



**Guidelines & Expectations
For Instructors
2011-2012**

Guidelines & Expectations for RBS Instructors

Introduction

Below are the basic guidelines and expectations you'll need to know to serve as an instructor or lecturer for Reformed Baptist Seminary (RBS). Instructors are expected not only to lecture but also to provide course guidelines, assignments, and grading for the course(s) they are assigned. Visiting lectures are only expected to lecture on the topic(s) they are assigned. If you still have questions about your role as a seminary instructor or visiting lecturer after reading this document, please contact the seminary dean. For more information about the seminary, see the RBS Academic Catalog.

Nature & Purpose

RBS is a church-based ministerial academy offering the Bachelor of Divinity (B.Div.) and Master of Divinity (M.Div.) degrees, as well as a Master of Theological Studies (M.T.S) and Diploma of Theological Studies (D.T.S.). As a “church-based” institution, RBS operates under the oversight of the local church and seeks the counsel of an advisory board made up of pastors. Moreover, the seminary’s faculty consists primarily of instructors who not only have biblical knowledge and teaching ability but also are qualified elders engaged in pastoral ministry. Furthermore, RBS requires one of the student’s pastors to provide general oversight of his training and serve as the student’s mentor-proctor. The seminary’s main focus shall be to train men who aspire to the pastorate either as vocational or non-vocational elders and to provide further training for men already engaged in pastoral labors. As an extension of the local church’s teaching ministry, RBS also exists to provide instruction for laypeople¹ who desire to enhance their understanding of Scripture.

Doctrinal Beliefs

The doctrinal beliefs of the seminary may be summarized under three headings:

Committed to Holy Scripture

We believe in the verbal and plenary inspiration of both the Old and New Testaments of Holy Scripture (66 books) in their original autographs. We believe that the Scriptures are infallible and inerrant in all their parts and are, therefore, trustworthy and authoritative in all that they affirm concerning history, science, doctrine, ethics, religious practice, or any other topic.

Committed to Reformed Theology

We believe that salvation always has been and always will be through faith alone in Christ alone by grace alone. We believe that this central message of Scripture has been most clearly and accurately expounded in the Reformed Confessions of Faith, especially, in the *London Baptist Confession of Faith of 1689*, which is the seminary’s confessional standard.

¹ The 32-credit Marrow of Theology program is open to women as well as men.

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Committed to Baptist Distinctives

We believe that baptism and church membership should only be bestowed upon those who make a credible profession of faith in Jesus Christ. We also believe that the local church is self-governing and under no other ecclesiastical authority except the Lord Jesus Himself.⁷

RBS requires its overseers, dean, and instructors to agree fully with the seminary's doctrinal position listed above and to affirm substantially the teachings of the 1689 London Baptist Confession of Faith.² Exceptions may be allowed in utilizing adjunct or guest lecturers at the discretion of the overseeing elderships.³ If you cannot affirm the seminary's doctrinal position, we expect you, as a matter of integrity, to inform the dean immediately.

Course Formats

In order to accommodate men who are seeking to manage various responsibilities, RBS offers courses in a variety of formats. Our goal is to make all the courses available in an audio-video format (with the possible exception of the language courses).

If you have agreed to serve as an instructor or visiting lecturer for RBS, you may be asked to teach a course in a live, modular format. Generally, you should plan to present the material of a two-credit course in the space of 15 to 18 seventy to seventy-five minute lectures (the equivalent of 21 to 27 fifty-minute lectures). Three-credit courses will require a format longer than one week and the equivalent of 30 to 37 fifty-minute lectures. Less lecture time may require more reading than the minimum requirement (see "Course Requirements" below). RBS may request that you teach a previously taught course again in order to update the course material or to make the course available to another site location in a live format. It is important for you to realize that RBS plans to tape your lectures, so that we may offer the course to students in the distance-learning format. If you do not wish your course to be taped and offered in a distance-learning format through the seminary, please inform the dean before you agree to teach the course.

Course Objectives

As stated above, the seminary's main focus shall be to train men for gospel ministry. To be qualified for such a calling, a man must not only believe and love God's Word. He must also become proficient in his knowledge of and ability to communicate biblical truth (Eph. 4:11-14; 1

² According to the Articles of Cooperation, "Every overseeing church and every instructor of the seminary must substantially subscribe to this confession" (Article III). "Substantial subscription" should be distinguished from "system" and "substance" subscription. The latter forms are deficient in at least two respects. First, the starting point for these modes of subscription appears to be a body of teaching within the Confession rather than the Confession in its entirety. Second, they fail to communicate clearly the level or degree of agreement. "Substantial subscription," on the other hand, takes as its starting point the entire Confession. It is a form of "full subscription" that formally allows for a limited number of non-substantial caveats or exceptions. And it requires the subscriber to disclose any qualifications or exceptions he may have.

³ For instance, RBS might invite a non-1689 Paedobaptist or a non-1689 Credobaptist to serve as a visiting lecturer provided that they're not teaching subject matter that is not consistent with our foundational doctrinal commitments or what the seminary overseers judge to be vital doctrines and distinctives of the 1689 Confession.

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Tim. 3:2; 2 Tim. 2:25; 3:16-4:2; Tit. 1:9; 2:1). Therefore, your objective as an instructor is to help the student think in a manner that is biblically and practically sound (2 Tim. 1:13; 2:2). To this end you should seek to combine academic rigor with practical application and experimental devotion in your instruction.⁴ While you will sometimes need to make the student familiar with past and present theological aberrations (Eph. 4:14; 1 Tim. 1:3, 4; 2 Tim. 2:16-18; 4:3, 4; Tit. 1:9), we believe the best defense against error is to ground the student in biblical truth. Consequently, you should seek to expose the student in the assigned reading primarily to works that are orthodox, evangelical, and Reformed in theology. Moreover, we expect our instructors to keep current and conversant in their field of study and expertise, consulting and utilizing the best insights both of past and also of contemporary scholarship.⁵ In this way, we can equip our students to minister proficiently in the historical and cultural context in which God has placed them.

Course Requirements

RBS is committed to offer a primarily distance education that is academically credible and commendable. For this reason, RBS will appoint an academic committee from the advisory board members. This committee shall review curriculum, reading, and course requirements. It shall also give advice concerning the academic standards of the seminary and periodically review these standards. We do not wish to be slaves to any currently accepted standards of education that are deemed unbiblical. But we do desire to commend our courses as academically credible to our sister Reformed Baptist churches, to the larger evangelical community, and to the society in which we minister, as far as biblical principle and conscience will permit.

Therefore, we ask the course instructor to incorporate certain minimum and reasonable course requirements, which each student must fulfill in order to earn credit for the course. The following list includes both essential and suggested requirements for the seminary coursework:

- (1) *Lecture requirements*: Normally, a one-credit course requires the equivalent of 12 fifty-minute lectures, a two-credit course the equivalent of 24 fifty-minute lectures; a three-credit course the equivalent of 36 fifty-minute lectures; a four-credit course the equivalent of 48 fifty-minute lectures. When the time for each lecture is extended (e.g., sixty or seventy minutes), the amount of individual lectures required decreases. In some cases, extra reading may be assigned in light of audio or video lectures. Normally, about 20 to 30 pages of reading would count for one fifty-minute lecture.⁶
- (2) *Reading requirements*: Each student *must* read a minimum of 300 to 400 pages of assigned (or approved) literature per credit hour. Thus, total reading for a two-credit course would range from 600 to 800 pages, for a three-credit course, 900 to 1,200 pages. The total amount

⁴ For some helpful thoughts on the importance of combining deep theological reflection with practical godliness and devotion, see John Piper and D. A. Carson, *The Pastor as Scholar and the Scholar as Pastor: Reflections on Life and Ministry*, ed. Owen Strachan and David Mathis (Crossway, 2011).

⁵ Some disdain all learning of the past as outdated and irrelevant while others discount all contemporary scholarship as trendy and shallow. We reject both forms of chronological snobbery. The Holy Spirit's ministry of illumination has been operative throughout the church's history and continues today.

⁶ This amount may vary according to the nature of the reading material assigned. For example, the student may be accorded the value of one fifty-minute lecture for every 15 pages he reads if the reading material is technical and dense.

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of reading may be adjusted depending upon the amount of lectures given in each course. Language courses may be exempted from these reading requirements.

- (3) *Book outlines or reviews*: For some courses, instructors may require students to write a review or outline for the primary books assigned.⁷ This will help to insure that the student is carefully reading and adequately understanding the material.
- (4) *Quizzes and final exam*: For some courses, instructors may require several quizzes and/or exams, which may consist of short answer, multiple choice, or essay questions. The quizzes and exams must be proctored by one of the student's pastors or an approved proctor.
- (5) *Term papers*: For some courses, instructors may require one or more papers. As a general rule, a term paper for a two-credit course should be 15 to 20 pages in length (or 6,000 to 8,000 words) while a term paper for a three-credit course should be 20 to 30 pages in length (or 8,000 to 12,000 words). The paper should conform to a standard format for term papers, theses and dissertations.⁸
- (6) *Sermon manuscripts or lecture outlines*: For some courses, instructors may require manuscripts or outlines for sermons or lectures. A standard format and minimum number of pages should be established.
- (7) *Language courses*: The seminary offers tutored Hebrew and Greek courses. The student may also take Hebrew and Greek at another institution of higher learning.⁹ Or the student may ask one of his pastors to teach him Hebrew and Greek or take a self-directed study course. In this case, the student will be required to pass a Hebrew and Greek proficiency exam for each language course before receiving credit for these subjects.¹⁰
- (8) *Practical ministry*: Each divinity student will be required to engage in each of the areas of practical ministry listed below in order to complete his degree.¹¹
 - (a) *Writing Practicum*: To fulfill the requirements for PT 901 Writing Practicum, each divinity student will be required to write a *single* Masters' thesis or *four* major papers.¹² The

⁷ This requirement may be waived if the teacher assigns smaller portions from several books.

⁸ Reformed Baptist Seminary requires its students to follow Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (Chicago: University of Chicago Press, 1996). General guidelines gleaned from Turabian are also provided in the current edition of "Guidelines & Expectations for Students."

⁹ Reformed Theological Seminary (RTS) and Southern Baptist Theological Seminary (SBTS) have both agreed to allow RBS students to enroll in their online Greek and Hebrew courses for credit that would transfer to RBS.

¹⁰ This would entail a total of six language proficiency exams, three Greek and three Hebrew, each corresponding to the following 3-credit language courses: ET 501 Elementary Greek I; ET 502 Elementary Greek II; ET 611 Intermediate Greek; ET 601 Elementary Hebrew I; ET 602 Elementary Hebrew 702; ET 711 Intermediate Hebrew.

¹¹ More specific and detailed information regarding these areas of practical ministry will be provided both to the student and to his pastor(s) in their respective "Guidelines & Expectations" booklets.

¹² It is desirous that pastors be able to communicate well through writing as well as speaking. Seminary educations that do not require students to write papers do the students a disservice.

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Masters thesis will address a single topic and must be a minimum of 80 pages and maximum of 120 pages (or 30,000 to 45,000 words). The four papers should address a topic or topics each from a different area of theology: exegetical, historical, systematic, and pastoral. Each paper should be a minimum of 20 pages and a maximum of 30 pages (or 8,000 to 12,000 words). The student will discuss the topic(s) of the thesis or papers with his mentor and the dean and secure their approval before he commences. The thesis or papers should conform to a standard format for term papers, theses and dissertations.¹³ The thesis or papers will be graded by one of the members of the academic committee and the seminary dean. If necessary, the student will be asked to revise the paper and resubmit it for credit (*four credits*).

- (b) *Preaching Practicum*: For the “Preaching Practicum” course, the student’s pastor(s) will provide the student with the opportunity to teach or preach in a setting the pastor deems appropriate¹⁴ and offer the student assistance as needed. The student’s pastor should evaluate the student’s sermon content and delivery and offer constructive criticism as appropriate. The seminary will provide the student and pastor a syllabus and evaluation form. The student will be required to teach or preach at least *four* lessons or sermons to receive credit for the course (*two credits*).
- (c) *Ministerial Practicum*: The student’s pastor(s) will provide the student with opportunities to engage in such ministries as leading worship, organizing church outreach and special events, visiting the sick, sitting in on elders’ meetings, and carrying out church administrative tasks, as the student’s elders deem appropriate to his present level of gift and the church’s needs. The seminary will provide a syllabus and confirmation form that suggests the kinds of ministry in which the student must engage himself, specifying the minimum and maximum amount of time required or allowed for each category. The student will be required to engage in a minimum amount of 150 hours of practical ministry in order to receive credit for this course. The student should keep a log of his ministry activities. When he completes the minimum of 150, he should fill out the PT 921 Confirmation Form provided with the syllabus and send it to the course administrator (*three credits*).

If you have any questions about the course requirements given above, please contact the seminary dean.

Course Syllabus & Outline

Each instructor should provide the students with a course syllabus and outline. The syllabus should include the following:

- (1) Course title (e.g., ET 511 Old Testament Introduction)
- (2) Course description (see our *Academic Catalog* for examples)

¹³ See Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (Chicago: University of Chicago Press, 1996).

¹⁴ Besides the formal worship services of the church, this might include Sunday School classes, nursing home ministries, jail ministries, formal Bible studies, etc. The student’s pastor may also choose to have the student preach or teach in a more private setting before his pastor(s) and/or peers for evaluation and input.

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- (3) Course credit (e.g., 3 credits)
- (4) Course instructor (brief biographical and ministry sketch)
- (5) Course requirements (i.e., textbooks, reading, projects, book reviews, quizzes, final exam, term paper, etc.)
- (6) Course grading (e.g., lectures = 10%; reading = 10%; book review = 10%; term paper = 35%; final exam = 35%)

If you desire, the dean can provide you with a sample course syllabus. In addition to a syllabus, we ask that you also provide the students with a complete set of lecture notes. This is especially important if you're testing the student over the lecture material. Remember that most of our students will not take your course live and will not, therefore, have the opportunity to ask you questions for clarification. So the notes will help them prepare for the exams. They will also provide the student with a helpful resource for future ministry. If you don't plan to test the student over the lecture material, you may substitute an analytical (detailed) outline with the permission of the dean.

Steps for Teaching a Course

The following steps should provide you with guidance for preparing and teaching a course:

- (1) Prepare a syllabus and course outline (see above).
- (2) Submit the syllabus and outline to the dean and academic committee. The dean and academic committee will review the syllabus and outline and suggest modifications if necessary.
- (3) Prepare the lectures for a modular format. Be sure to ask the dean how many lecture slots are available and how much time is allotted for each lecture.
- (4) Make travel arrangements and submit expenses to the seminary for reimbursement.
- (5) Deliver the lectures. Be sure to provide opportunities for questions in a live setting.
- (6) Prepare the students for the final exam. Explain the nature of the exam and what material the student needs to master to pass the exam successfully. For distance learning students, provide a "study guide" for the exam.¹⁵
- (7) Provide the dean with the final exam. You may submit the exam in MS Word or Pages format, but you must also submit a copy *in PDF format*. This will ensure that your formatting and fonts remain intact. The dean will forward the exam to the student's proctor.
- (8) Finally, grade the final exam within a reasonable amount of time after receiving it and return it to the dean. The seminary requires that the instructor grade and return assignments within a two-week period. If you cannot grade and return an assignment within that space of time, you need to inform the dean upon receiving the assignment.

Grading Standards & Procedure

RBS expects the course instructors to grade the assignments, projects, quizzes and final exam of the course they have agreed to teach. We would also request that you be available to grade the work done by students who take your course through distance learning. This will probably entail

¹⁵ The dean can provide the instructor with some examples of exam study guides.

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only a handful of exams per year at the present level of student enrollment. If the load becomes too heavy, we request that you make arrangements for a surrogate grader. The seminary must approve the surrogate grader.¹⁶ You will need to provide the surrogate grader an answer-key with which he may grade the exams. *Visiting lecturers are not responsible for developing course requirements or grading.*

RBS is committed to maintaining high academic standards. Therefore, no student will be considered to have completed the coursework successfully who does not achieve a cumulative grade point average of 3.00 or higher. No individual *quiz, book review, project, or paper* will be accepted that does not achieve a letter grade of C or higher. No *final exam* will be accepted that does not achieve a letter grade of B- or higher. The grading scale shall be as follows:

<u>Letter Grade</u>	<u>Numeric Grade</u>	<u>Quality Points</u>
A	96-100	4.00
A –	91-95	4.00
B +	88-90	3.00
B	85-87	3.00
B –	81-84	3.00
C+	78-80	2.00
C	75-77	2.00

In the case that a student receives an unacceptable score, he may be allowed to retake the exam for partial credit. If you have any questions about the grading scale as it relates to your course's assignments, projects, quizzes or final exam, please contact the seminary dean.

Grading Guidelines for RBS Papers

Below are some guidelines for grading academic papers that students have submitted for courses or for the Writing Practicum requirement of RBS. While there is always a degree of subjectivity involved with grading academic papers, we hope these guidelines will help to “objectify” your assessment of the student's work. Give the student plenty of input (whether complimentary remarks or constructive criticism). We have included some general academic writing guidelines, which have been adapted from Turabian's *A Manual for Writers*, 6th edition.

Content (40% of grade)

- Content addresses topic and/or passage(s) with sufficient detail and scope.
- Content evidences that student possesses sufficient knowledge of primary and secondary material under discussion.
- Content exhibits critical awareness of current issues, problems, and insights related to the topic and/or passage(s) under discussion.

Reasoning (40% of grade)

- Student exhibits ability to discriminate between relevant data and extraneous material.
- Student presents a logical analysis that demonstrates a clear understanding of relevant issues.

¹⁶ The surrogate grader may be an academic assistant, pastoral assistant, or fellow pastor. In some cases, the dean or one of the members of the academic committee may serve as a surrogate grader.

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- Student exhibits the ability to evaluate arguments, assumptions, abstract concepts, and to frame appropriate questions.
- Student applies his conclusions in a way that's biblically sound and balanced.

Writing (20% of grade)

- There is a clear thesis statement
- Spelling, punctuation, grammar, and style correct and consistent with writing guidelines (see below).
- Paragraphs are well organized and coherent.
- Quotes, Scripture references, and summaries are used and cited appropriately.
- Integrates a good variety of outside sources (primary and secondary) that clearly support main arguments.

Basic Formatting Guidelines for RBS Papers

Term papers for courses should be a minimum of 15 pages and, as a general rule, a maximum of 30 pages (or 6,000 to 12,000 words). Term papers for the Writing Practicum requirement should be a minimum of 20 pages and a maximum of 30 pages (or 8,000 to 12,000 words). The paper should be formatted according to the guidelines for academic papers outlined in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (Chicago: University of Chicago Press, 1996). Some of the guidelines include the following:

- (1) *Paper*: Use 8.5 x 11 inch white paper.
- (2) *Margins*: The left margin should be 1.5 inches. All other margins should be 1 inch (except the first page which should have a top margin of 2 inches). Do not justify right-hand margins.
- (3) *Indentation*: Indent each paragraph, footnote, and bibliographical note one-half inch. Lengthy quotations (more than three lines) should be formatted as block quotations and indented one-half inch. You should further indent the first line of a block quotation another half inch when the quotation itself began a paragraph in the source from which it was taken.
- (4) *Page numbers*: Place the page number for the first page at the center one inch from the bottom of the page and a double space below the last line of type. Succeeding pages should have page numbers in the upper right-hand corner, one inch from the top and the side. Double space down to the first line of text.
- (5) *Type*: For the title page, table of contents, main body text, and bibliography use a 12-point printer font with a name that contains the word "book" (e.g., Book Antiqua, Bookman Old Style, Century Schoolbook). Times Roman is also an acceptable font. For the block quotes and footnotes, use an 11-point font.
- (6) *Spacing*: Regular text should be double-spaced. Block quotations, footnotes, and bibliographical entries should be single-spaced.
- (7) *Hyphenation*: Avoid hyphenation when possible. Never hyphenate between pages, and do not use one or two-letter divisions.
- (8) *Paragraph divisions*: A portion of a paragraph division should have at least two lines on any one page.
- (9) *Footnotes*: Some sample footnote entries are listed below (see Turabian for more examples):

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¹ K. A. Kitchen, “Egypt,” *The New Bible Dictionary*, ed. J. D. Douglas (Grand Rapids: Wm. B. Eerdmans Publishing, 1962), 349.

² Benjamin B. Warfield, *The Inspiration and Authority of the Bible*, ed. Samuel G. Craig (Philadelphia: Presbyterian and Reformed Publishing, 1948), 374, n. 67.

³ C. F. Keil and F. Delitzsch, *The Pentateuch*, trans. James Martin (Grand Rapids: Wm. B. Eerdmans Publishing, n.d.), 1:467.

⁴ E. Kautzsch, ed., *Gesenius’ Hebrew Grammar*, trans. A. E. Cowley, 2nd ed. (Oxford: Clarendon Press, 1910), sec. 124d. [or §124d.]

⁵ James M. Renihan, “Out from Hyper-Calvinism: Andrew Fuller and the Promotion of Missions,” *Reformed Baptist Theological Review* [or *RBTR*] 1:1 (Jan. 2004): 46-47.

⁶ D. A. Carson, *Matthew*, in vol. 8 of *The Expositor’s Bible Commentary*, ed. Frank E. Gaebelein (Grand Rapids: Zondervan Publishing House, 1984), p. 249.

⁷ Philip Schaff, *The Creeds of Christendom*, rev. David S. Schaff (Harper and Row, 1931; reprint, Grand Rapids: Baker Book House, 1990), 1:15-16.

⁸ R. Scott Clark, “Missional Monday: Should Evangelism Happen Only in Church?” accessed on April 22, 2009 on the Internet: <http://heidelblog.wordpress.com/2008/02/25/missional-monday-should-evangelism-happen-only-in-the-church/>.

(10) *Bibliography*: The first page of your bibliography should begin with a heading, have a two-inch margin from the top, and a page number centered at the bottom. Each bibliographical entry should be single-spaced with one blank line between entries. The first line is flush left, and runover lines are indented one-half inch. Some sample entries include the following (see Turabian for more examples):

Kitchen, K. A. “Egypt.” *The New Bible Dictionary*, edited by J. D. Douglas, pp. 337-53. Grand Rapids: Wm. B. Eerdmans Publishing, 1962.

Warfield, Benjamin Brekinridge. *The Inspiration and Authority of the Bible*, edited by Samuel G. Craig. Philadelphia: Presbyterian and Reformed Publishing, 1948.

Keil, C. F. and F. Delitzsch. *The Pentateuch*, translated by James Martin. Grand Rapids: Wm. B. Eerdmans Publishing, n.d.

Kautzsch, E. ed. *Gesenius’ Hebrew Grammar*, translated by A. E. Cowley. 2nd ed. Oxford: Clarendon Press, 1910.

Renihan, James M. “Out from Hyper-Calvinism: Andrew Fuller and the Promotion of Missions.” *Reformed Baptist Theological Review* 1:1 (January 2004): 45-65.

Carson, Donald A. *Matthew*. In vol. 8 of *The Expositor’s Bible Commentary*, edited by Frank E. Gaebelein. Grand Rapids: Zondervan Publishing House, 1984.

Schaff, Philip. *The Creeds of Christendom*, revised by David S. Schaff. 3 vols. 1931; reprint, Grand Rapids: Baker Book House, 1990.

Clark, R. Scott. “Missional Monday: Should Evangelism Happen Only in Church?” Accessed on April 22, 2009 on the Internet: <http://heidelblog.wordpress.com/2008/02/25/missional-monday-should-evangelism-happen-only-in-the-church/>.

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Travel Reimbursement & Honorarium

The gospel-laborer is worthy of his hire. Therefore, RBS will seek to ensure that those who offer live instruction are reimbursed for their travel expenses and provided with an honorarium for their lectures and/or grading course assignments.

If you are asked to teach a module, you will probably need to make your own travel arrangements. Once you've made your travel arrangements, inform the seminary dean or secretary of your itinerary and travel costs. The seminary will reimburse your travel expenses as soon as we know the total cost. We can send you a check or give you the check at the module.

After you have finished teaching the course, RBS will also provide you with a teaching honorarium. Currently, RBS endeavors to ensure that each instructor and visiting lecturer receive at least \$50 per lecture. As God prospers, we hope to give more. Furthermore, we plan to remunerate each instructor for his continuing grading service at the rate of at least \$30 per course, which will be deducted from the student's tuition.

Working with the Seminary

We are grateful for your willingness to serve as an instructor or lecturer for RBS. We realize that you have other responsibilities in the ministry, and we hope the expectations we have outlined in this booklet are reasonable. Though we desire a basic level of uniformity in our coursework (so that the students know what to expect), we have also tried to allow you a degree of flexibility in the way you teach the course. Please communicate openly with the seminary if you have any questions or suggestions regarding these guidelines or expectations. We are eager to improve our program and to provide students with the best ministerial training possible. We pray that your experience with RBS will be positive and rewarding.

Contact Information

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