Without class lectures to spur a quick burst of activity to complete a project, for example, some students procrastinate through weeks of the semester – only to find themselves so far behind that they could never recover. Experts strongly recommend that you devise a typical weekly schedule so that you will have a general guide for allocating appropriate time to study.

Mentors and Education

BACKGROUND

There is a general acceptance that most people achieve better levels of professional success if they have the guidance and help of a mentor—someone with whom they can discuss their career plans, evaluate options and achievements, in addition to working through issues.

DEFINITION OF A MENTOR

We define a mentor as 'a suitably experienced person who is willing and able to act as a confidential helper and guide to the student and to stimulate professional development of him/her. A mentor can be seen as a private assistant in distance learning. The personal Mentor walks an academic distance with the graduate student to assist in the learning process. The student needs someone to give guidance, advice, be a sounding board and offer a wise opinion. Such a Mentor has to have a thorough familiarity in the field of study.

WHO CAN BE A MENTOR?

A Mentor has an appropriate qualification and is experienced in the field of e-learning. The Mentor is a person the student respects and can trust. Apart from a good reputation and professionalism, the Mentor must be able to handle some of the necessary evaluation of the student's progress in the programme.

DESIGNATED MENTOR

When you start a programme, you will be assigned a Mentor from HRTI who will remain with you for the duration of the programme.

WHAT IS EXPECTED OF A MENTOR?

Institutions like us at HRTI, are constantly utilizing new technologies to develop distance-learning strategies for Mentors that would be equivalent in methodology and outcome to traditional residential programmes.

The Distance Learning Mentor Model is a popular model adapted to high-tech distance learning and is essentially a high-tech form of the e-learning programme. Technology is used to explain course materials, interact with the Mentor, deliver assignments for grading, take exams, etc. This is when students study in splendid isolation, maintaining a healthy level of communication with their Mentor by means of e-mail, telephone, or the Online System, etc.

Following are some criteria for a well-conducted programme:

- Credentialed Mentors guide students.
- Mentors have the academic qualifications necessary to anticipate discussions, and will also be on hand via email to discuss any questions or problems relating to your studies.
- Discussions are moderated.
- As the Mentor guides a discussion, there is an agenda to ensure that all programme objectives are met.
- The response time for assignments sent in, currently averages between a week and ten working days.
- Your Mentor will comment in detail on the work you produce.

For instance, the Student will also receive guidance and feedback on every written assignment:

- The general layout and usage of fonts, alignment and space in the essay
- The correct usage of a reference system for citation and Bibliography

- The suitability of books or Websites used as source material
- How the evidence found in the source material was analysed
- The way in which a logical conclusion was reached
- Formulating and reaching a conclusion or opinion
- How well the work was formulated (sentence structure, etc.)
- Whether reasoning ability was shown
- Whether critical evaluation was applied
- Whether the style is clear enough for others to read
- Whether an understanding of the meaning of words was demonstrated

Since the student does not attend classes to hear live lectures, the Mentor creates a learning environment similar to the group discussions on the Online System. It is essential that the student reads and studies the set section of the material before contacting the Mentor.

PRACTICAL MARKING

The Mentor is responsible for the marking of assignments and tasks as required for each module. The evaluations are **formative**, which means that the student learns through performing of the task for which an evaluation mark / % is given. Each Mentor becomes familiarized with the Web-access process in order to assist the student. All tests are written on-line by the registered student.

FEES FOR MENTORS

The mentor's fees are included in the programme fees and there are no additional fees for the student.

METHODS OF DISTANCE EDUCATION

Distance education takes place when a teacher and student(s) are separated by physical distance, and technology (i.e., voice, video, data, and print), often in concert with face-to-face communication, is used to bridge the instructional gap. Distance education programmes can provide those disadvantaged by limited time, distance or physical disability with the opportunity to continue or complete their education at home or at their places of employment. Examples of technology in use are:

- Moodle Online University
- Video Tapes
- E-mail
- Web Pages
- Two-way Skype communication
- Telephone

IS DISTANCE EDUCATION EFFECTIVE?

Many educators ask if distant students learn as much as students receiving traditional face-to-face instruction. Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and there is also timely Mentor-to-Student feedback

E-Learning Assessment

DEFINITION OF ASSESSMENT

Assessment of student learning is the process of evaluating the extent to which participants in education have developed their knowledge, understanding and abilities.

TYPES OF ASSESSMENT

Assessment of student learning may be **formative** or **summative**. Assessment, especially if it is summative, is usually graded. Achievement of satisfactory summative grades is frequently used to signify progress or the achievement of a qualification; i.e., a Degree. Assessment covers the whole development of student learning evaluation, while grading refers to the specific attachment of marks/grades.

- The programme work is **formative** (**on going**), in that it provides an opportunity for students to do self-evaluation as well Mentor evaluation; feedback is given on their level of attainment, but also it often counts towards the credit being **accumulated for a summative statement** of achievement.
- An end-of-module or end-of-programme examination is designed primarily to result in a **summative** judgment on the level of attainment the student has reached.

Both formative and summative assessments have a diagnostic function, and this is the format used by HRTI.

NEW TECHNOLOGY

New technology has made frequent and varied assessments possible in the distance education environment, compared to the traditional learning environment. However, we should remember that the most important thing for assessment in the distance learning environment is to still focus on students' achievement in terms of instructional goals and objectives. Therefore, even though technology can facilitate the process of assessment in effective and efficient ways, Institutes must choose appropriate assessment opportunities when assessments are essential during instruction.

Over the last few decades, many researchers have been convinced that assessment of student achievement in distance learning environments should be integral to **instruction**, **be continuous**, and **maximize feedback**. HRTI is built on these principles.

PRINCIPLES OF ASSESSMENT

Based on these shared beliefs about distance learning assessment, several principles of assessment are mentioned:

- Assessment instruments and activities should be congruent with the learning goals and skills required of the student throughout a distance education programme.
- Assessment and measurement strategies should accommodate the special needs, characteristics, and situations of the distance student.
- Distance students should be given ample opportunities and accessible methods for providing feedback regarding the instructional design of the distance education programme.

Distance learning and assessment should be considered not only in a Student-centered approach but also in a Mentor-center approach (e.g., management system). Distance learning assessment assists students in taking ownership of their learning because the assessment can provide integration of learning and assessment—and also immediate and effective feedback to students. Thus, distance learning assessment systems might have **more potential** than paper-based assessment systems in terms of access and flexibility for both students and teachers in effective and efficient management.

Methods of Assessment

PREAMBLE

Based on several educational philosophies such as behaviourism and constructivism, there are various features of assessment in distance education emphasized from different points of view. Assessment features crucial to successful e-learning-based assessment are listed.

ONGOING ASSESSMENT: FORMATIVE ASSESSMENT

The use of one "traditional, high-stakes test" to measure student achievement may be effective and efficient in a monitored classroom; however, distance learning assessment should be a "continuous, ongoing process". HRTI recommends that Mentors should find evidence of achievement in individual participant's contributions to online discussions between Student and Mentor.

Therefore, ongoing assessment or formative assessment can be a very integral part of instruction in a distance learning environment, which can track individual learning activities easily (compared to a traditional classroom environment).

Feedback in Assessment

If assessment is to be integral to instruction as mentioned, feedback must play a central role in the assessment process. Compared to the traditional instruction environment, the distance learning environment made this central role of feedback achievable in terms of time and access to information. In continuous assessment of the distance learning environment, the significance of instructional feedback can directly affect what students learn and how effectively they would do so. The especially easy use of electronic communications can support the central role of feedback in distance learning assessment. Proper and immediate feedback can transform an assessment experience into an instructional experience for students.

Effectiveness of feedback in distance education: lecturers confessed that in a face-to face programme (traditional learning environment), they could not deliver feedback strategically and provide the same level of feedback that Mentors could in an distance programme situation – even though synchronous feedback was possible in a classroom. Such findings indicate that electronic feedback in a distance course might be **more effective** than that of a traditional course.

Self-Assessment

Self-assessment can be a major component of distance education. Some instructors might want to assess student learning only by themselves. However, HRTI believes that it is very important for students to **participate in assessing their own learning,** because students can measure their own learning process and achievement. We emphasize that students can have the ability to determine "if they have arrived at the required instructional objectives"; and that if not, they can repeat the coursework by themselves in order to attain their own goals.

METHODS OF ASSESSMENT IN DISTANCE EDUCATION

General assessment principles are not different in the distance learning environment—only the manner in which the principles are applied is changed. Proctored testing by officers at our Institute elected and assigned to supervise student discipline and online discussion emphasize there are three kinds of proctored testing for distance courses:

- a delayed telephone conversation,
- online chat, or
- E-mail.

Proctored testing can be done from a de-centralized location and at centralized on-campus residences. Proctored testing promotes identity security and academic honesty—two difficult issues for distance education. Proctored testing is recommended for high-stakes, summative assessment.

The ability of online discussion to promote text-based communication can support the construction of knowledge. It would also promote reflection through asynchronous online interactions better than in traditional classroom settings (relating to or using an electronic communication method that sends data in one direction). Mentors can use these online interactions for summative assessment as well as formative assessment.

A variety of assessment tools are used to determine whether the student had achieved the pre-established learning objects. The suggested assessment methods are:

- self-test,
- assignments,
- electronic portfolio,
- online group discussion,
- asynchronous discussion,
- one-minute paper,
- synchronous chatting, and
- E-mail content or questions.

To conclude, our e-learning assessment options are only a little different from those routinely employed in face-to-face instruction.

HRTI'S MEANS OF ASSESSING A STUDENT'S WORK

HRTI utilizes the following assessment methods for the programme:

- **Paper / Essay / Assignments:** Academic written works, other than a written "exam." Would entail more preparation, revision, etc., than simply answering a direct question (as in an exam).
- **Exam / Quiz:** Focused, short-term event used to measure specific learning. Includes written answers to questions, calculations, short answer, multiple choice, fill-in-the-blank etc.
- **Discussion / Chat:** Any activity where the student's ability to discuss or debate class-related topics. Also includes "participation", or the extent that students share their opinions or ideas about class-related topics.
- **Project / Simulation / Case Study:** Activities which are more "authentic" or task-oriented than an exam or purely academic paper. Can be a multimedia production, participation in a simulation, written analysis, etc.
- **Reflection:** Activity designed to get students to relate material to their experience (lessons learned, etc.)
- **Portfolio (collection of individual production):** An integrated collection of a student's work, designed to be taken as a whole. A synthesis of the student's performance over a period of time; viz, an event.
- **Peer evaluations:** Assessment done by a person's peers, usually to measure a student's performance in group activities.

Utilization of these seven categories, HRTI ensures authenticity, variety—and that we **do not** just evaluate students' memory of simple facts and procedures, but **higher level thinking** and **deep understanding** (meta-cognition).

Expected Standards

ACADEMIC STUDIES

In the land of "Academia", we learn about a field of knowledge through writing about it. This form of writing usually has a serious style, intended for a critical and informed audience, based on closely-investigated knowledge – and puts forward or suggests ideas or arguments. It has a high standard. Writing is a process of reading and organising, planning and researching using a range of sources; giving attention to style, grammar and punctuation.

OBJECTIVES

Research

Use appropriate strategies to write in an **expository format** employing supporting evidence. Understand and use research methodologies. Formulate research questions, refine topics, develop a plan for research and organize what is known about the topic. Use research to support and develop your own opinion. Collect information to develop a topic and support a thesis. Find a variety of sources such as books, magazines, Newspapers, journals, periodicals and the Internet and use them properly.

Organizing

Understand the concept of plagiarism and how to avoid it. Understand rules for paraphrasing, summarizing and quoting sources. Evaluate sources critically, discerning the quality of the materials; qualifying the strength of the evidence and arguments, determining their credibility; identifying bias and perspective of the author. Select relevant sources; appropriately include information.

Writing

Logically introduce and incorporate quotations; identify and describe different perspectives; synthesize information in a logical sequence; identify complexities and discrepancies in information; and offer support for conclusions.

Our Aim for Post-graduate Candidates

Once the student has completed his/her four year Bachelor's Degree and the qualification has been conferred, HRTI then assists candidates to determine their focus of research in a specific field of expertise, completing the planning of lifelong learning in one field, laying the foundation of an advanced and specialist knowledge base for their research through a selection of courses, mastering the precise requirements of structuring research through a written proposal, and completing a dissertation in its various stages of academic writing.

Research is the process of elimination,

whatever remains,

is the truth.

Copying – Plagiarism

THE AIM OF DISSERTATIONS AND THESES

A Post-graduate Candidate is assessed on his/her ability to integrate knowledge gained through reading, by means of research which requires the writing of a Dissertation or Thesis. Aspects of this ability are that:

- The Candidate has a knowledge, or fact-basis of the field
- Understands relationships between different bodies of knowledge
- Has skills in research, selection of facts and logical arrangement
- Can formulate argument, has a good grasp of language and use of words
- Has a feeling for a pleasant, clean presentation of formatting and lay-out

During the progression of the learning programme, the Candidate's abilities and skills are shaped and improved in all these aspects of academic learning.

INSUFFICIENT PROOF OF ABILITY

Work that contains large portions of copied material cannot be marked for formulation, practicality, logical thought, presentation, use of language or selection of appropriate words. These are essential components of academic writing. Reading of our Guide substantiates this.

QUOTATION REQUIREMENT

The requirement/allowance of included quotations in a Dissertation or Thesis calls for a proper method of quoting the source. Indications as to the volume, frequency or extent of quoting are provided in the above-mentioned guide. Other than excerpts used to enhance a text that is written by the student to show all skills and abilities, any level of plagiarism is unacceptable to HRTI. It is the prerogative of Mentors to provide copied and referenced material to students, as long as this is within the boundaries of the copyright law.

Rules & Regulations

STUDENT'S UNDERTAKING

The HRTI is a ministry of excellence which aims to establish Biblical Standards. As such, we ask students and candidates to act with the same standards of excellence. Each student / candidate must commit to the following:

*I understand the purpose of the **formal programmes** and I am prepared to engage in serious study and application of YHWH'S Word in my life. I understand the tuition requirements and the responsibility involved. I have read the **Prospectus** and understand all the policies and rules therein. I make a commitment to the HRTI Programme, and agree to abide by its rules and regulations. I will be an example of **good character and conduct** at all times and in all places while I am a student/candidate. I understand that studying through HRTI is a privilege, and that the administration has the right to require withdrawal of a student at any time to safeguard the ideals of **discipleship** or **moral atmosphere**. I hereby indemnify the HRTI from any claims of compensation that may occur during my studies.*

ASSIGNMENTS AND TESTS

All assignments are of a practical nature—including written work, practical experience and accomplishment. To enjoy the full benefit of their programme, students / candidates should discipline themselves regarding punctuality for completion of assignments.

HRTI

The four year programme mentored by *Hebraic Roots Teaching Institute* consists of vibrant, 4,800 hours of study and research material which are also used in our informal, short modular courses in many Yeshivas over the past years. Four years (phases) lead to a Bachelor's, which opens the way to a Master's Degree and eventually a PhD.

This programme has been developed by a dedicated team of HRTI's staff whose aim was to provide an in-depth theoretical and practical course—one which would equip Believers, to make Disciples and train Leaders for their calling.

HRTI has also developed various other programmes which are unique in that it provides a balance between Biblical Ministry and implementing of the theory into practice.

Students are enrolled throughout South Africa and abroad, because these programmes are on an *internationally accepted standard*.

In conclusion, distance education with modern technology contact on a global basis between student and mentor is acceptable to us; and therefore we still fulfill Y'shua's *great commission*.