Global Association of Theological Studies



Policy and Training Manual

2026 Edition

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"Excellence is not a gift or a talent,

Excellence is a mindset,

Excellence is an Attitude."

Anonymous

From the GATS Director

Our journey began with a Global Education Network meeting at the 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, the 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!

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

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.

"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 she could not be stopped - 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 half a century.

She 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 do 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 for training and love for students guarantee 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.

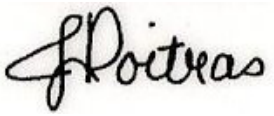
We cannot teach unless someone is willing to be taught. God has placed within the human heart the natural desire to learn. It is also a spiritual thirst, a desire to know God. We see the passion to be taught in the eyes of countless people. It is seen in each of our students in our overseas Bible schools.

"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 for teaching is only equaled by our passion for learning. They deserve our best—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, Director
Global Association of Theological Studies



(The Global Association of Theological Studies was officially launched at the School of Missions in 2007)

From the GATS Coordinator

Jesus had 42 months of active ministry to accomplish what He came to do. He invested those months primarily in teaching, training, and equipping His disciples. Just prior to His ascension, He commanded those same disciples, "Go ye therefore, and teach all nations … teaching them to observe all things whatsoever I have commanded you" (Matthew 28:19–20). Following that command, the disciples of Jesus "turned the world upside down" and reached their known world with the gospel.

Teaching, training, and equipping were the primary focus of Jesus and His disciples and were key to establishing the New Testament Church and reaching the entire world. This biblical concept remains true today.

The majority of the strongest, most visionary, and fastest-growing UPCI works worldwide are found in nations with strong training programs.

In forty years of ministry in Guatemala, we experienced consistent, solid growth in churches, ministers, and baptized believers, growing from 21 churches, 24 ministers, and around 500 baptized believers in 1985 to 290 churches, over 300 ministers, and around 22,000 baptized believers in 2026. The key is that Bible school training is at the very heart of the church in Guatemala. I know it works! It worked for Jesus! It worked for His disciples! We witnessed it work in Guatemala, and I am seeing it work around the globe.

GATS was birthed in 2007 with the vision of providing a doctrinally sound curriculum for Bible schools around the world. Prior to its inception, there was no clear defining factor for what a Global Missions Bible school should look like. GATS offers five levels of study, which can be adapted to any setting and allow national works at any level of maturity to participate.

It is exciting to see the continual development of new apostolic textbooks, tools, and resources and their translation into multiple languages. Our passion is to provide textbooks in the languages of the students. This is becoming a reality.

One of the strengths of the GATS program is the annual training for Bible school faculty and administrators. This is taking training to a new level of excellence. Growing teachers produce growing students, and that directly impacts the strength and quality of the national church.

Thank you for joining us on the GATS journey. We want you to know that our regional and subregional GATS representatives, the Global Educators, and everyone on the GATS team are here to serve you and support your training needs. We are just an email, text, or phone call away.

We are working together to see Pentecost Every Day in our generation.



We "GATS" this.

Brad E Thompson

Brad Thompson
Global GATS Coordinator

GATS Mission Statement

The mission of the Global Association of Theological Studies (GATS) of the United Pentecostal Church International (UPCI) and its membership nations, is to provide a flagship international training program of excellence that serves to 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 and 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.

The Motivation Behind 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,
Former 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 our schools to be part of the Global Association of Theological Studies and will do our best to help them reach 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. Studying God's Word with brothers and sisters worldwide is exciting for students. Unity of purpose (one mind) increases learning possibilities. God blesses unity, especially for one of His 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,

"The Future of the church in a nation depends on the health of the Bible School."
Shane Hayes

What Is GATS About?

GATS presses on toward the goal its forefathers 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 advancing global society and EQUIPPING laborers to minister effectively in this 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 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.

"The depth of Bible teaching determines the width of people reaching."
Roger Buckland
Missionary

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*).

This attitude permeates the Christian life and is an important premise of 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!

How GATS Operates

1) GATS is administrated through the Global Education Committee (GEC).

2) GATS membership nations agree to use the GATS curriculum and comply with GATS policy as stated in this manual.

3) GATS offers a core curriculum in five levels.

4) Annual faculty development seminars help train and equip Bible school faculty.

5) Regional and Subregional GATS Representatives promote GATS and assist GATS nations in their region.

6) GATS oversees textbook/curriculum development for courses for which we need more resources. This is coordinated through the GATS Curriculum Development Committee (CDC).

7) GATS develops and maintains 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 significant component of GATS. We are working to make our courses available in major world languages. Our immediate priorities are English, Spanish, French, Portuguese, Russian, Hindi, Arabic, and Mandarin. Additionally, many nations around the world are translating GATS materials into local languages. GATS will work with nations desiring to do so.

9) The bachelor's degree program is currently being launched in several nations. This level of study currently focuses on national leadership and Bible school faculty.

10) Course packet resources, providing supplementary material for all our courses, are currently being compiled and translated.

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

Linda Poitras
Missionary

Benefits of GATS

Everyone benefits from GATS. Here's how:

> "Every child of God has a specific role in the body. As leaders, it is our responsibility to train and equip them to enable them to reach their full potential in apostolic ministry ."
> Brad Thompson
> *of GATS*

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
> *Former 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.

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 access training when a Bible school is unavailable 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 missionaries valuable time in compiling the curriculum for their 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.

4) Bible schools approved by GATS are not required to submit a curriculum and staff listing with the annual budget and curriculum form since this will already be on file with Global Missions.

5) The vision of distance education is that where applicable, appropriate, and advantageous, GATS saves travel and boarding funds as students study online. Distance education students are bonded with missionaries as the missionary serves as program facilitators and educational mentors in their respective nations. GATS Distance Education is currently in the development stage.

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 their education.

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

4) GATS membership nations greatly benefit from the faculty development program, which grows each teacher and elevates that nation's education level.

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

6) Every nation will receive a digital bi-annual 'Global Education Insights' newsletter. This will keep the nations connected with reports, valuable information, announcements, and resources.

7) GATS Websites in English, French, Spanish, and Portuguese make Textbooks, Course Packs, Training materials, and other GATS resources readily available to every GATS membership nation. Materials in different languages can be requested by contacting gats@upci.org.

8) The GATS Administration Team, Regional and Subregional GATS Representatives, and Global Educators can assist the national Bible School programs upon request.

Benefits to Regional Directors & Global Missions

1) GATS influences Bible schools and nationalized churches when there is no resident missionary.

2) GATS provides a measurement system for nations and regions to understand how they compare their training with other nations.

3) GATS establishes a standard to ascertain each nation's training level and charts 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 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 in areas without Bible schools.

6) GATS provides a highly developed bachelor's 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) Amid diversity and wide variations in people and philosophy, GATS brings uniformity to the fundamental Bible curriculum taught in Bible schools worldwide.

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

GATS Websites:

English: www.gatsonline.org
French: www.agetenligne.org
Spanish: www.agetenlinea.org
Portuguese: www.agetonline.org

"Train pastors and national leaders

NOW

for the revival and growth of

TOMORROW."

Carl Varnell - *Former Secretary of Foreign Missions*

*Each membership nation will be provided with a password for the protected areas of the website. For enhanced security, the password will be changed annually in January.

Global Education Insights Newsletter

GATS provides a bi-annual 'Global Education Insights' newsletter with updates, reports, announcements, and resources. This newsletter is available in English, French, Spanish, and Portuguese and will be sent via email to membership nations.

Administrative

The Global Education Committee (GEC) is the governing body of GATS, and it consists of:

1) General Director of Global Missions – Ex Officio (*Adam Hunley)*
2) Director of Education/Director of GATS (Chairman) (*James Poitras*)
3) Coordinator of the Global Association of Theological Studies (Co-Chairman) (*Brad Thompson*)
4) Global Missions Regional Directors
5) Regional GATS Representatives (*see below*)
6) Coordinator of GATS Translations (*Jerry Burns*)
7) Global Educator Representative (Rotating Consultant – 2-year term) (*Ralph Buie*)
8) North American UPCI University/Bible School Representative (2-year term) (*Jennie Russell*)
9) Pentecostal Resources Group Representative (2-year term) (*LeeAnn Alexander*)
10) Recording Secretary (*Anita Harrison*)

Appointments to GATS

The Director of Education and Short-Term Missions, by virtue of appointment, serves as the "Director 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 a "Coordinator of the Global Association of Theological Studies". In 2017, Rev. Brad Thompson was appointed to this position.

Current Regional Representatives

Region	Regional Representative
Africa	Rev. Steve Phelps
Asia	Rev. Prince Mathiasz
Central America/Caribbean	Rev. Brad Schreckhise
Europe	Rev. Robert Kelley
Pacific	Rev. Desi Lugo
South America	Rev. Aaron Anderson
Eurasia-North Africa	Rev. Nancy Mansfield

Communication with GATS Administration

GATS membership nations are asked to communicate all questions and concerns with their subregional or regional GATS Representative.

The International GATS office email is GATS@upci.org.

Job Descriptions

Coordinator of the Global Association of Theological Studies

1. Works in cooperation with, and under the direction of, the Director of Education/Short-Term Missions.
2. Maintains Global Missions appointment, having their job description modified to accommodate these responsibilities.
3. Resides in the nation decided upon by GMAC and coordinates travel from there. The Director of Education/Short Term Missions will oversee travel commitments, and the corresponding Regional Director will be informed. A projection of annual travel and corresponding budget will be presented to, and approved by GMAC.
4. Serves as the Co-Chairman of the Global Education Committee and co-chairs meetings with the Director of Education/Short Term Missions.
5. Facilitates the goals of the Global Association of Theological Studies to each region via the Regional Director and the Regional GATS Representative:
   a. By working with the GATS Representative of each region to ensure the quality of education
   b. By promoting annual faculty development 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 GATS
   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 fulfilling additional responsibilities as deemed by the Director of Education/Short-Term Missions
6. Maintain the GATS Master File of all GATS curricula, documentation, applications, transcripts, and any other files related to the GATS program.
7. Ensure that all GATS materials are translated into approved languages. The coordinator of GATS Translations will facilitate this.
8. Serve as the Coordinator of the Global Educator Team:
   a. Maintain records of the Faculty Education Programs around the world
   b. Maintain an up-to-date list of all Global Educators
   c. Ensure that the Global Educators are informed of training opportunities
9. Serve as Chairman of the GATS Curriculum Committee.
   a. Coordinate the expansion of the GATS curriculum and faculty education development
10. Travel as necessary to the different regions as coordinated by the respective Regional Director and Regional GATS Representative for the betterment of the schools in that region. They will also travel to UPCI World headquarters when deemed necessary by the Director of Education/Short-Term Missions.

Regional GATS Representative

1. The Regional Director, in consultation with the Director of Education/Director of GATS, will select Regional GATS Representatives in ways deemed best for the region.
2. The GMAC will appoint them for a two-year term, which can be renewed as many times as desired.
3. The Regional GATS/Education Representative will be under current missionary appointment (intermediate or career) in their respective Region.
4. The Job Description and Budget of the missionary will be adjusted to reflect this regional role.
5. Will serve as a member of the Global Education Committee.
6. Will facilitate the goals of the Global Association of Theological Studies to the Bible schools in their respective region:
   a. By working with the Bible schools in their region to ensure the quality of education
   b. By promoting and coordinating faculty development within their region
   c. By implementing the core curriculum for each level of recognition as approved by the Global Association of Theological Studies
   d. By maintaining the level of education expected by the GATS
   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 GATS Coordinator in a timely manner
   g. By fulfilling other responsibilities as requested by the Global Education Committee/ GATS Coordinator

Subregional GATS Representative

The spirit of this position is to assist the Regional GATS Representative in effectively promoting GATS in the entire region, assisting GATS nations in a more personal and 'hands-on' fashion, and enabling the establishment of effective training programs in nations where they are lacking.

The Subregional GATS Representative will inform the Regional GATS Representative of all things related to GATS in the subregion and work with the Regional GATS Representative to plan all GATS events in the corresponding subregion.

The function of the Subregional GATS Representative is as follows:

1. The Regional Director and Area Coordinator will select qualified individuals to fill this role. This appointment will be approved by the GMAC.
2. Will serve as a member of the Regional GATS Committee, consisting of the Regional GATS Representative and the Subregional Representatives. It is understood that the Regional Director is included on this committee and can chair the meetings if desired.
3. The Subregional GATS Representative will work in complete harmony with the Regional GATS Representative to promote GATS, Faculty Development Seminars, and effective training programs in the nations of the subregion's.
4. Attend and teach in subregional GATS Faculty Development Seminars as needed/when possible.
5. Promote GATS in non-GATS nations within the subregion, keeping in mind that, in many cases, planning a Faculty Development Seminar in these nations can be a very effective first step in bringing them on board with GATS.

6. Maintain communication with national leadership, particularly with the Bible School Directors of the nations in the subregion, keeping them informed of what GATS has to offer and endeavoring to maintain the level of education expected by the GATS.
7. Promote GATS in subregional events. The Subregional Representative needs to be the 'face' of GATS in their subregion.
8. Assess the needs in the Bible schools and training programs of the nations in the subregion, including the need for materials and Faculty Development lessons, and communicate these needs to the Regional Director and Regional GATS Representative.
9. Assist GATS nations with transcripts of their graduates.
10. When possible, and when a proper invitation has been extended, represent GATS at Bible School graduations in the subregion.
11. Establish goals for GATS in your subregion each year, communicating those with the Regional GATS Representative.
12. Missionaries appointed to this position will need to raise travel funds. If the subregional representative is not a missionary, the Regional Global Missions director will decide on the funding source for the subregion. The national leadership of each subregion, together with the regional director and regional GATS representative will meet and decide how to support the subregional representative. This could be done at the subregional conference.

Translation Coordinator

1. The Director of Education/Short-term Missions and the Coordinator of GATS will present the name of a candidate for the position of GATS Translation Coordinator to the GEC for approval. The approved name will be sent to the GMAC for formal appointment.
2. The GMAC will appoint the Translation Coordinator for a two-year term, which can be renewed as many times as desired.
3. Works in harmony with, and under the direction of, the Coordinator of GATS.
4. Will inform the Director of Education/Short-Term Missions and the Coordinator of GATS of the progress of translations.
5. Will attend the meetings of the Global Education Committee (GEC) and the Curriculum Development Committee (CDC) with voice and vote.
6. Will submit a progress report to the GEC and CDC.
7. Serves as translation coordinator of all GATS training materials. Thus, they must:
   a) Communicate regularly with the GATS translators.
   b) Maintain a list of translation priorities as agreed upon by the GATS Director and Coordinator.
   c) Provide WORD documents to the translators of the projects agreed upon.
   d) Ensure the completed translation projects are appropriately formatted and that the entire document has been translated.
   e) Submit the completed projects for payment to the Director of Education/Short-Term Missions, copying the Coordinator of GATS. This includes printed materials in Word and PDF formats, PowerPoint or Keynote presentations, a breakdown of the payment required, and to whom payment will be made.
   f) Inform the GATS Coordinator of all completed projects.
   g) Maintain a team of translators for each major world language approved by the GEC. Inform

the Coordinator of GATS when additional qualified translators are needed.

h) Maintain a list of all completed and pending translations.

8. This job description can be modified upon the agreement of the parties involved and the ultimate approval of the Global Education Committee.

Introducing New Regional GATS Representatives

~Introduction Letter

An official communication from the GATS office and the regional director should be sent to the region. This will serve as an introduction to the new GATS representative. Once this has occurred, the newly appointed GATS representative should follow up with communication with the region.

~Transition

Ideally, a transition should take place between the outgoing and incoming GATS representatives. This transition time may vary, but it should be between three and six months.

It is suggested that all GATS representatives participate in a faculty education program to observe and learn the process before leading one independently.

~Orientation

The outgoing GATS representative should sit down with the incoming GATS representative to make sure that the following points are covered:

1. Work through the GATS policy and training manual with expanded insight from the outgoing GATS representative.

2. Take time to highlight the job description from the policy and training manual.

3. The incoming GATS representative should accompany the outgoing GATS representative to the first Global Education Committee meeting. This will allow the incoming GATS representative an opportunity to explain what is required of a GATS representative during GEC meetings and offer hands-on explanations and insights.

4. A complete transfer of all electronic GATS regional files is significant. This should include but is not limited to the following:

a) Record of faculty education programs, including locations, dates, lessons, and facilitators who taught.

b) Membership nation information, including names and contact information for the local Bible school representatives.

In the case that an orientation and transitional period between the outgoing GATS representative and the incoming GATS representative is impossible, then the orientation and transitional period will be delegated to the GATS Coordinator.

Academic and Application Review Committee

The Academic and Application Review Committee is made up of:

1. The Director of Education/Short Term Missions/Director of GATS
2. The GATS Coordinator
3. The corresponding Regional Director
4. The corresponding Regional GATS Representative

This committee will make decisions concerning curriculum or academic discrepancies that may arise. It will also make final decisions concerning crediting to students transferring to a GATS school from another educational institution or Bible school.

Schools transitioning to the GATS curriculum will need a transitional plan to bring their current students into compliance with GATS policies and assess the possibility of past graduates being brought into the program. Since each situation is unique, the Academic Review Committee will consider each case individually.

New GATS membership applications can be approved by this committee when the Global Education Committee is not in session.

All inquiries should be submitted to the Director of GATS at jpoitras@upci.org.

"The person responsible for training is in control of the culture. The culture is created by the training."

Tony Golobic

Founder and CEO of Great America

Membership

~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 national training programs, rather than submitting an application for each school and training program.

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

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

> **"Training is the most effective way to reach a nation"**
> **Brad Thompson**
> *Missionary*

Any nation can apply, and the application should typically come from and through the national board.

Application is made by completing the provided application forms. Application forms are available on the GATS website under the "Resource" tab or in "Appendix A" of this manual.

Each membership nation pledges to adopt the GATS curriculum, which is defined as all required subjects, suggested electives, total classroom hours, and course objectives set forth by GATS.

Membership nations must comply with the teacher qualifications stipulated by GATS and provide all required reports and fees to maintain membership.

> **"The progressive church is committed to training men and women around the world to take the gospel to their own people."**
> **James Poitras**
> *Missionary*

~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 an ability to communicate effectively, an aptitude for progress, and maintain a genuine spiritual life.

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

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

GATS Faculty Development Seminars should be provided in each region, subregion, cluster nation, or within individual countries to elevate teachers throughout the region. We strongly encourage every nation with a training program to participate annually in faculty development.

~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 jpoitras@upci.org. The nation could also begin this process by sending the application form and other pertinent documents.

Applicant Status ~

The Director screens the forms upon receipt of the application. If adjustments are needed, the Director makes appropriate comments and returns the application or explanation letter to the applicant nation.

If the application appears to be 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 comprises the Director of Education/Short-term Missions, the Coordinator of GATS, the corresponding Regional GATS Representative, and the 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. Under the "Resource" tab on the GATS website, and in "Appendix C" of this manual, there is a Membership Reevaluation form that the national Bible School administrator should fill out. It must be signed by the Bible School administrator and the superintendent/president of the UPC in said country. This communication should be sent to the GATS representative of the region, who will verify that everything is in order and then send it to gats@upci.org.

If problems become evident at any time, the membership nation and its training programs will be advised and allowed to correct them as per the recommendations of the GATS administration. The membership nation will be given three months to comply. Failure to maintain the GATS standards may result in the 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 list of its faculty along with their qualifications.

Annual Report ~

An annual report is required to verify compliance with GATS standards. This report allows membership nations to reaffirm they are operating according to GATS guidelines. The Annual Field Report can serve this purpose if it indicates that you are using the GATS curriculum on the form. Any changes in curriculum, faculty, and faculty qualifications should be sent to gats@upci.org.

~What provision is there for nations that may need time to transition to GATS?

Membership status will be allowed if the applying nation indicates a transitional process and works diligently toward it.

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

To receive an electronic copy, email GATS@upci.org or visit http://gatsonline.org under the "Resource" tab. The current application fee is USD 100.00, and payment or instructions for payment should accompany the application.

~Where do we send the application?

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

Or: JPoitras@upci.org

GATS Curriculum

The Quest for Excellence

Our staff at GATS takes developing cutting-edge curricula 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 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 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 "racecourse" 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, *KJV*).

At GATS, we are also involved in pursuing a 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, an excellent curriculum, a quality academic dean or principal, dedicated faculty, and diligent students who 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, *KJV*).

Policy for Changes to Core Curriculum

~Areas of Possible Changes

1) Title
2) Hours
3) Textbooks
4) Course Outline
5) Change the level
6) Addition or deletion of courses

~ The Process

1) A proposal for change would be submitted to the Curriculum Development Committee for consideration and review.
2) The Curriculum Development Committee would then submit their proposal to the Global Education Committee for discussion.
3) The Global Education Committee would approve any changes to the core curriculum proposal.

~Implementation

1) Communicate all changes to the Global Missions Administrative Committee (GMAC) and nations/schools.
2) Update all GATS documents to reflect the changes.

Levels of Study

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

GATS Level of Study	Objective	Classroom Hours
Certificate of Theology in Foundational Biblical Studies	Basic Bible Knowledge	150
Intermediate Diploma of Ministerial Development		300
Diploma of Ministerial Development	Ministerial Development I	600
Associate of Theology Degree	Ministerial Development II	750
Bachelor of Theology Degree	Educators / National Leadership	510

A total of 1,500 classroom hours would merit an associate degree, and a total of 2,010 classroom hours would earn a bachelor's degree. This is in keeping with colleges' standard requirements.

The bachelor's degree program includes credit for various options of work-life experience, the GATS associate degree or its equivalent, and a thesis. The bachelor's degree level is currently being launched in several nations.

> **"GATS brings uniformity while allowing you to be unique."**
> **Nick Sisco**
> *Missionary*

Curriculum Structure

Listed below are the courses that make up each level of education.

First Level

Certificate of Theology
In Foundational Biblical Studies

Course Number	Course Name	Classroom Hours
101	Acts	24
102	Bible Introduction	24
103	Christian Living	24
104	Pentecostal Doctrine	30
105	Life of Christ I	24
106	Evangelism	24
	Total Hours	150

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).

Second Level

Diploma of Ministerial Development

Course Number	Course Name	Classroom Hours
201	Old Testament Bible Survey	30
202	New Testament Bible Survey	30
203	Biblical View of Missions	24
204	Spiritual Leadership I	24
205	Life of Christ II	24
206	Tabernacle	24
207	Ministerial Ethics	24
208	Evangelism II	24
209	Bible Doctrine I	36
210	Bible Study Methods	24
211	Church Planting	24
212	Christian Educations	24
213	Family Life	24
214	Homiletics	24
215	Prayer and Fasting	24
216	Practical Holiness	24
217	Spiritual Gifts	24
218	Stewardship	24
219	Ministerial Development I	24
	Core Curriculum Hours	**480**
	Elective Hours	120
	Total Classroom Hours	**600**

Third Level

Intermediate Diploma Level

For those who are unable to attain the number of classroom hours required for the complete diploma level, we do offer the option of an intermediate diploma. Upon completion of the Certificate Level of GATS and 300 classroom hours of diploma-level study, an intermediate diploma can be requested. Each school can choose which diploma-level courses it wants to offer (which may include up to 60 elective hours).

Fourth Level

Associate Degree Level

Course Number	Course Name	Classroom Hours
301	Old Testament History	30
302	Spiritual Leadership II	24
303	Romans	30
304	World Missions	24
305	Bible Doctrine II (Oneness of God)	24
306	Church Growth	24
307	Church History	24
308	Church Organization & Administration	36
309	Daniel and Revelation	24
310	Hebrews	24
311	Hermeneutics	24
312	Major Prophets	24
313	Major World Religions	24
314	Minor Prophets	24
315	Pastoral Counseling	24
316	Pastoral Duties	24
317	Pastoral Epistles	24
318	Pauline and General Epistles	24
319	Pentateuch I (Genesis)	24
320	Pentateuch II	24
321	Pentecostal History	24
322	Revival Principles	24
323	Wisdom Literature	24
324	Writing Techniques	24
	Core Curriculum Hours	**600**
	Elective Hours	150
	Total Classroom Hours	**750**

If your nation follows Ministry Central Licensing requirements, please contact the GATS office at gats@upci.org to discuss how to adapt GATS Curriculum to meet both the requirements of GATS and those of Ministry Central.

GATS Electives

The following is a list of possible/suggested electives:

Diploma Level – 120 Elective Hours
Associate Level – 150 Elective Hours

1) Practical Ministries – 24 hours – Including but not exclusively Gang Ministry, Prison Ministry, Elderly, Campus Ministry, World Network of Prayer, Youth, etc.
2) Accounting – 24 hours
3) Biblical Archaeology – 24 hours
4) Computer – 24 hours
5) Indigenous Church Music – 24 hours
6) Home Bible Studies – 24 hours
7) Five-Fold Ministry/Altar Work – 24 hours
8) Studies for Assistant Pastors – 24 hours
9) Home Cell Ministry – 24 hours
10) Construction – carpentry, electrical, plumbing – 24 hours
11) Public Speaking – 24 hours
12) Foreign Language – 24 hours
13) Inter-Testament Studies – 24 hours
14) Teaching Techniques – 24 hours
15) Strategic Planning – 36 hours
16) Indigenous Church Music – 24 hours
17) Apologetics – 12 hours
18) Effective Christianity – Managing Life's Projects – 24 hours

Other possible Electives:

Information Technology (IT)
Metal Science
Business Law
Church Government and By-Laws
Instrumental Music
Vocal Music
Multi-Media
Grammar
Advanced Writing Skills
Church History (Local or regional)
Personal Spiritual Disciplines
Eschatology
Graphic Design
Communication Skills

Chapel and Practicum hours can be included as electives if the school has a system of student evaluation for them. Keep in mind that each course must have two forms of evaluation.
(GEC 2010 pgs. 21-22)

Additional electives can be presented and approved by submitting them to gats@upci.org.

Fifth Level

Bachelor's Degree Program

Mission Statement for the Bachelor's Degree Program

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

Goals of the Bachelor's 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's Degree Program

1.) GATS Associate of Theology degree. If the candidate is not a graduate of the GATS Associate Degree program, they must be considered by the Academic Review Committee.
2.) Recommendation from the National Board and/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 or approved sister organization.

The Academic Review Committee may require that an applicant who has not completed the GATS Associate Degree program successfully pass (above 70%) a comprehensive examination (provided by GATS Administration) covering the associate degree curriculum.

Bachelor's Degree Classroom Hours/ Credits Overview

Fifteen (15) Classroom Hours	One (1) credit
Total classroom hours	510 Hours (34 Credits)
Core Curriculum Hours	240 hours (16 credits)
Bachelor Level Concentration Hours	150 hours (10 credits)
Elective Hours	120 hours (8 credits)
** Work-Life Experience is included under electives*	
Total Bachelor's Degree Hours/Credits	**510 Hours/34 Credits**

Bachelor's Degree Curriculum Overview

The Bachelor's 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 hours) (6 credits)
    b. Thesis Research and Development (30 hours) (2 credits)
    c. Advanced Ministerial Development (30 hours) (2 credits)
    d. Professional Christian Ethics (Integrity) (30 hours) (2 credits)
    e. Acts Applied (30 hours) (2 credits)
    f. Oneness of God in the Gospel of John (30 hours) (2 credits)

2. **Bachelor Level Concentrations**:

Organizational Leadership
Education
Missiology
General Studies

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

Theology is not mentioned in this level of study because the entire Associate Degree Level is theological. These concentrations are for the specialties in the last year of study after you have the foundation completed.

GATS uses the term “concentration” as it works well with translations and in international educational circles.

3. Electives (120 classroom hours)

The following are some suggested elective options:

- Christian Psychology (30 hours) (2 credits)
- Religions, Cults, and the Occult (30 hours) (2 credits)
- Spiritual Warfare (30 hours) (2 credits)
- Bible Geography (30 hours) (2 credits)
- Biblical Culture (30 hours) (2 credits)
- Expository Preaching/Advanced Homiletics (30 hours) (2 credits)
- Accounting (30 hours) (2 credits)
- God's Pattern of Worship (30 hours) (2 credits)
- Effective Christianity: Managing Life's Projects (30 hours) (2 Credits)
- Apologetics (15 hours) (1 credit)
- Additional elective courses can be approved by the GATS academic review committee

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

4. Work-Life Experience

Up to 90 classroom hours for the initial program are allotted to work-life experience. This will be reviewed as the program advances. Currently, the bachelor's degree program is specifically designed for the initial target group of Bible school instructors and national leaders, after which it drops in half to a maximum of 45 classroom hours.

Up to 90 classroom hours of electives may be used with work-life experience, but it must be properly documented using the layout and forms provided. This provision is specifically designed for the original target group of Bible School Instructors and National Church leaders who have completed the associate degree and have been waiting for a bachelor's degree for some time. After this group has completed their work, the amount of time allowed using work-life experience will drop to 45 classroom hours and three credits.

GATS provides forms for tracking and reporting work-life experience. They are available on the GATS website, in "Appendix D" at the back of this manual, or by contacting gats@upci.org.

Work-Life Experience

The following chart explains the various categories of work-life experience.

Work-life experience can include:

Preaching	100 sermon titles, and scriptures, 10 sermon outlines, with results of preaching.
Teaching	100 lesson titles, with a scriptural basis, 10 sample outlines, and results.
Evangelism	Where did you preach, when, and what kind of message did you preach? Includes revival and evangelism meetings outside your local church and street preaching.
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, teaching 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.

Thesis

A thesis is the crowning achievement of the Bible school's bachelor program, propelling students into their future. It requires them to focus on not only what they have accomplished but also 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 UPCI church in their hometown/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.
- 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's 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.

Guidelines for Thesis Preparation

Bio Sketch (1 week) ~

Begin with a personal testimony of the student including the following points:
1) What is your family background?
2) Where did you hear about this church?
3) Who encouraged you?
4) What helped you learn of this truth?
5) What was your conversion experience?
6) What have been your ministry opportunities to date?
7) What is your calling?
8) What is your ministerial vision?

Survey of Resources (1 month) ~

This is where you will find information about your local church, section, or nation.

1) Who is founder?
2) Who are the church elders?
3) Are there any church records?
4) What are the strengths of the church?
5) How long has the church been active?

(3 months to do actual interviews and research.)

Formulate Title ~

The title will develop from the information gathered.

1) The title needs to reflect the content.
2) The title needs to reflect the information received.

Thesis Statement ~

This is a statement of what you hope to achieve with the writing of this thesis. The following is an example of a possible thesis statement:

This thesis will show how the historical information I discovered influences my ministry. It will describe what has been gleaned from my program concentration of study based on my calling, vision, and ministry. It will also define the achievable goals I propose to accomplish through my ministry in the next five years.

Scriptural Foundations for 21st Century Church/Ministry (1 month)

1) Support your writing with scripture.
2) Relate these scriptures to you, your church, and your ministry today.

Outline (1 month) ~

This is the actual writing using research notes that relate to objectives.

Introduction ~

Include the thesis statement in your Introduction, plus one paragraph relating to materials and methods used for the writing of the thesis.

Body (12 months) ~

(*There is a need for periodic check-ins with an advisor to monitor progress and rewrites*)

1) How has the historical information you discovered influenced your ministry?
2) What have you gleaned from your program concentration of study based on your vision, mission, program, and action?
3) What achievable goals do you propose to accomplish through your ministry?

4) Where were you/where are you/where are you going as the desired outcome of your writing?
5) Scriptural references should be woven into this section with comparisons applied to the church today.

Conclusion ~

This will consist of a commitment statement to carry out the findings of your thesis and accomplish the mission according to what you know and am capable of now.

Publish (8 weeks) ~

1) Sufficient time to get the thesis ready for print and suitable for sharing.
2) Printed in church paper/newsletters.
3) Printed out for classmates/administration/church leaders.

The school administrator needs a checklist form filled out by the faculty advisor with a signature of completion for every segment of the thesis work. This form should be formatted with the above information and stipulations.

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

GATS Curriculum Questions

~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." It can also be found on the GATS websites.

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

These are posted in the password-protected portion under the Academic tab of www.gatsonline.org. The main page of our English website has links to the Spanish, French, and Portuguese websites. Requests for Russian, Hindi, Arabic, and other languages can be made to gats@upci.org.

~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 and only for use outside of North America. If no book is available on the website, please contact gats@upci.org 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. All inquiries should be made to Jpoitras@upci.org. 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 printed 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 posted on the English GATS website and the corresponding replica websites in major world languages. If you cannot locate a textbook or resource, please contact GATS@upci.org.

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

~Does a Bible School have to use the recommended textbook for every course?

A Bible School may prefer a textbook not recommended by GATS. If the course objectives and required classroom hours are met, that is no problem.

~What is the passing grade for the GATS programs?

The passing grade is 70%. Studencomplete and pass the required number of classroom hours of instruction.

All core curriculum courses need to be passed or repeated until passed. When a student fails (or appears to be failing) a core curriculum course, remedial exercises or testing can be provided. A student's highest grade on a remedial exercise, test, exam, or course would be 70%.

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

~What is the attendance policy of GATS?

Students can only miss up to 10% of the classroom hours. Beyond that, a doctor's excuse is required. This should be brought to the school's administration. The school administration would certify/verify the student's condition and how long they must be away. Any variation to this policy must 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 evaluation methods, including (but not limited to) exams, tests, quizzes, essays, papers, assignments, homework, and practical exercises. More than one test or procedure is needed to determine whether a student has learned the material. At least two forms of evaluation must be implemented for every course.

~Are examination weeks considered as classroom hours?

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

~What does GATS consider to be a Classroom-Hour?

Classroom hours are considered to be a minimum of 50 minutes in length.

GATS Documents

~Who issues Credentials, Certificates, Diplomas, and Degrees?

The GATS office will extend Credentials, Certificates, Diplomas, and Degrees when requested by individual nations. They will be printed at World Headquarters and mailed to the address provided.

Sometimes, it may be easier for the local Bible School to print the document on-site. In that case, the GATS office would send a PDF of the individual documents. GATS can only provide this service for the Certificate and Diploma Level of GATS. It is important to remember that the same process must be followed for PDF documents as for hard copies.

A Bible school may opt not to extend documents provided by GATS to its graduates. If administrators want to include the GATS logo on their local document, they can download it from the "Resource" tab on the GATS website. If they would like a GATS seal to place on their local graduation documents, please contact gats@upci.org.

The following is very important when receiving documents, certificates, diplomas, and degrees:

1. The GATS website has certificate, diploma, and degree request forms under the "Resource" tab. The corresponding form must be filled out with no spaces left blank. These request forms are also located in "Appendix E" of this manual.

2. The request form and corresponding student transcripts should be emailed to your Regional or Subregional GATS Representative.

3. The school's name, nation, and date must be written clearly in the language and format the school wants to use for the documents. Please also ensure that the student names are exactly written as you want them to appear on the documents.

4. It is also essential that the request forms and transcripts are sent with a minimum of 6 weeks' anticipation before the documents are needed in your nation.

5. GATS prefers to send the documents via FedEx. Please include a physical address on the request form.

6. The courses on the transcripts must be clearly marked using easily understood terms. We must verify that all core curriculum subjects have been covered using the required classroom hours. GATS transcript forms are available under the "Resource" tab should a school wish to use them.

7. Transcripts should verify that each required subject has been passed with a minimum of 70%.

8. Your GATS representative will verify that all the information is correct and will proceed to send the documents to the GATS office for printing approval.

~Is a fee for certificates and degrees required?

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

Shipping will be charged to the nation's field account, supervising missionary, or the local Bible school.

~How often should we send student transcripts to GATS?

Completed student transcripts, along with the corresponding graduation document request form, must be sent to the GATS office six weeks before the certificates or degrees are needed for graduation. The policy provides that transcripts be released in the final semester of an academic program with the understanding that the local school will withhold the academic credential if the student fails to meet the requirements. The local administration should write "pending" in place of a grade for 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 final transcript be sent to the GATS administration quickly after the final semester is completed.

We need to know each student's name as it should appear on the academic credential/certificate/diploma/degree, the name of the school, the country, and the graduation date in the language that the school desires to have the document printed in.

The request forms are on the GATS website under the "Resource" tab. Please be advised that the GATS 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 design their own student transcript forms and send them to us. When using a local school's transcript form, it is essential to indicate course names used by GATS or some interpretation comment. Otherwise, the release of transcripts could be delayed in back-and-forth correspondence to verify how the school's selection of course names matches the content of the GATS curriculum structure. GATS provides bilingual transcript forms which makes it easier for both the nation and GATS administration.

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

A listing of possible elective courses is provided for you. You may receive approval to add electives to this list for your training programs. Send requests for approval to GATS@upci.org or consult with your Regional or Subregional GATS Representative.

~ What happens when a nation does not have a full-time training program but wants to be part of GATS?

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

Even small works, or those where the UPCI is just starting, can be involved in GATS. In such cases, one or more courses could be taken at a time, and records of grades could be kept. Classes can be held in traditional Bible school settings or as weekend or evening classes.

~ What is the policy for students transferring to GATS from other Bible School programs? *(GEC 2010 pg. 42-43)*

1. All cases would be referred to the Academic Review Committee.
2. Provision is made for students enrolled and completing programs in a UPCI Bible college and who would like to receive a certificate, diploma, or degree from the Global Association of Theological Studies.
3. A GATS priority is for teachers, prospective teachers, and leadership within a nation to be brought up to the highest level of training/education the nation offers.
4. Courses not covered in previous education programs but required by GATS would need to be covered.
5. An exemption may be considered for courses objectively covered, but where classroom hours, grades, or the number of evaluation methods utilized by the course instructor may be below our standards.
6. A proposal needs to be presented by the school director. This needs to be sent to the GATS Director and will be entertained by the Academic Review Committee.

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 over 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 *Faculty Development* provides over seventy opportunities to grow. New faculty development courses are being written on a continual basis. 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 author of many of the Faculty Development Lessons

Faculty Development Lessons

Faculty development is crucial to an excellent Bible school program. GATS professionals have developed a wide range of lessons that will assist Bible school teachers everywhere. This includes the lessons listed below:

The Teacher and The Big Picture (The school's vision, overall 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 of Christian 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, II, III and IV

Teacher and Building a Culture of Integrity, Ethics and Morality

Teacher and Effective Student Assessment

Teacher and Their Family

Teacher and the Bible School Going Local

Teacher and Helping Students Discover the Will of God

Teacher and Their Calling

Teacher and The Lecture

Teacher and Their 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 for Life-Long Learning
Teacher and Priorities
Teacher and Christian Education Begins at Home
Teacher and Remaining True to Apostolic Doctrine
Teacher and Teaching Methods of the Master
Teacher and Their Values of Education
Teacher and Breaking Content into Chunks and Time Management
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 and Loving Bible Doctrine
Teaching with Principle and Passion
Teacher and Teamwork in Education I
Teacher and Teamwork in Education II
Bible School Administration I
Bible School Administration II
Teacher and the Anointing
Teacher and Their Health
Teacher and Patience
Teacher and Oral Culture
Teacher and Their Spiritual Life
Teacher as a Disciple Maker
Teacher and Their Role and Responsibility in Teaching
Teacher and Responsibility and Rewards

These ninety-minute lessons are developed in digital format and may be printed in your nation. They also have PowerPoints available. Each lesson contains clearly outlined lesson objectives, the lesson text, and an evaluation. At the end of each of the eighteen lessons, a certificate can be issued for successfully completing that level of the course. Request forms for the certificates can be downloaded under the "Resource" tab. The lessons and PowerPoints are all available on the GATS website under the Faculty Development tab.

Questions About 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 their area of concentration. Specialization is essential in current educational trends. Continuing education produces faculty that are experts and content specialists who are both effective and on the cutting edge of theological education within the culture. New technology, improved teaching methods, and an understanding of the learning styles of adult learners all serve to better train the trainer. In faculty development, 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) subregional faculty development 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, audio resources, or books—anything that promotes continuous improvement."

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

Subjects may include Christian education for adults, communication skills and methods, curriculum/instructional design, Bible school administration, educational measurement and evaluation, education psychology, teamwork, Bible study methods, ethics (professional conduct), cultural anthropology, cross-cultural communication, life-long learning, and so forth.

Any course that would assist in faculty training and equipping could be considered for a faculty development program.

> **"Developing leaders with a purpose and for a purpose."**
> **Nick Sisco**
> *Missionary*

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

Credits achieved in faculty development seminars may be used for teachers pursuing the GATS bachelor's degree program. To do this, the student must be present during the teaching, and two forms of evaluation must be implemented, each graded with a 70% passing mark.

Lessons may also be used to satisfy the education option under work-life experience (to a maximum of 100 classroom hours). Please refer to the bachelor's degree section of this policy to understand how this can be applied.

It is very important that the local Bible school maintains records of the Faculty Development Seminars, a list of students in attendance, and their grades for each lesson received.

A certificate may be issued for a given number of classroom hours and subjects completed.

Global Educators

~How may we find instructors for a faculty development seminar?

> "The people perish for a lack of knowledge. Teachers are the antidote."
> E.J. McDougall

Over 100 Global Educators (GE) are available to assist you. Contact your Regional GATS Representative, thof GATS, or the Director of Education and Short-term Missions for the list of qualified Global Educators who are ready to serve in this capacity.

GATS Administrative Team email: gats@upci.org

~How is a faculty education program organized?

1. Contact your Subregional or Regional GATS Representative to set a date for a Faculty Development Seminar to begin the planning stage.

Seminars can be held in a variety of formats:

a) Seminars can be planned from a one-day seminar to a week-long seminar. They can be held during the day, evenings, or weekends. GATS will adapt to the seminar culture of your nation or region.

b) Cluster nations (nations in proximity) or subregions may come together for such programs.

c) Individual nations bring their teachers to a central location.

d) Individual nations are strongly encouraged to bring their teachers together regularly for professional development.

e) Online faculty development seminars can be very effective.

2. You and your GATS Regional or Subregional Representative will decide on the seminar's location, schedule, and details.

3. There are over 70 Global Educators who can be invited as guest instructors.

4. The nations involved in the seminar must devise a plan for financing the event. An attendance fee could be charged; it could be part of the Bible school or national work's yearly budget or some other plan be put into place.

5. The GATS Representatives and Global Educators will cover travel, lodging, and food expenses. They will not have additional funds to pay for the seminar expenses or help with the costs of the local missionaries or leaders.

GATS strongly believes that each membership nation should participate in an annual Faculty Development Seminar.

GATS Translations

GATS textbooks, course packs, and faculty development lessons will be translated into major world languages as approved by the Global Education Committee. If a nation desires to translate GATS material into other languages, please contact the GATS office at gats@upci.org for more information.

When deciding on adding a new language for official GATS translation purposes, the GEC must consider the total number of possible candidates for training in said language, not the total number of world speakers.

Currently, GATS is officially offering materials in English, French, Spanish, Russian, Arabic, Hindi and Mandarin. Materials have been translated into several other languages as well, but through the efforts of the corresponding nation. GATS will work with you in this process.

The process for translation is as follows:

1. It is highly recommended that the translators translate 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. A second party must proofread it on its merit (without comparison to the original manuscript) to ensure proper grammar, continuity, and clarity.
6. Final review: After completing steps one through five, someone qualified to check the translation for content accuracy with the original manuscript will conduct a final review.
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.

All translations will come under the corresponding copyright of the English document.

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 to change to GATS policy will be sent to the Director of Education at jpoitras@upci.org.

   a. The Director of Education will filter the policy changes before sending them to the Global Education Policy Committee.

2. The Director of Education would create a standing committee for change of policy consisting of five members:

   a. Director of Education
   b. GATS Coordinator
   c. One Regional Director
   d. One Regional GATS Representative
   e. One other member from the GEC is to be appointed by the Director of Education and Short-term Missions.

3. The committee will study the policy change proposals and submit a decision to the Director of Education.

4. The Director of Education would request that the committee present its 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 operational expenses. The Director of Education could request that the committee meet one day before the GEC meeting. Additionally, if the Director of Education feels it is necessary, a meeting could be held one day after the GEC meeting.

The Current Policy Change Committee is: (GEC 2024)

Rev. Jim Poitras
Rev. Brad Thompson
Rev. Randy Adams
Rev. Robert Kelley
Pending Appointment By the Director of Education and Short-term Missions

Curriculum Development

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 to serve as primary and secondary textbooks for each course. 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, set up a schedule of deadlines, and track each writer's progress within that specified time frame.
4. Evaluate the written manuscript and ensure that the editing is completed. This would include submitting it to the Editorial Division of the UPCI.
5. Depending on each course and its objectives, determine the needed materials for the course packs.
6. Coordinate the translation of materials into the major world languages as approved 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 other approved languages.

The Curriculum Committee shall consist of:

Permanent members.

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

Rotating Members:

1. One Regional Director, as appointed by the 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 GE representatives)

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

The Chairman has the right to invite others he/she desires to carry forth the needs of this committee as deemed necessary.

The Chairman shall bring a neutral person into the meeting to act as recording secretary and not use one of the members themselves to take minutes of the meeting. This person would be there for the sole purpose of taking the minutes, leaving all committee members free to participate in the decisions and discussions taking place.

Curriculum

Writing for the Curriculum Development



Welcome to the challenge of writing a textbook or lesson material for GATS. 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 other parts of the world and we want to make it easy for the instructor to teach it.
- Words like "Africa" or "Russia" should be minimized to give a broader perspective for your material. Making constant references needlessly may limit the use of your material. It would not be easy to use a lesson constantly referring to Ghana in another country, for example, Serbia.
- Illustrations should be chosen carefully to be relevant cross-culturally.
- Maximize the use of Bible Scriptures, themes, and stories.
- The level of writing should be simple. Write the Certificate and Diploma programs at the Grade Six to Grade Eight level or below. 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. Paul was intelligent. However, he could still get down to the level of understanding of the people he ministered to. This is the actual test of intelligence, the ability to get to 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, *KJV*).

"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, *KJV*, Emphasis mine).

There is a world that is waiting to hear from you. "Write…and make it plain" (Habakkuk 2:2, *KJV*).

1. Avoid clichés and "play on words" phrases.

2. All quotations or other sources must be appropriately documented.

3. To make your resource look professional, you should 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 the 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. For example, you can lower the grade level by going back and shortening a few sentences.

5. The King James Version is typically used. It is also appropriate to use another translation but (where applicable) maintain both versions within the document.

6. Universally accepted fonts (12 size) should be used by writers. A complementing font can be chosen for headings, callouts, and titles.

Checklist for Simplifying Material:

- Eliminate 'hard words' (words three syllables or more long)
- Explain the meanings, in a sentence or phrase, for technical words you feel readers will need help understanding.
- 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 written and spoken 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. A good goal is fifteen words per sentence, but some suggest 8 to 10 words per sentence.
- Repeat your main points to enhance comprehension.
- Avoid statistical data, graphs, and complex charts. Readers may find them challenging to understand.
- It is much harder to simplify than complicate.
- 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 and lower-case according to standard conventions. Typing text in all upper-case letters takes a lot of work 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 you should provide "skeleton" material without meat. A 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 can 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 trust 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 different 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 they craft it into a lesson, story, or book that will become interesting, active, informative, and a blessing to the reader.

Since most research involves other people's ideas, it is essential to properly quote, paraphrase, or credit the information we use from different 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 "fair use," the author must obtain written permission from the copyright owner, usually the publisher. The author is responsible for requesting permission to quote from a copyrighted source.

Guidelines for Quotations:

A quotation is using someone's words. When an author quotes and cites their source(s), they strengthen their 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 if you do not quote more than two hundred total words.

- As a general rule, use the guidelines outlined below to judge "fair use." (This list is from the latest version of our UPCI House Rules.)

- Written permission from the copyright owner must be secured for:
  Quotation of more than one line from any poem or song in copyright.
  Quotation(s) of more than three hundred consecutive words from any work in copyright.
  Quotation(s) totaling more than 5 percent of any work in copyright.
  Quotation(s) from any one source representing more than 5 percent of the new publication.
  Any diagrams, charts, figures, drawings, or maps taken from a copyrighted source.

- 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 variations may result in guidelines needed to reach readers in developing nations.
- Only two lines should be used without obtaining permission when quoting from a song or poetry, only two lines.
- 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. Taking and using writing that belongs to someone else is wrong 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 quotation 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 unnecessary. 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. Minor changes (such as changing or rearranging a few words) in the original material keep the work essentially the same as the original, and credit must be given.

4. A good practice is to cite and credit words, information, and ideas you use that are new to you, regardless of where you find them. This includes speeches, messages, the Internet, books, etc. "When in doubt, cite."

5. You do not have to document material that is common or general knowledge. This refers to information that is generally known.

One standard method of giving credit to a source is identifying the information within the text. An example of giving credit within the document is James Poitras, in Acts God's Training Manual for Today's Church, which 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 solid instructional design.
- There should be a logical progression from point to point.
- Major points and sub-points should be easy to locate and follow.
- Short lessons are preferred over long ones.
- There should be 'lesson in review' 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. Keep in mind that these have to be translated into several languages.
- Remember that the curriculum will be used cross-culturally.
- Suggested homework assignments or cooperative learning exercises should be more than just 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 are needed 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.
- The lesson length should consist of 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 lets the student know where they have been.
- Study questions should be provided at the end of each lesson. Avoid fill-in-the-blank questions, which can be difficult when the material is translated into other languages.
- The author should provide answer keys 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:

- Each level will have a standard cover, but the colors and graphics used will change depending on the level or the book.
- The following should be identified on the cover: GATS logo, Curriculum Level, and course name.
- A designer will handle the design of the cover and textbook, so it isn't the primary concern of the individual author.

GATS goal is to follow the Word Aflame Rules as much as possible.

The Book of Acts

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 an understanding of the apostles' doctrine, and 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, and 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 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, 2011

Membership Application Form for GATS

1. Country/location(s)? _____

2. Name of school(s)? _____

3. Mailing address(es)?

_____

_____

_____

4. Physical (street) address(es) of your school(s)?

_____

_____

5. What is the name of the authorized contact representative for GATS correspondence and application purposes? _____

6. What is his/her mailing address (if different from above)? _____

_____

_____

7. What is the e-mail address of this authorized contact representative for your training programs?_____

8. What is the telephone number? _____

9. What are the various training programs (with locations) that are included in this application?

_____

_____

_____

10. Describe your present training program(s) (number of years, semesters, hours, days a week, and weeks per semester). Attach your curriculum structure or scope and sequence.

_____

_____

_____

11. Have you read the *GATS Policy and Training Manual* and/or studied the material provided on the GATS Website (www.gatsonline.org)?

_____

12. Do you agree to comply with the guidelines provided in this material? _____
Explain, if necessary. _____
_____
_____

13. Explain briefly the steps that you have taken, are taking, or will be taking to implement the GATS academic program (core curriculum). _____
_____
_____
_____

Indicate which academic programs you are applying to be a part of presently:

Certificate Program	
Diploma Program	
Associate Degree Program	
Bachelor Degree Program	
Faculty Education/Development Program	

14. What problems (if any) do you anticipate in implementing the GATS curriculum and guidelines?
_____
_____
_____

15. What assistance do you need from the Coordinator of GATS or your regional representative(s) to institute this program? _____
_____
_____
_____

16. Do you have any questions concerning the GATS program that we can answer for you? (If so, what are they?) _____
_____
_____
_____

17. Are you aware that approval of this application places you as a membership nation or school with GATS? But in order for your students to receive certificates, diplomas, or degrees from us, it will necessitate such students complete all required aspects of the program (core curriculum, objectives, and classroom or course hours) and be in compliance with all academic policies of our association and the credential issuing body?_____

If you have any comments, please add them: _____
_____
_____
_____
_____

18. Attach the following to this application:

_____Resolution from the National Board requesting membership in GATS.
_____Copies of your school or training program policies.
_____Copy of your prospectus, if available.
_____Copy of your curriculum structure and/or scope or sequence.
_____ Personal Growth Plan form (for instructors).
_____ Other documents that would assist us in better understanding your education program.

19. Complete the attached form concerning instructors at your school.

20. What plan do you have in place for ongoing faculty development and education?

_____
_____
_____

21. Attach a $100.00 nonrefundable registration fee to be paid in USD, made payable to Global Missions. The GATS PIM Account number is 173514. In special cases, the registration fee could be transferred from a missionary or field PIM account. If needed, communicate with our office concerning this and also send an authorization note for a transaction of this nature.

22. Send this application form, the form concerning instructors, the requested documents in #17 above, and your check to:
Rev. James Poitras
Global Association of Theological Studies
36 Research Park Ct
Weldon Spring, MO 63304

If you are sending your application digitally, you can send it together with all supporting documents to us at jpoitras@upci.org. Be sure to copy your Regional GATS Representative.

_____
Signature of Superintendent/President

_____
Signature of Authorized Contact Representative

Appendix B
Faculty Information Form

Membership Application Form
Global Association of Theological Studies

Information Sheet on Faculty

Name	*Ministerial/Teaching Experience*	*Educational Qualifications*	*Ongoing Personal Growth Plan Details*

Name	*Ministerial/Teaching Experience*	*Educational Qualifications*	*Ongoing Personal Growth Plan Details*

GATS MEMBERSHIP
INTERNAL RE-EVALUATION FORM

Name of Evaluator: _____

__ Missionary
__ National Board of Education President or Representative
__ National Board Representative

Nation: _____

Date of Membership: _____

Date of Re-Evaluation: _____

Name of School: _____
Address: _____
_____

Name of Bible School Administrator: _____
Contact Information
Email: _____
Phone number: _____
Address: _____

GATS Program(s) Offered:

☐ Certificate ☐ Diploma ☐ Associate ☐ Bachelor

Please fill out a Curriculum Comparison Form for the corresponding program(s)

Is the membership nation compliant with the curriculum requirements for the programs they offer?

Certificate ☐ YES ☐ NO

Diploma ☐ YES ☐ NO

Associate ☐ YES ☐ NO

Bachelor ☐ YES ☐ NO

If not, what is lacking?

_____

_____

Does the nation offer GATS Faculty Development Seminars? ☐ YES ☐ NO

If yes, what is the frequency of the seminars? _____

What are the desired dates for a yearly GATS Faculty Development Seminar?

_____

_____

Does the administration maintain adequate student records and transcripts?

☐ YES ☐ NO

If not, what is lacking and what can be done to be of assistance to correct the problem?

_____

_____

Please attach the academic catalog and/or school handbook.

How can GATS better support the Bible school program in this nation?

_____

_____

_____

_____

Additional Inquiries

1. What percentage of students become actively involved in ministry following graduation?

____ As a Pastor, Pastor's wife, Assistant Pastor, or other full-time ministry
____ National Ministry (organizational)
____ Local church ministry (evangelism, children, youth…)

2. Is the Bible School self-supporting? ____ YES ____ NO

Percentage of Income:

____ Student Fees
____ National Church Support
____ UPCI Ladies Ministries Support
____ Missionary Support
____ Other funding

3. Additional Comments: _____

CURRICULUM COMPARISON FORM

CERTIFICATE LEVEL

Course	Description	GATS Required Classroom Hours	Local School Required Hours	Shortage of Required Hours	Overage of Required Hours	Recommendations
Acts		24				
Bible Intro-duction	General overview of Bible	24				
Christian Living	Holiness, prayer, fasting, sacraments, tithing	24				
Pentecostal Doctrine	Oneness, repentance, baptism in Jesus' name.	30				
Life of Christ		24				
Evangelism		24				
Total Hours		**150**				

DIPLOMA LEVEL

Course	Description	GATS Required Classroom Hours	Hours Studied	Shortage/ Overage of Hours	Final Grade	Comments
Bible Survey	Old Testament	30				
Bible Survey	New Testament	30				
Biblical View of Missions		24				
Spiritual Leadership I		24				
Life of Christ II		24				
Tabernacle		24				
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 Hrs		480				
Elective Hours		120				
Total Hours		**600**				

ASSOCIATE DEGREE LEVEL

Course	Description	GATS Required Classroom Hours	Local School Required Hours	Shortage of Required Hours	Overage of Required Hours	Recommendations
Old Testament History		30				
Spiritual Leadership II		24				
Romans		30				
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				
Epistles		24				
Pentecostal History		24				
Church Organization and Admin.		36				
Church History		24				

Comparative Religions		24				
Hermeneutics		24				
Pastoral Counseling		24				
Revival Principles		24				
Wisdom Literature		24				
Writing Techniques		24				
Core Curriculum Hours		600				
Elective Hours		150				
Total Hours		**750**				

ADDITIONAL COURSES

Course	**Description**	**GATS Required Classroom Hours**	**Local School Required Hours**	**Shortage of Required Hours**	**Overage of Required Hours**		**Recommendations**
Total Hours							

GATS MEMBERSHIP NATION EXTERNAL RE-EVALUATION FORM

Name of Evaluator: _____

__ Regional GATS Representative
__ Subregional GATS Representative
__ Authorized Global Educator

Nation: _____
Date of Membership: _____
Date of Re-Evaluation: _____

Name of School: _____
Address: _____
_____

Name of Bible School Administrator: _____
Contact Information
Email: _____
Phone number: _____
Address: _____

GATS Program(s) Offered:

☐ Certificate ☐ Diploma ☐ Associate ☐ Bachelor

Please fill out a Curriculum Comparison Form for the corresponding program(s)

Is the membership nation compliant with the curriculum requirements for the programs they offer?

Certificate ☐ YES ☐ NO

Diploma ☐ YES ☐ NO

Associate ☐ YES ☐ NO

Bachelor ☐ YES ☐ NO

If not, what is lacking? _____
_____

Does the nation offer GATS Faculty Development Seminars? ☐ YES ☐ NO

If yes, what is the frequency of the seminars? _____

What are the desired dates for a yearly GATS Faculty Development Seminar?

_____

_____

Does the administration maintain adequate student records and transcripts?

☐ YES ☐ NO

If not, what is lacking and what can be done to be of assistance to correct the problem?

_____

Please attach the academic catalog and/or school handbook.

How can GATS better support the Bible school program in this nation?

_____

_____

_____

_____

_____

_____

Additional Inquiries

1. What percentage of students become actively involved in ministry following graduation?

____ As a Pastor, Pastor's wife, Assistant Pastor, or other full-time ministry
____ National Ministry (organizational)
____ Local church ministry (evangelism, children, youth…)

2. Is the Bible School self-supporting? ____ YES ____ NO

Percentage of Income:

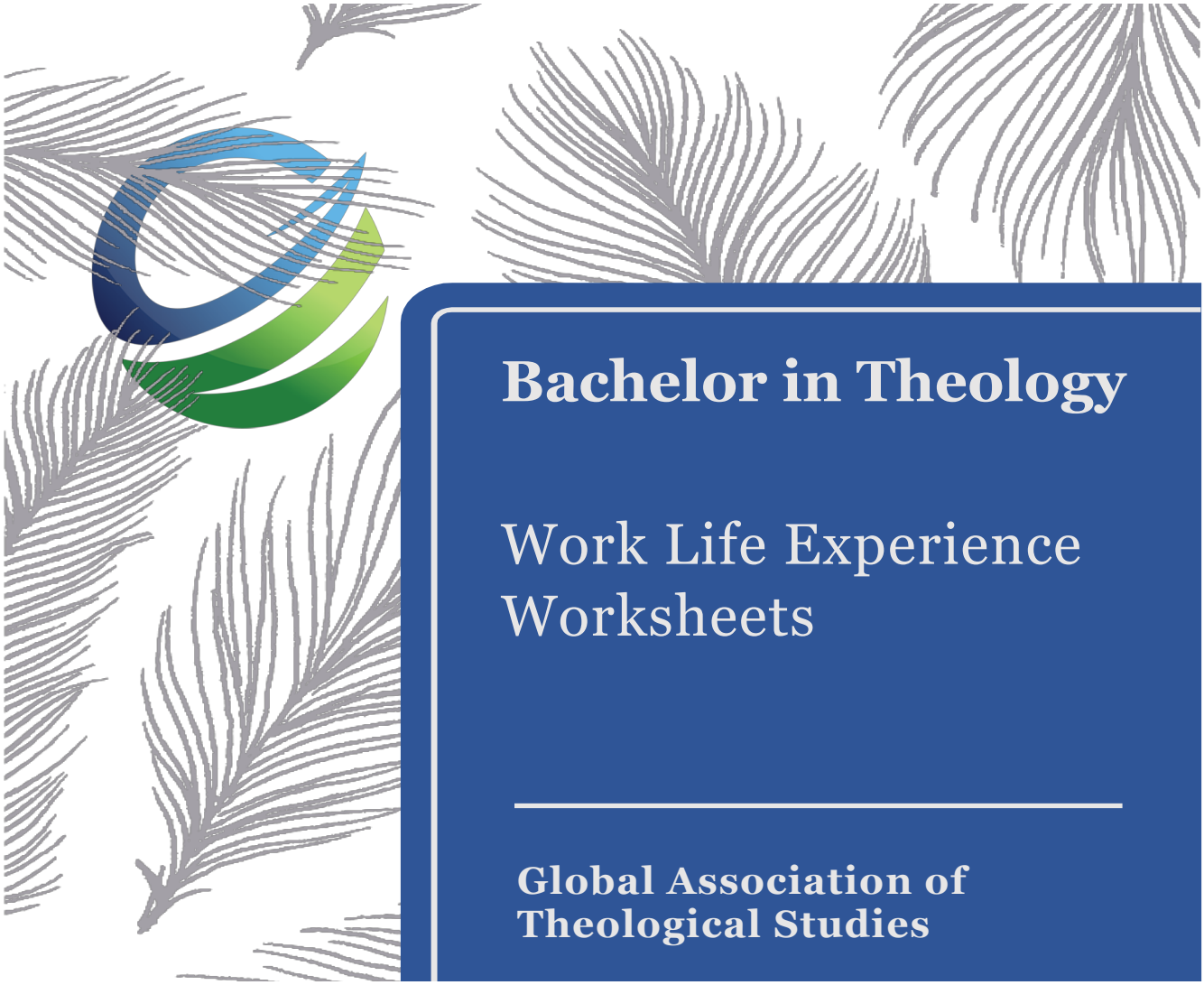
____ Student Fees
____ National Church Support
____ UPCI Ladies Ministries Support
____ Missionary Support
____ Other funding

3. Additional Comments: _____

_____

_____

Appendix D
Bachelor Level Work-life Experience



Please see the GATS Website for a complete list of all of the Work-Life Worksheets.

Work Life Experience Overview

You must complete a minimun of seven (7) categories.
The maximun amount of points that you can obtain with 'Work Life Expereince' is 700 points.
The 700 points are equivialnt to 90 classroom hours of your Elective Studies or 8 Elective Credits.

Bible School Name: _____

Student name: _____

Name of Director: _____

Nation: _____

CATEGORY	POINTS OBTAINED	ENDING DATE	COMMENTS
Preaching			
Teaching			
Evangelism			
Church Planting			
Church Growth			
Literature Develoment			
Leadership Service			
Pastoral Duties			
Personal Growth Plan			
Church Construction			
Mentoring			
Literature Translation			
Distance Education			
Advanced Credits from other Institutions			
Administration of Christian Education Programs			
Equipment Operation			
TOTAL POINTS OBTAINED			

Preaching

The purpose of this worksheet is to document one hundred (100) messages that you have preached.
Please attach 10 of your sermon outlines.

Points

SERMON TITLE	DATE PREACHED	LOCATION	KEY VERSE	RESULTS	CLEARLY STATE THE OBJECTIVE

I testify that the above information is accurate and true : _____
(Name)

_____
(Signature)

GATS
GLOBAL ASSOCIATION OF THEOLOGICAL STUDIES

GATS **CERTIFICATE OF THEOLOGY** REQUEST FORM

6 weeks prior to graduation, please send this form along with matching transcripts to your *Regional GATS Representative* for review.

Country	**School Name**	**Missionary Name**	
		Paper Size	☐ A4 ☐ Letter
Graduation Date If not in English, *type as it should appear on the certificate.* le **dd mm** de l'année 201**y** de notre Seigneur. / el día **dd** de **mm** en el año de nuestro Señor 201**y**.		**Language of Certificate**	☐ En ☐ Fr ☐ Sp

Printing Preference	**Shipping Method**	**Shipping Address/Instructions** ***If other than Missionary Mail Packet***	**Shipping Phone**
☐ Print and Ship → ☐ Email PDF file ☐ Email Dropbox link *Email address:	☐ Missionary Mail Packet ☐ FedEx ☐ DHL ☐ Other:		

CERTIFICATE OF THEOLOGY LIST

** Please type each name below and double check all name spellings before submission.*

1.

*****For GATS Administration Use Only*****

***Regional GATS Representative**, please forward approved list and matching transcripts to jpoitras@upci.org and bradethompson@aol.com.

Reviewed by Regional GATS Rep	Reviewed by Program Director	Okay to Print	Date Received	Date Printed	Date Emailed/Shipped
☐	☐	☐			

GATS
GLOBAL ASSOCIATION OF THEOLOGICAL STUDIES

GATS **DIPLOMA OF MINISTERIAL DEVELOPMENT** REQUEST FORM

6 weeks prior to graduation, please send this form along with matching transcripts to your *Regional GATS Representative* for review.

Country	**School Name**	**Missionary Name**	
		Paper Size	☐ A4 ☐ Letter
Graduation Date If not in English, *type as it should appear on the certificate.* le **dd mm** de l'année 201**y** de notre Seigneur. / el día **dd** de **mm** en el año de nuestro Señor 201**y**.		**Language of Certificate**	☐ En ☐ Fr ☐ Sp

Printing Preference	**Shipping Method**	**Shipping Address/Instructions** ***If other than Missionary Mail Packet***	**Shipping Phone**
☐ Print and Ship → ☐ Email PDF file ☐ Email Dropbox link *Email address:	☐ Missionary Mail Packet ☐ FedEx ☐ DHL ☐ Other:		

DIPLOMA OF MINISTERIAL DEVELOPMENT LIST

** Please type each name below and double check all name spellings before submission.*

1.

*****For GATS Administration Use Only*****

***Regional GATS Representative**, please forward approved list and matching transcripts to jpoitras@upci.org and bradethompson@aol.com.

Reviewed by Regional GATS Rep	Reviewed by Program Director	Okay to Print	Date Received	Date Printed	Date Emailed/Shipped
☐	☐	☐			

GATS
GLOBAL ASSOCIATION OF THEOLOGICAL STUDIES

GATS **ASSOCIATE OF THEOLOGY** REQUEST FORM

6 weeks prior to graduation, please send this form along with matching transcripts to your *Regional GATS Representative* for review.

Country	**School Name**	**Missionary Name**	
Graduation Date If not in English, *type as it should appear on the certificate.* le **dd mm** de l'année 201**y** de notre Seigneur. / el día **dd** de **mm** en el año de nuestro Señor 201**y**.		**Language of Certificate**	☐ En ☐ Fr ☐ Sp

Printing Preference	**Shipping Method**	**Shipping Address/Instructions** ***If other than Missionary Mail Packet***	**Shipping Phone**
☐ Print and Ship → ☐ Email PDF file ☐ Email Dropbox link *Email address:	☐ Missionary Mail Packet ☐ FedEx ☐ DHL ☐ Other:		

CERTIFICATE OF THEOLOGY LIST

** Please type each name below and double check all name spellings before submission.*

1.

*****For GATS Administration Use Only*****

***Regional GATS Representative**, please forward approved list and matching transcripts to jpoitras@upci.org and bradethompson@aol.com.

Reviewed by Regional GATS Rep	Reviewed by Program Director	Okay to Print	Date Received	Date Printed	Date Mailed
☐	☐	☐			



GATS **CERTIFICATE OF MEMBERSHIP** REQUEST FORM

Please send this form to your *Regional GATS Representative* for review.

Country	**School Name**	**Language of Certificate**	**Missionary/Contact Name**	**GATS Member Since**
		☐ En ☐ Fr ☐ Sp		

Shipping Method	**Shipping Address/Instructions** **If other than Mail Packet*	**Shipping Phone**
☐ Missionary Mail Packet ☐ FedEx ☐ DHL ☐ Other:		

*****For GATS Administration Use Only*****

Regional GATS Representative, upon your approval, please forward to jpoitras@upci.org and bradethompson@aol.com.

Reviewed by Regional GATS Rep	Reviewed by Program Director	Okay to Print	Date Received	Date Printed	Date Mailed
☐	☐	☐			



GATS **ADVANCE EDUCATORS CERTIFICATE** REQUEST FORM

6 weeks prior to ceremony, please send this form
along with matching documentation to your *Regional GATS Representative* for review.

Country	**School Name**	**Language of Certificate**	**Ceremony Date**	**Missionary/Contact Name**
		☐ En ☐ Fr ☐ Sp		

Shipping Method	**Shipping Address/Instructions** **If other than Mail Packet*	**Shipping Phone**
☐ Missionary Mail Packet ☐ FedEx ☐ DHL ☐ Other:		

ADVANCE EDUCATORS CERTIFICATE

** Please type each name below and double check all name spellings before submission.*

1.

*****For GATS Administration Use Only*****

Regional GATS Representative, please forward approved list and matching documentation to jpoitras@upci.org and bradethompson@aol.com.

Reviewed by Regional GATS Rep	Reviewed by Program Director	Okay to Print	Date Received	Date Printed	Date Mailed
☐	☐	☐			