



MINTS INTERNATIONAL SEMINARY

Preparing Christian Leaders for Ministry

MINTS Manual

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MINTS

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PREFACE

Welcome to the MINTS version of global theological distance education. MINTS is a response to the need for solidly biblical Reformed theological distance education throughout the world. We provide accessible course materials, train leaders, mobilize teachers, organize accountable administrators and local coordinators, motivate study groups to be financially responsible, and witness the gospel of Jesus Christ according to His Word and Spirit.

This is the English version of the Manual that covers administrative processes so you can understand, study, teach and hopefully reproduce these efforts in your local environment.

MINTS has a seven-step process to establish, grow and reproduce study centers throughout the world:

1. Start a MINTS study center
2. Run a MINTS study center – Academics. Deliver theological courses
3. Run a MINTS study center – Administration. Carry out administration
4. Write MINTS courses
5. Create new MINTS Centers with MINTS graduates
6. Participate in the MINTS International organization
7. Communicate the MINTS vision locally and globally.

These are the general steps. But the specifics of the steps can be adapted to meet the requirements of the local context.

Part 1: START A MINTS STUDY CENTER

It is recommended that those who want to start a new MINTS Study Center also review Hegeman's course: BAM810 - Philosophy and Principles of Global Theological Education.

You can find this class by going to the MINTS website (www.mints.edu). Once on the website, click on **MINTS Courses** menu option.

It also might be helpful to review Part 5 of this Manual; *CREATE NEW MINTS CENTERS*.

Conditions to Set Up a Study Center

The new group needs students, a real or potential study center coordinator, class teacher(s), class facilitator(s), and the cooperation of MINTS International.¹ Normally, a minimum of eight students are required to start a new Study Center.

Preparation

The Study Center (SC)² begins with the vision of a Christian leader who seeks to equip Christian leaders theologically for ministry. Such a leader usually becomes the Study Center Coordinator (SCC). He surrounds himself with students and other Christian leaders to develop a local Study

¹ Can contact MINTS via **Contact MINTS** form on MINTS website.

² See Appendix A in this document for definitions of terms and people

Center Administrative Committee (AC).³ The SCC contacts the MINTS Country Coordinator (CC) (or regional coordinator) to state intent to start a Study Center and have any questions answered. The SC reviews the MINTS Manual and MINTS Catalog and courses; all available on MINTS website.

Discuss course offerings and professor availability with regional MINTS leaders or MINTS International. Determine the first class(es) to offer based on the MINTS Courses on the MINTS website. If a MINTS professor cannot come, a local teacher is given an orientation on how to teach the MINTS course. Professors and teachers are contacted to see when they can give an orientation to the classes by Zoom (for example) or in person.

Check the **FORMAT OF STUDIES** section in the **MINTS Catalog**. Normally, Study Centers will use the ***Study Center classes in person*** delivery option and the English online service is complimentary. Set a date and time and place for the first class meeting.

The MINTS head office does not charge anything. The local study committee determines the cost and expenditure of the local fees.

Center Starts First Class

1. Choose a course
2. Determine charge for course
3. Determine instructor and facilitator (can be same person)
4. Set up meeting schedule based on 15 hours for in class (plus 1 hour for exam)
5. Set a start date
6. Make course manuals available to students
7. Carry out first class meeting!

Center Manages the First Class

The Study Center Coordinator;

1. Updates each Student Record Form (of grades)⁴
2. NOTE: Every six months or no later than before a graduation is scheduled, the SCC submits the electronic version of the Student Record Form and sends to the Country Coordinator

The class facilitators (CF) are the advanced students in the class who help students finish up assignments during follow up class meetings for the courses.

1. The CF and/or the SCC maintains the Class Record Form for each class
2. Hands out the course evaluation forms

Keep in mind that the SCC can also serve as a CF; so, in smaller centers the roles are merged.

Student Registration and Admission

Students do not have to officially register to attend the first class but should, at minimum, sign a list giving name and basic contact information as well as desired program.⁵ You can then simply schedule the class and invite students to attend and keep student records. However, it is

³ Note; the Administrative Committee can be formed after the Study Center has started.

⁴ See Appendix D

⁵ It is important that only students who want to complete courses and programs register with MINTS.

recommended that students register after successfully completing two or three courses, and you **MUST** register students by the time they finish their fifth course.

Mentoring is fundamental to all MINTS programs. Signing up students is the perfect time to provide personal advising to each student about their goals, ministry calling, and previous experiences. It is also the time to carry out academic advising by reviewing any previous college-level work for co-validation consideration and determine which MINTS program will move the student forward in Christian service.

Registration Overview

Students need to have a high school or equivalent education and be involved in Christian ministry as church members or church leaders. They will give to the Study Center Coordinator the following information (which he will send on to MINTS International).

- Application form (www.MINTS.edu, Study with at MINTS, Registration Forms)
- Personal testimony
- National identification and photo
- Two reference forms (pastoral and academic)
- High school diploma or other academic documents – Copies of grade transcripts and diplomas of other studies from undergraduate and (graduate schools).
- **OPTIONAL:** If applicable – Evidence of ministerial experience in the form of a 10-page reflection essay and corroboration by applicant's pastor)

See the **MINTS Catalog -> Educational Programs** for program (degree) information.

The MINTS Study Center Coordinator (SCC) provides and collects registration documents. Once students have submitted all application materials, the local Study Center Coordinator will submit to the national Country Coordinator who will scan into one digital file.

It is important, that the CC submit these digital files to MINTS as a batch and normally tied to an upcoming graduation. All the student registration documents (batch) should be submitted to MINTS by the CC on the same day.

Transfer of Credits

As part of registration, students should gather and submit all documented formal, non-formal education, and any ministerial experience reports and submit with their application for co-validation consideration (see below).

See the **MINTS Catalog -> ACADEMIA -> Transfer of Credits**, for student transfer guidelines. An academic credit is assigned to an educational activity that has been evaluated by an educational institution. For MINTS, one academic credit is equal to 25-30 hours of evaluated educational activity.

The International Academic Dean must approve all formal, non-formal education, and ministerial experience reports.

Part 2: RUN A MINTS STUDY CENTER – ACADEMICS

MINTS Distance Education Approach

Vision

The distance education course combines classroom experience with programmed homework, discussion groups, assigned readings and reports, writing assignments related to ministry, and a final exam, all to facilitate training of Christian leaders for teaching ministries.

Structure of Classes

Keep in mind that local Study Centers may vary the approach as long as requirements are met.

- There is a total of 15 hours of classroom participation (plus one hour for exam). One educational hour equals 50 minutes. The purpose of the classroom participation is to explain the course content and method; to foster interaction among the participants and to give opportunities for students to develop both presentation and teaching skills; and to serve as an aid in learning theology.
- One popular option is to meet for two hours per week, using the last half of the last class for the final exam.
- Another popular option is out of the 15 hours common teaching time, there are 4 hours of orientation at the initial session (professors may choose to do 8 hours). The following 11 hours of common teaching time will be scheduled by the Class Facilitator. Normally, these are five 2-hour sessions with 1 hour added to the last class for the final exam.

Recommended Structure for Four Hours Orientation

The 4 hours orientation typically includes:

1. First hour: introduction to methodology, review lessons one and two.
2. Second hour: review lessons three and four, organize the readings so that students will report during the follow up classes.
3. Third hour: review lessons five and six. Explain how essay (or another type of writing assignment) will be conducted. Have student come to first follow-up class with bibliography, title page and table of contents for essay, to be reviewed by facilitator and other students.
4. Fourth hour: review lessons seven and eight. Explain how exam works. Prepare the class for the first follow up class (questions and answers, who gives reading report).

Follow-up Classes

The remaining 11 hours of follow-up classes are typically two hours each with last class being 3 hours.

1. Follow up class one: Discuss Q/A for lessons one and two. Hear the reading reports of 25% of the students, review bibliography, title page and table of contents of essay. Prepare student for next class: Q/A for lessons 3 and 4; reading reports, bring corrected copy of bibliography, title page, table of contents and first draft of body of essay.
2. Follow up class two: Discuss Q/A of lessons 3 and 4. Hear next 25% of reading reports. Review rough draft of essay. Prepare for next class. Q/A 5 and 6, more reading reports.
3. Follow up class three: Discuss Q/A of 5 and 6. Hear next 25% of reading reports. Review final draft of essay. Prepare for next class: Q/A of lessons 7 and 8. Prepare for taking final exam, which is a review of all Q and A's. Go through practice run for fun.

4. Follow up class four: Discuss Q/A of 7 and 8. Hear final reading reports. Hand in book reports. Hand in final copy of essay. In hour three, take the final exam.

Responsibility

The professor of the class is the author of the course or the one responsible to give an orientation to the course. The Class Facilitator (which may also be the Study Center Coordinator) is normally one master level student (or two) who guides the students in answering homework questions, facilitate discussion as to the questions and answers at the end of each lesson, organize reading reports and discussion.

Grading

Attendance

Value: 15% (OPTION: one percentage point is given for each class hour attended)

Question and Answer Homework Assignments

Value: 25% (OPTION: Assign 3 percentage points for each lesson's Q&A, plus 1 point for completion of all on time)

- At the end of each lesson there are a minimum of 10 to a maximum of 15 questions. For the course, there will be a minimum of 80 to a maximum of 100 questions.
- The answers are normally in the Teacher's Manual for the course syllabus. The student is expected to write out the questions and answers without consulting the Teacher's Manual. Upon completion, the student will correct his own answers. The corrections will be written or typed in different color.
- The corrected answers that correspond to the assigned class will be reviewed by the facilitator. For example, if complete, three points are recorded in Class Record for each lesson. If all 8 lessons were completed on time, an extra point is given for a total of 25 points. The author and the teacher can determine the final point system.
- The comprehension of the Q and A is measured in the final exam as the final exam questions are normally taken from the questions in the Q&A Homework assignments.

Readings, Oral Reports, and Written Reports

Value: 25% for reading (OPTION: can include 5% for oral report in class, 20% for written report)

- At the BACHELOR level the student will read 300 pages, and at the MASTERS level 600 pages.
- Since MINTS is distance education, readings can be placed in the appendix or linked to the internet or, if available, students can obtain books.
- The purpose of the reading is to introduce the student to examples of classical readings and/or reading helpful to understand course materials.
- All students will normally be assigned to report on their reading (or a portion of their readings) in writing and orally in class. For BACHELOR students, 5-minute report is assigned, for MASTERS students, a 10-minute report.
- A written report of reading will be handed in. BACHELOR students submit a total of three pages, and MASTERS students a total of five pages. For a suggested Reading Report template, see Appendix D.

Written Assignment (Essay)

Value: 25%

Students are assigned a written project such as an essay, survey, interview, or other written assignment.

- The purpose of the writing assignment is to develop themes related to ministry and express them in an academic and educational format (see essay format).
- Students will present their essay in typed format.
- The essay is evaluated in five areas: Content, Style, Grammar, Verification and Application. For suggested template on how to write essay, see Appendix E.
- Bachelor students will write an 8-10 page essay. Master's students will write a 13-15 page essay. For a suggested Reading Report template, see Appendix E.

Final Exam

Value: 10%

- The purpose of the final exam is to reinforce learning of main course concepts.
- This is a review of the Q&A assignments. If different, be sure to explain that to the student. Normally, 20 questions are selected from the Q&A assignments as the Final Exam.

Schedule for MINTS Course's Orientation and Follow Up Classes

This chart shows a 4-hour orientation by the professor, and 11 follow-up hours in 5 classes by a local facilitator.

TIME	ATTEND. (15%)	HOMEWORK (25%)	READINGS AND REPORTS (25%)	ESSAY (25%)	FINAL EXAM (10%)	FINAL GRADE (100%)
ORIENTATION Hour 1		Review L. 1,2				
ORIENTATION Hour 2		Review L. 3,4	- Assign extra reading - Oral presentation - Written report			
ORIENTATION Hour 3		Review L. 5,6		Explain essay requirements and assign topics		
ORIENTATION Hour 4		Review L. 7, 8		Come with title page, TOC, and reference page for comments	Explain that final exam is 10 questions from homework Q&A	
CLASS 1 2 hours		Go over Q/A L. 1,2	25% of students report and hand in reading reflections	Students review title page, TOC, reference page		
CLASS 2 2 hours		Go over Q/A L. 3,4	25% of students report	Bring in corrected		

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TIME	ATTEND. (15%)	HOMEWORK (25%)	READINGS AND REPORTS (25%)	ESSAY (25%)	FINAL EXAM (10%)	FINAL GRADE (100%)
			and hand in reading reflections	pages		
CLASS 3 2 hours		Go over Q/A L, 5,6	25% of students report and hand in reading reflections	Review first draft		
CLASS 4 2 hours		Go over Q/A L. 7,8	25% of students report and hand in reading reflections	Hand in final draft		
CLASS 5 2 hours EXAM 1 hour				Review comments on final draft	Take exam in last hour and mark	
TOTALS		Final mark given to student at end of last hour				

1. One point for each hour teaching time attended on time (15%)
2. Three points for each lesson completed before class and one point for all completed on time (25%)
3. 15% for reading, 5% for oral report, 5% for written report (25%)
4. Essay as graded according to five categories: Content, Style, Grammar, Verification and Application (25%)
5. 10 points for the final exam (10%)

Student should receive his final grade after the end of the last class.

Reporting

Student	Course Code	Attendance (15%)	Homework (25%)	Readings and written and oral reports (25%)	Written Assignment (25%)	Final exam (10%)	Final grade (100%)

For the student's grade to be registered at MINTS International, the student needs to be properly registered, and the course record needs to be sent to the International Academic Dean at MINTS through the designated Associate Academic Dean.

For a student to pass a course, all five graded sections of a course must be completed.

Steps for Running Classes

Before Class Starts Checklist

For Study Center Coordinator:

- Determine course(s)

You can find classes by going to the MINTS website (www.mints.edu). Once on the website, click on **Academic Courses** menu option and course and course code.

- Secure instructor(s)
- Designate Class Facilitator(s)
- Set start date and time and place for class(es)
- Secure any book(s)/materials needed (see course)

For Class Facilitator:

- Sign up students for class
- Make sure students have the MINTS course manual in printed or electronic format
- Prepare the *Class Record Form*
- Review course manual for required *Questions and Answers* for each lesson
- Communicate with students

For Instructor:

- Prepare presentation and class engagement
- Deliver presentation during first class meeting

During Class Meeting Checklist

For Class Facilitator:

- Bring *Class Record Form* and enter attendance
- Oversee class meetings
 - Review instructor material
 - Review material from course syllabus
 - Discuss reading
 - Go over questions from course syllabus
 - Review exam questions with students
- Collect assignments:
 - Reading forms
 - Answers to questions
 - For final meeting, deliver Final Exam
 - For final meeting, collect Essays or Project summaries
 - NOTE: Another options for collecting assignments is using the Moodle Learning Management System (contact the MINTS VP of Academic Affairs for more information).

For Study Center Coordinator:

- Greet students
- Consider setting up mentoring meetings with at least one or two students before each class

After Class Meeting Checklist

For Class Facilitator:

- Grade assignments:

- Reading forms
- Answers to questions
- Enter assignment grades into the *Class Record Form*
- Follow up on any students
- Prepare for next meeting

For Study Center Coordinator:

- Help with student follow up
- Work out any student issues or concerns
- Think and pray for each student and their callings

After Class Ends Checklist

For Class Facilitator:

- Calculate final grades
- Put grade information into student records
- Prepare for next class

MINTS Study Materials

MINTS study materials can be found from the following sources.

Category One: MINTS Approved Courses

Our primary academic source is MINTS courses in electronic format. They can be used for MINTS purposes of teaching, translating, and copying free of charge from our website; www.MINTS.edu -> Academic Courses menu option, in their language groups and according to their authorship.

- The courses must be written according to the MINTS format as described in HOW TO WRITE A MINTS COURSE (Course: BAL182 under Liberal Arts folder)
- All the courses need to be approved by the VP of Academic Affairs of MINTS.
- The submission of a theological course for MINTS usage implies that MINTS has free access to the book and can place it on its public website. If an author wishes to restrict access to the book, it is better to work at category two or three.
- MINTS approved courses are placed on the MINTS website, used in the MINTS online program, used in MINTS study centers, and can be copied, without asking for permission.
- MINTS is responsible for the MINTS book's content. Local study centers may reprint the books as is without asking for permission. MINTS does not finance printing. When changes are made, the original author needs to be consulted and MINTS be informed.

Category Two. Materials Provided by Ministry Partners

Several educational ministries are partnering with MINTS. These ministries have their own materials and MINTS develops a MINTS STUDY GUIDE so that their books can be used as study books and readers, or they use MINTS materials for their leadership training ministry. All MINTS STUDY GUIDES are approved by the VP of Academic Affairs and will be posted on the MINTS website. MINTS is not responsible for partner book content, sale, or production.

- Several books of REAL ministries (Roger Smalling – Reformation in Latin America), our first DMin graduate, are used as books and some are on the internet.

- Covenant Theological Seminary has supplied teachers for MINTS study centers in Miami and Mexico. They also have made their course notes available on their website.
- Mission to the World (MTW) missionaries have promoted MINTS and have participated in teaching courses. We look forward to the writing of materials in the areas of their specialties.
- The courses of the Institute of Theological Studies (ITS) are used for English speaking master level students.
- Equipping Leaders International (ELI) – They use MINTS courses for their leadership training.
- Equipping Pastors International (EPI) – They use MINTS courses for their leadership training.
- Langham Preaching, John Stott Ministries – We use their materials for some of our course materials.
- Metanoia Prison Ministries (through PCA Mission to North America) – MINTS offers its ministry for the training of prisoners with MPM.
- Reformed Mission Services (RMS) – They help with building projects related to the MINTS Study Centers around the world.
- Timothy Leadership Training Institute (TLTI) – We use their materials for some of our course materials.
- United Reformed International Mission Joint Venture Committee (URIM-JV) – Missionaries with this mission group serve full time with MINTS and have written many of the MINTS courses.
- Word and Deed Ministry has financed MINTS study materials and national office space.
- St. Andrews Presbyterian Church cooperates with Ligonier to supply Study Bibles and theological materials for MINTS Seminary in Prison.
- Banner of Truth donates theological books and materials to English and Spanish speaking study centers.

Category Three: Excellent Books or Other Materials

There are many excellent books or other ministry materials that MINTS may use as recommended as additional reading for study.

Student Records

Local study centers are responsible for keeping all class records and final grades. The class records will indicate marks for attendance, homework, readings, academic writing or project, final exam and final grade.

- Local study centers will file copies of the student registration documentation, record of MINTS admission and co-validations and other correspondence.
- Local Centers must keep all grades in the correct format and, it is recommended that Study Center Coordinators submit grades at least every six months.
- Final graduation student documentation needs to be given to the AD three months prior to graduation. Copies should also be kept at the local center as well as with the regional coordinator (could be the national coordinator). International Dean.
- The degree granting institution(s) require copies of the aforesaid documents and records will be kept of the grades, transcript, and graduation information of the students. The local

center must also keep copies of what is sent back by the International Academic Dean. Request for documentation should first be met by the local center.

Developing a Program Schedule

Use a Balanced Approach

The MINTS program is divided into five departments: Biblical Studies, Systematic Theology, Ministerial Studies, Church History and Missions, and Liberal Arts. Liberal Arts can serve as electives.

MINTS uses a BALANCED approach in selecting courses. Students should take equal number of courses in each area based on their degree.

Set Up Your Own Program

For each course determine:

- Course name: pick a course from MINTS Catalog
- Course code (6-digit code associated with the course)
- Course availability: should be on www.MINTS.edu (English) and www.mints espanol.com (Spanish, English, and Portuguese).
- Course time: Set up 15-16 hours of meeting time
- Course professor: Identify the author or professor to give the orientation to the course. The orientation can be 4 to 8 hours.
- Course facilitator: Identify the local student who will be class facilitator and keep class going. He maintains class records and class communication with professor.
- Course cost: No money is sent to MINTS head office. The local study committee determines the cost and expenditure of the local fees.
- Inform the International Academic Dean of MINTS as to your yearly schedule. If you want to study online, contact the International Academic Dean of MINTS and he will direct you to the online program coordinator.

Course Credit for Students Who also Serve as Instructors

Master's level credit can be awarded for teaching a MINTS-approved MATS course. No more than five MATS courses can be approved this way

The following conditions must be in place for academic credit to be awarded:

- Student evaluations need to be presented for review.
- A self-evaluation needs to be presented for review.
- The student professor's course activities must be supervised by a MINTS professor who will review the evaluations itemized in above items.
- The Class Record of the course will be given to the supervising MINTS professor.

Course Completion Protocol

For a student to pass a course, all five graded sections of a course must be completed.

The study center, in cooperation with the national coordinator and respective local coordinators, will develop a Five-Year Agreement which will define what the study center can expect from MINTS and what MINTS can expect from the study center.* maybe place below about MINTS

Int'l

Graduation

At least 3 months prior to graduating through MINTS, both the application documents as well as academic transcripts are sent to the MINTS International Academic Dean.

On approval of the MINTS International Academic Dean, local Study Centers can celebrate graduations and grant MINTS degrees to students.

Part 3: RUN A MINTS STUDY CENTER – ADMINISTRATION

The STUDY CENTERS (SC) associated with MINTS INTERNATIONAL SEMINARY (MINTS) are administratively self-directed and academically associated with MINTS and partner institutions.

ACADEMICS refers to an evaluated educational experience whereby the student learns and is trained through the teacher, course content, development of skills, and certified by an educational institution.

It is important for the SC to be RESPONSIBLE for its identity, government, finances and with inter-institutional relationships. Responsible direction supports communal cooperation. When the local institutions are developing teachers and educational materials, the MINTS movement worldwide is strengthened through sharing of these resources. In the same way, a stable and forward-looking MINTS will be supportive of the local Study Centers.

Responsibility of Identity

To be a Study Center (SC) implies that there are institutional, civic, religious, ecclesiastical, missiological and academic responsibilities:

Each SC has its institutional organization, including its own administrative committee, local coordinator, name, constitution, civic registration, ecclesiastical association, work plan, servanthood, education plan, academic plan, teachers, and students.

Each SC will declare its own name. The name *MINTS International Seminary* is reserved for the international headquarters.

- The SC can use the letters MINTS if the M does not represent Miami or if the other letters do not represent the abbreviated meaning of the original title.
- A SC can use MINTS (MINTS International Seminary) alongside of its own name (e.g. [Local Name]-MINTS Reformed Seminary)
- The MINTS logo can be used with permission of MINTS. The same is true for partner institutions.

Civic Association Responsibilities

Each SC has the right to identify and formulate its own destiny without the intervention of other entities.

Under normal circumstances, each SC needs to be registered or comply with the local civic authorities. Compliance can be realized as a SC or in association with partner institutions.

Governance

The Study Centers will implement representational principles to govern themselves and normally decisions are made by consensus. The primary authority of the SC lies with the Study Center Administrative Committee (AC). The AC will organize the academic program according to the Academic Catalog of MINTS and student program requirements. The AC will delegate responsibilities to the Study Center Coordinator. The responsibility of each SC is to be respected.

Study Center (SC)

- Each SC will have its own budget. The annual budget is prepared and approved by the SCC and a copy is normally posted for public viewing.
- Each SC will maintain administrative and academic documents of its students. Copies of the student's registration, letters of reference, grades, payments, and photocopies of academic titles earned through MINTS will be archived at the SC as well as MINTS office.

Study Center Administrative Committee (AC)

Each SC will organize a **Study Center Administrative Committee (AC)** to promote and supervise the development of the SC. The Study Center AC will oversee the annual planning, will meet at least once per trimester, and will supervise the work of the SC Coordinator and educational program of the SC.

- The officials of the AC may include President, Vice-President, Secretary, Treasurer, and vice-all. All AC members except the President may serve in one or two official capacities.
- The members of the AC will study or teach with MINTS. That way all the members of the committee will know how MINTS and the SC practically function.
- The AC will have representation from local students, professors, and administrators.
- The AC will meet at least once a trimester. Minutes will be kept for each meeting. A copy of the minutes will be sent to the National Coordinator.
- The AC will receive an annual report from the Study Center Coordinator. The AC will approve his annual plan. A copy of the report will be sent to the National Coordinator.
- The Study Center AC may formulate agreements with partner institutions. A copy of the agreement will be sent to the National Coordinator. If there is a partner institution in the area of the SC that desires to formulate an agreement directly with MINTS, this may be done with the consent of the local SC.
- The AC will describe the ecclesiastical relationship by way of a written document. A copy will be sent to the National Coordinator.
- Under normal circumstances, if applicable, the AC will register and/or comply with civic authorities. A copy of the document will be sent to the National Coordinator.

Local Study Center Coordinator (SCC)

The local Study Center Coordinator is responsible for the administration of the SC.

- The first coordinator is approved by MINTS. After the formation of the AC, the SCC is nominated and approved by the AC. The Study Center Coordinator is a member of the Study Center Administrative Committee but does not vote.
- The SCC may receive financial remuneration from the student payments. The remuneration is administrated by the AC.

- The Study Center Coordinator organizes the local program of the SC and is the contact person for MINTS and partner institutions.

Ecclesiastical Responsibility

Each student and teacher will have a pastoral relationship with the Church, the Body of Christ. This relationship needs to be expressed in writing and recognized by both the institutional church and the SC.

All SC professors, administrators and students will have a letter of reference stating that they are in full communion in a local church. Those who lose their full communion status in the local church also lose the right and privilege to administer, teach and take academic studies in the SC.

When there are students who are not in full communion in a church, they are allowed to study as auditors. MINTS does not offer degrees to students who do not fulfill the vision of MINTS to Prepare Christian Leaders for Ministry (see MINTS Catalog).

The SC can be under the spiritual oversight of a local church, or a regional council, or a national denomination. The official relationship is expressed in a letter from the ecclesiastical committee of such a church. Spiritual oversight does not imply that the SC is owned by the institutional church.

Mission Mobilization Responsibility

A SC can function at the local, regional, national, and international levels. MINTS asks that cooperation between Study Centers, MINTS and partnership institutions be mutual, that differences would be respected, and that cooperation be edifying to all the parties involved.

Academic Responsibility

Each Christian has the right to study theology at his academic level, be that the certificate, bachelor, master, or doctoral. MINTS is willing to offer a theological education at all levels where there are 8 students and a coordinator who meet the MINTS' academic and administrative requirements. Established SCs with fewer than 8 students may continue with the permission of the Regional or Country Coordinator.

When there are complaints from the students, the professors, MINTS or partner institutions, the local coordinator has the responsibility to look for adequate resolutions. If he cannot accomplish that, the Study Center Administrative Committee will take that responsibility and if need be, consult with the Regional Coordinator.

The student who initiates a course of study for a degree has the right to finish that degree. If the SC ceases to function, MINTS will become responsible to help the student finish the degree. The conditions for finishing the degree will be agreed upon by MINTS and the student.

Each SC is free to associate with accrediting and theological agencies and programs at the local, regional, national, and international level. MINTS is free to disassociate with Study Centers whose actions and associations bring into question the theological and academic integrity of MINTS.

Relationship with Partner Institutions

The SC is encouraged to relate with partnering institutions to promote and improve theological education for the leaders of the church throughout the world. The agreement with partner institutions can involve the following:

- *Exchange of professors.* Professors from other institutions (and churches) may teach in the study centers using the methods of MINTS theological distance education. MINTS professors are encouraged to teach in partner institutions.
- *Development of academic programs.* Agreements can be made to develop courses and resources of MINTS and local SCs.
- *Double registration of the students.* MINTS students can be registered in other institutions as long as the requirements of the institutions involved are being met.
- *Recognition and usage of courses.* Besides the normal co-validation of courses from other institutions, the resources of MINTS can be used to compliment the programs of other institutions.
- *Theological course writing projects.* MINTS specializes in writing theological courses and developing teachers to write courses to be used in theological education at a distance for local application.
- *Academic, ecclesiastical, and legal covering.* There are special cases when agreements and recognition can be given among institutions to meet certain requirements.
- *Double promotion.* Both institutions can take advantage of each other's promotional materials to promote each other's programs.
- *Preparation of ordained workers.* A SC can enter into agreement with a church or a partner institution to specifically prepare students for ordination as pastors, teachers, missionaries, and other ecclesiastical positions.
- *Maximized communication.* Representation in partner institutions committees can facilitate better communication and cooperation between institutions.
- *Prevention and resolution of conflicts.* Conflicts hinder the advancement of the kingdom of God and the preparation of Christian leaders for the ministry. To prevent that, it is recommended to communicate through mutual representatives and the principles of reconciliation as presented in Matthew 18:15 ff.
- *Global outreach.* There are limited resources for global theological education. MINTS has special resources for theological institutions to develop their extension and distance education programs. MINTS offers theological institutions free theological courses, academic consultation, professor training in course writing, online program resources and virtual libraries.

With the proper administration of Study Centers according to the principles of responsible governance in the areas of identity, government, financial support and interrelationship with partner institutions, the training of Christian leaders for ministry will be promoted, the church will be strengthened, God's kingdom will advance globally, and God will be glorified.

Finances

MINTS study centers are financially autonomous. They will not become dependent on outside financial help. If financial contributions are made, it should benefit all of the students and the program as a whole. The short term as well as long term effects of the donations need to be measured by all parties involved.

Ministry is not a profit-making business. The model of Christ was to receive financial help from the believers so that he could minister. When the students pay fees, they are supporting the costs of the local SC and its mission.

There is NO legal relationship between the MINTS U.S. office and the local study centers. NO

funds collected by the local study center pass to the MINTS U.S. office.

Student Payments

God has provided resources to the students by which they are able to contribute to their theological and ministerial training.

- There are no free studies. The recommended minimum amount that the scholarship student will pay is 1% of his annual income per course.
- The SC can establish a payment plan for the students.
- The prices for the courses are set by the SCC in consultation with the AC and approved by MINTS.

Registration Fee

Local study centers may set and collect registration fees for their use.

Course Fees

Course fees are established by the local study centers. MINTS asks that the BACHELOR fees normally not exceed 50.00 USA dollars and that MASTERS fees not exceed \$75.00 USA dollars per course. Readers for master and doctoral thesis may charge up to \$100.00 USA dollars. It is preferable that the fees are less.

Distance Education Course Fees

Local centers determine their own rates in consultation with the Vice President of Academic Affairs.

Payment Schedule

Students will pay full credit fees upon registering for a course. All funds are to be made payable to the local center.

Refund Policy

Any refund policies will be determined by the Local Center.

Tuition Grants and Scholarships

- All student discounts, grants, and scholarships are given at the local levels. Students need not request input from the global MINTS office.
- MINTS sometimes partners with donors who give student support for students in particular nations. Donations are given directly to the local study center.

Remuneration of the Study Center Coordinator

The remuneration of the local coordinator comes from student fees.

- The treasurer of the Study Center Administrative Committee pays the SCC monthly. The treasurer will maintain a record of the income and expenditures of the SC.
- The remuneration of the SCC is not a salary but an agreement to serve with the local SC. If the remuneration of the coordinator becomes a salary, the SC must have civic authorization and a stable financial budget to cover it.
- The coordinator may have other work or sources of income in addition to his position as the SC coordinator.

Remuneration For Those Who Teach

The international MINTS professors who visit the SC are not paid, as they raise their own money to minister.

- The professors who are sent by MINTS to teach in a study center are not paid by the SC nor do they receive money for their travels from the SC.
- Professors and facilitators invited by the SC and approved by MINTS can receive a gratuity and money for travel. This money comes from the student payments. Professors are not paid to teach for MINTS.
- If a professor desires to be remunerated for teaching in MINTS-related Study Centers, he is advised to raise this money as a missionary.
- The local SC is responsible for finding local transportation, housing, food for the visiting professor, if this is needed.

Donations

Donations for ministry are a biblical way to support those ministering.

- Donations can be made for special projects.
- International donations for the SC may be channeled through MINTS.
- Local donations for a SC are channeled through the local AC.

Debt

The SC will not have debts or loans. Money is spent as God provides. No debt is to be incurred and should any debts be incurred, or obligations made, MINTS will not be responsible for such decisions or obligations made by the responsible study center.

Financial planning

Each Study Center Administrative Committee will have an annual work plan. Part of this plan will have a financial strategy, a budget, and reports. The Study Center Coordinator will work together with the AC to present an annual plan for the SC. The Country Coordinator will receive an annual report and plan for his files.

MINTS International Representative

The Study Center can expect at least one visit per year from a representative of the MINTS International office or a national coordinator to assure compliance with the program and success in their studies. MINTS International seeks to send a representative to attend the Study Center graduations. During this visit, the MINTS representative will review the Five-Year Agreement and will perform an academic audit in order to assist the local center in presenting their annual report to the national and international committees.

Develop Five-Year Agreement

The study center, in cooperation with the national coordinator and respective local coordinators, will develop a Five-Year Agreement which will define what the study center can expect from MINTS and what MINTS can expect from the study center.

Part 4: WRITE MINTS COURSES

The MINTS International Seminary (MINTS) program continues to grow throughout the world. We do this by having graduate students write courses. We are currently speaking, writing, and working in multiple languages to not only translate materials but also train writers in their language groups to write courses.

Format for Courses

In the introduction to his course, *How to Write a MINTS Course*, Dr. Cornelius Hegeman writes the following:

The following manuscript recommends that we train Christian leaders all over the world to write their own theological courses and set up their own schools. In the following pages you will be introduced to the “who, what, when and where” of theological courses writing. The courses are specially designated for Global Theological Education programs, the educational delivery system that develops local leadership training institutions at a variety of academic levels in their own contexts. The theological courses will be written according to the MINTS academic standards and educational needs.

Contact the VP of Academic Affairs for a MS Word template which includes the proper formatting and the following sections.

A. TITLE PAGE

The title page identifies the MINTS Logo, title, author, institution, address, phone number, date, e-mail address and web site (if published on the web site). The title summarizes everything you will write about. If there is something in your manuscript not related to your title, then either you will have to remove that from the manuscript or change the title.

B. TABLE OF CONTENTS

The purpose of the table of contents is to introduce the reader to the system of the major titles you will use throughout your manuscript. The way in which the titles are registered in the Table of Contents is exactly the way they need to appear in the manuscript. That includes font type, font size, clear-bold-italics, underline and spacing. Variety of style is allowed but the overall rule is consistency. This will be generated automatically.

C. PREFACE

The purpose of the Preface is to give recognition to persons who have made a significant contribution to the development of the course. The Preface need not be longer than a page and is on its own page.

D. COURSE DETAILS

Course description. Give a brief course description which gives the purpose of the course. The writer justifies writing this course in one or two sentences.

Summary of **Course content**. The writer will summarize the course content in one or two sentences. This summary is reflective of each lesson title.

Course materials. The student manual, books and any required reading are introduced here. Be sure to give the full name of the author, title, publishing house, “1-800” (toll free) number or e-mail and any other information need for the student to purchase or acquire the materials. If the materials can be downloaded from the Internet, provide the instructions to do so. Internet downloads are preferred.

Course objectives. The writer needs to anticipate how the course will be used. Keep in mind that the course may be used in the traditional residential school, by extension (visiting professor on-site), distance education (a professor supervises through a local facilitator from a distance), and by correspondence and online. Note that the objectives, requirements, and evaluation follow a five-point logical relationship.

Objectives of the course. There are five general objectives for MINTS courses:

1. Student participation in learning groups
2. Student comprehension of course materials
3. Student familiarization with course bibliography
4. Student development of ministry skills and application to real ministry
5. Student retention of course materials

Requirements of the course. The objectives of the course are reflected in the following course requirements:

Course Requirements:

1. The student will attend a minimum of 15 hours of common teaching time.
2. The student will complete homework assignments that take the same amount of time as class participation.
3. The student will participate in a paper or special project related to their ministry interests.
4. The students will become familiar with readings related to the course theme(s).
5. The student will take the final exam to evaluate the understanding of basic concepts.

Course Evaluation:

Evaluation of the course. The objectives of the course are evaluated as follows:

1. Student participation: One point for each hour of class meeting and participation. (15%)
2. Student homework: Three points may be given for each homework assignment for the 8 lessons. If all homework assignments are completed on time, an extra point is awarded at the end of the course. (25%)
3. Student readings: Bachelor level students will read 300 extra pages and write a 3-page book report. Master level students will read 600 pages and write a 6-page book report. An oral report on the reading is to be presented in class. For our purposes, 200 words equals one page. (25%)
4. Student paper or special project: The writer of the course will assign a writing project. Research for the writing project can include activities such as conducting a survey, conducting interviews and other learning activities. It is recommended that students use research from their reading report in their writing project. Bachelors (7-10 pages);

Masters (12-15 pages). (25%)

5. Student exam: The student will demonstrate his/her understanding of the main concepts and content of the course materials. Normally the exam consists of questions from the end of lesson questions (10%).

Benefits of the course. The writer will briefly describe the ministerial benefits for studying this course.

Closing Remarks. Final observations may be made at this time.

CHECKLIST FOR WRITING A MINTS COURSE

Obtain new course template from VP of Academic Affairs. Also obtain course code from VP of Academic Affairs.

TITLE PAGE

- _ MINTS Logo
- _ Title
- _ Course code
- _ Author
- _ Institution(s)
- _ Address
- _ Telephone
- _ Date
- _ E-mail
- _ Note: All titles should be centered

OUTLINE

- _ Title
- _ Preface
- _ Course Details
- _ Course Content (8 Lessons)
- _ Bibliography
- _ Appendix
- _ Teacher's Manual
- _ Biography

NOTES

- Use proper accents when using other languages in the manuscript
- Be consistent with use of capitals and non-capitals
- Bold font is not necessary, but if used, be consistent in its use
- Italics should be used in place of underlines.
- NO Plagiarism.

Responsibilities Of Master and Doctoral Course Readers

Each course will have a primary (first) reader and secondary (second) reader. The responsibilities

of the readers are:

- a. When a student or author of writing a course is prepared to write, the local coordinator or the doctoral student mentor will consult with the Vice-President of Academic Affairs as to an appropriate Bible book commentary or, if that is completed, another course that corresponds to the MINTS curriculum. The courses listed for Project 66 and Project 100 on mints.espanol.com are consulted to avoid repetition.
- b. The Vice-President of Academic Affairs will approve the first and second readers.
- c. The first reader has a degree that is superior to the author of the submitted course. The first reader will be fluent in the language in which the course is written. The first reader approves of the structure, grammar, content, and application of the course.
- d. The second reader normally has a superior degree, but exceptions are made for readers with expertise in language, theology, and education. The second reader will be fluent in the language in which the course is written. Approval for exceptions concerning the second reader is made by the Vice-President of Academic Affairs. The second reader approves the overall presentation of the course and sends any observations to the first reader, who will correspond with the author of the course as to making the corrections.
- e. Upon approval, the final copy is sent to the Vice-President of Academic Affairs with the recommendation to place the course on the MINTS web sites (www.mints.edu and mints.espanol.com/cursos)

Updating Courses

Courses are subject to feedback once published based on review and input from students when taught. The course author can then make any changes, update the date on the course and submit to the VP of Academic Affairs for placing the new version of the course on the website.

Part 5: CREATE NEW MINTS CENTERS

The vision of MINTS is to cooperate in distance theological education for SCs internationally and in all localities, which fulfill the requirements of MINTS (Mt. 28:19,20). MINTS will facilitate the development of study centers, educational curriculum, educational programs, coordinators for the centers, teachers, and students. The study centers can multiply when the students have received enough training to become teachers and establish their own study centers. When a coordinator and a group of students organize a new study center, MINTS will be consulted as to whether the new center is able to meet academic and administrative standards.

Indications That You Are Ready to Set Up a New Study Center

MINTS encourages its students and graduates to set up new study centers. Master's degree graduates should be equipped to:

- Normally, be a Bachelor level teacher of MINTS courses.
- Write their own courses and become MINTS professors. To do this they need to enter the Master and follow up with a DMin program at MINTS. (This program does not charge tuition.)
- Keep class records and standards (to do this they would have facilitated in class at the Master level). Close contact will be maintained with the National Coordinator, or Regional

Dean or directly with the International Academic Dean of MINTS.

- Form a Study Center Administrative Committee that will exercise theological and administrative oversight. An annual plan and financial reports are sent to MINTS. The Study Center Administrative Committee appoints and oversees the work of the Study Center Coordinator.
- Believe in the Triune God, uphold the doctrines of grace, be supportive of Reformed theology and be able to defend the Christian faith. Spiritual oversight is given by the local congregations of the study center leaders and students.

The new Study Center's theological and ethical conduct will exemplify the standards of MINTS. If deviant and unrepentant, MINTS will separate itself from the study group and association will cease.

Recommended Information Gathering for Each Center

COUNTRY, PROVINCE AND CITY	
NAME OF THE STUDY CENTER	
ADDRESS	
COORDINATOR	
ADDRESS OF THE COORDINATOR	
EMAIL OF THE COORDINATOR	
OTHER CONTACTS	
CONTACT WITH MINTS	
INFORMATION FOR TRAVEL	
HOSPITALITY	
VISION FOR THE CENTER	
STRATEGY	
STUDENTS	
TEACHERS	
FINANCIAL ARRANGEMENTS	
COURSES COMPLETED	
PLAN FOR STUDY CENTER	
SPECIAL PROJECTS	
ASSOCIATED MINISTRIES	
EVALUATION CONSIDERATIONS	

The Local Coordinator must share this information with the Country or Regional Coordinator, who will present this information at the annual Academic Deans meeting.

MINTS Seven-Stage Plan of a Study Center

MINTS began in response to the need for Reformed theological distance education throughout the world. We are responsible for providing accessible course materials, training and mobilizing

teachers, organizing accountable administrators and local coordinators, motivating teachers and study groups to be financially responsible, and being a witness to gospel of Jesus Christ according to His Word and Spirit.

The following proposal is a seven-stage plan in which a Study Centre progresses through a study program and eventually form an institution that is registered with the civil authorities.

Preparation stage for starting a MINTS Study Center

MINTS prays for and finds a local promoter interested in starting a MINTS study center for himself and for interested students.

The promoter receives three major documents:

1. MINTS Catalog
2. MINTS Manual
3. AD Protocol

These documents familiarize the promoter with the MINTS vision and system.

Stage 1 – Student Registration

Potential students contact a MINTS coordinator seeking information. Students can study online or in a local Study Center.

1. Interested students fill out an application form, provide a personal testimony, two references (academic and pastoral), national ID, and academic documentation and present them in digital format to the Local Study Center Coordinator.
2. The Local Coordinator sends the student applications to the Country Coordinator, registrar, or Associate Academic Dean, who will enter the information into the MINTS data system and forward it to the Regional Dean (and through him to the International Academic Dean).
3. The Local Coordinator receives the letter of admission (and co-validation) from the International Academic Dean to allow the student(s) to officially enter the MINTS program.

Stage 2 – Student Graduation

Finish courses at a MINTS study center which meets least once a week on a regular basis and normally completes between 5-10 courses per year. Graduations take place at certificate level (10 courses), associate level (20 courses), bachelor level (total 40 courses), at two master levels (20 courses and 35 courses) and two doctoral levels.

1. Student can receive co-validation for post-secondary courses and vocational training by having the Local Coordinator send documentation to the International Academic Dean in digital format.
2. To graduate, the following information is sent in digital form by the Local Coordinator to the Regional Dean (and eventually to the International Academic Dean):
 - Class records (with marks for attendance, homework, readings, essays, exams, and final grades)
 - The MINTS student transcript. The transcripts are verified by the Regional Dean in the MINTS data system and then sent to the International Academic Dean. The International Academic Dean will send the diploma and official transcript to the Local Coordinator.

- If the student's registration forms have not been submitted (see Stage 1), this must be done at this time before the student can graduate.
- All information must be sent in at least 3 months before the graduation date. Then it is filed locally. Graduation diplomas will be sent to the local coordinator.

Stage 3 – Student Graduation at Master Level

Graduate students at master levels. MINTS offers a Master of Theological Studies program (20 courses) and a Master of Divinity program (35 courses).

1. Graduates at the master level are asked to write a commentary on a book of the Bible for their Master's thesis (This is included in Project 66, a national program to write commentaries for each book of the Bible). These commentaries are approved by the Project 66 Coordinator, who evaluates them for consideration to be included on the MINTS website.
2. Graduates from the Master program are encouraged to enter the Doctor of Ministry (DMin) program if they plan to teach in the MINTS system. Their Master's thesis can be upgraded, and they must write four more courses for their DMin degree.

Stage 4 – Student Enrolment in Doctoral Program

Enroll graduate in doctoral program to write courses.

1. Since the students in the doctoral program are teachers of MINTS, there is no cost for the program. However, the cost of printing the courses is the responsibility of the student.
2. The DMin courses are approved by the regional mentor assigned by the Coordinator of the Doctoral Program [CDP] (Dr. Cornelius Hegeman). The regional mentor sends a corrected copy to the CDP. Some of the approved courses will be accepted as MINTS courses and placed on our websites: www.mints.edu, and <http://www.mints.espanol.com>

Stage 5 – Student Graduation at Doctoral Level

Graduate one student at doctoral level who has written 5 courses. The DMin graduate may be invited to become a mentor for students writing courses at the Master and Doctoral levels. The DMin graduate takes lead in developing a national program.

Stage 6 – Generate MINTS Bible Courses (Project 66)

At a national level, complete Project 66 (one Bible commentary for each book of the Bible). At the stage 6 level, there should be at least three DMin graduates.

- The Project 66 courses are approved by Project 66 Coordinator, archived by the International Academic Dean, and placed on MINTS website.
- Each nation has their own list of Project 66 courses, where only courses written by nationals are accepted.

Stage 7 – Develop a Full Curriculum and if Feasible, Register with Civil and Ecclesiastical Authorities

Complete Project 100 on a national level by writing 66 Bible Commentaries and at least 34 other courses in all five subject areas of the curriculum at a BA level. At the Stage 7 level, which is the final level for MINTS International direct involvement in a nation, there will be 5 five DMin graduates and at least three PhD graduates. They will be the mentors, coordinators, and promoters

of MINTS at the national level.

We demand a high academic standard from our graduate teachers. The study materials are available through Internet access links. The courses are written and approved by MINTS. Master's students are trained to write courses for their context. Graduate teachers maintain a Christian testimony and participate in the ministries of the church.

1. Of the 34 other courses, the following subject matters will be developed:

Biblical Studies (8): Hermeneutics, Introduction to Greek, Greek Exegesis, Introduction to Hebrew, Hebrew Exegesis, Introduction to Old Testament, Introduction to New Testament, Study of the Canon

Systematic Theology (8): Apologetics, Doctrine of God, Doctrine of Christ, Doctrine of the Holy Spirit, Doctrine of Salvation, Doctrine of the Church, Doctrine of Last Things

Ministerial Studies (6): Introduction to Christian Education, Evangelism, Homiletics, Spiritual Leadership, Introduction to Christian Counseling, Introduction to Ministry

Church History and Missions (5): Reformation Church History, Early Church History, Regional Church History, Introduction to Missiology, Mission Practicum

Liberal Arts (5): How to Write a MINTS Course, Communications, How to Write an Essay, Electives

2. The local Study Center becomes an institution and registers with the government.
3. The Study Center emits its own degrees.
4. The Study Center will send out MINTS missionaries to other people groups.

After having completed these seven stages, the Study Centers will be responsible for their own administration, financial support, growth and multiplication and for Christian and Orthodox teaching.

The establishment of new Study Centers continues through the graduates of the program. These Study Centers are able to establish themselves in any part of the world and fulfill the ideals of a Responsible and Global Theological Education.

Part 6: PARTICIPATE IN MINTS INTERNATIONAL

The next phase of MINTS involvement includes participation in the MINTS International Organization. See the MINTS Catalog for those positions and job requirements.

Part 7: COMMUNICATE THE MINTS VISION LOCALLY AND GLOBALLY

MINTS Journals

Spanish MINTS Journal

MINTS World News

A periodical newsletter sent by the President.

MINTS Websites

There are currently four websites:

- English Website: www.MINTS.edu)
- Spanish Website: <https://mintsespanol.com>
- MINTS Online (Spanish) www.mintsonline.com

MINTS Missionary Updates

MINTS missionary digital updates are available upon request.

MINTS Mission Projects

MINTS helps to promote mission projects involving our teachers and students. This includes disaster relief; building projects (chapels, parsonages, and schools); church planting, developing recording studios and other interesting projects on the field. These are optional as far as MINTS is concerned but it helps the teachers and students work together.

Appendix A – DEFINITION OF TERMS AND PERSONNEL

Responsible refers to the local program taking care of administrating, governing, teaching, propagating and financially supporting activities.

Distance education refers to the educational activities that can be established in the context and locality of the student, as well as be applicable throughout the world and in a variety of languages.

Theological education presents all educational activities from a God-centered, biblical, Christian, and orthodox perspective.

An **academic credit** is assigned to educational activities that have been evaluated by an educational institution and normally involves 20-30 hours of academic activity per credit. A **credit** can also be called an **hour** (so 3 hours = 3 credits).

Study Center Administrative Committee (AC). A group of 3-5 people from the Study Center who administrate and supervise the SC.

Who are the People at MINTS?

MINTS President. The person who promotes MINTS in terms of Administrative, Financial, and Ecclesiastical responsibilities and serves as the liaison for the Board of Trustees.

MINTS Vice-President of Academic Affairs. The person who oversees the academic and educational program of MINTS. Facilitates and helps the International Academic Dean maintain proper academic records.

MINTS International Academic Dean. The person responsible for the academic quality of the MINTS program. He oversees the input of student's academic data, the quality of MINTS courses, the completion of courses by teachers, the organization of Regional Deans and the issuing of all MINTS titles and diplomas.

MINTS Associate Academic Deans. The persons responsible for collecting and inputting academic data in their assigned positions as appointed by the International Academic Dean. They must be a MINTS graduate with a minimum MATS degree.

MINTS Regional Coordinator. The person assigned to a geographical, language, or ministry region to coordinate MINTS activities.

MINTS Country Coordinator. A person assigned by MINTS International to coordinate the MINTS activities in a country. Can also use the term National Coordinator.

MINTS Study Center Coordinator (SCC). A person identified by MINTS International to coordinate a MINTS Study Center. Can also use the term Local Center Coordinator.

MINTS Class Facilitator (CF). A MINTS coordinator or student who helps a teacher finish a course. The facilitator is responsible for keeping class attendance, giving grades for the homework assignments, overseeing the essay writing project, giving the final exam, and keeping the class records.

MINTS Professor. A teacher who is a graduate of a MINTS program and has written at least one approved MINTS course.

MINTS Teacher. A teacher who is a graduate of a MINTS program and is in the process of completing the writing of a MINTS course.

MINTS Visiting Teacher. A teacher from another educational institution who teaches a course at a MINTS study center.

MINTS Fraternity. Volunteer association of MINTS doctoral graduates who promote MINTS causes.

Appendix B: MINTS APPLICATION FORMS

MINTS Application Form:

www.MINTS.edu -> Study at MINTS -> Application

MINTS Pastor Reference Form

www.MINTS.edu -> Study at MINTS -> Application

MINTS Academic Reference Form

www.MINTS.edu -> Study at MINTS -> Application

Appendix C: ACADEMIC PROGRAM SCHEDULE (SAMPLE COURSES)

PROGRAM	BIBLICAL STUDIES	THEOLOGICAL STUDIES	MINISTERIAL STUDIES	CHURCH HISTORY & MISSIONS	LIBERAL ARTS
AATS 60 CREDITS	-Hermeneutics -Introduction to the Bible -OT book -NT book	-Apologetics -Doctrine of God -Doctrine of Christ -Doctrine of the Holy Spirit	-Prayer -Christian Leadership -Counseling -Philosophy of Christian Education	-Early Church History -Reformation Church History -Introduction to Missiology -Mission Practice	-Philosophy and Principles of Global Theological Education -Family Con. -Pedagogy
BATS 120 CREDITS - can include AATS credits	-2 OT books -2 NT books -elective	-Doctrine of Man -Doctrine of Salvation -Doctrine of the Church -Doctrine of Last Things	-Worship -Evangelism -Introduction to Youth Ministry -Homiletics	-Medieval Church History -Modern Church History -Regional Church History -Mission elective	-Philosophy -Psychology -How to Write a MINTS Course
MATS 60 CREDITS	-Theology Of The OT -Theology of the NT -OT book -NT book -Thesis	-Ethics -Reformed Theology -Applied Apologetics -Contemporary Theological Issues	-Homiletics II -Evangelism seminar -Christian Counseling II -Ministerial Christian Education	-Denominational Church History -Denominational Missions -History elective -Missions elective	-How to Establish a Study Center -How to Teach a MINTS course -Electives
MDIV 105 CREDITS	-Greek I & 2 -Hebrew 1 & 2	-Confessional Studies	-Ministerial Emphasis: (Youth, Leadership, Pastoral)	-Church Order and local Church Missions	-How to Be an International Leader in Global Distance Education
DMIN	Write 5 courses				
PHD	-Thesis-course -Investigation course -Philosophy of Distance Ed				

Courses can be found on www.mints.edu and <https://mintsespanol.com>

Appendix D: MINTS COURSE FORMS

Form for Reading Reports

MINTS Reading Report Guidelines

Please follow this form when writing a reading report. Include your information at the beginning of the report.

Your Information

Your name, the course and date

Then create a separate section for each book or article. Write at least one page for every 100 pages that you read. Your report on each book or article should include: 1) Biographical Information and 2) the Report itself.

Bibliographical Information of each book or article

Author's Last Name, Author's First Name. "Chapter." Book Title. City: Publisher, Year.

Pages read.

Report

Brief Summary (Write a summary of what the author says, without giving your own opinions).

Evaluation (Give your own opinion of what the author says and explain why you hold to your opinion. Give reasons for your opinion.)

Personal Application (State how this reading will affect your life and ministry. Explain whether the book was helpful and how it helped. Make specific points).

Write Questions which this reading makes you ask.

Essay Evaluation Form

ESSAY EVALUATION FORM

Name of Student:

Course: Institute:

Title of Essay: Level of Study:

Date: Instructor: Grade:

(20 points for each major category; Commentary of Instructor
4 points for each sub-category)

1. CONTENT – points

- 1.1 Identification of theme -
- 1.2 Development of theme -
- 1.3 Conclusion of theme -
- 1.4 Educational Content -
- 1.5 Theological Content -

2. STYLE – points

- 2.1 Title page -
- 2.2 Table of contents -
- 2.3 Titles -
- 2.4 Reference -
- 2.5 Presentation in general -

3. GRAMMAR – points

- 3.1 Grammar in general -
- 3.2 Vocabulary -
- 3.3 Structure of paragraphs -
- 3.4 Structure of sentences -
- 3.5 Punctuation -

4. VERIFICATION – points

- 4.1 Argumentation -
- 4.2 Use of Sources -
- 4.3 Quotes -
- 4.4 Reference notes -
- 4.5 Bibliography -

5. APPLICATION – points

- 5.1 Relevance for today -
- 5.2 Relevance for the Christian life -
- 5.3 Identification of real problems -
- 5.4 Presentation of solutions -
- 5.5 Motivation for future study -

Course Evaluation by Student

Name of the course _____ Course time schedule _____

Name of the teacher being evaluated _____ (if more than one use separate form)

Place where the course was given _____

Please evaluate according to the following criteria. Fill in the corresponding box and feel free to write comments.

1. Was the teacher prepared to teach the course?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
2. Were the course requirements clearly explained to you?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
3. Is this course important for your service to the Lord?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
4. Did the teacher listen to your questions and seek to answer them?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
5. Where course materials made available to you on time?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
6. Was this course taught from a biblical and Christian perspective?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
7. Was the course material relevant for your life's context?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
8. What were the classroom conditions like?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
9. Were the costs of the course acceptable?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____
10. Is this course worth teaching to others?
☐ not good Comments: _____
☐ regular _____
☐ good _____
☐ excellent _____

Teacher's Pedagogical Evaluation Form

2.3. *MINTS Teacher's Pedagogical Evaluation Form*

Name of the teacher _____

Course _____ Place _____ Date _____

1. Were you able to observe that the teacher and the students were learning?
[] Yes [] No [] I do not know
2. In your opinion, what did the teacher learn during the course?
3. How did you notice that the teacher came to the classroom?
Was the teacher well prepared to teach this course?
4. Did the teacher adjust the teaching method to the learning style of the students?
[] Yes [] No [] I do not know
5. Make a list of five things you have learned during this course.
6. Is the teacher involved in the subject matter he/she is teaching about?
[] Yes [] No [] I do not know
7. In what way has this course caused you to become more involved in the service of Christ?
8. Did the teacher establish good communication contact with the students?
[] Yes [] No [] I do not know
9. Identify these points of communication.
10. Has the teacher shown that his teaching is not only "head knowledge" but that it has reached his heart?
[] Yes [] No [] I do not know
11. How has the teacher shown that his teachings come from the heart?
12. Were the teachings motivational?
[] Yes [] No [] I do not know
13. What were you motivated to do as a result of taking this course?
14. Were both the teachers and students prepared to take this course?
[] Yes [] No [] I do not know
15. How much time in class did you have in this course? _____ hrs.
16. How much time did it take you to do the homework? _____ hrs
(not counting the special project or extra readings)
17. How much time did you spend doing the extra readings? _____ hrs.
How many pages did you read? _____
18. How much time did it take to do the special project? _____ hrs.
19. At what educational level did you take the course?
[] Certificate [] Bachelor (and Associate Bachelor) [] Master
20. What tuition did you pay for the course? _____ How much for books and materials? _____
21. Would you recommend this course to another student?
[] Yes [] No [] I do not know
22. Were you prepared to teach this course to others?
[] Yes [] No [] I do not know
23. Mention five ways in which you were prepared to teach others.
24. What suggestions would you give to improve this course?
25. If you were to teach this course, where and when would you do so?

Class Administration Self-Evaluation Form

MINTS Class Administration Self-Evaluation Form

2.3. *Class Administration Self-Evaluation Form*

NAME _____ DATE _____ COURSE _____

(Give yourself two points for completion, one point for partial completion, zero points for non-completion)

1. PREPARATION FOR THE COURSE
 - 1.1. Advertisement to promote course enrollment
 - 1.2. Organization of the classroom
 - 1.3. Personal communication with the students ahead of time
 - 1.4. Having on hand the course requirements and the course materials
 - 1.5. Preparing a class activity schedule for each hour of class
2. CLASS PRESENTATION
 - 2.1. Student workbook was made available
 - 2.2. Good sound system
 - 2.3. Ample time given to complete the assignments
 - 2.4. Physical dress for classroom.
 - 2.5. Spoke the language of the students in a comprehensible way
3. COURSE CONTENT
 - 3.1. The purpose of the course is clearly stated.
 - 3.2. The course's development is logical and doable.
 - 3.3. The course has helpful theological content.
 - 3.4. The course is educationally challenging.
 - 3.5. The course is applicable to our church and community.
4. COURSE REFERENCES
 - 4.1. The course gives plenty of bibliography to refer to.
 - 4.2. The course makes good use of the Bible.
 - 4.3. The course is enriched with good quotes.
 - 4.4. The course used internet web page references and tools.
 - 4.5. The course is properly documented as far as quotes and bibliography.
5. RELEVANCY
 - 5.1. The course deals with real life challenges.
 - 5.2. The course is applicable to ministry situations.
 - 5.3. The course is useful for the student to teach others.
 - 5.4. The course is given in a place and at a time that is accessible to the student.
 - 5.5. The course motivates the teacher to continue to learn and teach.

Total _____

Observations

Class Record Form

MINTS Class Record Form

Name of Study Center:

Date completed:

Name of Course:

MINTS Code:

Name of Professor-supervisor:

Academic title of the professor-supervisor:

Name of the Class Facilitator:

Name of the Master level teacher assistant (if there is one):

Student's Tuition for the course:

Class Hours:

Date given to the academic dean :

Date when Dean gave to MINTS registrar:

Date information into the MINTS system:

	Student Name	Study Program	Attendance (15%)	Q&A (25%)	Readings (25 %)	Essay/Project (25 %)	Exam (10%)	Final Percentage Grade	Final Letter Grade
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Student Record Form

MINTS Student Record Form

Name of the student:

Address of student

Email of the student

Name of the local Center

Place of studies

Name and email
of MINTS Coordinator

Course Name	Code	Professor	Date completed	Attend	Q/A	Read	Essay	Exam	Final grade	Credits	Co-validation Credits
				15%	25%	25%	25%	10%	100%	3	
Co-validation of other credits											
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
Totals											

Date of total studies _____ Date of graduation _____ Place of graduation _____

Title received _____ MINTS transcript complete _____

Course Certificate Form



MINTS INTERNATIONAL SEMINARY
COURSE CERTIFICATE

{course name}

Academic Credit hours 3

Actual hours of study 90

Grade _____

Course professor MINTS Coordinator

Code of Academic Dean _____

Place _____

Date _____

Appendix E: GUIDELINES FOR WRITING AN ESSAY

Introduction

An essay is a literary form that analyzes a specific topic to inform, explain, persuade, defend an opinion, or stir interest. It is not casual or informal but written in a more serious style, formal and academic. It is not fiction or comedy. Neither is it poetry, but prose. It should make a contribution to the reader in terms of new concepts or information.

Guidelines

The following ten guidelines will help you write and edit an essay.

(1) Decide on a unique and specific idea.

An essay should express the idea of you, the author, instead of simply repeating the ideas of others. It is not simply a research report, but personal reflection. Of course, you may consider the ideas of others, but you should utilize these ideas to support your own point, or maybe to make a contrast with your view.

The author of an essay should have something in mind that he wants to communicate, and he should focus on one main point. For example, the essay could have the purpose of convincing the reader that Christ is sufficient for our salvation, or that Augustine was the most important theologian of his time, or that Genesis 3 explains all the problems of humanity. The different parts of the essay present evidence and arguments that either support the central idea, illustrate the idea, or show contrasting views. However, the content of the different parts of the essay should not stray away from the main point of the essay.

(2) Do careful research.

The student should reflect on the topic that he or she wishes to study and begin reading and collecting information and quotes. He should write down the bibliographical data for each quote or idea, including author, title, place of publication, publishing company, and year. Use cards, a notebook, or even better, write notes in a computer word processor. Afterwards, organize the notes into groups according to topic. You should begin focusing on what you consider important and discard things that are not related to your topic, even though they may be interesting. Concentrate on a few ideas that are related to the central theme of the essay.

(3) Write an appropriate title.

The title of the essay should clearly communicate the main theme. It should not be too general, but rather point to a specific topic. For example, if you want to write about the physical consequences of the Fall in Genesis 3, the title should not be, “Man’s Problem,” or “Genesis 3,” but “The Physical Consequences of the Fall According to Genesis 3.” Neither should the title be too specific, pointing only to one aspect of the essay. For example, if the author wishes to write about all the physical consequences of the Fall, the title should not be “Why Women Give Birth in Pain” but rather as mentioned before, “The Physical Consequences of the Fall According to Genesis 3.”

(4) Organize your ideas in a good outline.

An essay should have at least three main sections: the introduction, the body, and the conclusion. The introduction stirs interest in the essay and explains what it is about. The body is the main development of the theme, and normally has several subdivisions. The conclusion summarizes the

argument of the essay and shows what the author considers to be most important.

If the essay is well organized, the ideas are easy to follow. The writer should imagine that he is dialoguing with the reader, anticipating his questions, and presenting answers. The reader should be able to follow the thread of thought even with a quick glance at the introduction, the titles of the sections, and the conclusion.

There are various ways to organize an essay. The writer should decide how to organize it and be consistent with the plan. Some methods are as follows:

- a. If the purpose of the essay is to inform about something historical, it may be organized in chronological order.
- b. If the purpose is to analyze a philosophical concept, the writer may want to first give the historical background, then explain how the concept is expressed in our day, then give a biblical analysis of the thought.
- c. If the author wishes to persuade the reader of his point of view of some issue, he may use logical order, first presenting a premise, then a second premise, and the logical conclusion.
- d. If the purpose is to arouse interest in a cause, he may present different dimensions of the problem in order of increasing seriousness.
- e. Some people like to use illustrations to demonstrate a truth, organizing them to point toward the central idea, like the hands of a clock that meet in the center.
- f. If the author wants to present a new idea, he may first show how it is similar to other ideas, then show how it is different from those ideas.
- g. One might analyze an event, showing first the causes, then the effects.
- h. New information may be presented by giving definitions and classifications.

Make a good outline to assure good organization. The body of the essay (all but the introduction and conclusion) normally has at least two main divisions, each with at least two subdivisions. If there is only one subdivision, it is not really a subdivision but the main point. The main divisions should contain ideas that are equal in importance, but distinct in content. The subdivisions should contain ideas that are subordinate to the main division, and equal in importance among each other.

The traditional system of numbering is to use Roman numerals for the main divisions, capital letters for the subdivisions, numbers for the next subdivisions, and small letters for the next, as follows:

- I.
 - A.
 1.
 - a.

The introduction of the essay does not have a number or letter. Neither does the conclusion.

Alternative classification systems are acceptable. For example, the numerical system is also acceptable.

- 1.

1.1.

1.2.

2.

2.1.

2.2

The student needs to be consistent and not mix classifications systems.

(5) Write coherent paragraphs.

A paragraph is the key unit of the essay. Review each paragraph to make sure that:

- a. All the sentences of the paragraph deal with the same subject.
- b. The paragraph normally has from 3-10 sentences. If there is only one sentence, it should become part of another paragraph, or other sentences can be added to complete it.
- c. The central idea of the paragraph is expressed in the first or last sentence (normally).
- d. The other sentences contribute to the point of the paragraph, supporting, showing contrast, or giving illustrations.
- e. The paragraph is well organized. The paragraphs may follow any of the same organization styles that were mentioned in point 4 regarding the essay as whole.
- f. The sentences are clearly readable. Long sentences should be divided into two or more sentences. Avoid incomplete sentences without a main verb.
- g. Transition words and phrases are included when there is a change in thought (such as “however,” “furthermore,” and “on the other hand.”) The reader needs to see the relationship between different points. Try reading the paragraph aloud. If it is not smooth, you probably need to modify it.

Do not hesitate to eliminate sentences that are not related to the main theme of the paragraph. They might belong better in another paragraph, they might be material for a whole new paragraph, or they might be completely unnecessary.

(6) Use footnotes or parenthetical citation properly

You must indicate all sources of ideas with footnotes, even if it is not a direct quote. You may use one of the two possible formats. However, you must be consistent within the essay, always using the same format.

a. MLA Manual of Style (Modern Language Association)

This style puts the minimum information in parentheses and takes advantage of the full information given in the bibliography at the back of the book, article, or essay. Take as an example the following book listed in the bibliography:

Marcuse, Sybyl. *A Survey of Musical Instruments*. New York: Harper, 1975.

Within the text, only the author’s name and the page number are necessary. For example, if the quote is taken from page 197, after the quote within the essay there should be a parenthesis as follows:

(Marcuse 197)

If there is more than one book by the same author, a short version of the title should be included, as follows:

(Marcuse, Survey 197)

If the author's name is mentioned within the essay, only the page number is necessary:

(197)

b. Chicago Manual of Style

This style gives more information in the notes. You should put a number in the text, after the quote or information used, in superscript, as seen here⁸¹. Then at the bottom of the page, insert the footnote. (The footnotes may also be put at the end of each chapter, or at the end of the book MLA Style, but we prefer them at the bottom of the page.)

If you do not have full information in the bibliography, use the following pattern:

81. Author [first name, then last name], Title of the book [in italics] (city of publication: publishing company, year) [between parentheses, with a colon between city and publisher, then a coma before the year, just as it appears here], page or pages cited.

Here is an example:

81. Federico García Lorca, *Bodas de Sangre* (Barcelona: Ayma, S.A., 1971), 95.

On the other hand, if you do have full information in the bibliography, you may simply put the author, title, and page number. The reader can find the rest of the information in the bibliography at the back.

Here is an example:

81. Federico García Lorca, *Bodas de Sangre*, 95.

(7) Include a bibliography.

At the end of the essay, you should include a bibliography, listing all the books, articles, and websites that you used for the essay. The format for the bibliography is slightly different from the footnote. The last name goes first in this case. There are no parentheses and no page numbers. The author's last name should not be indented, but if the entry uses more than one line, the other lines are all indented.

Note the punctuation in the following examples.

García Lorca, Federico. *Bodas de Sangre*. Barcelona: Ayma, S.A., 1971.

Marcuse, Sybyl. *A Survey of Musical Instruments*. New York: Harper, 1975.

(8) Use appropriate resources.

Use the following sources for other help with editing and style:

a. MLA Style (Modern Language Association)

Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*. New York:

Modern Language Association of America, 1999. (Look for the latest edition).

NOTE: This is the official guideline for MINTS in English.

Some websites contain portions of the MLS standards:

<https://style.mla.org>

<http://www.bedfordstmartins.com/online/cite5.html>

http://www.dianahacker.com/resdoc/p04_c08_o.html

b. The Chicago Manual of Style. (Chicago: University of Chicago Press.)

See online Manual: <http://www.chicagomanualofstyle.org/home.html>

See the following website for information about this book and about electronic resources:

<http://www.docstyles.com/cmsguide.htm>

See also the following website for exercises to improve your grammar and writing style:

<http://go.hrw.com/hhb/>

c. You may also use the following books for reference:

Kate L. Turabian, *A Manual for Writers*. Chicago: University of Chicago Press, latest edition.

Kirszner, Laurie G., and Mandell, Stephen, *The Holt Handbook*. Philadelphia: Harcourt Brace.