

Global Association of Theological Studies



Policy and Training
Manual
2019 Edition

Introduction to GATS

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 meeting 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 Global Missions, Rev. Bruce Howell, Planning for Progress and finally the Global Missions Board in February 2007. That was the easy part. Undertaking the global educational advancement program is a gigantic task and has not been 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?

Introduction to GATS

“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 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
Missionary

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. Let us just say, “We’ve been brought into the classroom for such a time as this!”

Enjoy the GATS Journey,



James G. Poitras, Coordinator
Global Association of Theological Studies

Introduction to GATS

The Global Association of Theological Studies and its membership nations 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, *KJV*).

“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 of GATS

“Pursuing Ministerial Excellence”

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.

Introduction to GATS

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 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 in all who want to join this effort.

We want all of our schools to be part of the Global Association of Theological Studies and will do our 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,

Introduction to GATS

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 21st 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.

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*)

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

Roger Buckland
Missionary

Introduction to GATS

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

Linda Poitras
Missionary

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!

The way we operate:

- 1) GATS is Administrated through the Global Education Committee.
- 2) GATS Membership Nations agree to use the GATS curriculum and comply with GATS policy as stated in the GATS Manual.
- 3) GATS offers a core curriculum in four levels.
- 4) Advance Faculty Education programs help train Bible School faculty.
- 5) Regional GATS Representatives promote GATS and give assistance to GATS nations in their region.
- 6) Oversee textbook/curriculum development for courses where we do not have an adequate resource available. This is coordinated through the GATS Curriculum Development Committee.
- 7) Develop and maintain websites in major world languages that include individual subject course objectives, course outlines, recommended textbooks, course packs and other important documents and information.
- 8) Translation is a major component of GATS. We are working to make our courses available in major world languages. Our immediate priorities are English, Spanish, French, Portuguese and Russian.
- 9) The bachelor degree program is currently being launched in several nations. It is still under development.
- 10) Course Packet Resources providing supplementary material for all of our courses are currently being compiled and translated.

Benefits of GATS

Everyone benefits with GATS. Here's how:

Benefits to the Students

- 1) Being involved in a global training program, rather than merely a local, national, or regional program.
- 2) Being connected globally to other students in the GATS program.
- 3) Having 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.

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

Lloyd Shirley
Director of Education/AIM

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

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

6) For most students, the GATS program is the most economical avenue for receiving a Certificate /Diploma/Degree in Theological Studies.

7) Through the GATS distance education program students can 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. This program is still in the development stage.

Benefits to the Missionary

- 1) GATS provides the missionary with a high quality, doctrinally accurate, curriculum for use in training.
- 2) Participating in the GATS program saves the missionary valuable time compiling curriculum for use in his/her training program. GATS is available to assist them in organizing and administrating a Bible school program.
- 3) The missionary is globally connected with missionaries and students around the world involved in the GATS program.

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

Benefits of GATS

- 4) Any Bible School approved by GATS is not required to submit a curriculum and staff listing with the annual budget and curriculum form since this will already be on file at Global Missions.
- 5) The vision of distance education is that where applicable, appropriate, and advantageous, GATS saves travel and boarding funds as students study through this program. Distance education students are 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 are connected globally as all nations involved 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 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) GATS membership nations are greatly benefited by the staff training program which impacts each teacher, and in turn elevates 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 influences Bible schools and nationalized churches when there is no resident missionary.
- 2) GATS provides a system of measurement for nations and regions to understand how they compare their training with other nations.
- 3) GATS establishes a standard to ascertain the level of training being done in each nation, and charts a course for improvement or development.

Benefits of GATS

- 4) GATS is determined to lift the standard of ministerial preparation globally. The dividend is that ministers in each region are better equipped to facilitate revival and the harvest of souls the Lord is giving us.
- 5) Through the distance education program GATS is instrumental in training potential ministers in unreached areas throughout the region or where we do not have Bible schools.
- 6) GATS provides a highly developed bachelor degree program for training top level leaders for national administration and teaching in our Bible schools.
- 7) GATS is instrumental in training regional missionaries.
- 8) In the midst of diversity and wide variations in people and philosophy GATS brings 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,
Former Secretary of Foreign
Missions*

Administrative Structure

The Global Education Committee consists of:

- 1) General Director of GM – Ex Officio
- 2) Director of Education/Coordinator of GATS (Chairman)
- 3) Assistant Coordinator of Global Association of Theological Studies (Co-Chairman)
- 4) Regional Directors
- 5) Regional GATS Representatives
- 6) Global Educator Representative (Consultant rotating – 2 year term/alternating)

Appointments to GATS

The Director of Education and Short Term Missions by virtue of appointment, serves as the “Coordinator of the Global Association of Theological Studies.” This office is currently filled by Rev. Jim Poitras. The Global Missions Board, at their discretion, may appoint an “Assistant Coordinator of Global Association of Theological Studies”. In 2017, Rev. Brad Thompson was placed in this position.

The Global Educator Representative is included as a consultant with a voice, but no vote.

Regional Representatives (as of 2019)

| Region | Regional Representative |
|---------------------------|-------------------------|
| Africa | Rev. Gerald McLean |
| Asia | Rev. Prince Mathiasz |
| Central America/Caribbean | Rev. Brad Thompson |
| Europe/Middle East | Rev. Mark Shutes |
| Pacific | Rev. Troy Wickett |
| South America | Rev. Joseph Anthony Bir |

Communication with GATS Administration

All communication concerning GATS can be sent to: GATS@upci.org or directly with your Regional GATS Representative.

Job Descriptions

Regional Representative of the Global Association of Theological Studies:

1. Will be selected by the Regional Director in ways deemed best for the region.
2. Will serve as a member of the Global Education Committee.
3. Will facilitate the goals of the Global Association of Theological Studies to the Bible Schools in his respective region:
 - a. By working with the Bible Schools in his region to ensure the quality of education.
 - b. By promoting and coordinating faculty education within his region.
 - c. By implementing the core curriculum of each level of recognition as approved by the Global Association of Theological Studies.
 - d. By maintaining the level of education expected by the Global Association of Theological Studies.
 - e. By ensuring that membership nations receive their membership certificate and that membership re-evaluation is completed every three years.
 - f. By receiving, verifying and approving student transcripts and certificate/diploma/degree request forms and sending them to the Assistant GATS Coordinator in a timely manner.
 - g. By fulfilling other responsibilities as requested by the Global Education Committee/Coordinator.

Assistant Coordinator of the Global Association of Theological Studies:

1. Works in cooperation with the Director of Education/Short Term Missions.
2. Maintains his Global Missions appointment with these responsibilities added.
3. Serves as the Vice-Chairman of the Global Education Committee and co-chairs meetings with the Director of Education/Short Term Missions.
4. Facilitates the goals of the Global Association of Theological Studies to each region, via the Regional Director and the Regional Representative of the Global Education Committee:
 - a. By working with the Representative of each region to ensure the quality of education.
 - b. By promoting continuing Faculty Education opportunities.
 - c. By coordinating the implementation of the core curriculum for each level of recognition by the Global Association of Theological Studies.
 - d. By maintaining the level of education expected by the Global Association of Theological Studies.
 - e. By giving endorsement to each student when signing, along with the Director of Education/Short Term Missions, any certificate/diploma/degree to be issued.
 - f. By coordinating the expansion of curriculum development.
 - g. By coordinating the translation of all GATS materials.
 - h. By fulfilling additional responsibilities as deemed by the Director of Education/Short Term Missions.
5. Travels as necessary to the different regions as coordinated by the respective Regional Director and Regional Representative for the betterment of the schools.

Membership Nations

~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

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. Application forms are available on the GATS website under the “Resources” tab.

Each membership nation pledges to adopt the GATS curriculum. For GATS purposes “curriculum” is defined as all required subjects, suggested electives, total classroom hours, and course objectives/concepts.

Membership nations need to comply with the teacher qualifications stipulated by GATS. All required reports and fees must be provided 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 maintain a genuine spiritual life.

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.

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

James Poitras

Membership Nations

A personal growth plan for each teacher, including present credentials, and future academic plans, is required with the application to GATS.

GATS Faculty Education Programs should be provided in each region, sub-region, cluster-nations, or within individual countries to elevate teachers throughout the region.

~What is the procedure for obtaining membership status?

Intent Status ~

To initiate the application process, a potential membership nation or school should send a “letter of intent” to the Director of Education/Short Term Missions at GATS@upci.org. The nation could also begin this process by sending the application form and other pertinent documents.

Applicant Status ~

Upon receipt of application in 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/Short Term Missions, Assistant Coordinator of the Global Association of Theological Studies, appropriate Regional GATS representative and Regional Director.

Once the application has been received, and until it is approved, 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. At which time a letter of affirmation is to be sent to each individual Bible School affirming they are still using GATS. It must be signed by the president of the school and superintendent of the country. This communication should be copied to the GATS representative of said region and returned to the GATS representative, who then sends it to the Director of Education and Short Term Missions at Global Missions.

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 the GATS administration. The membership nation will be given three months to comply.

Membership Nations

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. If the inactivity covers less than 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 report is required (and an optional format is available on the website) to verify compliance with GATS standards. This report allows membership nations to reaffirm they are operating according to GATS guidelines. Any changes in curriculum, faculty, and/or faculty qualifications should be indicated.

~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 or visit <http://gatsonline.org> to receive an electronic copy. The current application fee is \$100.00 USD and should accompany the application.

~Where do we send the application?

Rev. James Poitras, Coordinator
Global Association of Theological Studies
36 Research Park Ct
Weldon Spring, MO
USA 63304

Or: JPoitras@upci.org

GATS Curriculum

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
- (d) 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, a 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

GATS offers four levels of education with a core curriculum based on required classroom hours, clearly stated course objectives, and recommended textbooks.

| | | |
|------------------|---------------------------|---------------------|
| 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 | 510 Classroom Hours |

This means a total of 1,500 classroom hours would merit an Associate Degree; a total of 2,010 classrooms hours would earn 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; (the GATS Associate Degree or its equivalent and thesis). The bachelor degree level is currently being launched in several nations.

“GATS brings uniformity while allowing you to be unique.”

Nick Sisco
Missionary

Curriculum Structure

Below, find 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 | | 24 |
| Evangelism | | 24 |
| Total Hours | | 150 |

GATS Curriculum



This would be the minimum required standard for the Certificate Level issued and signed by Global Missions. A membership nation or school can offer these courses with more classroom hours (it would just be considered elective hours).

Diploma Level

| Course | Description | Classroom Hours |
|---------------------------|---------------|-----------------|
| Bible Survey | Old Testament | 24 |
| Bible Survey | 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 |
| Core Curriculum Hours | | 480 |
| Elective Hours | | 120 |
| Total Hours | | 600 |

Intermediate Diploma

Upon completion of 300 classroom hours of Diploma Level study, (which may include up to 60 elective hours), an Intermediate Diploma can be requested.

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 Epistles | | 24 |
| Pauline and General Epistles | | 24 |
| Pentecostal History | | 24 |
| Church Organization and Administration | | 36 |
| Church History | | 24 |
| Comparative Religions | | 24 |
| Hermeneutics | | 12 |
| Pastoral Counseling | | 24 |
| Revival Principles | | 24 |
| Wisdom Literature | | 24 |
| Writing Techniques | | 24 |
| Core Curriculum Hours | | 600 |
| Elective Hours | | 150 |
| Total Hours | | 750 |

Bachelor Degree Program *GATS Advanced Level*

Mission Statement for the Bachelor's Degree Program:

Preparing leaders and training educators to achieve maximum potential in apostolic ministry.

Goals of the Bachelor Degree Program:

- 1.) Prepare for apostolic service
- 2.) Provide effective ministry tools
- 3.) Identify and develop roles in present and future church leadership
- 4.) Cultivate primary calling through concentrated study

Requirements for Entering the Bachelor Degree Program

- 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.

Bachelor Degree Classroom Hours/ Credits Overview

15 classroom hours = 1 credit
Total classroom hours = 510
Total credit hours = 34

| | |
|---|------------------------|
| Core Curriculum | 240 hours (16 credits) |
| Bachelor Level Concentration | 150 hours (10 credits) |
| Electives | 120 hours (8 credits) |
| * Work/ Life Experience is included under electives | |

Bachelor degree Curriculum

The Bachelor degree Program is made up of 510 classroom hours or its equivalent of 34 credit hours. They will consist of the following:

- 1. A Core Curriculum consisting of:**
 - a. Thesis (90) (6 credits)
 - b. Thesis Research and Development (30) (2 credits)
 - c. Advanced Ministerial Development (30) (2 credits)
 - d. Professional Christian Ethics (Integrity) (30) (2 credits)

Bachelor Degree Program



- e. Acts Applied (30) (2 credits)
- f. Oneness of John (A New Testament Book Study) (30) (2 credits)

2. Bachelor Level Concentrations: Organizational Leadership
 Education
 Missiology
 General Studies

| Organizational Leadership | Education | Missiology | General Studies |
|---|---|---|------------------------|
| Teaching Strategies (30) (2 credits) | Introduction to Biblical Languages (30) (2 credits) Interchangeable with: Educational Psychology (30) (2 credits) | Strategies of Cross-Cultural Communication, Church Planting, and Church Growth (30) (2 credits) | |
| Principles of Leadership (30) (2 credits) | Teaching Strategies I (30) (2 credits) | Indigenous Church and Leadership Development (30) (2 credits) | |
| The Corinthians (Doctrinal) (30) (2 credits) | Teaching Strategies 2 (30) (2 credits) | Intercultural Studies (30) (2 credits) | |
| Organizational Administration (30) (2 credits) | Teaching Strategies 3 (30) (2 credits) | Trends and Current Issues in Global Missions (30) (2 credits) | |
| Leadership and Team Dynamics in a Global Setting (30) (2 credits) | Educational Administration (30) (2 credits) | Leadership and Team Dynamics in a Global Setting (30) (2 credits) | |

Bachelor Degree Program



Theology is not mentioned here because the whole Associate Degree is theological. These concentrations are for the specialties in the last year after you have the foundation completed. The word “concentration” works well with translation and educational circles also.

Electives (120 classroom hours)

Work/Life Experience

Up to 90 classroom hours for the initial program. Up for discussion in three years. Specifically designed for the initial target group, after which it drops in half to a maximum of 45 classroom hours.

- Christian Psychology (30) (2 credits)
- Religions, Cults, and the Occult (30) (2 credits)
- Spiritual Warfare (30) (2 credits)
- Bible Geography (30) (2 credits)
- Biblical Culture (30) (2 credits)
- Expository Preaching/Advanced Homiletics (30) (2 credits)
- Accounting (30) (2 credits)
- God’s Pattern of Worship (30) (2 credits)
- Additional elective courses approved by the GATS academic review committee

Electives may be chosen from any other concentration or the elective list.

The Bachelor degree program totals 510 classroom hours or 34 credit hours.

Bachelor Degree Program

Work Life Experience can include:

| | |
|---|---|
| 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. |

Bachelor Degree Program



Thesis

A thesis is the crowning achievement of the Bible school's Bachelor Program that will propel students into their future. It will require them to focus on not only what they have accomplished, but what they envision for their future in ministry. This will serve as a strategic plan to guide the student forward in effective ministry.

1. Historical Review of the church in their home town/section/district/nation (2,000 – 2,500 words)
2. A personal assessment of how their Bible school education has equipped them mentally and spiritually for ministry (2,000 – 2,500 words)
3. A personal vision (the next five years) of how they believe God will use their ministry in the future of the growing church in their nation (2,000 – 2,500 words)

This computes into a paper consisting of:

- 6,000 words minimum to 7,500 words maximum
- 24-30 pages (double spaced) maximum with a font size of 12 (Times New Roman)
- Those working on a thesis must submit reports periodically to their supervisor. The time of meeting with the supervisor will be determined by the administration.
- Work on the thesis should commence at the start of the final year of Bachelor Degree study.
- The thesis must be completed at least 2 months before the graduation date. This gives time for evaluation of the thesis work.
- In the progress report and final assessment, the supervisor should provide the student with one of the following comments: Excellent, Meets Requirements, Needs Improvement, or Failed.
- The final evaluation will be pass/fail.
- Thesis would cover 90 classroom hours.

Our Delivery System

The curriculum for the Global Association of Theological Studies will be:

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

Globally connected
Academically stretched
Truthfully based
Strategically developed
Becky Buckland
Missionary

~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.” While the bachelor degree program is in formulation, available material can be found 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 www.gatsonline.org. There are links to the Spanish and French website on the main page of our English website. We are developing a Portuguese and Russian website.

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

Recommended textbooks are available to download from the GATS websites. These materials are password protected on the website and are only for use outside of North America. If there is no book available on the website please contact bradethompson@aol.com to see what materials we have to offer or recommend.

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

The Pentecostal Publishing House has an agreement with nominal fees for printing some of their books. Terms of this agreement include:

1. The published products can only be distributed overseas.
2. Each product must carry the appropriate logos, copyright notices, credit lines and the location where these items were printed.
3. Each item can be translated and the artwork can be altered to make the material relevant to each culture, but the doctrinal message cannot be altered in any way.
4. Five copies of each finished work must be sent to the Pentecostal Publishing House for the files of those departments involved.
5. One electronic copy of the translated work shall be sent to the Pentecostal Publishing House for possible use in the future.

Most of our recommended textbooks are uploaded to our English GATS web site and the applicable replica web sites in major world languages.

GATS Curriculum

GATS will also provide an overview showing each textbook, its cost, and where it is available from. Contact our office for updated information on all books. 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. Any variation to this policy would have to be presented to the Regional GATS Representative and approved by the GATS Academic Review Committee.

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.

~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.

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

GATS Curriculum

~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 office 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 the 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 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. The form may be found on the GATS website under the resource tab. Please be advised that the head office will copy and paste names and all information exactly as sent.

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

Schools may opt to design their own student transcript forms and send those to us.

When using a local school’s transcript 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 the content of the GATS curriculum structure.

GATS Curriculum

The important thing is:

1. E-mail transcripts to GATS@upci.org.
2. The courses need to be clearly marked using terms easily understood by our staff. We need to verify that all core curriculum subjects have been covered using the required classroom hours.
3. Transcripts should verify that each required subject has been passed with a minimum of 70%.

~Is a fee for certificates and degrees required?

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 is required 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 may easily receive approval to add electives to this list to use in your training programs.

From the GATS Coordinator

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, intermediate diploma, 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 are being 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 *Global Educators Series* (GATS) provides over fifty 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 themselves.

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 *Global Educators Series*

Faculty Development

Global Educators Series

Faculty education is crucial to an excellent Bible school program. To get started we have developed a basic level course that will assist Bible school teachers everywhere. This includes the lessons listed below:

Achieving Excellence in Bible School Administration

The Teacher and The Big Picture (The school's vision, over-all purpose – introduction to GATS)

Effective Teacher Assessment

Teacher and a Fresh Look at the Great Commission

Teacher and Authority, Responsibility and Delegation

Teacher and Biblical Educational Principles

Teacher and Biblical Theology Formation in Culture

Teacher and Biblical View of Conflict Resolution

Teacher and Building a Positive Learning Culture

Teacher and Core Values

Teacher and Course Planning

Teacher and Creating an Island of Excellence

Teacher and Creative Impact

Teacher and Critical Thinking

Teacher and Critical Thinking in Spiritual Development

Teacher and Educational Psychology I

Teacher and Educational Psychology II

Teacher and Effective Student Assessment

Teacher and His Family

Teacher and the Bible School Going Local

Teacher and Helping Students Discover the Will of God

Teacher and His Calling

Teacher and His Lecture

Teacher and His Responsibility

Teacher and Increasing Student Learning

Teacher and Leadership Training Commitment

Teacher and Lesson Preparation
Teacher and Breaking Content into Chunks and Time Processing
Teacher and Mentoring
Teacher and Motivation
Teacher and Overcoming Temptation
Teacher and Personal Development and Evaluation
Teacher and Personal Growth Plan
Teacher and Priorities
Teacher and Religious Education Begins at Home
Teacher and Remaining True to Apostolic Doctrine
Teacher and Teaching Methods of the Master
Teacher and His Values of Education
Teacher and the Life Long Learner
Teacher and the Role of the Holy Spirit in the Classroom
Teacher and Assisting the Unique Learner
Teacher and the Well Driven Nail
Teacher and Thinking, Teaching and Learning Styles
Teacher Loves Doctrine
Teaching with Principle and Passion
Teamwork in Education I
Teamwork in Education II

These ninety-minute lessons are developed in print and digital format, some have power-points available as well. Each lesson contains clearly outlined lesson objectives, the lesson text, as well as an evaluation. At the end of the first eighteen lessons, we will provide a certificate for successfully completing the course.

Faculty Development

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; (d) mini-courses; (e) visits to other schools (to learn what they are doing); (f) educational sabbaticals; (g) taking courses at local institutions of higher learning; (h) discussions/and brain-storming; and (i) articles, cassettes, or books—anything that promotes continuous improvement.”

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

Such subjects may include: 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.

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

Nick Sisco
Missionary

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

Credits achieved in faculty education programs may be used for teachers that are pursuing the GATS Bachelor degree program.

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

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

~How may we find instructors for a faculty education program?

**“The people perish
for a lack of
knowledge.
Teachers are the
antidote.”**

E.J. McDougall
Global Training Institute

By contacting your regional director, your regional GATS representative, or the GATS administrative team (the Assistant Coordinator of GATS and the Director of Education and Short Term Missions) for a list of people who are qualified and ready to serve in this capacity.

~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 Global Educator Series.

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

GATS textbooks, course packs, and faculty development lessons will be translated into major world languages as approved by the Global Education Committee. The process for translation is as follows:

1. It is highly recommended that the translators used be translating into their mothertongue.
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.

Translation Textbooks needs to be copyrighted by GATS. Once completed they will be returned to GATS for this procedure to be done.

All translations are in the GATS master file and may be available on request to GATS@upci.org

Changes to GATS Policy

1. All requests for a change of GEC policy will be sent to the Coordinator of GATS.
 - a. The Coordinator of GATS would filter the policy changes, and if needed, forward them on to the Director of Education.
2. The Coordinator would create a standing committee for change of policy, consisting of five members:
 - a. Director of Education
 - b. Coordinator of GATS
 - c. One Regional Director
 - d. One Regional GATS Representative
 - e. One other member from the GEC appointed by the Coordinator
3. The Report of the Committee would be sent to the Coordinator upon the date that the Coordinator will set.
4. The Coordinator requests the Committee to present their report during the GEC meeting as the GEC is the approving body for changes to the GEC Policy.
5. The committee would be encouraged to use electronic methods to reduce the committee's operational expenses. The committee could be requested, by the Coordinator, to meet one day prior to the GEC meeting. Additionally, a meeting could be held one day after the GEC meeting if the Coordinator feels it is necessary.

Global Curriculum Development Committee

Mission Statement: To create, assess, and re-evaluate all written materials needed for Global Bible Schools.

Objectives of the Curriculum Committee:

1. To identify the needed materials for primary and secondary textbooks for each of the courses. To research and locate any possible existing materials that could be used for that course.
2. To set course objectives and textbook components.
3. To assign the writing of textbooks giving a deadline date and tracking the progress of each writer within that specified time frame.
4. Evaluate the written manuscript and see that the editing is completed. This would include taking it through the Editorial Division of the UPCI.
5. To determine the needed materials of the course packs for each course depending on each course and its objectives.
6. To coordinate the translation of all materials into the major world languages as decided by the GEC.
7. To receive and evaluate quality materials in languages other than English, to determine if they would meet the objectives and could be used by GATS Bible Schools for a specific course. Determine if said material should be translated into English and into other approved languages.

The Curriculum Committee shall consist of:

Permanent members.

1. The chair of the committee will be the Director of Education and AIM
2. The Co-Chair will be the Assistant Coordinator of GATS
3. Bro. Dorsey Burk – Textbook editor
4. The Translation Committee Coordinator
5. Sis. Darline Royer, Consultant
6. Sis. Linda Poitras, Consultant

Rotating Members:

1. One Regional Director as appointed by GEC Committee
2. One of the Regional GATS Representatives (This person will also personify the voice of the missionary)
3. One North American Bible College/Seminary Representative
4. Up to two Professional Educators selected by the Chairman (taking into consideration AGE representatives)

The five rotating members be appointed for a two- year term, but not to exclude the possibility of being reappointed for another two-year term. These members shall be appointed in alternating years.

The Chairman has the right to invite others whom he desires to carry forth the needs of this committee, as he deems necessary.

The chairman shall bring a neutral person into the meeting to act as recording secretary, and not use one of the members themselves for the purpose of taking minutes of the meeting. This person would be there for the sole purpose of taking the minutes, which would leave all committee members free to be able to enter into the decisions being made, and discussion taking place.

Writing for the Curriculum Development



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)

Writing Curriculum

“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.

Writing Curriculum

- ✂ 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?

Writing Curriculum

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."

Writing Curriculum

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.

Writing Curriculum

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.

Writing Curriculum

- ✂ 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.

Writing Curriculum

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.

Course Outlines

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.

Course Outlines

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

Course Outlines

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