



HOW TO WRITE A MINTS COURSE

By

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Miami International Seminary (MINTS)

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PREFACE

Both the leadership and the laity of the Church have discovered that they can become involved in theological leadership training. And you know what? They are finding that with a little help from MINTS (Miami International Theological Seminary) they are able to develop a teaching ministry! Of course, MINTS is only one small effort in an ever expanding force for theological training. However, MINTS helps the student to encounter Biblical and orthodox teachings, accessible and low cost study materials, mentorship for study centers and assistance in writing training materials.

All of our theological training is in vain unless we teach and study Biblical truth. While this concern is not the subject matter of this course, it is a foundational presupposition in writing this project.

There is also a need for accessible and low cost theological literature. In the Caribbean and Latin America, it is common practice for instructors of theology to photocopy outdated and translated textbooks and then make copies for the students. The reasons such measures are taken are two-fold. First, there is an inaccessibility of good theological textbooks. Second, when such texts are available, their cost is prohibitive. MINTS responds to this need in several ways. Our professors use the Internet as a communication and transportation tool. Each of the 150 or more group facilitators has access to the Internet, whether from home, the office, at church or an Internet café. The Internet is used to download the student and Instructor manuals. Also, MINTS has eliminated student payments for the Miami headquarters and directed student tuition funds toward the local study centers. There, textbooks are purchased for the student's library or payment is made for the travel costs of regional professors. However, the most innovative step taken by MINTS has been to initiate and develop the doctoral programs in which students develop theological courses. It is our hope, Lord willing and enabling, that many doctoral students will write courses, graduate and become Instructors of others.

The following courses have been developed by MINTS students:

1. *Jaime Morales* (San José, Costa Rica): *Patristica*, *Historia de la Iglesia Antigua*, *Historia de la Iglesia Medieval*; *Historia de la Iglesia Post-Reforma*; *Introducción al Ministerio Juvenil*, *Herramientas para el Ministerio Juvenil*, *Desarrollo Integral del Adolescencia y el Ministerio Juvenil*, *Administración del Ministerio Juvenil*, *Filosofía de Educación Cristiana* (available upon request: hegikm@aol.com).
2. *Dr. Roger Smalling* (Miami, Florida): Student manuals were written for: *By Grace Alone*, *Joyfully Justified*, *Principles of Christian Leadership*, *Practice of Christian Leadership*; Instructor Manuals are also available for these courses. Dr. Smalling is the author of the book *Unlocking Grace*. These courses are also available in Spanish at www.smallings.com.
3. *Turgay UCAL* in Turkey has written more than 10 books and courses....see the MINTS Turkey web site! (www.miamiilahiyatfakultesi.org)

Before reaching for the lofty goal of authoring a book, the task at hand is to train students to write theological courses. MINTS has formed an association of Christian Instructors with doctoral degrees who are able and willing to assist students in developing courses in their language and in their context.

Dr. Cornelius (Neal) Hegeman
Academic Dean-MINTS

LESSON 1

WARNING! YOU ARE BEING RECRUITED

What you are about to read may change the course of your Christian teaching ministry. You are forewarned that you are actively being recruited to write *theological student textbooks*. Usually this honor is reserved for professors of theology at our denominational or inter-denominational schools. However, the need for preparing workers for the harvest is so great and the need for workers so urgent that both real and salaried professors as well as Instructors-in-training are needed.

After having moved our library of over 30,000 books two times in the last years, I should be the last person to promote the writing of new books. You would think that there are enough theological textbooks to last us for another millenium. I don't think so. In fact, very few people use our library in the traditional way. Most of the library books are great for reading in specialty areas however very few of these books are used worldwide to train leaders. Thankfully, such leadership training books do exist, although one does not necessarily have to go to a library to get them. You may very well find them on the Internet or someone's web page. The reservoirs of theological knowledge are shifting from the stuffy stacks to the fresh air of cyberspace (Ok, I know I am hyperbolizing.)

Miami International Seminary (MINTS) would ideally like to combine the old (i.e. the traditional classroom with a classical library) with the new (contemporary conferencing, books and the Internet). The Great Commission compels us to disciple ALL peoples (Mt. 28:19-20), not just the ones from our denomination or socio-economic class! Churches worldwide are asking for help in training leaders. Globalism calls us to all corners of the world. What, then, shall we do? Shall we mobilize our classrooms, professors and libraries to the majority world? Distance education requires hand-to-hand, ear-to-ear, heart-to-heart learning. Theology students everywhere need to be taught by real Instructors who speak their language and live in their community.

The following manuscript recommends that we train Christian leaders all over the world to write their own theological textbooks and set up their own schools. In the following pages you will be introduced to the "who, what, when and where" of theological textbook writing. The textbooks 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 textbooks will be written according to the MINTS academic standards and educational needs.

LESSON 2

WATCH OUT FOR LIVING THEOLOGICAL COURSE WRITERS

Do you realize that most of the authors of our theological textbooks are no longer living? We trust that they are in a better place, but we also need some living theological textbook authors. Hopefully, you will be one of the many who will be a productive author, writer, mentor and theological Instructor while in the land of the living!

Many will say that you are not in a position to become an Instructor in the Church. After all, the apostle James says; “Not many of you should presume to be teaching, my brothers, because you know that we who teach will be judged more strictly” (James 3:1). This teaching is not to discourage Christians to teach others but rather in reference to the book of James, the Instructor is warned that s/he must practice what s/he teaches.

Another common (mis)perception is that in order to be a Instructor, you need to graduate from high school, liberal arts college, a three- or four-year seminary program as well as be on your way to completing a prestigious doctoral degree. These accomplishments are to be respected however, the more important issue is whether or not the worldwide educational task of training Christian leaders is being accomplished?

Thankfully, one finds Christian leadership trainers within as well as outside of the status quo theological education and mission agencies. MINTS seeks to cooperate and partnership with other educational and mission institutions in Global Theological Education (GTE). For churches and ministerial training institutions to fulfill the Great Commission of “discipling the nations”, a global vision and action plan is needed.

Miami International Seminary (MINTS) recommends that the essence for GTE is teaching Instructors to develop their own teaching materials and curriculum in order to teach at local and regional study centers.

I have seen the study group in Matanza, Cuba take one book, make two photocopies (because it is not affordable or accessible), divide the class into three groups, give the students four days to read and complete the homework and take the final exam. Of the more than 1200 students worldwide, they scored the highest marks. The combination of the power of a well-written book with an Instructor’s manual and the Spirit-directed motivation of both the student leaders and the students greatly facilitates true learning. MINTS wants you to write such books, with student and Instructor manuals, so that leadership training may continue to break through barriers worldwide.

To accomplish that vision, MINTS needs to train theological education textbook writers. Such a writer will need to approximate the following traits:

You are interested in ACADEMICS. Educational content and delivery systems need to be measured. Academics is evaluated learning that is accountable to a predetermined educational standard. A good evaluation system protects high academic standards.

You are interested in evaluating others. You have come to a stage in life in which you enjoy giving tests more than taking them. You receive more joy in the high marks of your students than in your own academic accolades. You are also interested in evaluating yourself as an administrator, Instructor and ongoing learner. You see the importance of being able to impartially evaluate others. You are concerned about academic integrity. You look forward to the positive criticisms of your peers. You understand why accreditation by peer institutions is so important. Accreditation standards do not scare you; they motivate you. If need be, you are ready to define academic accreditation in your own terms and among your own peers. You are ready, or you have already done so, to break the traditional academic accreditation molds. You know that the standards of academic excellence are found in glorifying God in your studies, teaching and research.

You are an amateur AUTHOR. Whether you have admitted this to yourself or not, in the back of your mind you have entertained the thought of writing a book. Now you can realize this dream by writing a theological book to be used as a reader as well as a tool for programmed instruction. In all honesty, writing a MINTS course will be more difficult than writing a book but its purpose may be more rewarding. You want to put your amateur status behind you and adopt professional techniques for writing. You want to write in the most effective and exciting way in order to communicate the message which the Spirit has placed upon your heart and in your mind.

You are interested in CHRISTIAN HIGHER EDUCATION. MINTS is a seminary which offers the Associate Bachelor of Theological Studies; Bachelor of Theological Studies; Master of Theological Studies; Master of Divinity; the Doctor of Ministry and the Ph.D. in Theological Studies. Students are placed at their academic level in the MINTS program and are expected to upgrade their level of education and promote Christian education worldwide.

You are interested in CHRISTIAN MINISTRY. MINTS' "raison d'etre" is to train Christian leaders for ministry. "Ministry" refers to service (*diaconia*) that is rendered to expand the kingdom of God. You want to promote the training of ministry skills in yourself and others. You have a strong commitment to the Biblical principles of leadership. Your relationship with the Lord is one of a servant rather than an equal or an elitist. You are transparent in your relationship with the Lord, knowing that the Instructors as well as the students are saved and sanctified by God's grace alone. As you study and minister, you grow in grace and the rough edges of human arrogance and pride are buried at the cross. You want to serve the least of your brothers and sisters. You want to pass on the unsurpassable riches of the knowledge and ministry of Christ to your disciples. And, oh yes, on judgment day, you will be evaluated according to your ministry (Matthew 25); a motivational thought for students training for ministry.

You are committed to CONTINUING EDUCATION. Regardless of the academic level we have obtained, we always learn from others. Many of our course writers are enrolled in our master or doctoral programs. These programs help us to guide your training process in developing your course(s). You do not

want to stop learning. You continue to seek spiritual and educational mentorship. As you teach, you are learning more than your students.

You are a DISCIPLER of students. MINTS is based on the Christian discipleship principle of “Christian leaders training other Christian leaders to train future leaders” (II Tim. 2:2). You are interested in MENTORING. Mentoring is the art of guiding others in their spiritual, educational and ministry interests. MINTS will provide you mentorship as a writer. We will help you structure your course in such a way that the reader and learner’s instruction will be greatly enhanced. You are open to constructive criticism, knowing that the recommendations made by MINTS Instructors and staff are efforts to improve your course.

You are committed to DISTANCE EDUCATION. Being able to attend a Christian College and/or Seminary is a great privilege to which few Christian church members and leaders have access. Distance education is conducted in your local community under the leadership of local leaders. MINTS helps local study centers develop their own leadership-training program. In order to accomplish this, we need to train people like you to write, deliver and train others in writing theological courses. When the course YOU write is used in other study centers, you will be willing to communicate with local facilitators in order to deliver the course.

You affirm the importance of MULTI-ETHNIC EDUCATION. Persons from all ethnic groups feel welcome in your classroom. You are willing to deal with apparent as well as sub-conscious attitudes and actions of ethnocentricity. You will seek to understand and work within a variety of cultural contexts.

You appreciate MULTI-LINGUAL EDUCATION even though you do not speak many languages. Perhaps you are not fluent in more than one language but you see the need for reproducing your materials into other languages in order to reach more students. You are aware that people who study your course in their second language will have difficulties in learning. All efforts will be made to offer courses in the first language of the students.

Your course will use MULTI-MEDIA. The delivery system for your course is not limited to the residential classroom setting but your course will be written in such a way that extension, distance education and correspondence programs can use your materials. In order to do that, a full range of media are to be used. This includes written manuscripts, audiotapes, video, Internet and other means of communication. All MINTS students will learn to use the Internet, whether it be on their own computer or at a local Internet café.

You are aware of the world’s economic situation. MULTI-ECONOMIC EDUCATION makes education available to all social classes. Students will not be discouraged from studying due to their financial limitations. MINTS courses will be MODERATELY PRICED. In the MINTS scholarship program, the students pay 1% of their annual income for a course. This tuition is often used to pay bills at the local level and no funds are sent to the Miami MINTS office. MINTS will not pay you for writing this course. Courses are voluntarily placed on the MINTS web page. You will be asked to acknowledge such an arrangement through a signed statement. MINTS will seek donations in order to cover the costs of the doctoral courses you write for MINTS.

You have a GLOBAL MISSION spirit. By writing this course, you are willing to be used by God to extend the knowledge of His Son throughout the entire world. By giving MINTS permission to post your course on the Internet, you agree that this course may be downloaded, free of charge, by anyone. We trust that you will continue to keep your course in prayer, asking that God would lead potential readers to read it and students to use it.

You are an INSTRUCTOR. Teaching is more than knowing. It is the ability to pass on knowledge to others in such a way that they are able to practice it and subsequently, pass it on to others. Jesus is the Instructor *par excellence*. He disciplined 12 students who became the leaders of thousands of new converts. We are still reading the doctrinal and ethical training manuals (epistles) of the original disciples. The same Holy Spirit who inspired them is with us today to illuminate and guide us in training others. Not only do we have the uniquely inspired Scripture books, we have been called by the Spirit to teach the Biblical message, theology, church history, ministry skills and other courses to complement Christian leadership training.

Finally, you are a WRITER of a MINTS course. Welcome into our fraternity of *wannabe* (editors note: "what to be") authors and theological *profesoritos* (little professors)! Congratulations on seeking to improve your communication, teaching and writing skills! If, after reading the above characteristics of a MINTS course writer you are still interested, please continue to the next section.

LESSON 3

WANTED: GLOBAL THEOLOGICAL EDUCATION COURSES

A. INTRODUCTION

There is a great need for well written distance education courses. The content of the MINTS courses needs to be Biblically based, theologically sound and educationally effective. How can a student writer determine what he or she should write about? Basically, in order to teach something, the Instructor needs to have previous training in that area. We do not expect you to write in an area that you have not studied. The basic rule of thumb is that we can teach at the levels that we have mastered.

So, what are your courses of interest and what have you been using to teach others? A good indication of your ministry interest is to evaluate how the Lord has used you to reach and teach others. It is important for you to review all that you have written in the past and then categorize that into theological areas.

MINTS courses can be developed in five basic areas: Biblical studies, Systematic Theology, Ministerial studies, Church History and Mission and the Humanities. A perusal of the MINTS Academic Catalog will indicate the general areas of theological studies.

If you are ready to write a course, be sure to contact your MINTS professor and he will entertain your proposal and basic outline for the course.

In the following sections, you will be introduced to a particular and general overview of the MINTS courses. These ideas are further developed in *MINTS Mission Plan: Philosophy and Principles for Global Theological Education*.¹

B. DEFINING THE OVERALL LEARNING PROCESS

Before you write and teach a course, you must clearly define your main purpose and overall objectives. There are very general as well as extremely detailed definitions for Christian education and learning.² Perry Downs defines Christian education as *the ministry of bringing the believer to maturity in Jesus Christ*.³ This is a general goal for Christian Instructors and students and assumes that both are Christian. The vision for MINTS is “training Christians for ministry.”

Is there a place for Christian education as an evangelism and apologetics tool? Alfonso Lockward defines four basic spheres in which Christian education is exercised, including Christian education by Christians in a secular setting.⁴

¹ *MINTS Mission Plan. Philosophy and Principles for Global Theological Education*, is a working document which is available upon request (www.hegikm@aol.com).

² Lawrence Richards. *A Theology of Christian Education* and Thomas H. Groome, *Christian Religious Education* are two well researched studies on Christian education.

³ Perry Downs, *Teaching for Spiritual Growth*. p. 16.

⁴ Alfonso Lockward. *Colección de ensayos sobre la filosofía educativa cristiana dominicana*. pp. 24-25. Model A. Christian education as infiltration into the enemy camp. Model B. Christian administrators employ Christian and non-Christian Instructors to meet certain educational goals. Model C. Only the students are non-Christian. Model D. Only believers participate in the educational process.

Orlando Costas describes education as: forming (character, skills and thoughts); informing (mind, praxis and contemplation) and transforming (values, persons, institutions and community). He sees three main functions for education: training of the laity, development of the ministries of the Word and sacraments and third, to train Instructors, some of whom are going to be specialists.⁵ If revelation precedes learning then Costas' paradigm would be ordered as: informing, forming and transforming.

The teachings of Howard G. Hendricks, promoted by Walk Through the Bible ministry, has promoted the seven laws of the Instructor⁶ and the seven laws of the learner.⁷ MINTS professors have utilized these principles for Instructor evaluation in both English and Spanish language.

MINTS is structurally set up to facilitate the student in fulfilling the goal of teaching using his/her self-developed resources. After being Instructor assistants at the Master level, having been encouraged to develop course syllabi and be evaluated as an Instructor, the master level graduate may enroll in either the D.Min or PhD in Theological Studies. Both programs consist of writing 5 courses and being evaluated. The MINTS end product is a doctoral graduate who has written his own theological courses and who is developing his teaching ministry through MINTS or other institutions of Christian education.⁸

C. EVALUATING THE STUDENT

As you write and teach, keep in mind how you will evaluate the student. Chart III.C. provides instructors an example of MINTS course time management and time allotments. Percentiles are determined by the hours of evaluated study. Students receive one percent for each hour of class attended, each homework assignment, hours needed for reading, writing reports and reporting in class, and hours it takes to complete special projects. Students are expected to study no less than 70 hours and no more than 90 hours for a 3 hour academic credit course. Understandably, some students will complete homework assignments or readings in fewer hours than designated. The Instructor has the freedom to

⁵ Orlando Costas, "Educación Teológica y Misión," in *Nuevas Alternativas de Educación Teológica*, pp. 9-22.

⁶ The seven laws of the Instructor are: The law of the Instructor: if you stop growing today, you stop teaching tomorrow. Law of education: the way people learn determines the way you teach. Law of activity: learning is the result of maximum involvement. Law of communication: build bridges in order to impart truths effectively. : law of encouragement: effective teaching occurs when the learner is motivated. Law of readiness: preparation has an impact on both the Instructor and the student. The Hispanic MINTS program uses the 7 laws of the Instructor to evaluate their Instructor assistants and professors. Howard Hendricks. *Enseñando para cambiar vidas*.

⁷ According to Bruce Wilkinson there are 7 laws of the learner. The first law is called the law of the learner. There is the law of expectation, law of application, law of retention, law of need, law of equipping and law of revival. Each law has helpful sub tenets.

⁸ Roger Smalling is the first D.Min. graduate of MINTS. His courses are posted on smallings@smalling.com. Roger wrote 5 English and 5 Spanish courses for his doctoral program. He is currently teaching in Bolivia, Costa Rica, Honduras, Mexico and the southern USA.

distribute the hours according to the academic level of the class and the needs of the students.⁹

CHART III.C. COURSE EVALUATION

Evaluated Activity	Percent	Activity	Classification
Attendance and participation – 15 hours in class	15%	Class attendance and class participation	Participation
Class homework- 15 hours at home, mostly questions and answers about class topics	15%	Student comes to class with homework completed.	Comprehension
Readings: 300 pages for BA students and 500 pages for MA students	30%	This includes reading, preparing one page reflection for every 100 pages read and giving short oral report in class.	Analysis
Special project: choice of survey, essay, sermon, teaching plan, ministry report or other activity that mentally plans out a ministry skill.	20%	The project develops a communication and investigation skill related to the course subject.	Skill Development
Final exam, Instructor evaluation, motivation to teach course content elsewhere	20%	The basic concepts of the course, as developed in class are tested	Cognitive Recall

D. RECOMMENDED CURRICULUM

Each individual course is part of an overall educational program. Some writers develop courses for a children’s or adult Sunday School. The overall objectives of the Sunday School program need to be reflected in the student’s writings. The same holds true for students who write college and seminary level courses. Thus, MINTS defines its theology course in the context of a very traditional Bible College and Seminary curriculum. The MINTS program is also related in a general way to the Liberal Arts curriculum. This is done more for “convalidacion”, or credit transfer, purposes (recognition and transfer of student’s degrees, studies, and credits).

Theological and liberal arts courses can be organized to complement each other. For a more extensive description of the following courses, please consult the MINTS academic catalog (www.mints.edu).

Liberal Arts courses are mentioned as well as regular theology courses. This recognizes and accommodates Christian university education and places ministerial training in the spectrum of the humanities.

⁹ The advantage to the close association of course credit with course hours is that it is realistic (business work hours use this measurement) and fulfills the purpose for evaluating time and efforts spent. The disadvantage is that some learning activities do not take as much time as others. Instructors are asked to find the necessary fair balance, keeping in mind that one academic credit hour is 30 actual hours of study activity.

CHART III.D. THEOLOGICAL AND LIBERAL ARTS CURRICULUM

LEVELS OF INTER- PRETATION	THEOLOGICAL COURSES	LIBERAL ARTS COURSES
God	Theology Proper (doctrine of God) Christology (doctrine of Christ) Pneumatology (doctrine of the Holy Spirit)	Theology department
Revelation	Systematic Theology or Biblical Theology	-Philosophy and world view; -Physical Sciences: astrology, biology, chemistry, geography, physics -Linguistics
Bible	Hebrew Greek Introduction to Biblical Archeology, Culture and History. Introduction to the Old Test. Introduction to the New Test. Bible Books Exegesis classes	Greek Hebrew Semitic languages Biblical Studies
Human heart	Personal Anthropology Pastoral Counseling	Psychology Christian Counseling
Gospel	Soteriology Evangelism Homiletics Apologetics Missiology	Studies in the areas of Christian communication, music, evangelism, apologetic themes, Christian service and missions.
Context	Ecclesiology Ministry Studies History of the Church Ethics Christian Education Eschatology	Religion Family Studies Education Business History Sociology Cultural Anthropology Social Sciences Recreational Sciences Communications Arts Medical Sciences Legal Sciences Political Sciences
Glory of God	Liturgics and Worship	Sacred Music Spirituality and Worship

E. CONCLUSION

The MINTS learning process, course development and total curriculum focus on training Christians for ministry for the global challenge placed before us by the Great Commission of the Lord Jesus in which we are sent to “teach all that I have commanded you.”

LESSON 4

STRUCTURE OF A MINTS COURSE

If you would like to see a model for writing a MINTS course, log on to the MINTS website at www.mints.edu. You have our permission to copycat the structure used in the website. We will explain why MINTS structures its courses the way it does in this section.

A. TITLE PAGE

We recommend that you start writing your course by developing the first page, the title page.

What is your title? 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.

If you are writing for MINTS, adjust your title to fit one of the courses in our traditional academic catalog.

When my then 14 year old daughter read the title of my Ph.D. dissertation: *Mission to the People and Church Maintenance: The Origin and Development of Presbyterian and Reformed Churches and Missions in the Caribbean and Latin America (1528-1916)* (American University of Biblical Studies, 2002), she said: "Wow, Dad, you wrote a book! Next time you write a book, be sure to speak with me before deciding on your title!"

OK, the shorter the better.

The title page identifies the title, author, institution, address, phone number, e-mail number and web site (if published on the web site). MINTS courses have the MINTS logo at the top of the title page. If your course will be taught at another school, double logos, or simply your own logo may be placed on the page. All courses placed on the MINTS web page have a MINTS logo.

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. Normally, the Table of Contents will include the following:

PREFACE

INTRODUCTION

LESSON ONE TITLE

LESSON TWO TITLE

LESSON THREE TITLE

LESSON FOUR TITLE

LESSON FIVE TITLE

LESSON SIX TITLE

LESSON SEVEN TITLE

LESSON EIGHT TITLE

CONCLUSION

BIBLIOGRAPHY

APPENDIX

INSTRUCTOR'S MANUAL

Variety of style is allowed but the overall rule is: consistency.

We recommend that students use a consistent style for developing the outline for the course; either the classical or numerical can be used.

- | | | | |
|----|----|----|--------|
| I. | | or | 1. |
| | A. | | 1.1. |
| | | 1. | 1.1.1. |
| | | a. | |

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. INTRODUCTION

The Introduction includes: purpose of the course, summary of the course content, course materials, objectives for the course, structure of the course, requirements for the course, evaluation of the course, benefits of the course and closing remarks.

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.

Objectives of the course. There are at least five general objectives for MINTS courses: student participation in learning groups; student comprehension of course materials; student familiarization with course bibliography; student development of ministry skills and student's retention of course materials and application to real ministry. These objectives are evaluated in four ways (See evaluation of the course).

Structure of the course. The writer needs to anticipate how the course will be used. Brief instructions are to be given for using the course that is posted on the MINTS web site. Give instructions for 15 hours of class work, 15 hours of homework and exam preparation and 15 hours on a special project. 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 (See the model presented in the Instructor's manual).

Requirements of the course. The objectives mentioned above need to be developed into the curriculum. For example:

1. The student will attend 15 hours of class.

2. The student will complete homework assignments that take the same amount of time as class participation.
3. The student will participate in a 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 in order to evaluate the understanding of basic concepts.

Evaluation of the course. It is important to evaluate everything about the course. MINTS suggests the following.

1. Student participation: One point may be given (15%) for each class hour attended.
2. Student homework: Two points may be given (15%) for each homework assignment for the 8 lessons. If all homework assignments are completed, an extra point is awarded at the end of the course.
3. Student readings: Bachelor level students will read 300 extra pages and write a 3-page book report. Master level students will read 500 pages and write a 5-page book report. Doctoral level students will read 5000 pages and present an annotated bibliography (20%).
4. Student special project: The writer of the course will assign a special project such as conducting a survey, writing an essay, conducting interviews and other learning activities, which puts knowledge into action (25%).
5. Student exam: The student will demonstrate his/her understanding of the main concepts and content of the course materials (25%).

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.

1. For the master-level students: Master level students will take an active role as facilitators in the course. The master student will also be evaluated (see model evaluation in the appendix).

E. LESSON DEVELOPMENT

Each course is divided into 8 lessons. Eight lessons at 2 hours each constitute the required 15 hours of class time.

LESSON TITLE

INTRODUCTION Introduce the main themes to be covered in the lesson.

FIRST DIVISION

SECOND DIVISION

OTHER DIVISIONS

CONCLUSION Give a summary conclusion for this lesson.

LESSON SUMMARY A brief summary for which 3-7 points are given.

LESSON QUESTIONS There are 10 basic content questions for each lesson.

LESSON ANSWERS: Each question is given a concise and accurate answer.

FOOTNOTES At least three authors will be quoted and cited; the Footnote format is as follows: Articles and Books: Author, *Title*, page number.

Place this information either in the manuscript, at the bottom of the page, at the end of the lesson or, all together with other footnotes at the end of the document.

F. APPENDICES

Any long and/or related article that may be of interest to the students may be included in the Appendices. For the Internet user, reference can be made or links provided to a variety of web pages.

G. BIBLIOGRAPHY

The Bibliography format to be used is as follows: Author. *Title*. Publishing house city: publisher's name, date.

List articles, books, dictionaries, Internet articles and web pages in alphabetical order according to the author's last name.

LESSON 5

THE PROCESS FOR DEVELOPING THE MINTS COURSE

A. INTRODUCTION

It's time to get started writing seriously; at this time,

1. The student should have a course title
2. The student will submit a course outline (index page)
3. Lessons are developed one by one
4. Before the student manual and Instructor's manual are finished, the supervising professor edits the first draft.

B. PROCESS FOR REVIEW OF DOCTORAL LEVEL COURSE

1. The student expresses interest in writing a MINTS course.
2. A MINTS professor recommends the student to the MINTS Academic Dean.
3. The student signs a written contract to write a MINTS course. The student's course is assigned to a master level or doctoral level course.
4. Course outline is approved by the professor.
5. The first draft is submitted to the supervising professor. All that is mentioned in Structure of a MINTS course.
6. The supervising professor reads the course and gives written recommendations to the students.
7. The revised manuscript is submitted by the supervising professor to a Reading Committee consisting of two other MINTS professors.
8. The Reading Committee will give recommendations to the supervising professor, who in turn instructs the student writer to make corrections.
9. Upon approval the final copy will be presented to the supervising professor. The professor will present the final copy to the Reading Committee for final approval.
10. The final copy will be posted on the www.mints.edu site.
11. Students using the course will be able to consult with the student writer or with MINTS professors. MINTS is free to make arrangements for other student groups to use the course.

C. CONCLUSION

The finished manuscript of a MINTS course must:

1. Include the Student Manual
2. Include the Instructor Manual
3. Be web page ready

LESSON 6

STUDENT, INSTRUCTOR AND COURSE EVALUATIONS

A. INTRODUCTION

The purpose for writing a course is to teach it. Once the Instructor has mastered the art and science of teaching the course, s/he will be able to write the Instructor's manual. The Instructor's manual is a tool for other Instructors to teach the course.

There are five evaluations conducted to analyze and reflect on the effectiveness of a MINTS course. In addition to the academic evaluation of the students, there are evaluations of the course by students, a pedagogical evaluation, a self-evaluation and the supervising professor's review.

The academic evaluation of the student is referred to in Lesson 3.c and is further described in the Student's Manual in Lesson 7. The evaluation of the student is organized according to the purpose, objectives and requirements of the course. The student is graded in the areas of participation, comprehension, analysis, skill application and cognitive recall. The grades are recorded in the Class Record.

Each student is required to complete a "Course Evaluation by the Students" at the end of the course. This evaluation is important for the Instructor to objectively know how the students responded to the course. Evaluations are submitted to the students by the Instructor at the end of the last class. The student does not sign his/her name so as to maintain confidentiality. The student evaluation must not positively or negatively affect the grade of the student. Student evaluations are collected and read by the Instructor and Study Center Coordinator and passed on the Academic Dean of MINTS. A negative response to the instructor and/or course by the students may require a follow-up conversation between the Academic Dean and the supervising professor/student/study center coordinator.

The "Pedagogical Evaluation of the Instructor" uses the 7 Laws of the Instructor as developed by Howard Hendricks. The principles developed by Hendricks are not only demonstrated in his own teachings and writings but they are applicable to the students and Instructors alike.

The "Self-Evaluation for the Administration of a Class" is filled out by the Instructor of the course. The self evaluation serves as a checklist of options and responsibilities. A review of the list of responsibilities is to be conducted both at the beginning, during and at the end of the class.

The supervising professor for the class will present the four aforementioned evaluations, along with the Student Manual, Instructor's Manual and Class Record, to the Academic Dean of MINTS. The AC will review the information, make follow up contacts as necessary, and archive the information.

C. ANDROGOGICAL EVALUATION OF THE INSTRUCTOR

Name of the Instructor _____

Course _____ Place _____ Date _____

1. Were you able to observe that the Instructor, as well as the students, were learning?
 Yes No I do not know
2. In your opinion, what did the Instructor learn during the course?
3. Did the Instructor come to the class well prepared to teach this course? In what ways was he/she prepared or not prepared?
4. Did the Instructor adjust his/her 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
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
6. Is the Instructor knowledgeable 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 Instructor establish good communication with the students?
 Yes No I do not know
9. Identify these points of communication:
10. Has the Instructor shown that his/her teaching is not only "head knowledge" but that it has reached his/her heart?
 Yes No I do not know
11. How has the Instructor shown that his/her 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 Instructors and students prepared to take this course?
 Yes No I do not know
15. How much time in class were spent in this course? _____ hrs.
16. How much time did it take you to do the homework? _____ hrs. (not counting special project or extra readings)
17. How much time did you spend completing 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 Master
20. What tuition did you pay for the course? _____ How much did books and materials cost? _____

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 in this course to teach others.
1.
2.
3.
4.
5.

24. What suggestions would you make to improve this course?

25. If you were to teach this course, where and when would you do so?

Thank you.

D. SELF-EVALUATION FOR THE ADMINISTRATION OF A COURSE

NAME _____ DATE _____
COURSE _____

Give yourself 2 points for completion, one point for partial completion, 0 points for incompleteness.

1. PREPARATION FOR THE COURSE

- 1.1. Advertisement to promote course enrollment
- 1.2. Organization of the class room
- 1.3. Personal communication with the students ahead of time
- 1.4. Course requirements and the course materials always on hand
- 1.5. Prepared a class activity schedule for each hour of class.

OBSERVATIONS:

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. Appropriately dressed for class room
- 2.5. Spoke the language of the students in a comprehensible way.

OBSERVATIONS:

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.

OBSERVATIONS:

4. COURSE REFERENCES

- 4.1. The course gives plenty of bibliography references.
- 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.

OBSERVATIONS:

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 Instructor to continue to learn and teach.

OBSERVATIONS:

Total _____

CONCLUDING OBSERVATIONS:

D. CONCLUSION

After the evaluations are completed, the data is reviewed by the Instructor, the study center coordinator and copies are sent to the Academic Dean in Miami. The Academic Dean in Miami will receive the following:

1. Class Record
2. Four evaluations (student, pedagogical, administrative, supervisor)
3. Copy of student's manual and Instructor's manual.

The Class Record records:

Each professor has the liberty to assign percentiles to the five areas of evaluation. The percentiles provided in the chart are suggestions.

Name of student

Academic level: certificate, bachelor, master, doctoral

Attendance: generally, one point for each class hour

Lesson's homework: marks given for homework completed before class

Readings: 300 pages minimum at BA level, with three page written report and a class report. 500 pages minimum at MA level with five page report and a class report.

Special project: related to ministry skill being developed

Final exam: review of the main concepts presented in the course.

Final grade

Name Of Student	Level	Attendance (15%)	Lesson Home Work (15%)	Readings (20%)	Special Project (30%)	Final Exam (20%)	Final Grade (100%)

LESSON 7

THE STUDENT MANUAL

The student manual should serve as a map and guide for the student. The following is a student manual for studying this course, HOW TO WRITE A MINTS COURSE.

A. ORGANIZATION OF THE COURSE

Purpose of the course: Students who are interested in actually writing a MINTS course will go through the study manual and do the exercises in order to prepare to write a course in theology.

Summary of course content: This course will challenge the student to be a writer, to plan the overall structure of an Instructor's and student manual and to understand the necessity for Global Theological Education materials.

Course materials: The student can download the HOW TO WRITE A MINTS COURSE (www.mints.edu). In addition to the MINTS web page, the student will review the writing of Dr. Roger Smalling (www.smallings.com). The Joseph Gibaldi, *MLA Handbook for Writers of Research Papers* (New York: The Modern Language Association of America, 1999) is used for grammatical and structural style. It is also recommended that students acquire the *MINTS Mission Plan* handbook.

Course Objectives:

1. The student will participate in class and exchange ideas about the dynamics of writing theological materials.
2. The student will familiarize him/herself with MINTS concepts for writing theological materials.
3. The students will read theological textbooks written by MINTS professors and students.
4. The student will write a theological study course in order to teach in the student's area of ministry.
5. The student will show mastery of key concepts used by MINTS for theological writing

Course Requirements: The requirements follow the objectives of the course.

1. The student will attend 15 hours of class.
2. The student will complete homework assignments that take the same amount of time as class attendance.
3. The students will become familiar with readings related to theme.
4. The student will participate in a special project related to his/her teaching interests. The title page, table of contents, annotated bibliography, 8 lessons for the student manual, as well as instructions for the Instructors,

- will be sent to the supervising professor. The course may be used for Sunday School or, if so inclined, be a fully developed MINTS course.
5. The student will take the final exam in order to evaluate the understanding of basic concepts.

Course Evaluation:

1. Student participation: One point may be given (15%) for each class hour attended.
2. Student homework: Two points may be given (15%) for each homework assignment completed for each of the eight lessons. If all homework assignments are completed, students receive an extra point at the end of the course.
3. Student readings: Bachelor level students will read 300 extra pages and write a 3-page book report. Master level students will read 500 pages and write a 5-page book report. Doctoral level students will read 5000 pages and present an annotated bibliography (20%).
4. Student special project: The student will begin to write their own course in theology (30%). The title page, table of contents, annotated bibliography, 8 lessons for the student manual, as well as instructions for the Instructors, will be sent to the supervising professor.
5. Student exam: The student will demonstrate his/her understanding of the main concepts and content of the course materials (20%).

Course Structure: The writer needs to anticipate how the course will be used. Brief instructions are to be given for using the course and must be posted on the MINTS web site. Provide instructions for 15 hours of class work, 15 hours of homework and exam preparation, 20 hours for reading, writing reports and 30 hours on a special project. Keep in mind that the course will 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. (See the model presented in the Instructor's manual). If the professor modifies the course (scheduling more classes and less homework) then the modifications need to be reflected in the evaluation scheme.

The course may be studied in two major ways: 1) through group study; 2) as an individual correspondence course.

B. GROUP STUDY TRACT

This tract is completed by means of an 8 hour orientation and 8 hours of follow up classes.

ORIENTATION SESSION

The 8 hours will be divided into 8 sections. Each section is 50 minutes with a 10-minute break. The break minutes can be accumulated over a certain time period.

1. Opening session (ice-breaker for the students and instructor)
 - 1.1. Welcome and open with prayer (5 min)
 - 1.2. Student attendance (5min)
 - 1.3. Students introduce themselves (10 min)
 - 1.4. The instructor introduces him/herself (5 min)
 - 1.5. Instructor presents a devotional related to the purpose of the course (10 min)
 - 1.6. Students reflect on a “moment” in which they deal with the subject matter at hand (15 min)
2. Second session (the course is introduced)
 - 2.1. Review of the course introduction, explanation of requirements (25 min)
 - 2.2. Review of the available bibliography (25-min.)
3. Third session (instructors develop course theme related to lessons 1-3)
 - 3.1. 40 minute presentation of instructor’s theme.
 - 3.2. 10 minutes of student questions.
4. Fourth session (instructor develops course theme related to lessons 4-6)
 - 4.1. 40 minute presentation of instructor’s theme
 - 4.2. 10 minutes of student questions.
5. Fifth session (instructor develops course theme related to lessons 7-8)
 - 5.1. 40 minute presentation of instructor’s theme
 - 5.2. 10 minutes of student questions
6. Sixth session (introduce the special projects)
 - 6.1. Work in groups. (50 min) even though the final product is individual. The instructor reviews ongoing work.
7. Seventh session (introduce the special readings)
 - 7.1. Orientate the students to the special readings (35 minutes)
 - 7.2. Organize how the student will give oral reports of their readings during follow-up classes (15 minutes).
8. Eighth session (follow-up planning for the 4 classes).
 - 8.1. Plan when the classes will meet. Choose time and place (15 min)
 - 8.2. Plan how all students will have proper materials (15 min)
 - 8.3. Go over the plan for classes and make sure the students come to the class prepared with the homework done for the first class (15-min). Some will do oral reports; all need to do their homework for Lessons 1-2.

PLANNING THE FOUR CLASSES

Class Number 1 (2 hours)

1. Welcome and open with prayer (5 min).
2. Take attendance. One point for every class hour attended. If missed or late, lose one point (5 min.).
3. Check homework for Lessons 1-2. Two points for completed Lessons. Lose one point for late work (10 min).
4. Discuss the questions and answers for Lessons 1-2 (30 minutes)
5. Listen to the oral reports of extra readings of 33% of the class. 5 minutes each (30 min)

6. Work on special project in groups (30 min.) and facilitator gives suggestions.
7. Prepare for next class: remind what lessons to be done and who has oral reports (5 min)
8. Close with prayer (5 min.)

Class Number 2 (2 hours)

1. Welcome and open with prayer (5 min).
2. Take attendance. (5 min).
3. Check homework for Lessons 3-4. Two points for lessons complete. Lose one point for late work (10 min).
4. Discuss the questions and answers for Lessons 3-4 (30 min.)
5. Listen to the oral reports of extra readings of 33% of the class. 5 minutes each (30-min.)
6. Work on special project in groups (30 min.)
7. Prepare for next class: remind what lessons to be done and who will present oral reports (5 min)
8. Close with prayer (5 min.)

Class Number 3 (2 hours)

1. Welcome and open with prayer (5 min).
2. Take attendance. One point for every class hour attended. If missed, a one-page report of missed hour to be submitted next class (5 min).
3. Check homework for Lessons 5-6. Two points for completed lessons. Lose one point for late work (10 min).
4. Discuss the questions and answers for Lessons 5-6 (30 min)
5. Listen to the oral reports of extra readings of 33% of the class. 5 minutes each (30 minutes)
6. Review for the final exam (30 minutes)
7. Prepare for next class: remind what lessons to be done and who will present oral reports (5 min)
8. Close with prayer (5 minutes)

Class Number 4 (2 hours)

1. Welcome and open with prayer (5 min).
2. Take attendance. One point for every class hour attended. If missed, a one-page report of missed hour to be submitted next class (5 min).
3. Check homework for Lessons 7-8. Two points for completed lessons. Lose one point for late work (10 min).
4. Discuss the questions and answers for Lessons 7-8 (30 min)
5. Final exam (one hour)
6. Close with prayer (5 minutes)

C. CORRESPONDENCE TRACT

There are significant differences between studying in a group system and studying individually. Group studies facilitate greater learning as each class has an Instructor or facilitator, and students share resources and learn from each other. MINTS is not a correspondence education program and so individual courses are only done as an exception and with the permission of the Academic Dean of MINTS.

Since the correspondence student is missing out on 15 hours of class, this is to be made up by reading 150 extra pages and writing an extra 5 page report on those readings. The student will send this report to the supervising professor, as follows:

Evaluation of the correspondence course:

1. Identification of 150 extra pages read and 5 page report (15%).
2. Student homework: Two points may be given (15%) each homework assignment for the 8 lessons. If all homework assignments are completed one receives an extra point at the end.
3. Student readings: Bachelor level students will read 300 extra pages and write a 3-page book report. Master level students will read 500 pages and write a 5-page book report. Doctoral level students will read 5000 pages and present an annotated bibliography (30%).
4. Student special project: The student will begin to write their own course in theology (30%). The title page, table of contents, annotated bibliography, 8 lessons for the student manual, as well as instructions for the Instructors, will be sent to MINTS.
5. Student exam: The student will demonstrate his/her understanding of the main concepts and content of the course materials (10%).

D. LESSON ACTIVITIES

LESSON 1: WARNING! YOU ARE BEING RECRUITED

Read pages 1-4

Answer the following questions

1. How is MINTS seeking to make primary study materials available to all students?
2. Go to www.mints.edu and review one of the MINTS courses written in English. What are your initial observations on its effectiveness and need for improvements? (your own observations)
3. Look up one of our students' web pages, www.smallings.com. Read one of the student manuals and one of the Instructor manuals and provide your feedback. (your own observations)
4. How does MINTS propose to combine the traditional library model with the cyberspace libraries?
5. What are some of the helpful Internet links that you have found for reading about theological themes? Share your findings with the class.

LESSON 2: WATCH OUT FOR LIVING THEOLOGICAL COURSE WRITERS

Read pages 5-8

In one brief sentence, define what the author means by:

1. Academics
2. MINTS degrees
3. Christian ministry

4. Continuing education
5. Distance education
6. Mentoring
7. Multi-ethnic education
8. Multi-lingual education
9. Multi-economic education
10. Global theological education

Write your resume for what you have written, whether it has been published or not. This includes essays, sermons, unfinished manuscripts, newspaper or magazine articles, devotionals, lesson plans and other writings.

LESSON 3 WANTED: GLOBAL THEOLOGICAL EDUCATION COURSES

Read pages 9-12

Answer the following questions:

1. What are the 5 areas of education in the MINTS educational program?
2. What are the five levels of learning activities that are measured during a MINTS course?
3. According to the author, what courses specialize in studying the knowledge of God?
4. According to Chart III.D, what courses study the Bible?
5. What is the difference between a Liberal Arts curriculum and a Theological Education curriculum?

LESSON 4: STRUCTURE OF A MINTS COURSE

Read pp. 13-17

Work on your special project!

1. Develop the table of contents of the course you are going to write
2. Make a copy of your table of contents and start developing the first lesson
3. Bring your table of content to next class.

LESSON 5: MINTS EVALUATION OF THE WRITER'S COURSE.

Read page 18

Continue to work on your special project.

1. This week you develop the first three lessons

LESSON 6: EVALUATING A MINTS COURSE

Read pages 19-24

Review the evaluation forms and for each one, write a summary as to their strengths and weaknesses.

Continue to work on your special writing project.

1. This week you develop lessons four, five and six

LESSON 7: THE STUDENT MANUAL

Read pages 25-31

Review the Student Manual and reflect on its strength and weaknesses.

Continue to work on your special writing project.

1 This week you develop lessons seven and eight.

LESSON 8: THE INSTRUCTOR MANUAL

Read pages 32-34.

Review the Instructor's Manual and summarize its strength and weaknesses.

Hand in your writing project.

Closing remarks: For the master students.

1. You are a facilitator. Master students will take an active role as facilitators in the course. The facilitator leads the class in the absence of the supervising professor. If the supervising professor gives the 8 hours of orientation, the facilitator leads the final four classes.
2. You are a record keeper. Throughout the whole course, the facilitator maintains the attendance list, checks lesson home works, keeps a record of oral presentations, encourages students in their special assignments, receives the reports, administrates the exam, gives out the student and pedagogical evaluation form and fills out the administrative evaluation form.
3. You are also evaluated. The master student will be evaluated according to the evaluation forms filled out by the students, the self-evaluation and by the supervising professor.
4. You are a student. If the master level student has not taken the course before, he has to fulfill all the requirements of the course plus read an extra 200 pages and write two extra pages of report.

LESSON 8

THE INSTRUCTOR MANUAL

A. INTRODUCTION

The Instructor Manual follows the outline and instructions of the Student Manual. There are also several administrative and educational activities that are unique to the Instructor. They include record keeping and administrating evaluation forms.

B. RECORD KEEPING

Chart where the attendance, homework, readings, special project and final exam may be marked.

Name Of Student	Attendance (15%)	Lesson Home Work (15%)	Readings (20%)	Special Project (30%)	Final Exam (20%)	Final Grade (100%)

C. ANSWERS TO THE QUESTIONS FROM LESSONS 1-8

LESSON 1: WARNING! YOU ARE BEING RECRUITED

1. How is MINTS seeking to make primary study materials available to all students?
MINTS uses the Internet for communication and transportation of materials; costs for materials are reduced and MINTS seeks to prepare its own text books.
2. Go to www.mints.edu and review one of the MINTS courses written in English. What are your initial observations on its effectiveness and need for improvements?
(your own observations)
3. Look up one of our students' web page, www.smallings.com. Read one of the student manuals and one of the Instructors manuals and provide your feedback.
(your own observations)
4. How does MINTS propose to combine the traditional library model with the cyberspace libraries?

MINTS would like to use both resources. However, the residential library is not available to all MINTS students. MINTS has identified reading resources on a variety of web sites.

5. What are some of the helpful Internet links that you have found for reading about theological themes?
Share your findings with the class.

LESSON 2: WATCH OUT FOR LIVING THEOLOGICAL COURSE WRITERS

In one brief sentence, define what the author means by:

1. Academics. *Evaluated learning that is accountable to a predetermined educational standard.*
2. MINTS degrees. *Associate Bachelor of Theological Studies, Bachelor of Theological Study, Master of Theological Study, Doctor of Ministry and Ph.D. of Theological Study.*
3. Christian ministry. *Christian refers to a person who has a relationship of faith with Jesus Christ, the Son of God. Ministry refers to service (diaconia) to God by which the kingdom of God is represented on earth.*
4. Continuing education. *The ongoing discipline of studying.*
5. Distance education. *Education that is established in the context of the student.*
6. Mentoring. *Giving of spiritual and educational leadership to another..*
7. Multi-ethnic education. *Learning activities among a variety of cultures and people groups.*
8. Multi-lingual education. *Learning activities in a variety of languages.*
9. Multi-economic education. *Learning activities that are accessible to people from all social classes.*
10. Global theological education. *The training of Christian leaders and members throughout the world.*

LESSON 3: WANTED: GLOBAL THEOLOGICAL EDUCATION COURSES

Answer the following questions:

1. What are the 5 areas of education in the MINTS educational program?
Bible Study, Systematic Theology, Ministerial Studies, Missions and History and Humanities.
2. What are the five levels of learning activities that are measured during a MINTS course?
Participation through attendance, comprehension through class homework, analysis through readings, development of ministry skills through special projects and cognitive recall through exams.
3. According to the author, what courses specialize in studying the knowledge of God?

Theology proper, Christology, Pneumatology.

4. According to Chart III.D, what courses study the Bible?
Hebrew, Greek, Introduction to Biblical Archeology, Culture and History, Introduction to the Old Testament, Introduction to the New Testament, Bible Books, Exegesis classes
5. What is the difference between a Liberal Arts curriculum and a Theological Education curriculum?
Liberal Arts is the study of the social, personal and physical sciences. Theological education studies the Bible, systematic theology, ministry, church history and missions. In the MINTS curriculum, humanity courses are recognized as helpful.

LESSON 4: MINTS COURSE STRUCTURE

Work on your special project!

1. Develop the table of contents of the course you are going to write
2. Make a copy of your table of contents and start developing the first lesson
3. Bring your table of contents to next class.

LESSON 5: MINTS EVALUATION OF THE WRITER'S COURSE.

Continue to work on your special project.

1. This week you develop the first three lessons

LESSON 6: STUDENT, INSTRUCTOR AND COURSE EVALUATION

Review the evaluation forms and for each one write a summary regarding their strengths and weaknesses.

Continue to work on your special writing project.

1. This week you develop lessons four, five and six

LESSON 7: THE STUDENT MANUAL

Review the Student's Manual and summarize its strengths and weaknesses.

Continue to work on your special writing project.

- 1 This week you develop lessons seven and eight.

LESSON 8: THE INSTRUCTOR MANUAL

Review the Instructor Manual and summarize its strengths and weaknesses.

Hand in what you have written for a theological course.

CONCLUSION

In closing, as a writer of theological courses, you stand in the shadow of the greatest writers of all time, the inspired writers of Scripture. Even though their inspiration was unique and special to their time and purpose, their writings serve as our guide. Our writings must never contradict the teachings of the Bible, the Word of God. Rather, as the Bible is God's light, may our teachings be a bright reflection of God's glory for all areas of life. Listen to the ancient wisemen:

*Not only was the Instructor wise, but also he imparted knowledge to the people. He pondered and searched out and set in order many proverbs. The Instructor searched to find just the right words, and what he wrote was upright and true. The words of the wise are like goads, their collected sayings like firmly embedded nails-given by one Shepherd. Be warned, my son, of anything in addition to them. Of making many books there is no end, and much study wearies the body. Now all has been heard; here is the conclusion of the matter: Fear God and keep his commandments, for God will bring every deed into judgment, including every hidden thing, whether it is good or evil.
(Ecclesiastes 12:9-14)*

Many have undertaken to draw up an account of the things that have been fulfilled among us, just as they were handed down to us by those who from the first were eyewitnesses and servants of the word. Therefore, since I myself have carefully investigated everything from the beginning, it seemed good also to me to write an orderly account for you, most excellent Theophilus, so that you may know the certainty of the things you have been taught. (Luke 1:1-4).

Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written. (John 21:25)

You then, my son, be strong in the grace that is in Christ Jesus. And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others. (II Tim. 2:2).

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