Messianic Training Programmes:

Self-Enhancement Studies

A-Z of Archaeology

Utilizing advanced e-learning technology
# Prospectus Index

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**HRTI Introduction**

**HEBRAIC ROOTS TEACHING INSTITUTE (HRTI)**

The Hebraic Roots Teaching Institute (HRTI) is one of the most dynamic Online Educational Institutions globally, which is based in South Africa. HRTI was established in 2005 when training material was prepared and published for the Christian Community to study the Hebrew Roots of their faith. 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 call these Tuition Centres.

We also serve the wider public by providing education in various fields. One of these fields is Archaeology which is the discipline that is interested in studying people and animals, and all aspects of their lives. Archaeology studies thus focus on the past of mankind. If you want to know how humans evolved and how people lived in the past: what they ate, what they wore and what their environment was like, you ask an archaeologist. Archaeologists use the material remains of the past: tools, architectural remains, plant and animal remains, pollen, shells and other evidence that they dig up in excavations to try and understand the people who lived in the past.

As an educational institution, we seek to advance an Archaeology that is academically sound, knowledgably vibrant, and we are committed to serving our Students with excellence.

**ACCEPTANCE AND GROWTH**

Overwhelming acceptance by churches and denominations was shown when over 1,000 students enrolled in the first year of introduction for the informal short modular courses in the Hebrew Roots if the Christian Faith. We now have students globally studying with us in these specialized fields in informal short modular courses. Since 2007, formal programmes were structured for the specialized fields of Midrashic Eschatology, Hebrew Roots (Messianic Studies), Messianic Judaism and various Other Fields of study for accreditation at various Universities, i.e., from Certificate through to Doctorate of which HRTI mentor all their students.

In 2007 many Institutions accepted the various fields of study of HRTI, such as:

- Therapon University – American Accrediting Association of Theological Institutions (A.A.A.T.I.)
- Universidad Empresarial de Costa Rica (UNEM) – Consejo Nacional de Enseñanza Superior Universitaria Privada (CONESUP), also listed with UNESCO. (SAQA) accept their qualifications.

**INSTITUTE FOR MESSIANIC JUDAISM**

HRTI provides studies to enhance Messianic Judaism as a religious movement, which differs from mainstream Christianity and from Judaism, by combining elements of each into a single faith.

Isaac Newton said "that in the last days a body of men will rise up and insist on the literal interpretation of Scripture" and not as the spiritualizing of Scripture by the general church. Man's thoughts on Scripture brought division in the Body so much so that there are now more than 38,000 different denominations in Christianity—caused by man's opinions what we now call "dogma".

If you are a Believer who insists in the literal interpretation of God's Word as well as adhering to the historical context, then you believe as we do at HRTI. This means each verse is taken as it was applied in biblical times, as God is the same yesterday today and tomorrow and does not change. God is also not schizophrenic, meaning that He says one think but actually means twenty other things as pastors interpret through spiritualizing of Scripture. If you believe as we at HRTI then your faith is called Messianic Judaism.

"Messianic" refers to a Believer that believes in the full New Covenant and "Judaism" a Believer that believes in the full "Old Covenant". This means a person that believes in the entire Bible from cover to cover through Y’shua the Jew’s eyes. This believe system states categorically that the Law (works) cannot save you but is merely there for correction, protection and direction to the Atonement work of Y’shua on the Crucifixion Stake.
Purpose, Mission, Objectives

Purpose

Our purpose is to assist the Torah-Observant Messianic Community in training Believers to develop and grow as Leaders and to expand YHWH’s (God’s) Kingdom – to be obedient to the Great Commission.

Mission

We are an Institution for Messianic Judaism (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 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 in Messianic Congregations and Churches around the world.

Objectives

1. To promote personal, spiritual growth.
2. The consistency of ‘Old’ and ‘New’ Covenants.
3. The relevance of YHWH’s laws for Believers.
4. The Believer’s relationship to Israel.
5. Hebraic Roots of Christianity.
6. To understand why Y’shua the Messiah embraced the covenantal responsibility of Jewish life, why His identity was rooted in Torah, expressed in tradition, and renewed and applied in the context of the New Covenant.
7. To establish the understanding of Messianic Judaism in the context of Jewish history and spirituality.
8. To prepare 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.
**HRTI Advantages**

**WHY SHOULD HRTI CURRICULUM BE USED?**

The HRTI Short Informal Courses, the HRTI Self-Enhancement Courses, and the University's Higher Education Formal Programmes have been very well received by the Messianic Community as well as Church Leaders from various denominations. Talmidim (students) experience a transformation in their lives and receive a personal calling into ministry. A few **very fundamental differences** are at the root of this success:

**HRTI**

HRTI is a private, non-denominational educational institution of higher learning which does not discriminate on the basis of age, colour, race, religion, national origin, creed, disability, marital status, or gender. In accordance with South African Ministry of Education regulations, HRTI is operated by a registered authority, South African Qualifications Authority which is respected by leading global Universities.

HRTI main campus is located in an urban in Pretoria, near Johannesburg in South Africa. Amazingly a much smaller South Africa has the most Messianic Believers outside the United States in the world. It is for this very reason that HRTI was directed to start global informal studies (Yeshivas) and formal studies (University), not to serve South Africa only, but to serve the global Messianic Community with vibrant studies.

The University is working at this moment on different projects to enable us to reach every Believer on the planet through modern state of the art technology; that definitely makes HRTI a global leader.

**MODERN DISTANCE E-LEARNING**

We make use of Modern Distance e-Learning technology, the state or the art Moodle Online System specially costumed for HRTI. This programme includes immaculate world-class Study Material. The study material undoubtedly captures the attention of the student and ensures the student stays focused and committed to his or her studies.

**PRACTICAL EXPERIENCE**

Students also get hands-on experience by being invited to excavations. Students abroad are encouraged to join Archaeological groups in your area. Diggings at excavations form part of the on-the-job training. Students are involved in group-work, do projects, work with other cultures, encounter challenges and find solutions.

Students can call the local university in their town, the archaeology or ancient history departments in other parts of the world. See if they're running an excavation, and offer if you can visit.

**GLOBAL AVAILABILITY**

The fact is 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 while studying part-time.
WHAT HARDWARE IS REQUIRED?
For internet courses, students must be able to use a computer with internet access.

WILL I NEED TO PURCHASE ANY ADDITIONAL SOFTWARE?
Only Acrobat Reader, which is freely available on our Website.

WHAT DEGREES AND COURSES ARE OFFERED?
We only offer self-enhancement Archaeology courses. These courses are credit banked should you wish to enroll for a Formal Qualification as listed on our Website under "Courses you can Study".

HOW LONG DOES IT TAKE TO COMPLETE THE COURSE?
Students generally complete courses in the same time it takes to complete courses at a regular campus. This course “The A-Z of Archaeology” is expected to be completed within a year.

CAN I SPEED AHEAD OR TAKE MORE TIME AND WORK AT MY OWN PACE?
Students may complete the classes as fast as they are able to or may take up to a year to complete each class.

WHAT CURRICULUM IS USED? WILL I NEED TO PURCHASE TEXTBOOKS?
The courses are self-contained and do not require additional curriculum. Students do not need to purchase additional textbooks.

WHAT IF STUDENTS NEED EXTRA HELP?
Students who need extra help may contact their Teacher at any time via email, or via the Online University system. There are also contact numbers provided on our Website, calls are permitted during office hours. Teachers who are contacted by email must respond within 48 hours.
ARCHAEOLOGY PROGRAMME DESIGN

In this A-Z to Archaeology self-enhancement programme you will gain a well rounded knowledge of the basic principles of Archaeology and its sub disciplines and research methodologies.

In the first level, the student is educated in the very basics of Archaeology. In the second level reveals the most commonly found artifact types and the research methodologies followed for each. It also touches on the basic research and writing skills needed to design and complete and archaeological research project.

This is a well-rounded course which requires the student to do extensive reading. It will not only test your knowledge but also your understanding of the course material.

It would be to the student’s advantage to attend an archaeological excavation during their study year(s) in order to gain practical experience. HRTI will send a notice of fieldwork opportunities out as they arise for all our local students.

Applicants who wish to apply for admission to HRTI are required to submit the following documentation:

- Complete application online on our Website at “Online Registration & Studies”.
- Study fees per year are listed at “Online Registration & Studies”. A $150.00 (U.S. Dollars) Registration Fee per year is included in the study fees and is non-refundable. Make use of the Convertor on the left of the page to convert to your county’s currency.

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

After completion of each of the Online Tests and Assignments the student will receive his/her marks and feedback.

After completion of the course a Letter of Recognition will be issued to the student of his/her academic records.

These studies are credit bank and the student can hand it in should the student prefer to go for a more Formal Qualification later on. This means no study time is lost at all!

We illustrate the Credits as follows:

- **Part 1**: 5 credits USA based (equal to 20 UK’s credits = 200 hours of studies (SAQA 20 Credits))
- **Part 2**: 5 credits USA based (equal to 20 UK’s credits = 200 hours of studies (SAQA 20 Credits))

This course will give you a total of 400 hours of studies which provides for two Archaeology excavations to gain practical experience.
Programme Detail

Archaeology Part 1 Credits: 15 (UK/SAQA)

Module 1 – Understanding Archaeological Resources
1. Archaeological Reconnaissance
2. Excavation
3. Post-Excavation Analysis
4. Understanding dating in Archaeology
5. Archaeological Interpretation
6. Managing the Past
7. Presenting the Past

Module 2 – Studying Themes in Archaeology
1. Religion and Ritual
2. The Archaeology of Settlement
3. Material Culture and Economics
4. Social Archaeology

Module 3 – Examination Success and Beyond
1. Doing an Archaeological Project
2. Preparing for your Archaeological Examination

Archaeological Excavation Credits: 5 (UK/SAQA = 50 hours = 1 Week)

Archaeology Part 2 Credits: 15 (UK/SAQA)

Module 1 – Finding sites
1) Archaeological Prospecting
2) Remote Sensing
3) Field Methods
4) Ground-Based Remote Sensing: Geophysical Methods
5) The Future Role and Development of Archaeological Prospecting

Module 2 – Consulting Stakeholders
1) What and WHO is an Archaeological Stakeholder?
2) A brief history of Interaction between Archaeologists and Other Stakeholders
3) Differing Ways of Knowing the Past
4) General Thoughts about How to Consult with Stakeholders
5) Good Examples of Consultation with Stakeholders
6) Why Consult with Stakeholders? The Past and Cultural and Intellectual Property

Module 3 – Rock-Art
1) What is Rock-Art?
2) How is Rock-Art made?
3) How is Rock-Art Recorded?
4) How is Rock-Art Analysed?

Module 4 – Stratigraphy
1) What is Stratigraphy?
2) Why do Archaeologist Study Stratification?
3) How do Different Layers Occur in Archaeological Sites?
4) Excavations and Stratigraphy
5) Recording Stratification
6) Creating Analytical Units

**Module 5 – Absolute Dating**
1) Chronometry
2) Limits on Chronometric Techniques
3) From Age Estimates to Chronology
4) Temporal Resolution and Behavioral Variation
5) Multiple Scales of Time

**Module 6 – An Introduction to Stone Artifact Analysis**
1) Introduction
2) Analysing Stone Artifacts

**Module 7 – Residues and Usewear**
1) Functional Analysis
2) Methodologies, Experiments and Procedures
3) Microscopes
4) Artifact Cleaning
5) Plant Residue Found on Artifacts
6) Animal Residue Found on Artifacts
7) Usewear

**Module 8 – Ceramics**
1) What is a “Ceramic”?
2) How is Pottery Made?
3) Handling of Ceramics During and After Excavation
4) Initiating an Analytical Program for Ceramics
5) Areas of Ceramics Research and their Analytical Approaches

**Module 9 – Animal Bones**
1) Project Planning, Sampling and Recovery
2) Look Before you Dig – On-Site Observation
3) Bagging and Tagging
4) The Laboratory
5) Making the Record
6) Using the Record - Quantification

**Module 10 – Plant Remains**
1) Macroscopic Plant Remains
2) What can Plant Remains Contribute to Archaeology?
3) What are the Problems (and Solutions) for Identifying and Determining the Origin of Macroscopic Plant Remains?
4) What Kinds of Methods can be Effectively Used to Retrieve and Analyse Plant Remains?

**Module 11 – Mollusks and Other Shells**
1) Middens
2) Laboratory Procedures
3) Shellfish Analysis
4) Shell Artifacts
5) Interpretation

**Module 12 – Sediments**
6) Granulometry
7) pH
8) Organic Matter
9) Phosphorus
Module 13 – Artifacts of the Modern World
1) Cataloging Artifacts
2) Domestic Ceramics
3) Clay Tobacco Pipes
4) Bottle Glass
5) Glass Tools
6) Beads and Buttons
7) Metal Containers
8) Firearms
9) Building Materials
10) Cemeteries and Gravestones
11) Artifact Analysis

Module 14 – Historical Sources
1) Archaeology and Historical Sources
2) What are the Relationships between Documents and Archaeological Evidence?

Module 15 – Producing the Record
1) First Decisions
2) Structure
3) Writing
4) Language
5) Writing for Publication

Archaeological Excavation Credits: 5 (UK/SAQA = 50 hours = 1 Week)


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 transport, commuting to a central location for each class
- Flexibility to study in any convenient location with an Internet connection
- Self-paced learning:
  - Quickly browse materials you have already mastered, and concentrate time and effort in areas containing new information and/or skills
  - Study materials at a personal speed and intensity, without having to wait for the slower pace of the average classroom
  - Flexibility to join conversations in the “bulletin board” discussion area at any hour, and to review other’s 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 procrastinated 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.
Student Mentoring

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 Archaeology.

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 Archaeology Mentor from HRTI who will remain with you for the duration of the programme.

WHAT IS EXPECTED OF A MENTOR?

Institutions like we 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 that you produce.

The Student will also receive guidance and feedback on, for instance, 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 an own 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 contact with 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 should become familiarised 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.
**Tuition Method**

**SPECIFIC METHOD OF TUITION**

The programme is designed in such a way that it gives the student all the information that is required for the Self-Enhancement process. The student follows a 4-phase tuition method. By following this method, HRTI can justify the ±10 USA and ±40 SA/UK credits (each 28 US and 10 SA/UK notional hours) per year a student earns by studying each Phase.

The Student:

1. Prepares by **Reading/Viewing** the lecture material (making notes)
2. Do **Online Internet Research** to enhance knowledge
3. Prepares a **Report(s)** through research reading, analysing and writing
4. Ministers and does the practical **Task** – be it group or self-assessed

**4-PHASE METHOD**

Pre-reading is the **Preparation Phase**

Online Internet Research is the **Development Phase**

Report writing is the **Knowledge Impartation Phase**

Practical skill is the **Experience Gaining Phase**

If this method is followed, the material from the programme will have been processed by the student during ±400 hours of academic activity to earn 10 USA credits (or 40 UK/SAQA credits).

**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 - postal mail
- E-mail
- Web Pages
- Two-way multipoint chat-audio-video conference - Internet (i.e. Skype)
- 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.
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 (ongoing), in that it provides an opportunity for students to be given feedback 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 MADE ASSESSMENT POSSIBLE
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.
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 success 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”. The 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 could 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 would be very important for students to participate in assessment of their own learning because students can measure their own learning process and achievement. We emphasized 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 residencies. 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 of 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 will utilize of 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 that 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).
At the most basic level, institutions are required to provide for assessment and documentation of student achievement in each course and at the completion of a programme. However, HRTI goes beyond that in requiring that measures of educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction be collected. This information should be provided to students as well as within the institution.

In the development of appropriate formative and summative outcome measures, HRTI requires:

- articulate expected student knowledge, skill, and competency levels for distance learning courses and programmes;
- specify the content of student/faculty distance lectures, discussions, analyses and partnership for the selected instructional delivery mode;
- specify comparative distance learning data on student completion and retention rates, and student and faculty evaluations; and
- specify comparative electronic data on student grade distributions, awards and honours, graduation rates and employment—utilizing data from other programmes or institutions.

Our commitment to distance learning mentorship goes well beyond the requirement of the Student by providing access to quality programmes offered, and giving exceptional mentoring. In order for these efforts to be accepted, HRTI demonstrates their commitment to continuous improvement and excellence with concern for the same level of quality, integrity, and effectiveness that apply to campus-based instruction. We do this by assessing the student by means of this procedure:

<table>
<thead>
<tr>
<th>Assessment Type</th>
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<tbody>
<tr>
<td>Formative Assessment</td>
<td>Assessment of the learning experience progress</td>
</tr>
<tr>
<td></td>
<td>Continuous, ongoing assessment and feedback</td>
</tr>
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<td></td>
<td>Immediate and effective feedback during learning</td>
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<tr>
<td>Summative Assessment</td>
<td>Measuring learning at the end of the process</td>
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<tr>
<td></td>
<td>Traditional tests</td>
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<tr>
<td>Individual Assessment</td>
<td>Self-assessment</td>
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</tbody>
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<table>
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<tr>
<th>Assessment Instrument / Method</th>
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</thead>
<tbody>
<tr>
<td>Paper / Essay</td>
<td>Short papers (assignments)</td>
</tr>
<tr>
<td>Exam / Test</td>
<td>Proctored testing</td>
</tr>
<tr>
<td>Discussion / Chat</td>
<td>Online discussion, online chat, and e-mail</td>
</tr>
<tr>
<td>Project / Simulation</td>
<td>Authentic assessment</td>
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<tr>
<td></td>
<td>Collaborative topic discussions</td>
</tr>
<tr>
<td>Reflection</td>
<td>Meta-cognitive skills</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Electronic portfolio (CV updates)</td>
</tr>
<tr>
<td>Peer evaluations</td>
<td>Peer contribution (if available)</td>
</tr>
</tbody>
</table>
Registration for Programme

WHAT ARE THE PROGRAMME FEES

The fees for the A-Z to Achaeology programme are listed on our Website at “Online Registration & Studies”. Student can also make use of the Convertor on the left of the Webpage to get the fees in your country’s currency.

Please take note that the course fees can increase from year to year. 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.

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

WHAT ARE THE REQUIREMENTS?

The candidate must have access to a computer, be computer literate, have a good grasp of English and understand the basics of research.

Applicants who wish to apply for admission to HRTI are required to submit the following documentation:

- Completed Application Online on our Website at “Online Registration & Studies”.

HOW DOES A STUDENT STUDY?

Modules must be read and a required number of reports/dissertation/thesis must be handed in to be evaluated. Various practical tasks are also performed and marked.

HOW LONG DOES THIS PROGRAMME TAKE?

Since these courses of the programme are completed on a part-time basis, the credits are worked out that it will take the student the entire duration as per the programme period specified, i.e. 400 hours.
Values of HRTI

UNDERTAKING OF HRTI

The following is the agreement of HRTI:

To offer tuition

- Upholding the objectives of being Torah-observant.
- Using sound lecture books (or approved alternatives) in order to set a high standard.
- Following the standard Method of Tuition ...
- Make provision for discussion of the course contents.
- Have a long-term plan to promote a learning ambience of a higher educational environment, at the Institute.
- Encourage students to pursue further studies.
- Convey to Mentors the need for their furtherance of skills and qualifications for the sake of the students’ betterment. To encourage research and to develop writing skills.
- Promote the establishment of facilities such as access to books, tapes, CDs, the Internet and the like; to research material with a Hebraic content which would be of benefit to the students.
- Honour the Lord Y’shua the Messiah in all we do, obeying His command to teach in order to make disciples and followers of Him.

VISION

To make talmidim (disciples) who have a solid foundation in the Hebraic background of the 1st Century Church, an intimate relationship with the Holy One of Israel, an understanding of holiness and obedience; and to instill within these talmidim the desire and skill to make other talmidim.

MISSION

To provide men and women with the skills to be effective witnesses, leaders, and stewards of the Good News of Messiah Y’shua in Messianic Congregations and Churches around the world.

VALUES

Hear, O Israel: The Lord our God, the Lord is one. Thou shalt love the Lord your God with all your heart, and soul, and strength. D’varim (Deut) 6:4-5.

Love for YHWH

You shall walk in all the ways which the Lord your God has commanded you, that you may live and that it may be well with you, and that you may prolong your days in the land which you shall possess. D’varim (Deut) 5:33.

Obedience to YHWH

For I am the Lord your God. You shall therefore consecrate yourselves, and you shall be holy: for I am holy. Vayikra (Lev) 11:45.
Holiness before YHWH

Go ye therefore into all nations, and preach the Gospel to every creature. Yochanan Maccabee (Mark) 16:15.

Discipleship

There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female: for you are all one in Messiah Y’shua. Gal 3:28

Unity of the Body

HRTI is committed to communicating its values to men and women. Through this process, it is believed that its students will catch the vision of living a passionate, holy life in total subjection to the Lord and will gain the skills necessary to communicate this vision to others. Life through the Messiah Y’shua is victorious over sin, is purpose-oriented, and committed to sharing the Grace of our Messiah with others. Talmidim of HRTI are expected to adapt his/her lifestyle to the standards YHWH has laid out for us in His Word—the TaNaCh and the B’rit Chadashah.

By enrolling as a student at HRTI, you are agreeing to live according to these standards. Policies and standards for conduct shall apply to conduct that occurs on the HRTI Campus, at the job site, and in one’s home. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a qualification, as well as during the academic year and between the terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). HRTI reserves the right to interpret policy/scriptures and to apply the intent of the policy judiciously, depending upon the circumstances.

The Word of YHWH teaches individual responsibility for behaviour. Man can choose behaviour that pleases YHWH and hallows relationships between people. Failure to obey YHWH’s commandments as outlined in the Bible may result in disciplinary action and sanctions. Each student associated with HRTI is expected to be familiar with YHWH’s commandments as taught in the Bible and committed to obedience to YHWH’s commandments through the empowering of the Ruach HaKodesh (Holy Spirit).
ORGANISATION OF HRTI

The Board is ultimately responsible for the Hebraic Roots Teaching Institute and appoints a Chief Executive Officer who places all role players into a clear organisational structure. The following example indicates lines of authority and areas of responsibility:
Staff Functions

JOB DESCRIPTIONS FOR THE INSTITUTE’S STAFF

The Board, CEO and Dean Academics of HRTI appoints the Deans (with academic qualification), Quality Officer (Education), Mentors (who can guide and advise), Researchers, and an Administrator. These officers each have a job description which can be outlined as follows:

CEO
Establish Institute, Oversees, Promotes, Sign Qualifications.

DEANS
Deals with students, Distributes Prospectus, Counsels Students, Maintains Discipline and Quality, Acknowledge Marks of Students.

MENTORS
Share Information, Mentor Students, Marks Student work, and Assess Students.

QUALITY CONTROL OFFICER
Approves marks and Continuously Provides Quality Checks.

SECRETARY
Student registration, Receives study fees, Student Files and Details, Assessments Filing, Orders books, tests CDs, Shipping of Student Material.

RESEARCHERS
Researchers must do any systematic investigation with an open mind to establish facts—usually using a scientific method. The primary purpose for applied research (as opposed to basic research) is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a variety of matters in the field of Archaeology and Technology. Researchers must research difficult Questions from students, research new Topics, and research new Technology.

MARKETERS
Promote and Market Studies. Performing market research, selling Studies to customers and promoting them via advertising to further enhance the awareness of the Studies. The Marketer is used to identify the customer, to satisfy the customer, and to keep the customer. Marketer must use all forms of marketing to expose studies.
Financial Information

FEES & REFUNDS
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.

APPLICATION AND TUITION FEES
A $150 Yearly Registration Fee is included in the total fee as seen on the “Registration for Programme” pages. When a student is accepted, this fee becomes non-refundable. The fees include all electronic tuition material, all electronic lecturing and prescribed books, mentoring fees, and all tests and certification. 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 office of the Academic Dean.
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.

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.

FEES STRUCTURE
The fee for every programme is given on our Website at “Online Registration & Studies”. Student can also make use of the Convertor on the left of the Webpage to get the fees in your country’s currency.

REFUND POLICY
Students are not made liable for their whole tuition fee in any cancellation. Please see details of refunding under “Cancellations and Refund” above.
**Student Records**

**INFORMATION MUST BE PERMANENT**

HRTI's staff will not rely on their personal knowledge of students. The HRTI will put all personal details and earned credits onto a permanent paper-based set of documents. This should be backed up by a computerized database system. There are basic forms for recording students' vital permanent information (registration details and course marks):

**ASSESSMENT RECORD** (Course marks)

All the marks of the three levels (completed over three years) are recorded. Every assignment has a self-assessment as well as Mentor assessment section. All records are stored at HRTI electronically.

**TUTOR PROGRESS REPORT**

Used for calculating Recognition Prior Learning (RPL) and Experiential Learning (EL) for a student who has completed other courses and degrees, or has years of Ministry experience, to apply for Formal Studies credits. The Dean / Mentor will examine the student's claims to help with the application.

**STUDENT PROFILE**

A self-evaluation character profile form must be completed (C.V). The HRTI courses also deal with character development.
Recognition for Prior Learning

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 display. 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.

ARCHAEOLOGY, MINISTRY AND THEOLOGY

Archaeology Credits are awarded with difficulty.

RPL CHECKLIST METHOD FOR ASSESSMENT

The following Checklist is a guideline that can be used by the student for self-evaluation for application for RPL Credits. (Please view our RPL Policy on our Website under “Vision, Mission & Policies”).
RPL Self-assessment checklist

This RPL self assessment will help you decide if you are likely to be able to prove sufficient prior learning to earn formal credits. Regardless of the outcome of the questionnaire you are still entitled to apply for RPL. However, applicants who obtain a high score are more likely to be successful in proving their prior learning. Please see this questionnaire as only a guide; it is not a formal assessment tool.

Section 1

How old are you?
- □ 30 or over (10 Points)
- □ 21 to 30 (5 Points)
- □ Under 21 (2 Points)
- □ Write your score in the block on the right

Have you attended any short courses that give you prior learning? Remember the qualification must be relevant to the course in which you want RPL. **Only one answer can be selected, so choose the most relevant:**
- □ Did your prior learning involve a formal, accredited training institution? (10 points) OR
- □ Did your prior learning involve a non-accredited training institution? (5 points) OR
- □ Did your prior learning involve work-place classroom training? (5 points)
- □ None of the above. (0 points)
- □ Write your score in the block on the right

Do you have any work or life experience that gave you prior learning? Remember the experience must be relevant to the qualification that you want to be RPL-ed for. Examine the course documentation/Unit Standards carefully to be sure there is a direct link between the two. **Only one answer can be selected, choose the highest scoring one.**
- □ The equivalent of 5 or more years relevant work experience (10 points)
- □ The equivalent of less than 5 years relevant work experience (5 points)
- □ The equivalent of 5 or more years’ relevant life experience (hobbies, clubs, family)? (5 points)
- □ None of the above (0 points)
- □ Write your score in the block on the right
Evidence for your RPL application
A maximum of 30 can be scored in this section, choose the highest scoring answers.

☐ Do you have a certificate from an ETQA/SAQA approved course and the syllabus? (30 points)
☐ Do you have a certificate from an ETQA/SAQA approved course but no syllabus? (20 points)
☐ Do you have a certificate from a non-ETQA/SAQA approved course and the syllabus? (20 points)
☐ Do you have a certificate from a non-ETQA/SAQA approved but no syllabus? (10 points)
☐ Write your score in the block on the right

Evidence for your RPL application (you may mark more than one answer)

☐ Will you be able to get a statement from your employer or credible witness to support your RPL application? (10 points)
☐ Do you have samples of work or other forms of evidence (eg products, videos, assignments, etc.)? (5 points)
☐ Do you have a standard 10 certificate with Maths and English? (10 points)
☐ Do you have a standard 10 certificate with English only (5 points)
☐ Do you have time to devote to compiling a portfolio of evidence? (5 points)
☐ None of the above (0 points)
☐ Write your score in the block on the right

Add up your scores for each section and write it here
(Maximum of 70)

What your score means:
Score 50 - 70: every reason to apply
Score 30 - 50: reasonable chance of being RPL-ed
Score below 30: consider your options carefully - RPL may not be right for you

Regardless of the outcome of the questionnaire you are still entitled to apply for RPL.
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 FOR ARCHAEOLOGY STUDENTS

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 a four year Bachelor’s Degree with Honours 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.
THE AIM OF REPORTS & ESSAYS

A student is assessed on his/her ability to integrate knowledge gained through reading, by means of assignments which require the writing of a Report or an Essay. Aspects of this ability are that:

- The student has a basic 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 reports, has a good grasp of language and use of words
- Has a feeling for a pleasant, clean presentation of formatting & lay-out

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

SOURCE MATERIAL

During research, the student, having a basic knowledge of the field of learning (in which a report or essay must be written), searches for additional facts—finding materials that are relevant (selection), varied and interesting. This is in itself an achievement.

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 the Report Writing Guide substantiates this.

QUOTATION REQUIREMENT

The requirement/allowance of included quotations in a report or essay 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.
STUDENT’S UNDERTAKING

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

I understand the purpose of HRTI's Self-Enhancement A-Z to Archaeology programme 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. 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.

ASSIGMENTS 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 should discipline themselves regarding punctuality for completion of assignments (workbooks, reports and tasks).
Statement of Faith

PREAMBLE

HRTI holds to the fundamental principles of Messianic Judaism doctrine. Messianic Judaism is a religious movement that differs from mainstream Christianity and from Judaism by combining elements of each into a single faith.

Like other Christian groups, its adherents believe that Y’shua of Nazareth is the resurrected Messiah and the Divine Saviour. Messianic Judaism adds to this some observance of Jewish Law (Torah), which is not practiced in Christian churches. These observances include observing the Sabbath from Friday sundown until Saturday sundown; abstaining from pork, shellfish, and other foods forbidden by Jewish Law; and the observance of some Jewish holidays.

Messianic Judaism is defined as "a movement of Jewish Congregations and various Gentile Groups committed to Y'shua the Messiah that embrace the covenantal responsibility of Jewish life and identity rooted in Torah, expressed in tradition, and renewed and applied in the context of the New Covenant."

Messianics believe that the first followers of Y'shua of Nazareth were called Nazarenes (in Hebrew, Notzrim; נוצרים) or simply "Followers of the Way." Messianic Believers practice their faith in a way they consider being authentically Torah-observant and culturally Jewish.

WE BELIEVE THE BIBLE IS THE INSPIRED WORD OF YHWH (GOD)

Logical reasoning:

- The Word of YHWH, as given to us in the Bible, is a product of two free agents, human and divine.
- Through (fallible) human authors, YHWH manifested the infallible and errorless writings, which convey His messages.
- Why did YHWH choose to have humans write the Bible? Although YHWH is sovereign and can do anything by Himself, He chooses to have humans interact in His plan. This is one of the biggest differences between Christianity and other religions; with YHWH reaching down to man, instead of man reaching up to Him.
- The Bible was written by 40 men, from geographically different areas, over a period of 1600 years—yet prophesies agree to 100% accuracy.
- Archaeological findings support the accuracy of the Bible—from ancient ruins to cities mentioned in Scripture. Thus, the Bible cannot be a "book of stories"—as nobody can reason the archaeological finding away.

Scriptural proof:

- The entire Bible is 100% inspired by YHWH, not just partially. 2 Tim 3:16.
- Since YHWH is truth (John 3:33, Rom 3:4), then what is breathed out by YHWH must also be true and infallible (John 17:17).
- The process of inspiration is described in 2 Peter 1:21: for prophecy never came by the will of man, but holy men of God spoke as they were moved by the Holy Spirit.
- Examples of proof for the inspiration of the Bible is the fulfillment of the prophecies, particularly those relating to Y’shua—His birth: Isaiah 7:14, Micah 5:2; His crucifixion: Psalm 22:16-17, Isaiah 53:12; and His resurrection: Psalm 16:10, 22:22.
- The apostles also attested to the inspiration of the Scripture, in both the Old Covenant (Rom 3:2) and the New Covenant (2 Peter 3:15,16). Moreover, they proclaimed their own writings as YHWH’s words (1 Cor 14:37), and their messages also as YHWH’s words (Gal 1:12; 1 Thes 2:13).
Y'shua never used Old Covenant events as if they were myths, legends or stories. On the contrary, their authenticity was essential to the point He was making. If Adam didn't really exist, then Y'shua's teaching on marriage falls to the ground (Mat 19:4-6). If David didn't really eat the showbread, then Y'shua's defense of His own similar action is left limping (Mat 12:1-4). If Jonah didn't really preach and Ninevah really repented, then Y'shua looks like a fool using this as an illustration of His own coming (Mat 12:41). Those who have a low view of the Old and the New Covenant will then make the Bible and our Lord look naive.

This means that Y'shua's strongest statement about the complete trustworthiness of the Bible is then in John 10:35. In a discussion over His divinity He cited Psalm 82:6 and then appended the fateful words, "The Scripture cannot be broken." Since Scripture cannot be broken, an appeal to all Scripture is final; it cannot be challenged or disproved or denied.

Undeniable facts:

- There are 324 Messianic Prophecies (about Messiah Y'shua) in the Old Covenant. Sixty-five (65) on Y'shua's First Coming (His birth, life, death, and resurrection) and 259 on His Second Coming.
- The First Coming of Y'shua already happened, and all 65 Prophecies were fulfilled with unprecedented accuracy—the rest on His Second Coming will/are also be literally fulfilled.
- No other religion in the world can claim this factual record of accurately fulfilled Prophecies.
- The Bible, then, is our authority precisely because it is not the word of man but of YHWH, the completely dependable Word of YHWH, the Word of Truth (John 17:17). Anyone who says "Y'shua is Lord" and yet belittles the Word of YHWH is inconsistent and hypocritical. We can demonstrate our submission to Y'shua's Lordship only by our absolute, unconditional surrender to the teachings of His Word.

**STATEMENT OF FAITH**

We believe in the Bible, both the TaNaKh (Old Covenant) and the Brit Hadasha (New Covenant), is the only inspired, infallible, and authoritative Word of YHWH (2 Tim 3:16-17).

We believe in one Elohim (God), as He has revealed Himself in the Scriptures. “Hear, O Israel, the Lord our God, the Lord is One.” (Deut 6:4, John 10:30). We believe that the intended meaning of this word “one” as found in Hebrew (echad), means a “composite unity.”

We believe that Y'shua is the Son of YHWH, the Messiah, the Eternal One in Whom all the fullness of deity dwells in bodily form, and who is the Word who became flesh and dwelt amongst us, and whose glory we beheld, the glory of the uniquely begotten Son of God, full of grace and mercy (John 1:1-14, Col 2:9).

We believe that the Spirit of YHWH comforts, teaches, leads, indwells and empowers all whom He regenerates.

We believe that all have sinned and have fallen short of the Glory of God (Rom 3:23).

We believe that Y'shua's death and resurrection accomplished the atonement for all who would place their faith in Him. Whoever trusts in God, in His work alone, is made a new creation in Messiah, indwell by the Spirit of God, and is transferred from the kingdom of darkness into the kingdom of His own Son (Eph 2:8-9, Rom 5, 6).
We believe salvation is by faith through the grace of YHWH alone, and not by human efforts. One may not earn, merit, or keep this eternal salvation by his own efforts. A new creation is the work of YHWH alone (Eph 2:8-10; Rom 8:29-36).

We believe in the spiritual unity and equality of all believers in Messiah Y’shua (Eph 2:11-22).

We believe in the continuity of YHWH’s covenants with the physical people of Israel according to Jer 31:35-36 and parallel passages. Part of the fulfilment of these covenants is the physical return of the people of Israel to their Promised Land (Deut chap. 30).

We believe that all non-Jewish people who trust in Y’shua are grafted into Israel; and while this does not make them Jewish, they are granted the privilege of following the Torah (YHWH’s Teachings), having had it written upon their hearts as participants of the New Covenant (Rom 11:11-24; Jer 31:33).

We believe that the Torah (first five books of the Bible) is a revelation of the righteousness of YHWH and the description (along with the rest of the Scripture) of the lifestyle of the redeemed community (Matt 5:17-19; 2 Tim 3:16-17). We also believe that the Torah can’t give you salvation. (Please read our Home Page from top to bottom for the facts).

We believe in a literal, physical return of Messiah to rule and reign upon the throne of David in Jerusalem. We hold to the pre-millennial, pre-tribulation view of His return (Zech 14; Rev 19-20).

We believe in the resurrection of both the wicked and the righteous. Those who have trusted in Y’shua will be resurrected unto life and those who died without having believed in Y’shua will experience eternal wrath of YHWH (Rom 1:18ff; 1 Cor 15; Rev 20-21).

We, as the only educational institution globally, do not prescribe a certain Dogma. The student may write what he/she believes as long as your answer is motivated: i.e. if you believe there is a rapture you may place it where you believe as long as you motivate your answer.
TERMINOLOGY IN THIS DOCUMENT

Certain ‘educational’ words have been used to bring out specific meanings. These will help you to understand some of the unique HRTI concepts.

INSTITUTE

An institute is a permanent organizational body created for a certain purpose. Often it is a research organization (research institution) created to do research on specific topics. An institute can also be a professional body. In some countries, institutes can be part of a university or other institution of higher education.

TUITION CENTRE (abbreviated as ‘TC’)

Broadly used in place of Bible School, this is commonly the term used for Messianic Community-based centres.

STUDENT(S)

Is used in preference to Student(s); someone who is enrolled to a course.

MENTOR(S)

Is the single-most important descriptor in our vocabulary and methodology. It underscores the very heart of our philosophy and methodology. Every student Mentored through HRTI experiences a process of growing. To us, the traditional correspondence way of distance learning is totally acceptable. It is not opposed to the principle of mentorship, as this can easily be bridged by the latest e-learning technology. Various designated role-players are responsible for this aspect of Biblical learning. Mentors must have a Bachelor degree themselves.
The A-Z to Archaeology programme mentored by *Hebraic Roots Teaching Institute* consists of vibrant, 400 hours of study and research material which are also used in Formal Studies.

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 students 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 SA and abroad, because these programmes are on an *internationally accepted standard.*