HANDBOOK FOR GLOBAL EDUCATORS



2026

Global Association of Theological Studies

Global Missions of the United Pentecostal Church International

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Editor's Note: This is a Handbook for the Global Educator Team of Global Missions. This team forms part of the Global Association of Theological Studies (GATS) and comes under the umbrella of the Associated Ministers Program.

INTRODUCTION

The journey of Global Association of Theological Studies (GATS) began in October 2006 with a Global Education Network meeting at World Evangelism Center, Hazelwood, Missouri. Two visionary regional directors of UPCI's Global Missions, Robert K. Rodenbush and Jerry Richardson, had presented a proposal for such a gathering. At the invitation of the director of Education/AIM, Lloyd Shirley, an educational representative from each region joined the six regional directors for three days to discuss improving how Global Missions, UPCI, conducts theological training globally. In that get-together the Global Education Committee, Global Association of Theological Studies, and the Global University of Theological Studies were envisioned. They were later approved by the General Director of Global Missions, 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 was a gigantic task, and it was not accomplished overnight. It is an ongoing, evolving process.

The development of GATS gave birth to the Global Education Committee (GEC), composed of the six regional directors, the regional GATS representatives, and the director of Short Term Missions/Education (GATS Coordinator), Coordinator of GATS Translations and the Assistant GATS Coordinator. Another development was the Global Curriculum Development Committee (GCDC), comprised primarily of hand-picked educators. These committees recognized the need to improve on-site education by training local faculty members.

Such training demands instructors who are qualified academically, sound doctrinally, relevant culturally, self-supporting financially, and driven missionally. These people are Global Educators who facilitate faculty training in United Pentecostal Bible colleges around the world.

From the Coordinator
Of the Global Educator Team
Brad Thompson



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. Part of the vision was better preparing national Bible School teachers to rise to the training challenge.

Thus, the annual training for Bible school teachers and administrators has become one of the strengths of the GATS program. These seminars are taking training to a new level of excellence. Growing and equipping our teachers and administrators is allowing our Bible Schools to achieve a much higher level of excellence and productivity.

The primary focus of the Global Educator team is to facilitate the Faculty Development Seminars. We are training the trainers and fulfilling the mandate that Paul gave to Timothy in 2 Timothy 2:2.

The Global Educator team is impacting thousands of Bible School teachers in nations around the world every year. As a result, national works are growing and developing as quality laborers are released into the harvest field.

Thank you for being a part of this team of elite educators and professionals. Your investment of time, expertise, and finances is paying off in huge dividends before our very eyes. You are vital to the development of Global Missions Bible Schools worldwide.

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

We "GATS" this.

Brad Thompson

Global GATS Coordinator & Coordinator of the Global Educator Team

GLOBAL ASSOCIATION OF THEOLOGICAL STUDIES

The Global Association of Theological Studies and its membership nations develop and equip men and women to reach their maximum potential in apostolic ministry. The Motto for GATS is "Pursuing Ministerial Excellence" and 'Taking the Word to the World".

The Scriptural Mandate for GATS is:

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

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

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

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

GATS was born to 'level the playing field' when it comes to Bible School Training throughout the world. We believe that every student should have access to a quality training program. It does not matter if it is a new work or a nationalized church; if it is a third world or first world nation, GATS provides structure, materials and training to ensure that Bible School administrators, teachers and students are offered excellence in training.

Please go to the GATS website: www.gatsonline.org to check out the four levels of study and all that GATS has to offer.

One of the strengths of GATS is the training of Faculty. The Global Educators serve as instructors to 'train the trainers'.

PURPOSE STATEMENT
OF GLOBAL EDUCATORS

Global Educators (GE) exists to provide qualified instructors and approved curriculum to facilitate continued faculty education in the United Pentecostal Bible college overseas (outside of the United States and Canada). Specifically, GE is designed to

1. Train the trainers
2. Create lesson material
3. Equip Bible school administrators
4. Teach bachelor level courses
5. Re-evaluate national GATS membership

HISTORY
OF GLOBAL EDUCATORS

The genesis of Global Educators began in 1998 under Lloyd Shirley's leadership as the director of Education/AIM. Global Training Institute (GTI) was a group of select ministers with academic qualifications and/or missionary experience who were willing to teach in the overseas Bible schools and underwrite their own expenses. Such instructors would ease the load of the local faculty members by teaching one or two core curriculum courses or hold an intense seminar relating to an area of their expertise, such as prophecy, hermeneutics, or evolution.

While GTI was a blessing, it became evident the real need of overseas Bible schools was developing and encouraging local faculty members. Thus, the focus of GTI became faculty development and the name was changed to Advanced Global Educators (AGE). In 2018 *Advanced* was dropped from AGE and it simply became Global Educators (GE).

QUALIFICATIONS
FOR GLOBAL EDUCATORS

Global Educators are North American educators and/or missionary personal.

- Academically, a GE should have a master's degree in a GATS field of study to teach bachelor level courses. This academic requirement may be waived if the GE has extensive on-field missionary experience and expertise in the courses they may be teaching. They should have an effective, proven teaching ministry
- GEs must be apostolic in doctrine and practice. They should whole-heartedly embrace the UPCI's Articles of Faith.
- GEs should be culturally relevant and adaptable to foreign situations. They should be excellent cross-cultural communicators.
- GEs should be committed to the Great Commission. Missions should be a driving force in their lives. World evangelism should be their passion.
- GEs must be able to fund their teaching ministry from their own finances or raise donor support.

DUTIES AND RESPONSIBILITIES

Global Missions expects GEs to

- Read and Familiarize yourself with the GATS manual and overall program
- Comply with this GE Handbook
- Communicate clearly with the field representative where you will be ministering, copying the Regional GATS Representative, GATS Coordinator and Assistant GATS Coordinator
- Arrive on the field prepared to teach
- Follow professional ethical standards
- Be aware of and be sensitive to the on-site cultural issues and needs
- Submit documents requiring translation six weeks prior to seminar
- Be flexible to "last minute" assignments when possible
- Teach the GATS lesson content

- Work within the planned schedule and available resources
- Comply with the GATS manual guidelines
- Answer questions and make recommendation in accordance with GATS policy
- If inviting others to travel with you, please obtain prior approval from GATS Coordinator and the contact person on the field.
- Only GATS-approved Global Educators and missionary personnel are to teach in GATS seminars.

Global Educators can expect Global Mission to

- Provide ministry opportunities in GATS and potential GATS Membership nations
- Provide lesson material
- Maintain a Master Calendar of International Faculty Development Seminars
- Provide necessary forms for Evaluations
- Promote GEs to GATS membership nations and in our fellowship
- Provide PIM account numbers to those with approval

FUNDING
FOR GLOBAL EDUCATORS

Global Educators are self-supported. However, they may qualify for a Partners In Missions account and could then solicit donors to support their overseas ministry. PIM funds can only be used for the personal expenses of the Global Educator as related to overseas ministry travel. These funds cannot be used to help a nation pay for seminar expenses or for GE travel/expenses in North America. There will be no expectations placed on a Global Educator for expenses other than their personal expenses.

It is recommended that Global Educators make sure they have adequate medical insurance coverage for traveling overseas.

Applying to be
A GLOBAL EDUCATOR

To apply as a Global Educator, simply go to the www.gmstm.net website and apply online.

Scroll down to where you see 'STM Programs'
Scroll acrross until you find 'Global Educators'
Click on 'Find out more'

There are two ways to apply:

1. UPCI Licensed Ministers
   UPCI Licensed Ministers apply under the Associated Minister Program. Apply by clicking on the link. Once completed return to this page and go to step 2 which allows you to fill out the information form to be a Global Educator.

   If you are already an Associated Minister, than skip to Step 2 and fill out and submit the information form for Global Educators.

2. If you are not a licensed minister with the UPCI, then your application is in the box to the right. Fill out and submit the application.

Once your application is submitted and references have been sent in, you will hear from us promptly.

Any questions that you have concerning the process or the program, please reach out to Brad Thompson at gats@upci.org

GATS PROTOCOL FOR INVITING A GLOBAL EDUCATOR TO A NATION

The protocol below should be followed by both the inviting nation or region (regional official or missionary) and the invited Global Educator (GE):

1. The regional official or missionary may contact the GATS assistant coordinator or the individual Global Educator to request a GATS seminar. During this initial contact, the requesting regional official or missionary should use the most efficient means of contact (email and/or telephone). The requesting regional official or missionary should "courtesy copy" the regional GATS representative, the reginal director, the GATS assistant coordinator, and the director of Education. The initial request should include the following minimum information.

    a. The Bible school (or schools) involved and their types;
    b. The anticipated number of Bible school administrators, faculty, and missionaries attending the seminar;
    c. The specific training needs (lesson content) of the Bible schools; and
    d. The proposed seminar location(s), dates, and length.

2. Upon receipt of a seminar request, the GATS assistant coordinator and/or Global Educator will review the master calendar for date conflicts and availably of seminar instructor(s). Initial planning for the seminar will begin in the absence of any conflicts.

3. The GATS assistant coordinator and/or Global Educator will closely coordinate with the requesting regional official or missionary to:

    a. Confirm the seminar location(s) and dates;
    b. Confirm the seminar theme or special emphasis that will be reflected in the seminar lesson content;
    c. Resolve any problem areas or issues that may arise.

4. Both the requesting regional official or missionary and the GATS assistant coordinator and Global Educator work closely with each other to ensure the most effective and continuous communication and coordination possible.

5. After the seminar is completed, both the requesting regional official or missionary and the GATS assistant coordinator and/or Global Educator will send after-action reports to their regional officials, the GATS assistant coordinator, and the director of Education respectively.

6. At the seminar site, both parties should make preliminary plans for the next two year of GATS seminars, establishing tentative dates, location(s), and specific seminar needs and lesson content.

GUIDELINES TO HOST A GATS FACULTY DEVELOPMENT SEMINAR

Each nation should establish an annual date for the GATS Faculty Development Seminar to ensure continued growth in their faculty.

1. To initiate the process for holding a GATS Faculty Development Seminar, please contact your regional GATS representative and copy it to the Assistant Coordinator of GATS at *bradethompson@aol.com*.

2. Establish a date for your seminar.

3. Determine duration and class hours.

4. Determine the best location for the seminar, taking into consideration access for the attendees, lodging, feeding, and adequate space for the seminar.

5. Preference is that the seminar be held where attendees can be seated at tables with enough space for student/teacher interaction.

6. A white board, chalk board or flip chart would be needed.

7. A place with electricity is preferred as instructors may use a projector.

8. Handouts for attendees will need to be prepared in country and be ready before the seminar starts.

9. If translation of materials is required, we will make the English materials available to you at least 6 weeks in advance. Please advise if more time is need.

10. If a translator is required for the teachings, please ensure that they are fluent and effective in this ministry. You will be responsible for any cost involved.

11. Arrange lodging, food and transportation needs for the visiting instructors. Communicate clearly communication with them. Provide transportation provided to and from the airport/hotel and place of the seminar. Our

instructors do not need the most expensive arrangements unless requested by them. Again please communicate.

12. Please communicate with the Global Educator what to expect for expenses (hotel cost, estimated food expense, visa entry expense and requirements, and so forth).

13. Instructors will pay for their airfare to and from your nation as well as their lodging expenses and their personal food expenses. Many of them are not pastors and rely on fund raising to pay for these ministry trips. They will not come with extra funds to help pay for the seminar or entertain people. Anything you can do to lighten the load of their financial investment will be greatly appreciated.

14. You are responsible for the logistics of the seminar. You know what works in your nation. You can tell us what the schedule will look like. The Global Educator, together with the regional GATS representative and local Bible school administrator will make a final decision on which lessons will be taught. It is preferred that 90 minutes be allotted for each lesson.

15. Only GATS approved lessons are taught in the Faculty Development Seminars

16. You are responsible for a complete list of all attendees and for keeping record of the evaluations for each of them

17. You are responsible to provide the lesson material for each student as well as ensuring they all have writing instruments and note paper. You may charge a registration fee to help cover the expenses of the seminar. The funding of the program is up to you.

18. Following the seminar, please fill out an evaluation form and send it to your regional GATS representative and copy it to bradethompson@aol.com. Also, we need a list of the attendees and any comments or recommendations you may have.

19. It is recommended that you send a thank you to the special guests who ministered during the seminar.

Faculty Development Seminars

One of the strengths of the GATS program is the ongoing development and growth of Bible School faculty. Over 70 Faculty Education lessons have been developed, especially designed to take Bible School teachers and Administrators to a higher level of excellence.

Every GATS nation is encouraged to offer yearly Faculty Development Seminars for their teachers and staff. This not only ensures continual growth in their teachers but will have a direct impact on the students, local Bible School programs and thus the growth and development of the national church.

Global Educators travel throughout the world to GATS nations, teaching in these seminars, mentoring teachers and administrators. Many of the Global Educators are also actively writing new Faculty Development lessons.

The following is a list of completed Faculty Development lessons. These are currently available in English, French, Spanish, Portuguese and Russian languages.

List of Available Lessons

1 The Teacher and the GATS Big Picture
2 The Teacher and Core Values
3 The Teacher and Family
4 The Teacher and Mentoring
5 The Teacher and Priorities
6 The Teacher and Creative Impact
7 The Teacher and Responsibility
8 The Teacher and Lesson Preparation
9 The Teacher and Creating an Island of Excellence
10 The Teacher and Critical Thinking
11 The Teacher and Thinking, Teaching and Learning Styles
12 The Teacher and Course Planning

13 The Teacher and Motivation
14 The Teacher and Building a Positive Learning Culture
15 The Teacher and Helping Students Discover the Will of God
16 The Teacher and Lecturing
17 The Teacher and God's Calling
18 The Teacher and the Bible School Going Local
19 The Teacher and a Fresh Look at the Great Commission
20 The Teacher and the Well-Driven Nail
21 The Teacher and Critical Thinking in Spiritual Development
22 The Teacher and Biblical View of Conflict Resoluction
23 The Teaching with Principle and Passion
24 The Teacher and Increasing Student Learning
25 The Teacher and Christian Education Begins at Home
26 The Teacher and His Health I
27 The Teacher and His Health II
28 The Teacher and the Art of Story Telling
29 The Teacher and Patience
30 The Teacher and Remaining True to Apostolic Doctrine
31 The Teacher and Responsibility and Rewards
32 The Teacher and the Role and Responsibitlity in Teaching I
33 The Teacher and the Role and Responsibitlity in Teaching II
34 The Teacher and Teaching Methods of the Master
35 The Teachers and Teamwork in Education I
36 The Teacher and Teamwork in Education II
37 The Teacher and Teamwork in Education III
38 The Teacher and the End Product
39 The Teacher Loving Bible Doctrine
40 The Teacher and Assisting the Unique Learner

41 The Teacher and Authority, Resaponsibility and Delegation I
42 The Teacher and Authority, Resaponsibility and Delegation II
43 The Teacher and Bible School Administration I
44 The Teacher and Bible School Administration II
45 The Teacher and Bible School Administration III
46 The Teacher and Biblical Educational Principles
47 The Teacher and Breaking Content into Chunks and Time Prioritizing
48 The Teacher and Educational Psychology I
49 The Teacher and Educational Psychology II
50 The Teacher and Educational Psychology III
51 The Qualities of an Effective Teacher
52 The Teacher and Effective Student Assesment I
53 The Teacher and Effective Student Assesment II
54 The Teacher and Effective Student Assesment III
55 Effective Teacher Assesment I
56 Effective Teacher Assesment II
57 The Teacher and the Value of Education
58 The Teacher and Leadership Training Commitment
59 The Teacher and Personal Growth Plan & Life Long Learning I
60 The Teacher and Personal Growth Plan & Life Long Learning II
61 The Teacher and the Annointing I
62 The Teacher and the Annointing II
63 The Teacher and Biblical Theology Formation in Culture
64 The Teacher and the Role of the Holy Spirit in the Classroom
65 The Teacher as a Disciple Maker I
66 The Teacher as a Disciple Maker II
67 The Teacher and Overcoming Temptation
68 The Teacher a Spiritual Life I

69 The Teacher and a Spiritual Life II

70 The Teacher and Personal Development and Evaluation

71 The Teacher and How the Brain Learns

72 The Teacher & Building a Culture of Integrity, Ethics & Morality

These lessons are currently available on:

English: www.gatsonline.org

French: www.agetenligne.org

Spanish: www.agetenlinea.org

Or write to: Gats@upci.org

SAMPLE FACULTY EDUCATION LESSON

THE TEACHER AND THE BIG PICTURE

KEY VERSES

> "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" (II Timothy 2:2, AMP).
>
> "Go . . . teach all nations. . . . Teaching them to observe all things whatsoever I have commanded you" (Matthew 28:19–20).

LESSON OBJECTIVES

At the conclusion of this lesson, the student will be able to accomplish the following:

1. Recite and explain the purpose or vision of the Global Association of Theological Studies.
2. Demonstrate through personal, administrative, and instructional example the motto of GATS, which is "Pursuing Ministerial Excellence."
3. Implement the four objectives of GATS in your Bible school.
4. Develop ministerial experience and expertise in one's subject matter.
5. Set an example worthy of emulation by students.
6. Establish a personal growth plan and ministry action plan for one's life.
7. Comment on the type of students needed in the Bible school. Recruit the same.
8. Express how GATS intends to develop the faculty.
9. Relate how students are like seeds and wet cement.
10. Explain the benefits of a well-planned curriculum.
11. List the four primary academic programs in GATS curriculum and recall the required classroom hours for each.
12. Outline the curriculum standards or requirements requested by GATS in order to be successfully involved in one of the academic programs.

INTRODUCTION

Finding the big picture reminds one of the old story of the six blind men and the elephant depicted in a poem by John Godfrey Saxe.

> Once upon a time there lived six blind men in a village. One day they were told, "An elephant is in the village today!"
>
> They had no idea what an elephant was. Even though they could not see it, they decided to feel it. Each blind man touched a different part.
>
> "An elephant is like a wall," said the first man that touched the elephant's side.
>
> "On no, the elephant is like a rope," said the second man that touched the tail.
>
> "No, the elephant is like a snake," said the third man that touched the long, wiggly trunk.
>
> "It is like a tree," said the fourth man that touched the elephant's rough, hard legs.
>
> "Excuse me. But, the elephant is like a big fan," said the fifth man that touched the elephant's ears.
>
> "Oh, you are all wrong. The elephant is like a spear," said the sixth man who touched the smooth, sharp tusks.
>
> The six blind men started to argue. It's like a wall. It's like a spear. It's like a rope. They did not agree. The king had been watching and listening. He said, "You only touched part of the elephant. You did not feel the whole animal."
>
> The men continued disputing. A little girl heard them and said, "Each of you is right, but all of you are wrong" (Adapted from "The Blind Men and the Elephant" by John Godfrey Saxe).

There are various versions of this story. However, the point remains the same. Each one touched a different part, but only one part. The elephant did have all of the features that each of the blind men said. Each was right, but all were wrong! None were looking at the big picture. In this lesson, our focus is looking at the overall purpose of our Bible schools, our objectives, and how to build a great Bible school program.

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

ministry. Our motto is "Pursuing Ministerial Excellence." Our comprehensive objectives and statement of purpose (expected results) include:

> **Preserving the Message.** Nurture a faith community and a center of lifelong learning to preserve apostolic doctrine for generations to come (II Timothy 2:2; Philippians 3:1; II John 1–2). Equip ministers to continue steadfastly in the apostles' doctrine (Acts 2:42; Hebrews 2:1); and to defend it within their cultural context (Jude 3; I 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.
>
> **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.

How is the vision of GATS and our member schools achieved? How are objectives met? It is through pursuing ministerial excellence in establishing and maintaining a great Bible school. What are the basics of a great Bible school program? Is it the students? Is it the faculty? Is it the facilities? Or is it the curriculum? Obviously, the best answer (based on our opening story) is that all are needed. We will look briefly at the staff, students, and studies.

STAFF WITH EXPERIENCE AND EXPERTISE

Instructors should be experts in their courses, combining a balance of knowledge of the course content and on-the-field ministerial experience. Pastoral, church planting, and evangelism courses should be taught by those that are actually involved in the field. Instructors should be examples (to be followed) in the courses they represent. Each instructor should develop expertise in his or her specialized area of instruction and a variety of evaluation tools for each course. Specialized talents should be developed. Provide continuous education opportunities for staff including faculty education, books, and courses to develop expertise. Regular staff meetings are needed to promote communication and growth. Instructors should set an example in holiness, faithful participation in regional and national events, and with

national financial policies and requirements. The instructors should demonstrate a strong love for the doctrine and the Word of God. In the unlikely event that a staff member does not show improvement in classroom ministry, that staff member should not be asked to teach in the new semester.

To raise the standard of educational and ministerial excellence, encourage instructors to be engaged in lifelong learning and have a personal growth plan. Instructors should take part in the Ministry Action Plan and project 3-5 growth goals per year. This is an annual listing of personal and ministerial goals.

An outstanding instructor is a growing instructor. One cannot grow others unless he is willing to grow himself. In classes and among staff we must create a "culture of growth." It's the way we do things around here. Read, read, read, and study, study, study. No escape. Be determined to be the best instructor possible. Strive to be an expert in your subject. Continuous education opportunities abound. We truly help others reach maximum potential only when we've attempted to reach it ourselves.

STUDENTS EAGER TO LEARN AND GROW

Seek out students with aptitude, a genuine call into the ministry, educational qualifications, and a preferred history of active involvement with the United Pentecostal Church International. Every school has poor students, but they should not set the standards for the school. Students should be encouraged to discover answers on their own, and to write, read, research, and communicate. Provide mentors for our students that supply guidance. Respond to lack of discipline quickly. The time a student is in school is the time to work on behavior and attitude problems. Once the student has launched into ministry, it is too late to correct these things. Develop relationships with the students' families if they are married, and provide opportunities for training their spouses. Take an active part in the placement of students within the church in your nation.

The following is taken from a lesson by Randy Adams (used by permission):

> His name may be David, John, Kofi, William, or one from a host of names from anywhere around the globe. He has come to the Bible school looking for help. He steps into the classroom representing great potential. He comes, hopefully, having already experienced the full new birth and likely feeling that God has called him to some area of ministry. He no doubt has aspirations of doing a work for the Lord.

He may not know when, where, how or even why, but hopes to find answers to all these questions in Bible school. Can you (Bible school teacher) help him? He is like a seed—complete yet undeveloped, full of untapped and possibly unknown potential.

His dormant and undiscovered talent may be that of a dynamic and effective evangelist, or that of a wise and compassionate pastor. He may become a Sunday school teacher or the dean of the Bible school. He could have the potential of being the future national leader of the church, or become a missionary to some far away land. One thing is certain, he represents the potential of reaching untold multitudes of lost souls.

He has come to Bible school because he needs help—help that only God-called, Spirit-filled, Holy Ghost anointed teachers can give. He needs men and women to come into his life that have given themselves to the purpose of God and prepared themselves for such a challenge.

In many ways he is like wet cement, waiting for someone to shape his life. He wants to be first of all like Christ, but also wants to preach like Peter, pray like Daniel, prophesy like Isaiah, and win souls like Paul. He needs a teacher to identify his strengths and understand his weaknesses. He needs compassionate counsel; he yearns for a friend; he seeks answers but also wants to express his own ideas.

He is a Bible school student and he is yours for two years. What will you do with him? What changes will you help bring about in his life? Will you make a difference? Or, will you leave him as he is? What will he learn from you? Will the time and money spent for his Bible School education be a waste or a good investment?

He is a seed, and seeds are destined for the field and not to be kept in the barn. He desperately needs to fall in good ground, take root, grow and develop, and bring forth much fruit. His family needs this to happen. There is a town somewhere that needs this to happen. An un-evangelized region is waiting for his ministry. Perhaps an entire nation waits in darkness for him to come with the light of truth. Teacher, can you help him?"

The growth of a tree starts with a seed—a promise. Years ago, an American was travelling through a farming area in Russia. It had experienced brutal famine.

People were starving. Piles of seed wheat for the next year's planting stood in the village square. The American asked, "Why don't you eat the seed wheat?" The Russian host answered, "You never steal from the future!" (Dale, *Seeds for the Future*, 2005, Preface xii). Specifically, our students are seeds for the future. Handle them with care. Preserve them for God's desired future.

Students don't arrive in our classrooms as mighty oak trees. They come with willing hearts and pass through a spiritual formation and maturation process. As instructors, we need to be growth oriented. How do the course objectives fit into the overall curriculum; the route God has planned for this student to reach his maximum potential? The purpose for being here is clear. 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. It is 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!

As teachers we understand that "the only thing that endures over time is the law of the farm: I must prepare the ground, put in the seed, cultivate it, weed it, water it, then gradually nurture growth and development to full maturity" (Covey, *Principle-Centered Leadership*, 1991, 17). Covey encouraged leaders to "see the oak tree in the acorn and understand the process of helping the acorn become a great oak" (35). We are in the agricultural business; we plant seeds and help others grow to their maximum potential.

We will sow seeds, grow believers, and reap the harvest. The Bible school's primary reason for existence is to train and equip workers for the ripened fields (Mark 16:15; Luke 24:47; John 9:4). It stands in the gap for a lost world (Ezekiel 22:30). On one side of the divide are those whom God calls into the ministry. Waiting on the other side is a ready harvest. We (in Bible school ministry) serve as middlemen guiding workers-in-progress as they cross the bridge.

It is a joy and an overwhelming responsibility to be involved in training workers for the harvest. Training the next generation of leadership in God's kingdom is a great privilege. John Maxwell said, "A leader who reproduces followers limits his success to what his direct, personal influence touches. . . A leader who produces other leaders multiples his influence, and he and his people have a future. . . . True success comes only when every generation continues to develop the next generation" (*Developing the Leaders Around You,* 1995, 197–198). Not only are we involved in the ministry of multiplication—reaching and teaching others—but in

passing on the baton of truth and leadership to future generations. Christa McAuliffe said (and I wholeheartedly agree), "I teach; therefore, I touch the future."

STUDIES GEARED TO CHANGING MINDS AND HEARTS

A carefully planned curriculum ascertains what the school is trying to accomplish and determines: (a) why? (b) when? (c) where? (d) who? and (e) how? It ensures that there is a balance between curriculum, content, and experience; between learning and doing. Truth transforms (John 17:17). D. L. Moody said, "The Bible was not given to increase our knowledge but to change our lives." A good curriculum and comprehensive objectives require careful planning, implementation, evaluation, and continuous improvement. *Curriculum* comes from a Latin word that means "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, and reach their goals.

At GATS we are also involved with the pursuit of quality curriculum. In that race there is no finish line. It is a daily quest for continuous improvement. A school armed with a vision, solid objectives, excellent curriculum, quality academic dean or principal, dedicated faculty, and diligent students that explore academic excellence can one day say, "I have fought a good fight, I have finished my course, I have kept the faith" (II Timothy 4:7). They will hear the Master Teacher respond, "Well done" (Matthew 25:21).

When GATS references curriculum, it is important to understand what is meant. It provides academic programs on four levels:

Certificate	Basic Bible Knowledge	150 Classroom Hours	Total of 150 Classroom Hours
Diploma	Ministerial Development 1	600 Classroom Hours	Total of 750 Classroom Hours
Associate Degree	Ministerial Development 2	750 Classroom Hours	Total of 1500 Classroom Hours
Bachelor Degree	Advanced Ministerial Development	1500 Classroom Hours	Total of 3000 Classroom Hours

GATS academic programs are based upon classroom hours rather than credit hours. Completing the required classroom hours can be done anytime—night, day, weekends, once a month, full time, part-time—whatever fits the local needs.

Member schools in one or more of these programs have agreed to teach the required courses (called core curriculum) for a minimum required number of classroom hours, in adherence to attendance and passing grade policies, and follow a predetermined set of course objectives. The selection of a course textbook is at the discretion of the local school. However, GATS provides an academic database of recommended textbooks for each course on its website(s). Textbooks help build a personal library for each potential preacher. Encourage students to make use of the library. Textbooks should be those written by United Pentecostal Church writers, or those of like precious faith, when such a textbook is superior or equal to any found on the subject by any other writer. No courses should be "just read the textbook" (the text is a reference). No teacher should just stand in the front of the class and read the textbook to the student.

We also provide two additional academic programs: distance education and faculty development. It should be noted that it will be some time before the distance education and bachelor degree programs are functional. All other programs are presently in use. All certificates, degrees, and diplomas for the six types or levels of studies are issued by the Global University of Theological Studies and are issued from our international office in St. Louis, Missouri, USA. Member schools merely send the transcripts. Once we ensure the GATS standard has been met, the appropriate certificate is released.

The following adapted story, originally written by John Mbiti, and quoted in *Christianity in Africa* by Kwame Bediako, brings an interesting (yet sad) point.

> He had learned from all kinds of courses with heavy-duty, Greek names. It was his big day, Bible school graduation. His family and friends excitedly gathered. As his Associate of Arts in Theological Studies degree was being given, you could hear them chanting, "Kofi, Kofi, he's our man. If anyone can do it, Kofi can!" After graduation, he packed his bags and quickly departed for his village. At home relatives, friends, and neighbors gladly welcomed him, "Kofi, Kofi, he's our man. If anyone can do it, Kofi can!" Everyone was so thrilled. Jubilation was the order of the day. In the midst of the celebration, a scream was heard. Kofi caught a glimpse of his sister wallowing on the ground and rushed to her. Kofi yelled urgently, "Let's take her to the hospital." Those that gathered stared at him in disbelief. No one helped. Finally

> a schoolboy said, "Sir, the nearest hospital is eighty kilometers away." Someone screamed, "She is demon possessed. Hospitals will not help her." The village elder added, "You have been studying theology. Now help your sister. She is troubled by the spirit of her great aunt." The crowd echoed, "Come on, Kofi! Kofi, Kofi, he's our man. If anyone can do it, Kofi can!" But Kofi couldn't. He turned slowly and went for one of his college textbooks on spiritual warfare. He searched the pages, looking for the needed answers. People continued to shout, "Help your sister! Kofi, Kofi, he's our man. If anyone can do it, Kofi can!" He shouted back, "My sister is not possessed because my textbook says so."

The moral of the story is that instructors should strive to balance theory with practical application and experience. This begins with carefully planning each course, making sure it is geared to maximum impact in the lives of students, and is related to the overall big picture. That is a topic for another lesson.

CONCLUSION

Our teaching ministry will affect others long after we are 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; 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." And that, dear friends, is our big picture!

THE TEACHER AND THE BIG PICTURE

LESSON IN REVIEW

NAME: _____

NATION: _____ **DATE:** _____

1. What is the purpose of the Global Association of Theological Studies generally and of your Bible school specifically?_____
_____
_____
_____

2. What are the four objectives of GATS?
   A. _____
   B. _____
   C. _____
   D. _____

3. According to the GATS objectives, how do we go about preserving the message?
_____
_____
_____

4. How can instructors develop expertise? _____
_____
_____
_____

5. Why is it important for instructors to be good examples?_____
_____
_____
_____

6. How does GATS assist in faculty development? _____
_____
_____

7. Comment on the type of students needed in our Bible schools. _____

8. Identify what is meant by a "Ministry Action Plan." _____

9. Relate or explain how a student is like a seed. _____

10. Relate or explain how a student is like wet cement. _____

11. In which ways are we as teachers in the agricultural business? _____

12. What is the Bible school's primary reason for existence? _____

13. Explain the law of the farm. _____

14. According to John Maxwell, when does true success come? _____

15. According to D. L. Moody, why was the Bible given to us? _____

16. What are the benefits of a well-planned curriculum? _____

17. Define or explain *curriculum*. _____

18. What are the four primary academic programs provided by GATS? How many classroom hours are ascribed to each?

A. _____
B. _____
C. _____
D. _____

19. What are the GATS requirements or expectations regarding curriculum or academic programs of study? _____
_____
_____
_____
_____

20. Once all requirements are met by students, who issues certificates, diplomas, and degrees? _____
_____
_____
_____

2026 GATS Administration Contact Information

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Director of GATS

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Coordinator of GATS

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Coordinator of Global Educators

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Coordinator of Faculty Development Seminars

FORMS FOR GLOBAL EDUCATORS

Faculty Development Assessment Form

To be completed by the Global Educator

General Information

Facilitator: _____
Location: _____
Nations Participating: _____
_____
_____
Date of Seminar: _____

Names of Instructors: _____
_____
_____
_____

Number in Attendance (attach list of participants) _____

Special Participants: _____
_____
_____

Lessons Taught:	By Whom:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Types of Evaluation for the Lessons (Formative and Summative Assessments):

1. _____
2. _____

Did you do a GATS membership re-evaluation? □ YES □ NO

Did you do Bible school administration training? □ YES □ NO

Lessons Taught:	By Whom:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Evaluation of Overall Seminar

	Excellent	Satisfactory	Needs Improvement
Organization	□	□	□
Equipment	□	□	□
Written Materials	□	□	□
Structure	□	□	□
Location	□	□	□

Comments: _____

_____

_____

_____

_____

_____

_____

Please complete the following evaluation using a scale of 1 to 5. '1' being poor and '5' being excellent.

Evaluation of Individual Instructors

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:

_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____
_____
_____

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:

_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____
_____
_____

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:
_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____
_____

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:

_____

_____

_____

_____

_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____

_____

_____

_____

_____

_____

Comments/Reflections: _____

_____

_____

_____

_____

Recommendations: _____

_____

_____

_____

_____

_____

Faculty Development Assessment Form

To be completed by the National Representative

General Information

Reporting Person and Position: _____
Location: _____
Nations Participating: _____
_____
_____
Date of Seminar: _____
Names of Instructors: _____
_____
_____
Number in Attendance (attach list of participants) _____
Special Participants: _____
_____
_____

Lessons Taught:	By whom:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Type of Evaluation for the Lessons (Formative and Summative Assessments):

1. _____
2. _____

Did you have Bible School administration training: □ YES □ NO

Lessons Taught:	By Whom:
_____	_____
_____	_____
_____	_____

Evaluation of Overall Seminar

	Excellent	Satisfactory	Needs Improvement
Organization	□	□	□
Equipment	□	□	□
Written Materials	□	□	□
Structure	□	□	□
Location	□	□	□

Comments: _____
_____
_____
_____

Communication from GATS representatives prior to the seminar:

□ Excellent □ Satisfactory □ Needs Improvement

Comments:

_____
_____
_____
_____

Please complete the following evaluation using a scale of 1 to 5.
'1' being poor and '5' being excellent.

Evaluation of Individual Instructors

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:

_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:

_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:
_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____

Name: _____ 1. 2. 3. 4. 5.

Lessons Taught:

_____
_____
_____
_____
_____

Was Spirit-led	□ YES	□ NO
Engaged the audience	□ YES	□ NO
Encouraged interaction	□ YES	□ NO
Was easily understood	□ YES	□ NO
Taught key points of lesson material	□ YES	□ NO
Respected schedule	□ YES	□ NO
Was adaptable	□ YES	□ NO

Comments: _____
_____
_____
_____

Comments/Reflections:

_____
_____
_____
_____
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_____

Recommendations:

_____
_____
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_____