



It is my pleasure to introduce you to the Global Association of Theological Studies. Our journey began with a Global Education Network meeting at World Evangelism Center in October 2006. Two of our visionary Regional Directors, Rev. Robert K. Rodenbush and Rev. Jerry Richardson had presented a proposal for such a gathering. At the invitation of the Director of Education/AIM, Rev. L. Shirley, an educational representative from each region joined our Regional Directors for three days of meetings to discuss various aspects of improving the way we go about theological training globally. In that get-together the Global Education Committee, Global Association of Theological Studies, and the Global University of Theological Studies were envisioned. They were later approved by the General Director of Foreign Missions, Rev. Bruce Howell; Planning for Progress and finally the Foreign Missions Board in February 2007. That was the easy part. Undertaking the global educational advancement program is a gigantic task, and is not accomplished overnight. It is an ongoing process. It evolves!

Let me share a story about a lady I've worked with. Her name is Sister Else Lund. She symbolizes a host of dedicated Bible school teachers across the globe. Where would we be without them?

Arnold Cook once said, "Those that live in the past are blind in one eye. Those who never consult the past are blind in both eyes." As we look at the future let us pause to look at the past.

**"A student... who  
is fully trained  
will be like his  
teacher."  
(See Luke 6:40)**

**"The true test of  
Bible school  
relevance is like a  
well.  
Someone has  
said, 'It's only  
what is in the  
well,  
that will come up  
in the bucket.'"**

**Bryan D. Abernathy  
Director of Promotion**

The odds of success were against Sister Lund but could not stop her—childhood polio, a lady in a man's world; she walked on despite coups, church problems, and tropical diseases. She has climbed hills to mission stations, and walked miles down jungle paths to preach and teach hungry souls. She spent over forty-two years teaching on foreign soil. She has sometimes been on the last plane out of a war-torn nation. What kept her? What were her weapons?

Armed with the assurance of a still small voice, she held two weapons in her hands—in one, a tattered Bible—and in the other, a set of notes—not the recent release of the newest resource—no, a set of notes, treasured for nearly a half a century.

She has stood in front of eager to learn students and whispered; "They can take anything from me, but please not my Bible."

"You need a study Bible of your own. Underline that Bible verse. It is very important. Have you underlined it?"

What caused her, and Bible school teachers everywhere to go on?





"Brother Richardson," she once respectfully remarked, "I still have a lot of TEACH in me."

Is not that the reason why Bible school teachers spend a lifetime in preparation for the classroom? That same burden grips the heart of every one of them. They all have one thing in common—their strong belief in the training of laborers for the worldwide harvest. They are pursuing ministerial excellence.

A Bible teacher's greatest joy is to leave the trace of eternity on the hearts of men and women—the privilege of investing in the future. They take what they have been taught and pass it on to others. What is it that we see in this lady—Sister Else Lund? It is passion, a passion to teach. The same passion can be seen in every Bible school teacher. Their passion to train and love for the best for students guarantees success in life's classroom. There is some TEACH left in the soul of every teacher. But there is another side of passion and the willingness to teach.

We cannot teach unless someone is willing to be taught? God has placed within the human heart the natural desire to learn. It is also a spiritual thirst, a desire to know God. We see the passion to be taught in the eyes of countless people. It is seen in each of our students in our overseas Bible schools.

**"Teach them  
to WIN  
them.  
Teach them  
to SEND  
them."**

**James Poitras**  
*Director of  
Education/AIM*

That passion was manifested in village pastors—untrained—who walked fifty-five kilometers to attend a short-term training program. It was seen in a young man who begged for a copy of a Bible school textbook, and then clutched and treasured it close to his heart when he received it. Our passion to teach is only equaled by their passion to learn. They deserve our best—a quality training whether they are in a poor nation or a rich one, regardless of how developed or undeveloped the church in their nation may be. And that summarizes the quest of the Global Association of Theological Studies.

There is a lot of TEACH left in us—me and you. Let us just say, "We've been brought into the classroom for such a time as this!"

Enjoy the GATS Journey,

A handwritten signature in black ink that reads "J. Poitras".

James G. Poitras,  
Director of Education/AIM  
Coordinator, Global Association of Theological Studies



The Global Association of Theological Studies and its membership schools develop and equip men and women to reach their maximum potential in apostolic ministry.

## Scriptural Mandate for GATS

“The Teacher searched to find just the right words, and what he wrote was upright and true” (Ecclesiastes 12:10, *NIV*).

“Go and make disciples of all nations” (Matthew 28:19, *NIV*).

Go...teach all nations...Teaching them to observe all things whatsoever I have commanded you” (Matthew 28:19-20).

“And the [instructions] which you have heard from me along with many witnesses, transmit and entrust [as a deposit] to reliable and faithful men who will be competent and qualified to teach others also” (2 Timothy 2:2, *AMP*).

## Motto

“Pursuing Ministerial Excellence”

“Taking the Word to the World”

## Comprehensive Objectives of GATS

Our comprehensive objectives (expected results) include:

**Preserving the Message.** Nurture a faith community and a center of life-long learning to preserve apostolic doctrine for generations to come (2 Timothy 2:2; Philippians 3:1; 2 John 1-2). Equip ministers to continue steadfastly in the apostle’s doctrine (Acts 2:42; Hebrews 2:1); and to defend it within their cultural context (Jude 3; 1 Peter 3:15).

**Providing the Methods.** Explore the needs of a diverse and ever-changing society, and develop innovative print and non-print training and learning resources that are relevant to our cross-cultural environment. At the same time such resources remain biblical; faithful to God’s Word.

**Producing the Ministry.** Prepare spirit-filled, spirit-empowered, and spirit-directed students for excellence in apostolic ministry (Ephesians 4:11-12).





***Propagating the Mission.*** Train and motivate students to possess a vision for, and participation in, global evangelism—preaching and teaching the whole Gospel to the whole world (Proverbs 29:18; Luke 24:47). Cultivate leadership development to facilitate, and sustain the harvest the Lord continues to give His Church.



You may be wondering, "What is the motivation behind GATS?"

Let's begin with a few things that the motivation behind GATS is not. It's not about a quest for degrees, or an effort to be like any other church or organization. It's not about moving toward secular or liberal arts and education. It's more about preserving and propagating apostolic truth.

**It's all about  
souls!  
"Souls  
rescued.  
Souls  
rooted.  
Souls  
readied."**

**Bruce A Howell,  
General Director of  
Global Missions**

It's not about drawing a circle, and keeping other approved training programs out of the picture. It's about drawing a circle, and bringing all who want to join this effort in.

We want all of our schools to be part of the Global Association of Theological Studies and will do our possible best to assist in reaching their training goals.

GATS is about encouraging each other to press ever higher and closer to God. It's about UNITY. It's working together to develop training programs that meet our needs. For students, studying God's Word with brothers and sisters around the world is exciting. Unity of purpose (one mind) increases learning possibilities. God blesses unity - especially for one of His own ideas - "Studying to show ourselves approved unto Him" (2 Timothy 2:15). The connection with others of like precious faith will bring joy and hope to everyone involved.

It's about LOOKING BACK over the history of training programs globally and admitting, "It's not what it ought to be. It's not all that it can be. But, by the grace of God neither is it what it was. It's come a long way, thanks to men like Ralph Reynolds, author of the *International Alpha Bible Course*; Rev. Robert K. Rodenbush responsible for the *Overseas Ministries Training Course*, and others too numerous to mention. They set the pace.

**"Since it is not granted us to live long on this earth, it is logical to give  
our best and our most to something that will last eternally ... reaching  
sinners and training saints."**

**Robert K. Rodenbush,  
Retired Regional Director, Europe/Middle East**

We press on toward the goal they established. It's about LOOKING FORWARD. It's about VISION, and COMMITMENT to reaching the world with the apostolic message.





It's about MINISTRY – meeting the needs of an advancing global society and EQUIPPING laborers to be able to minister effectively in the 21<sup>st</sup> century.

It's about a CALLING – those who work with GATS believe that we have been called into the kingdom for such a time as this. This is the next step in what God would have us do with our training programs.

It's about SERVICE – serving God and others by using talents, skills, and expertise to help missionaries, national leaders, and students to reach their maximum potential, and effectiveness in the kingdom of God.

It's about SHARING – what we have learned, and what works best for us – and being willing to share it with fellow missionaries and nationals around the world.

It's about PREPARATION – for the future, and preparing leaders for the great harvest that the Lord has promised in these last days.

It's about RELEVANCE – developing a curriculum, a training program, a staff, and students designed for, and relevant to, our needs while remaining faithful to God's Word.

It's about IMPROVING, raising the standard of ministerial excellence throughout the world.

It's about ACCESS, providing a distance education program especially in areas where training is not available.

It's about QUALITY, and EQUALITY – that students around the globe would have equal opportunity to receive the same quality training regardless of how rich or poor the country may be, or how developed or undeveloped the United Pentecostal Church International may be in that country.

**"The depth of  
Bible teaching  
determines the  
width of people  
reaching."**

**Roger Buckland**  
*Regional Director,  
Pacific*

Paul confessed, "Not that I have already obtained all this, or have already been made perfect...I do not consider myself yet to have taken hold of it. But one thing I do...I press on toward the goal..." (Philippians 3:12-14, *NIV*).



This attitude permeates the Christian life, and is an important premise with the Global Association of Theological Studies. We strive for excellence—for quality—and we accomplish this through continuous improvement. We want to do better—to be better. Our purpose is to prepare (and be) quality leaders. Let us push toward our goal!

**“Bible education is all about  
Learning & Doing,  
Knowing & Going,  
Understanding & Growing always  
closer to HIM.”**

Linda Poitras  
*Educator*



We project developing:

- 1) Administrative set-up of an ongoing global education committee.
- 2) Membership in GATS from various nations of the world agreeing to use the GATS curriculum
- 3) A core curriculum in five levels.
- 4) Faculty Education courses and programs.
- 5) Distance Education program (using the full spectrum of educational technology ranging from print, audio, video, Internet, etc.)
- 6) Textbook/Curriculum Development for courses where we do not have adequate resources available. This will be coordinated through the GATS Curriculum Development Committee.
- 7) A *Training Manual* and academic database including individual subject course objectives, sample course outlines, recommended textbooks in various languages.
- 8) Translation is a major component of GATS. We project having our courses available in major world languages. Our immediate priorities are Spanish, French, and Portuguese.
- 9) The development of the bachelor degree program (included in the five academic levels listed above.)
- 10) A replica website in each of the major world languages highlighted will be created and maintained.



Everyone benefits with GATS. Here's how:

## Benefits to the Students

- 1) Involved in a global training program, rather than merely a local, national, or regional program.
- 2) Connected globally to other students in the GATS program.
- 3) That students have equal opportunity to receive the same quality training regardless of how rich or poor the country may be, or how developed or undeveloped that the United Pentecostal Church may be in that country.

**"An educator is an archer who holds the bow of knowledge and propels students to a designated target."**

Lloyd Shirley  
*Retired Director of Education/AIM*

4) The GATS student's Certificate / Diploma / Degree will be recognized (and understood) in other nations.

5) In some nations, this Certificate / Diploma / Degree will qualify GATS students to teach religion in public schools in that particular nation.

6) For most students, the GATS program will be the most economical avenue for receiving a Certificate

/ Diploma / Degree in theological studies.

7) Through the GATS distance education program students would have access to training when a Bible school is not available in their country, or where distance or responsibilities prevent them from attending a centralized, residential, or full-time school.

## Benefits to the Missionary

1) GATS will provide the missionary with a high quality, doctrinally accurate, curriculum for use in training.

2) Participating in the GATS program will save the missionary valuable time compiling curriculum for use in his/her training program. GATS would be available to assist them in organizing and administrating a Bible school program.

3) The missionary himself will be globally connected with missionaries and students around the world involved in the GATS program.

**Pursuing His  
Purpose ...  
Go...  
Reach...  
Teach.**



- 4) Any Bible School approved by GATS may not be required to submit a curriculum and staff listing with the annual budget and curriculum form since this will already be on file at FMD.
- 5) Where applicable, appropriate, and advantageous, GATS could save funds as students study through the GATS distance education program; thus saving finances for travel and boarding. Distance education students would be bonded with missionaries as they serve as program facilitators and educational mentors in their respective nations.

## Benefits to the Nation

- 1) The GATS membership nations will be connected globally as all nations involved will receive the same quality of education.

**“Training tomorrow’s leaders  
is not an option, it is a  
command, it is the heart of  
God, and it is the future of  
the church.”**

**Joseph Anthony Bir**  
*Missionary*

- 2) A nation receiving a regional missionary (or a minister from another country) that has completed the GATS program, whichever level (Certificate/Diploma/Degree), will know precisely the minimum standard of his/her education.

- 3) For nations having multiple Bible Schools, those enrolled with GATS will have standardized curriculum and hours.

- 4) As each nation chooses to participate with GATS, the staff training program associated with GATS will be of great personal benefit to each teacher, which in turn will elevate the level of education for that nation.

- 5) Strong, effectively trained local pastors, in strong local churches, produce a strong national church.

## Benefits to the Regional Directors and Global Missions

- 1) GATS will assist in maintaining influence with Bible schools and national churches when the work becomes nationalized or in the event there is no missionary in the country.

- 2) To provide a system of measurement to allow nations and regions to understand how they compare with training being done in other nations.

- 3) An easy standard would be established to ascertain the level of training being done in each nation, and charting a course for improvement or development.



4) GATS is determined to lift the standard of ministerial preparation globally. The dividend is that ministers in each region will be better equipped to facilitate revival and the harvest of souls the Lord will give us in the future.

5) Through the distance education program GATS can be instrumental in training potential ministers in unreached areas throughout the region or where we do not have Bible schools.

6) Provide a highly developed bachelor degree program for training top level leaders for national administration and teaching in our Bible schools.

7) GATS could be instrumental in training regional missionaries.

8) In the midst of diversity and wide variations in people and philosophy GATS can bring uniformity to the basic Bible curriculum being taught in our Bible schools throughout the world.

9) GATS allows us to network with education specialists around the globe producing synergy. Like the old proverb says, "Many hands make a light work!"

**"Train pastors and  
national leaders  
NOW  
for the revival and  
growth of  
TOMORROW."**

**Carl Varnell,  
Retired Secretary of Foreign  
Missions**



The Global Education Committee consists of:

- 1) General Director of GM – Ex Officio
- 2) Director of Education (Chairman)
- 3) Coordinator of Global Association of Theological Studies (Vice-Chairman)
- 4) Regional Directors
- 5) Regional Representatives (renewed annually)
- 6) GTI Reps (Consultant for a two-year term)

## Appointments to GATS

It was discussed that someone should be brought on board that would be considered the Assistant to the Director of Education. It was unanimously recommended to the FMB that Reverend James Poitras be selected as “Coordinator of the Global Association of Theological Studies.” This appointment was approved in February 2007. It was renewed in February 2010. With the October 2011 appointment of Rev. James Poitras as the Director of Education/AIM he will still serve as the Coordinator of the Global Association of Theological Studies (until deemed otherwise).

One representative of the Global Training Institute is included as a consultant with a voice, but no vote. Originally, two representatives were included. This was adjusted by FMAC action in 2011. However, we will maintain two representatives until Rev. Galen Thompson (2010-2012) finishes his term of service. Rev. David Reynolds was chosen to serve as the GTI representative from 2012-2013. He succeeded Dr. S. L. Poe.

In 2012 the name of GTI was changed to Advanced Global Educators. A chairman or coordinator is to be selected and he/she will sit as a consultant on the Global Education Committee.

## Regional Representatives

Region	Regional Representative
Africa	Rev. Nick Sisco
Asia	Rev. Prince Mathiasz
Central America/Caribbean	Rev. Brad Thompson
Europe/Middle	Rev. Raymond Nicholls
Pacific	Rev. Kevin Vacca
South America	Rev. Shane Hayes



## Regional Representative to the Global Association of Theological Studies:

1. He will be selected by Regional Director by ways he deems best for his region.
2. He will serve as a member of the Global Education Committee.
3. He will facilitate to the Bible Schools in his respective region the goals of the Global Association of Theological Studies.
  - a. He will work with the Bible Schools in his region to ensure the quality of education.
  - b. To promote and coordinate faculty education within his region.
  - c. He will be responsible for the implementation of core curriculum of each level of recognition as approved by the Global Association of Theological Studies.
  - d. Endeavor to maintain the level of education expected by the Global Association of Theological Studies.
  - e. He will fulfill other responsibilities as requested by the Global Education Committee/Coordinator.

## Coordinator of the Global Association of Theological Studies:

1. Work in harmony with and under the direction of the Director of Education/AIM.
2. His Global Missions status remains the same with these responsibilities to be added to his present job description.
3. He will serve as the Vice-Chairman of the Global Education Committee and will co-chair meetings in progress with the Director of Education/AIM.
4. He will facilitate to each region, via the Regional Director and the Regional Representative of the Global Education Committee, the goals of the Global Association of Theological Studies.
  - a. He will work with the Representative of each region to ensure the quality of education.
  - b. He will promote continuing Faculty Education opportunities through any educational arms.
  - c. He will coordinate the implementation of the core curriculum for each level of recognition by the Global Association of Theological Studies.
  - d. Endeavor to maintain the level of education expected by the Global Association of Theological Studies.
  - e. He gives endorsement to each student via his signature along with the Director of Education/AIM to be placed on the recognition paper of each level of achievement.
  - f. He will coordinate the expansion of curriculum development.
  - g. He will coordinate the development of the Distance Learning Program.
  - h. To fulfill other responsibilities as the Director of Education/AIM deems.
5. Will travel as necessary to the different regions as coordinated by the Regional Director and Regional Representative for the betterment of the schools in that Region.



## ~Why do you use the term membership nation rather than membership school?

There is only one application to GATS per nation. This application covers all training programs within the said country, rather than submitting an application for each school and/or training program.

We also want to make sure that the school or training program has the permission of its national board before processing an application. A local church could be authorized/approved while other schools in a nation are not involved. However, we would still need an approval from the national or general board in the nation.

## ~What are the requirements for becoming a membership nation of GATS?

**“Training is the most effective way to reach any country”**

**Brad Thompson**

*Missionary/GATS Regional Rep, CAC*

Any nation can apply, but the application usually would come from and through the national board.

Application is made through completing the provided application forms.

Each membership nation pledges to adopt the GATS curriculum. For GATS purposes we define “curriculum” as all material being studied including the subjects, required classroom hours, and course objectives.

Membership nations need to comply with the teacher qualifications stipulated by GATS.

Of course, all required reports and fees must be provided to GATS to maintain membership.

## ~What are the teacher qualifications required by GATS?

Teachers must have a godly character and adhere to the international Articles of Faith of the UPCI.

They should demonstrate competence in one’s discipline (area of instruction).

Teachers should demonstrate evidence of ability to communicate effectively, aptitude for progress, and contain a genuine spiritual life.

**“The progressive church is committed to training men and women around the world to take their gospel to their own people.”**

**James Poitras**

*Director of Education/AIM*

They should have academic and/or work life experience credentials. Although, it is recommended that each teacher is a Bible school graduate, this is not always possible or practical.





A personal growth plan stating where each teacher is presently with academic credentials, and what he/she hopes to attain in the future, and his plan for continuous improvements is required with the application to GATS.

Faculty education programs should be provided in each region, sub-region, among cluster nations, or within the individual countries to further educate teachers throughout the region.

### ~What is the procedure for obtaining membership status?

#### Intent Status ~

A potential membership nation or school should send a “letter of intent” to GATS to inform us they are interested in joining. This will initiate the application process. Or, a potential membership nation could begin this process by sending the application forms and other pertinent documents.

#### Applicant Status ~

Upon receipt of application in the GATS, the forms will be screened by the coordinator. If any adjustments are needed, the coordinator will make appropriate comments and return the application or explanation letter to the applying nation.

If the application seems complete, a letter will be sent to the applying nation stating that the application has been received, is on file, and will be reviewed by the Global Education Committee for approval into membership status. Applications received throughout the year, when the Global Education Committee is not in session, are approved by the Application Review Committee. This is made up of the Director of Education/AIM, Coordinator of the Global Association of Theological Studies, Regional GATS representative from the region where the application originates, and the appropriate Regional Director.

Once the application has been received, and until it is approved, it is assumed that the applying nation is viewed as having applicant status with GATS.

#### Membership Status ~

When approval is given a certificate verifying membership will be sent to the applying nation.

Status is subject to reevaluation every three years for continued compliance with GATS requirements.

If problems become evident at any time, the membership nation and its training programs will be given advice and opportunity to correct the problems as per the recommendations of GATS administration. The membership nation will be given three months to comply.





Failure to maintain the standards of GATS may result in removal of membership status.

### Inactive Status ~

1. A training program that becomes inactive or non-compliant will be termed “inactive.”
2. Should the period of inactivity exceed two years a new application must be presented for approval.
3. Under the two years the membership nation would need to confirm compliance with GATS, provide a scope and sequence, and a list of faculty with their qualifications.

### Annual Report ~

An annual form or letter will be required to verify compliance with GATS standards. This form allows membership nations to reaffirm they are operating in compliance to GATS guidelines. It includes an academic calendar and any change in curriculum, faculty, and faculty qualifications. We are planning that these points will be satisfied within the regular annual Budget and Curriculum form to save time.

### ~What provision is there for applying nations that may need a period of time to transition to GATS?

Membership status will not be withheld as long as the applying nation indicates a transitional process, and is working diligently toward it.

### ~How can we receive a copy of the GATS membership application?

E-mail [GATS@upci.org](mailto:GATS@upci.org) or visit <http://gatsonline.org> to receive an electronic copy. The current application fee is \$100.00 USD and should accompany the application or indicate a PIM account where the funds should be taken from.

### ~Where do we send the application?

Rev. James Poitras, Coordinator  
Global Association of Theological Studies  
8855 Dunn Road  
Hazelwood, Missouri  
USA 63042



## Quality Quest

Our staff at GATS takes developing cutting-edge curriculum seriously. Jim Poitras in *Achieving Excellence in Bible School Administration* stated, "There is tremendous value in a well-conceived curriculum. It forces us to focus on the needs, objectives and reasons for the school's very existence. Jesus said, "Suppose one of you wants to build a tower. Will he not first sit down and estimate the cost..." (Luke 14:28, *NIV*). Someone has said, "If you fail to plan, you plan to fail." Excellence is never an accident. A carefully planned curriculum ascertains what the school is trying to accomplish; and determines: (a) why? (b) when? (c) where? (d) who? and (e) how? It ensures that there is a balance between curriculum content and experience; between learning and doing. Truth transforms (John 17:17). D. L. Moody said, "The Bible was not given to increase our knowledge but to change our lives." A good curriculum and comprehensive objectives require careful planning, implementation, evaluation, and continuous improvement. Curriculum comes from a Latin word that means "race course" and shares the same root word as "current; "the flow of water moving in the same direction. A well planned curriculum will enable students to run the race, move in the right direction, reach their goals, and say with Paul, "...I have finished my course..." (2 Timothy 4:7). At GATS we are also involved with the pursuit of quality curriculum. In that race there is no finish line. It is a daily quest for continuous improvement. "A school armed with a vision, solid objectives, excellent curriculum, quality academic dean or principal, dedicated faculty, and diligent students that explore academic excellence can one day say, "I have fought a good fight, I have finished my course, I have kept the faith" (2 Timothy 4:6-7, *KJV*). They will hear the Master Teacher respond, "Well done!" (Matthew 25:21)."

## Levels of Study

Five levels of education are created. A core curriculum was discussed. For each subject we will provide required classroom hours, clearly stated course objectives, and recommended textbooks. Additionally, there is a distance education program and a faculty education program.

Certificate	Basic Bible Knowledge	150 Classroom Hours
Diploma	Ministerial Development 1	600 Classroom Hours
Associate Degree	Ministerial Development 2	750 Classroom Hours
Bachelor Degree	Future Educators/Leaders	1500 Classroom Hours

There is a provision for an intermediate diploma. Schools completing a total of 300 classroom hours (plus the certificate program) can make a request to our office. A total of 1, 500 classroom hours merits an Associate Degree; a total of 3,000 classrooms hours earns a Bachelor degree. This is in keeping with the standard requirements of colleges.



The bachelor degree program includes credit for various options of work life experience and other necessary components.

**"GATS brings uniformity while allowing you to be unique."**

Nick Sisco

*Missionary/GATS Regional Rep, Africa*

## Curriculum Structure

Listed below, find the tentative projections for the courses that make up each level of education.

### Certificate Level

Course	Description	Classroom Hours
Acts		24
Bible Introduction	General overview of Bible	24
Christian Living	Christian living as it pertains to the mind, heart, and actions. The aspects of prayer, fasting, and giving are incorporated.	24
Pentecostal Doctrine	Oneness, repentance, baptism in Jesus name.	30
Life of Christ I		24
Evangelism I		24
<b>Total Hours</b>		<b>150</b>

This is the minimum required standard for the certificate program issued and signed by the Global University of Theological Studies. A membership nation or school can offer these courses with more classroom hours (which are considered elective hours).

### Diploma Level

Course	Description	Classroom Hours
Bible Survey I	Old Testament	24
Bible Survey II	New Testament	24
Biblical View of Missions		24
Spiritual Leadership I		24
Life of Christ II		24
Tabernacle		36
Ministerial Ethics		24



Ministerial Development		24
Evangelism II		24
Bible Doctrine I		36
Bible Study Methods		24
Church Planting		24
Christian Education		24
Family Life		24
Homiletics		24
Prayer and Fasting		24
Practical Holiness		24
Spiritual Gifts		24
Stewardship		24
<b>Core Curriculum Hours</b>		<b>480</b>
<b>Elective Hours</b>		<b>120</b>
<b>Total Hours</b>		<b>600</b>

### Associate Degree Level

Course	Description	Classroom Hours
Old Testament History	Old Testament Historical Books	36
Spiritual Leadership II		24
Romans		36
World Missions		24
Major Prophets		24
Minor Prophets		24
Hebrews		24
Pastoral Duties		24
Pentateuch I	Genesis	24
Pentateuch II		24
Daniel and Revelation		24
Bible Doctrine II	Oneness of God	24
Church Growth		24
Pastoral and General Epistles		24
Pauline Epistles		24



Pentecostal History		24
Church Organization and Administration		36
Church History		24
Major Religions		24
Hermeneutics		12
Pastoral Counselling		24
Revival Principles		24
Wisdom Literature		24
Writing Techniques		24
<b>Core Curriculum Hours</b>		<b>600</b>
<b>Elective Hours</b>		<b>150</b>
<b>Total Hours</b>		<b>750</b>

## Our Delivery System

The curriculum for the Global Association of Theological Studies is:

Biblically-rooted,  
 Cross-cultural,  
 Values-driven,  
 Objectives-based,  
 Criteria-referenced,  
 Transformation-oriented.

Globally connected  
 Academically stretched  
 Truthfully based  
 Strategically developed  
 Becky Buckland  
*Regional Director's Wife, Pacific*



### ~Where can one find the detailed program of study for the various levels?

The program of study for the various levels is in the portion of this manual marked “Curriculum Structure for GATS.” The bachelor degree program is in the formulation stage but available material is also placed in this manual.

### ~Where can one find the course outlines for each course, along with copies of recommended textbooks?

These will eventually be included in the *GATS Policy and Training Manual* but for now are posted on the password protected portion of our sites (English: [www.gatsonline.org](http://www.gatsonline.org); Spanish: [www.AGETenlinea.org](http://www.AGETenlinea.org); French: [www.AGETenligne.org](http://www.AGETenligne.org)) have also been developed and are operational. Our sites are regularly updated. If there is anything you need, not found there, send an e-mail and we will see what can be done to assist you.

### ~How does a membership nation receive copies of recommended textbooks?

The various sites provide electronic copies of most textbooks. This allows for the books to be printed within the membership nation or its schools. Keep in mind that resources on our password protected site are for use outside of North America only.

GATS has an agreement with Africa Aflame and Global Missions to print any of their books without royalty being paid.

The PPH has an agreement and there are nominal fees for printing their books. Here is their policy:

Books published by Word Aflame Press will be copyrighted in the name of author, who assigns all rights to Word Aflame Press and UPCI.

Divisional books will be copyrighted in the name of UPCI. (Added by GATS: Thus, our books are copyrighted as the GATS Global Edition, United Pentecostal Church International).

For international publication and distribution, Word Aflame Press shall assign limited non-exclusive rights to approved parties for the purpose of translation, publication, or distribution within a specified geographic boundary, provided that: (1) the international party bears all cost of translation, publication, and distribution, (2) the international party remunerates the author a stipulated royalty, unless waived by the author, (3) the international version does not carry the Word Aflame Press name or logo, (4) Word Aflame Press receives a digital copy of the international work, (5) Word Aflame Press retains the right to edit, revise, publish, and distribute in North America the international work under its own imprint, and (6) Word Aflame Press retains the right to edit, revise, publish, and distribute internationally the digital version under its own imprint.



Any UPCI online publication, such as Global Tracts, that desires to publish a Word Aflame Press title, beyond its fair use limits, in any language other than English or Spanish, must secure in writing the permission of the author and notify Pentecostal Publishing House of its intent. English and Spanish Word Aflame titles may only be published electronically or otherwise through Pentecostal Publishing House. (Added by GATS: We have entered into agreements with PPH/WAP to translate mutually agreed upon books into Spanish, with the understanding we make the translation available to them for printing in North America and also creating e-books for the PPH site. Additionally, we have discussed with them digital copies of WAP titles placed on our password protected site for use in overseas Bible schools).

When seeking to translate or print any of the WAP books coordinate this through the Director of Education/AIM. He will procure the necessary contracts and permissions.

Most of our recommended textbooks are uploaded to our applicable sites in major world languages.

We also serve as a resource center for your training needs. Contact us with any questions you have about textbook materials, supplementary resources, or Course Packet Resources for any of our courses. We are here to help you.

### ~What is the passing grade for the GATS programs?

The passing grade is 70%. To qualify for certificates and or degrees students would need to successfully (pass) complete the required number of classroom hours of instruction.

All core curriculum courses would need to be passed or repeated until passed. When a student fails (or appears to be failing) a core curriculum course a provision can be made for remedial exercises or testing. The highest grade a student could achieve on a remedial exercise, test, exam or course would be 70%.

### ~What is the attendance policy of GATS?

Students are not permitted to miss more than 10% of the classroom hours. Beyond that a doctor's excuse is required. This should be brought to the administration of the school. School administration would certify/verify the condition of the student and how much time will be required for him/her to be away.

Attendance records should be kept for each subject. Students missing more than the permissible number of classroom hours will receive "incomplete" on their transcript for the applicable course.

**"GATS  
purposefully  
promotes the  
pursuit of  
excellence by  
raising the  
academic  
standard in this  
world-class,  
innovative  
program."**

**Roger Buckland  
Regional Director, Pacific**



### ~What are the minimum requirements for evaluation for each course?

Instructors should implement various methods of evaluation including (but not restricted to) exams, tests, quizzes, essays, papers, assignments, homework and practical exercises. One test or procedure is not adequate to determine that a student has learned the material.

### ~Are examination weeks considered as classroom hours?

The examination hours can be counted as part of the required hours for the course.

### ~What happens when a nation does not have a fulltime training program but would like to be part of GATS?

That is the beauty of GATS. It is based on classroom hours and not on credit hours, number of years to complete the program, and so forth.

Even small nations or those where the UPCI is just getting started can be involved in GATS. In such cases one or more courses could be taken at a time, and record of grades kept.

### ~How often should we send student transcripts to GATS?

It is required that completed student transcripts be sent to the GATS six weeks prior to when the certificates or degrees are needed for graduation. Provision is made by policy for transcripts to be released in the final semester of an academic program with the understanding that the academic credential will be withheld by the local school if student fails to meet the requirements. The local administration should write "pending" in place of a course that is being undertaken in the final semester and not available at the time of sending the transcript.

Care should be taken to indicate the course names, classroom hours attempted, classroom hours achieved, and the final grade for each course indicated on the transcript.

It is also required that the completed transcript be sent to GATS administration quickly after the completion of the final semester.

We would need to know the name of each student as it should appear on the academic credential/certificate/diploma/degree; the name of the school; the country; and the graduation date.



### ~Is it required to use the student transcript provided by GATS?

Schools can design their own student transcripts and send those to us. However, GATS will soon provide a model transcript that can be used.

When using a local school's transcripts it is important to indicate course names as used by GATS or some comment of interpretation. Otherwise, the release of transcripts could be delayed in back and forth correspondence trying to verify how the school's selection of course names match with the content of the GATS curriculum structure.

The important thing is:

1. The transcript would need to be e-mailed to [jpoitras@upci.org](mailto:jpoitras@upci.org).
2. The courses would need to be clearly marked using terms easily understood by our staff. We would need to verify that all core curriculum subjects have been covered and using the required classroom hours.

### ~Is there a fee for certificates and degrees?

There will be a nominal fee for the cost of certificates or degrees, folders, and shipping.

If special shipping is needed (DHL, etc.) the membership nation and/or its training programs would need to pay for this.

### ~Are you obligated to use electives provided in the listing by GATS?

A listing of possible elective courses is provided for you. You can also easily receive approval to add electives to this list, and use it in your training programs.



## Planting People; Growing Giants

I'm often asked, "What business are you in?" I sometimes ponder what reaction I'd get if I said, "I'm in the people-growing business." Ministers are grown. Students don't arrive in our Bible school classrooms as spiritual giants. They come with willing hearts and pass through a spiritual formation and maturation process. Effective Bible school programs enable students to reach their maximum potential. We're equipping others for works of service in God's kingdom (Ephesians 4:12) and in apostolic ministry. Like Robert Dale once said, we're "sowing seeds of ministry and growing believers toward leadership." That is the sole purpose behind the Global Association of Theological Studies. Like a sign I saw, "We build Pentecostal leaders to grow Pentecostal churches." Spiritual growth is one of our four core values. We value helping people grow!

GATS is made up of five academic programs, in multiple languages, with a growing edge: certificate, diploma, associate degree, bachelor degree; distance education and faculty development are also being undertaken. I guess you could really say we have seven academic programs and endorse one or two others. It's a gigantic project encompassing nearly one hundred subjects that need to be revised, written, and translated into major world languages. I used to think of it as a mountain to chip away at; an obstacle. Now, I'm changing my attitude. It's an opportunity; a mighty tree that we are growing. Its encircling shade provides a global education covering. GATS causes us to stretch heavenward to our supplying God; outward to a waiting, wanting world. It calls us to continuously improve.

In classes and among staff we must create a "culture of growth." It's the way we do things around here. Involvement with the *Advance Educators Series* (GATS) provides eighteen to twenty-four opportunities to grow. Other faculty education courses are planned for the future. Instructors only truly help others reach maximum potential when they have attempted to reach it ourselves.

I sometimes lament when I see other churches with more developed educational programs than ours. We can make a difference. John Maxwell in *Go for Gold* mentions a nursery in Canada that displays a sign on its wall: "The best time to plant a tree is twenty-five years ago...The second best time is today." We hope you will avidly support GATS and its programs. Come, grow with us!

Our work will affect long after we're gone. A Greek proverb says, "A society grows great when old men plant trees whose shade they know they shall never sit in." Be deliberate at leaving a mark on this planet, to do something that imparts seeds of truth to the next generation, and impacts eternity for our world. Someone once said, "If your vision is for a year, plant wheat; if your vision is for a decade, plant trees; but if your vision is for a lifetime, plant men." Because of your help with GATS, when a friend asks, "What have you done today?" thankfully respond, "I saw someone grow today and I helped. I've been planting people; growing giants!"

Jim Poitras, Editor and Primary Author of the *Advance Educators Series*





## Advance Educators Series

Faculty education is crucial to an excellent Bible school program. To get started we are developing a basic level course that will assist Bible school teachers everywhere. This will include many of the lesson ideas listed below. Lessons may not be produced in the order provided.

The Teacher and His Family  
The Teacher and His Lesson Preparation  
The Teacher and His Spiritual Life  
The Teacher and His Personal Growth Plan (Continuous Improvement)  
The Teacher and His Personal Preparation  
The Teacher and His Course Planning  
The Teacher and His Lesson Plan  
The Teacher and His Responsibility  
The Teacher and Creating a Positive Learning Culture  
The Teacher and Thinking, Learning, and Teaching Styles  
The Teacher and Creative Impact  
The Teacher and Critical Thinking  
The Teacher and Motivation  
The Teacher and Administration  
The Teacher and Evaluation and Assessment  
The Teacher and Mentoring the Next Generation (w/in the Bible School)  
The Teacher and Relationships/Teamwork  
The Teacher and His Calling  
The Teacher and His Lecture  
The Teacher and the Big Picture  
The Teacher as Cross-Cultural Communicator  
The Teacher and His Priorities  
The Teacher and Ethics  
The Teacher and Core Values  
The Teacher and Creating an Island of Excellence  
The Teacher and Overcoming Temptation  
The Teacher and Program & Personal Evaluation  
The Teacher and Helping Others Discover the Will of God  
The Teacher and Distance Education  
The Teacher and Bible School Going Local  
The Teacher and a Fresh Look at the Great Commission  
The Teacher and the Oral Culture  
The Teacher and Assisting the Unique Learner  
The Teacher and the Well-driven Nail



The Teacher and Remaining True to Apostolic Doctrine  
The Teacher and Imparting Vision into Lives of Students  
The Teacher and Research Strategies

These ninety minute lessons will be developed in print format, audio, video, graphics, power-points, e-learning lessons, and using other available educational technology. Each lesson will contain clearly outlined lesson objectives, the lesson text, as well as an evaluation. At the end of the eighteen lessons, we will provide a certificate for successfully completing the course.

Jim Poitras in *Achieving Excellence in Bible School Administration* wrote: “Ongoing faculty development is a priority. Each staff member needs to be involved in life-long learning, and have a personal growth plan. A faculty member should strive for excellence in his area of concentration. Specialization is essential in current educational trends. Continuing education produces faculty that are experts, content specialists, who are both effective and on the cutting edge of theological education within the culture. New technology, improved teaching methods, and understanding the learning styles of adult learners, all serve to better train the trainer. In faculty education, we ask: (a) What are we doing? (b) How well are we doing? (c) How can we improve what we are doing? (Rita J. Wolotkiewicz, 1980, 210) Approaches to faculty development may include: (a) distance education options; (b) faculty retreats; (c) seminars; (d) professional development days; (e) sub-regional faculty education programs; (f) mini-courses; (g) visits to other schools (to learn what they are doing); (h) educational sabbaticals; (i) taking courses at local institutions of higher learning; (h) discussions/ and brain-storming; and (j) articles, cassettes, or books—anything that promotes continuous improvement.”

Elsewhere in this manual we provide a list of potential faculty education courses under development. Keep your eyes and ears open for ways to provide continuous improvement opportunities for your staff.



~What are some of the subjects that could be studied in a Faculty Education program?

Christian education for adults, communication skills and methods, curriculum/instructional design, Bible school administration, educational measurement and evaluation, education psychology, hermeneutics, Bible study methods, Ethics (Professional Conduct), cultural anthropology and cross-cultural communication, culture and the Bible, and so forth.

Any course that would assist in faculty development could be considered for a faculty education program.

As mentioned elsewhere in this manual, a basic course of eighteen lessons is also being developed.

**“Developing leaders with a purpose and for a purpose.”**

Nick Sisco

*Missionary/ GATS Regional Rep, Africa*

~Can credits earned in faculty education result in any certificate or degree?

Credits achieved in faculty education programs can be used for teachers that are pursuing the GATS Bachelor degree program if it is part of that curriculum.

It can also be used to satisfy the education option under work life experience (to a maximum of 100 classroom hours).

An advanced certificate could be awarded for a given number of classroom hours and subjects completed.

~Where do we get instructors for a faculty education program?

**“The people perish  
for a lack of  
knowledge.**

**Teachers are the  
antidote.”**

E.J. McDougall

The Global Training Institute (GTI), GATS regional representatives, and North American Bible Schools serve as a bank for getting qualified and quality instructors for faculty education program.

Globally the Director of Education and Coordinator of GATS may be available. We also have a GATS regional representative in each region.



## ~How is a faculty education program organized?

There are many variations and possibilities. Bible school teachers in some nations meet for one week per year. A course of study is planned in such a way that a minimum of twenty-four classroom hours is covered. This is equivalent to the classroom hours required for many GATS courses. The basic faculty education course is known as the Advance Educators Series.

Cluster nations (nations in close proximity) or sub-regions could come together with programs. Of course, individual nations can bring their teachers together on a regular basis for professional development. We strongly encourage this.

A special two-day seminar type program is also being developed for those nations that may not, for some reason, be able to have a more substantial program. This is called "The Well-driven Nail."



## Projected Bachelor Degree

### Entrance Requirements:

1. GATS Associate of Arts degree or approved equivalent.
2. Recommendation from National Board or Superintendent/President.
3. Recommendation from Bible College where the student attended and graduated.
4. Two years of active ministry in the United Pentecostal Church International.
5. Successfully passing a comprehensive examination covering the Associates degree curriculum.

Below is a sampling of potential courses that make up this degree program. Electives can also be factored in. Work life experience totaling eight hundred hours will be factored in.

Course	Comments
Hebrew/Greek	Biblical Languages
Gospel of John (Doctrinal Emphasis)	
Comparative Religions	
Cross-cultural Communications and Ministry	
Advanced Leadership	
Church Administration	
Eschatology	
Modern Pentecostal History	
Personal Spiritual Disciplines	
Professional and Christian Ethics	
Bible Geography	
Expository Preaching/Advanced Homiletics	Preparing and Preaching Bible Messages
UPCI History of Missions and Governance	
Counseling and Christian Psychology	
Accounting	Business Skills, Financial Management

# Work Life Experience GATS Bachelor Degree

Preaching	100 sermon titles, and scriptures, 10 sermon outlines, with results of preaching.
Teaching	100 lesson titles, with scriptural basis, 10 sample outlines, and results.
Evangelism	Includes street preaching, where did you preach, when, what kind of message did you preach? Includes revival and evangelism meetings outside your local church.
Church Planting	Document 100 hours of activities involved in actually planting a church, explain your plan, and how you arrived at it.
Church Growth	Document what you have done to promote the growth of your church. Do you have a prospect list? We would like to see a graph charting the growth of your church.
Literature Development	Writing of tracts, Sunday School lessons, lessons, booklets, etc.
Leadership Service	Document 100 hours of work as a presbyter, national department leader, etc.
Pastoral Duties	Document 100 hours of counseling, visitation, weddings, funerals, baptisms, and dedications. Include information on when you did it, for whom, where, etc.
Personal Growth Plan	Document your personal growth plan for the next ten years.
Church Construction	We would like to see your plans, cost analysis, budget, etc.
Mentoring	Document information on how you have developed leaders under your ministry.
Literature Translation	Document the work that has been done, and submit one of the documents.
Distance Education	This could be done online, or through correspondence classes.
Advanced Credits from other Institutions	This should be at the post-secondary level.
Organize and Implement Christian Education programs	These could be in the local church, nation, or region. Document what you have done.
Equipment Operation	Do you operate equipment used in the church? Do you type? Do you have a computer? Show us some of the resources that you have printed.



The following translation policy was approved by the Global Education Committee in its February 2010 meeting.

1. It is highly recommended that the translators used be translating into their mother tongue.
2. The translation must be faithful to the original manuscript.
3. The translation should avoid colloquialisms/clichés.
4. The original format must be maintained through the translation.
5. Once the translation is complete, it must be carefully edited. It must be proofed on its own merit (without comparison to the original manuscript) by a second party, to ensure proper grammar, continuity and clarity.
6. Final Review: After the completion of steps one through five, a final review will be done by someone who is qualified to check the translation for content accuracy with the original manuscript.
7. If discrepancies are found in the document, it will be returned to the original translator for corrections and then steps five and six will be repeated.






# Writing Guidelines for GATS Textbooks



Thank you for accepting the challenge of writing a textbook or lesson material for GATS (Global Association of Theological Studies). Your involvement will have a far reaching impact as God's Word is spread around the globe. You are truly taking the things you have learned and passing them along to faithful men and women who will be able to teach others (2 Timothy 2:2).

The writing guidelines contained in this document were proposed by the GATS Curriculum Development Committee and then approved by the Global Education Committee.

## Some Things to Keep in Mind:

-  The pronoun "I" should be avoided in writing lessons. Many different instructors may teach your material in different parts of the world. This will allow the Instructor to teach it easily.
-  Words like "Africa" or "Ghana" should be minimized to give a broader perspective for your material. Making constant references needlessly, may limit the use of your material. It would be difficult to use a lesson constantly making reference to Ghana in another country, for example, Guatemala.
-  Illustrations should be chosen carefully in order to be relevant cross-culturally.
-  Maximize the use of Bible Scriptures, themes, and stories.
-  The level of writing should be geared to being simple. Write at the Grade Six to Grade Eight level or below for the Certificate and Diploma programs. The high school level will work best for Associate, Bachelor, and Faculty education programs.

The Apostle Paul was an educated man. He sat at the feet of great instructors. He was intelligent. However, he was still able to get down to the level of understanding of the people he ministered to. I think that is a true test of intelligence; the ability to get on the level of the people you are instructing.

Paul confessed, "...that in simplicity and godly sincerity, not with fleshly wisdom, but by the grace of God, we have had our conversation in the world, and more abundantly to you-ward. For we write none other things unto you... (2 Corinthians 1: 12-13, Emphasis mine)

"Seeing then that we have such hope, we use great plainness of speech" (2 Corinthians 3:12, Emphasis mine).









“And my speech and my preaching was not with enticing words of man's wisdom, but in demonstration of the Spirit and of power” (1 Corinthians 2:4, Emphasis mine).

There is a world that is waiting to hear from you. “Write...and make it plain” (Habakkuk 2:2).

1. Avoid clichés and “play on words” phrases.
2. All quotations or other sources must be properly documented.
3. You will want to use the same fonts throughout your resource to make it look professional. You might want to work on a style guide in the beginning. A template option is available in Microsoft Word. This would help you keep material layout uniform and consistent.
4. Microsoft Word is equipped with a “readability statistics” option. The Flesch-Kincaid Grade level score is determined by rating the average number of syllables per word and words per sentence. It rates the text on a U. S. grade-school level. This is part of the spelling and grammar check. Using this option will enable you to check the grade level of your material. Lower the grade level by going back and shortening a few sentences.
5. The King James Version is normally used. It is appropriate to use another translation also, but (where appropriate) maintain both versions within the document.
6. Times New Roman is used and easily identified globally. Times New Roman 12 should be used for the body of the lessons. A complementing font can be chosen for headings, call-outs, and title.

## Checklist for Simplifying Material:

-  Eliminate ‘hard words’ (words three syllables or more in length.)
-  For technical words that you feel readers will not understand, explain their meanings in a sentence or a phrase.
-  Shorten sentences that appear too long. Trim the fat from your writing. Don’t use three words when one word would do. Big minds use little words; little minds use big words.
-  The most familiar words are ten short ones: the, of, to, a, in, that, it, is, I. They make up twenty-five percent of all that is written and spoken in English.
-  Put action in your verbs.
-  Write to express, not impress.



- ✍ Make use of variety.
- ✍ Look at your writing from the point of view of the reader.
- ✍ Write unto others as you would be written to.
- ✍ Simplicity is hard to achieve. It is often the result of several drafts.
- ✍ Use short sentences, and everyday words. Fifteen words per sentence would be a good goal. Some suggest 8-10 words per sentence.
- ✍ Repeat your main points to enhance comprehension.
- ✍ Avoid statistical data, graphs, and complex charts. Readers may find them difficult to understand.
- ✍ It is much harder to simplify than complicate.
- ✍ Very basic readers need some white space, but more advanced readers can handle the densely packed text.
- ✍ Left justification is considered easier to read than full justification.
- ✍ Use upper case and lower case normally. Typing text in all upper case letters is difficult to read.
- ✍ Edit and re-edit. Leave a couple of days between when you first write something and when you edit.
- ✍ Limit the amount of information that you present. Delete all information that is just nice to know. Too much information will turn the reader off. This does not mean that you should provide “skeleton” material without any meat. Skeleton is too slim. Some meat is just right. Too much meat tends toward too much fat. Inform but don’t over-inform.
- ✍ Get others to proofread your material. The “tracking” option in Microsoft Word will allow others to proofread and make suggested changes to your document. When the document is returned, you will be able to accept or reject each change.

## Avoiding Plagiarism:

So, you are ready to write. You have diligently searched for information, read books on your subject, and are trusting God for inspiration. Your file folder is bulging with the goodies you have collected. Now it is time to start writing. Which quotes will you use? Will it be a direct quotation? A paraphrase? Something translated into your own words? When do you provide credit? Use quotation marks?



In writing we take ideas and words from other people. Proper credit should be given for all borrowed material. A large percentage of research material comes from information gathered from other sources and collected in the form of quotes. The remaining information comes from personal experience and knowledge. The writer's task is to weave the research as he crafts it into a lesson, story, or book that will become interesting, active, informative and a blessing to the reader.




Since most research involves the ideas of other people it is important to know how to properly quote, paraphrase, or credit the information we use from other sources. Proper credit should be given for information taken from both spoken and written sources, whether the information is considered copyrighted or not.

When quoting beyond what would be considered as fair use the author must obtain written permission from the owner of the copyright, usually the publisher. The individual author is responsible for requesting permission to quote from a copyrighted source.

There are no specific numbers of words that can be quoted without permission. The interpretation of "fair use" is subjective. However, writers and editors have established guidelines. Quoting 100-250 words from a book without permission seems to be a common practice. (*Writer's Encyclopedia*, edited by Kirk Polking).



## Guidelines for Quotations:

A quotation is using someone's words. When an author quotes and cites his source(s) he adds strength to his writing. Place the words within quotation marks and document the source.

-  It is common practice among most publishers and writers to quote a maximum of fifty consecutive words from a copyrighted source without obtaining permission. ("Word Aflame House Rules") This can be done several times in your manuscript as long as you do not quote more than two hundred total words.
-  David K. Bernard in an e-mail dated November 8, 2001 states the following concerning "fair use": "In general it means using a relatively small portion of a total work, giving proper credit, and representing the work properly (i.e., not misrepresenting what it says). For a book, one could probably use several pages, but for a poem or song under copyright perhaps only one line or so." Word Aflame Press (United Pentecostal Church International) specifically asks that permission be secured for "quotation(s) totaling more than 200 words from any work in copyright. This means the total number of words quoted from any one source, no matter how small any individual quotation."
-  GATS endeavors to follow established guidelines (from Word Aflame Press and Word Aflame Publications) concerning quotations, plagiarism, and generally all "Word Aflame House Rules."



Some variation may result in guidelines needed to reach readers in developing nations of the world.

-  When quoting from a song or poetry, only two lines should be used without obtaining permission.
-  The *Word Aflame Writer's Booklet* says it best: "We strongly encourage you to use extreme discretion in your use of other's works. In editing we have no way of eliminating material that has been unethically copied from other sources unless by coincidence we happened to be familiar with the source and would accidentally recognize it."

### ***Give Credit to Who Credit is Due:***

Plagiarism is a big word that refers to a big problem. It is using someone's work or writing, pretending it is one's own, and not giving proper credit to the source. It is wrong to take and use writing that does not belong to us without giving the owner credit. Where the information comes from should be clearly acknowledged.

An Internet resource entitled "Avoiding Plagiarism, Mastering the Art of Scholarship" (<http://sja.ucdavis.edu/avoid.htm>, accessed 10/27/01) explains how to avoid plagiarism:

1. If the exact words are used you must use quotations marks and cite the source. This refers to both the spoken and written word.
2. Paraphrase is restating the author's information in your own words. Credit should be given to the original author but quotation marks are not needed. Paraphrase: using someone's ideas but putting them in your own words. Read over your research carefully. Cover the text with your hand, or close your research completely. Write out the idea in your own words without peeking. Use your own words and still allow the reader to know the source of your information.
3. Making minor changes (changing or rearranging a few words) in the original material keeps the work essentially the same as the original and credit must be given.
4. A good practice would be to cite and give credit to words, information, and ideas you use that are new to you regardless of where you find them. This includes speeches, messages, Internet, book, etc. "When in doubt, cite."
5. You do not have to document material that is considered to be common or general knowledge. This refers to information that is generally known.



One common method of giving credit to a source is identifying the information within the text. Example of giving credit within the document: James Poitras in *Acts God's Training Manual for Today's Church* says, "We can write tracts and gospel messages in various languages for the people to understand. Even though God may not have called all of us to be pastors, evangelists, or missionaries; each of us can distribute the paper preachers."

A bibliography should be attached to all textbooks or lessons. Our Editors will decide if the bibliography needs to be included in the publication (or maintained in our files). We follow a style listed in the *Chicago Manual of Style*, with the following information and order:

- ✍ Name of author (last name first)
- ✍ Title of book (in italics)
- ✍ City of publication
- ✍ Publishing Company
- ✍ Date of publication (year)
- ✍ Page number of quotation

**Example:**






Poitras, James. *Acts: God's Training Manual for Today's Church*. (Andalusia, AL; Writehand Publishing, 2001) p.24.

## GATS Course Development Basics:

The GATS Curriculum Development Committee (2010) envisioned the following for each of our courses being written:















- ✍ Courses should be user-friendly for students and should possess a strong instructional design.
- ✍ There should be a logical progression from point to point.
- ✍ Major points and sub-points should be easy to locate and to follow.
- ✍ Short lessons are preferred over long ones.
- ✍ There should be questions at the end of each lesson.
- ✍ Clip art, graphics, and diagrams can be used. Be careful of copyright requirements or restrictions for such use.
- ✍ Remember that the curriculum will be used cross-culturally.



-  Suggested homework assignments or cooperative learning exercises should not merely be busy work but bridge the gap between learning and doing.
-  Avoid mere personal opinion. Keep writing biblically rooted.
-  We will use 8 ½ by 11 as the page format or size.
-  Measurements should have the metric conversions beside them.
-  Writers should let us know if resource materials need to be purchased to assist in writing courses.

## Components for Each Lesson:

The lesson structure for our courses is as follows:

-  Lesson Number.
-  Title/Topic.
-  Key Scripture (as appropriate).
-  Lesson objectives. It is preferred that this be kept within three objectives per lesson. Objectives serve as advance organizers and allow the student to know what is covered within the lesson.
-  Citations should be within the text, with a bibliography at the end of the lesson or the book.
-  Lesson length should be three to five pages of material not including the study questions. This is a general guideline for lesson length. Some lessons may be a little longer if needed.
-  Lengthy scriptural passages should be a reference only.
-  There should be a strong introduction and conclusion. This allows the student to know where we are going, and once going there, it allows the student to know where he has been.
-  Study questions should be provided at the end of each lesson. Avoid fill-in-the-blank type of questions. This causes difficulty when the material is translated into other languages.
-  Answer keys should be provided by the author for all lessons written.
-  Double-spaced is preferred for editing purposes.
-  An agreement will be made with writers that their work is under our copyright.
-  An agreement could also be made for a writer to receive an honorarium.
-  If previously written work by a writer is used, there should be an agreement on file.



## Cover Design:

- ✍ There will be a common cover for each level. The colors used and/or the graphic used could change based on the level or the book.
- ✍ The following should be identified on the cover: GATS, level, and course name.
- ✍ The design of the cover and the textbook will be handled by a designer so isn't the major concern of the individual author.

GATS tries to follow the Word Aflame Rules as much as possible.



## Acts – BB. 112

### Classroom Hours:

24 (minimum)

### Description/Overview:

This course reveals the continuing ministry of the Lord Jesus Christ in the world through the Holy Spirit, and God-called men and women. It assists the student in understanding the historical and doctrinal value of the Book of Acts. The Church marches forward despite persecution, personal setbacks, trials, and difficulties. The unchanging truths and principles gleaned from Acts will be taught to better equip the students for the task of world evangelism. Acts is God's training manual for today's church and will motivate believers to evangelize, receive understanding of the apostles' doctrine, and to share it with others in supernatural power. Students will start out studying the Book of Acts, and will hopefully end up living it.

### Objectives:

At the end of this course of study, students will be able to:

1. Explain Luke's intent in writing Luke-Acts; identify and be familiar with the major event(s) of each chapter of the Book of Acts.
2. Prove, using Scriptures from Acts, that speaking in other tongues, as the Spirit gives the utterance is the initial, physical evidence of receiving the baptism of the Holy Spirit. Understand this is normative (expected, will happen) in every instance of someone being baptized in the Spirit from the Day of Pentecost to the second coming of Jesus Christ.
3. Trace the advance of the gospel throughout the Book of Acts and understand the role(s) of the Holy Spirit in accomplishing this.
4. Outline or identify church growth, church planting, evangelism, leadership development, missionary, cross-cultural outreach, prayer, gifts of the Spirit principles and strategies found in Acts. Incorporate these into your ministry. Move beyond merely studying Acts to putting these strategies and principles into life practice. Practicing New Testament principles will produce New Testament results.
5. Show, explain or defend that Acts has a didactic (instructional, teaching) purpose rather than being merely a historical record of the early church. Acts is God's training manual for today's church.
6. Recall instances in Acts where baptism was done in the name of the Lord Jesus Christ. Adopt this practice personally. Defend its necessity.



7. Locate examples where preachers supplied further truth to serious seekers. Refuse to compromise apostolic doctrine. Speak the truth in love, taking people from where they are spiritually and showing them a more excellent way. Know the way, go the way, show the way.
8. Study the fellowship of the believers in Acts 2:42 – 47. Identify the pillars of the apostolic church, and express their continuing relevance in the contemporary church today.
9. Luke reveals what Jesus began to do and teach while on earth. Acts reveals what Jesus continues to do through His disciples. Possess a firm understanding of what Jesus longs to do in you and through you.
10. Acts tells of the journey of missions or evangelism. Identify the journeys of Peter, Phillip, and Paul.

### **Topics/Concepts:**

- Background information on Acts and its author.
- Overview of the twenty-eight chapters covering major events in each chapter.
- Birth of the Church at Pentecost.
- Salvation in the Book of Acts.
- Character studies or basic understanding of the lives of Peter, Barnabas, Stephen, Paul, Phillip, Timothy, Aquila, Priscilla, and Apollos.
- Missionary Journeys of Paul.
- The role of the Holy Spirit in advancing the Gospel throughout the world.
- Unfold or discover missionary, cross-cultural evangelism, church growth, church planting, leadership development, prayer, gifts of the Spirit, principles strategies, and examples that can be incorporated into one's personal life and ministry.
- Maps will need to be used in tracing the advance of the Gospel especially during Paul's missionary journeys. This incorporates a Bible Geography element into this course.

### **Recommended Primary Textbook(s):**

*ACTS* (Overseas Ministries Training Course) Darline Royer and Ralph Vincent Reynolds  
As it is in many of our courses the Holy Bible is a fundamental and pivotal textbook for this course.

### **Recommended Alternatives:**

*Acts I, II* (IABC), Ralph Vincent Reynolds  
*Acts*, Jet Witherspoon Toole  
*Acts*, J. P. Hughes





*Acts:* Arlo Moehlenpah

*Acts: God's Training Manual for Today's Church,* James Poitras (Level A, C, T, S selected lessons available in English, Spanish, French, and other languages)

**Overview of Lessons available in the Recommended Primary Textbook:**

- The Church is Born
- The Church in the Jewish World
- The Church in the Gentile World

**Languages Available:**

IABC is available in Spanish and French

**Course Packet Resources:**

*The Journey of the Spirit in Acts,* James Poitras

*Baptism of the Holy Spirit Revealing Evidence that Demands a Verdict,* James Poitras

*Debate, Defense, and Experience of the Baptism of the Holy Spirit*

**Comments:**

**Date of Last Revision:**

October 11, 2010