



Stage One Application

Maryland Higher Education Commission Stage One Application for Initial Approval as an In-State Degree-Granting Institution

Name of Proposed Institution

Reid Temple Bible College

Mailing Address of Proposed Institution

11400 Glenn Dale Boulevard
Glenn Dale, MD 20769

Person to Contact for this Application:

Title: Reverend Milwina Locklear, MSOL
Chief Academic Officer

Organization: Reid Temple Bible College

Mailing Address: 11400 Glenn Dale Boulevard
Glenn Dale, MD 20769

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Maryland Higher Education Commission
Division of Planning and Academic Affairs
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Baltimore, MD 21201
410-767-3268
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STAGE One Application

Under the *Code of Maryland Regulations* (COMAR) 13B.02.02.06, there are two stages that a prospective institution shall complete before the Secretary of Higher Education may grant institutional approval to operate. The application process may take up to six months after the receipt by the Maryland Higher Education Commission of a completed Stage One and Stage Two application. The prospective institution shall complete the first stage before it may start the second stage.

- (a) A prospective institution shall provide an initial, Stage One Application to the Secretary of Higher Education which requires:
 - 1 – A demonstration of a compelling regional or Statewide need and demand to initiate specific academic degree programs in a specific geographical region of the State (see COMAR 13B.02.02.05).
 - 2 – Evidence of adequate financial resources to establish and maintain an institution of higher education as provided in COMAR 13B.02.02.07.
 - 3 – Additional information as the Secretary may require (see COMAR 13B.02.02.06F).
 - 4 – The required Application Fee (see below).
- (b) Upon submission of the Stage One Application it will be distributed to all higher educational institutions in the State for a thirty day comment period. The Secretary shall consider all comments and objections received prior to making a final Stage One decision.
- (c) The Secretary may ask the applicant for additional information in response to the comments and objections.
- (d) The Secretary shall then make public the final decision on the Stage One proposal at a regularly scheduled meeting of the Maryland Higher Education Commission. If the Stage One proposal is approved, the institution shall proceed to complete and submit a separate follow-up, Stage Two Application.

This questionnaire, properly completed with supporting documentation and a completed page one cover sheet, shall serve as the Stage One Application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.02.

**STAGE ONE
APPLICATION**

**MARYLAND HIGHER EDUCATION COMMISSION
Stage One Application for Initial Approval
as an In-State Degree-Granting Institution**

Name of Proposed Institution

Reid Temple Bible College

Mailing Address of Proposed Institution

11400 Glenn Dale Boulevard, Glenn Dale, MD 20769

If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate.

Person to Contact For this Application: **Reverend Milwina Locklear**

Title: **Chief Academic Officer**

Organization: **Reid Temple Bible College**

Mailing Address: **11400 Glenn Dale Boulevard, Glenn Dale MD, 20769**

Telephone Number: **(301) 352-0320 Ext. 720**

Email: **livelifeonpurpose7@gmail.com**

**Maryland Higher Education Commission
Division of Program Review and Compliance
6 N. Liberty St., 10th Floor
Baltimore, MD 21201
410 -767-3301**

acadprop.mhec@maryland.gov

STAGE ONE APPLICATION

Under the *Code of Maryland Regulations* (COMAR) 13B.02.02.06, there are two stages that a prospective institution shall complete before the Secretary of Higher Education may grant institutional approval to operate. The application process may take up to six months after the receipt by the Maryland Higher Education Commission of a completed Stage One and Stage Two application. The prospective institution shall complete the first stage before it may start the second stage.

(a) A prospective institution shall provide an initial, **Stage One Application** to the Secretary of Higher Education which requires:

- (1) A demonstration of a compelling regional or Statewide need and demand to initiate specific academic degree programs in a specific geographical region of the State (see COMAR 13B.02.02.05).
- (2) Evidence of adequate financial resources to establish and maintain and institution of higher education as provided in COMAR 13B.02.02.07.
- (3) Additional information as the Secretary may require (see COMAR 13B.02.02.06F).
- (4) The required Application Fee (see below).

(b) Upon submission of the Stage One Application it will be distributed to all higher educational institutions in the State for a thirty day comment period. The Secretary shall consider all comments and objections received prior to making a final Stage One decision.

(c) The Secretary may ask the applicant for additional information in response to the comments and objections.

(d) The Secretary shall then make public the final decision on the Stage One proposal at a regularly scheduled meeting of the Maryland Higher Education Commission. If the Stage One proposal is approved, the institution shall proceed to complete and submit a separate follow-up, Stage Two Application.

This questionnaire, properly completed with the supporting documentation and a completed page one cover sheet, shall serve as the **Stage One Application** for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.02.

I. SUPPORTING DOCUMENTATION

Application Fee - (COMAR) 13B.02.02.06D

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission.

Certification

I hereby certify that the answers given in this application and its attachments are accurate and complete and further agree to comply with the Annotated Code of Maryland and State regulations governing the minimum requirements for degree-granting institutions operating in Maryland (COMAR 13B.02.02).

10/23/2015
Date

Rev. Dr. Lee F. Wright
Signature of Chief Executive Officer

II. APPLICATION QUESTIONNAIRE

1. Proposed Programs

A detailed and accurate description of the prospective institution's proposed programs and operations shall be provided and will include: all degree and certificate programs to be offered; a description of the objectives of each degree and certificate including the modes of instructional delivery; a description of the student population to be served; the curriculum for each program to be offered; and the nature of faculty and resources required to support the programs. See COMAR 13B.02.02.06E(d).

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: Programs") to this application with your responses to the following questions:

(a) Provide a complete list of all the proposed programs and certificates to be offered. For each of these programs provide the following information:

- (1) the full title of the program;
- (2) all areas of Specialization;
- (3) the degree or certificate to be awarded;
- (4) the total number of credit hours (semester or quarter);
- (5) the mode of instructional delivery;
- (6) the curricular outline; and
- (7) the educational objectives of the program.

See supporting documentation submitted with this application.

(b) Describe the student population which each program serves.

See supporting documentation submitted with this application.

(c) Describe the nature of the faculty and resources (library, facilities, equipment) that will be required to support each of these programs.

See supporting documentation submitted with this application.

2. Educational Need

Before the Commission may evaluate an institution's readiness to operate or award new degrees in the State, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question within the State. See COMAR 13B.02.02.05.

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application with your responses to the following questions:

(a) **For each program** proposed in Section One above, what "**critical and compelling**" Regional or Statewide (Maryland) need and demand do these programs meet? [COMAR 13B.02.02.05C] In responding to this question provide documentation as indicated below:

(1) If the proposed programs serve an occupational need, present data projecting market demand and the availability of openings in the job market to be served by these new programs for which the institution is making application. This information will include:

- (A) workforce and employment projections prepared by the federal and State governments;
- (B) the availability of graduates in the State or region;
- (C) marketing studies done by the institution or others;
- (D) data from prospective employers on education & training needs and the anticipated number of vacancies expected over the next 5 years;
- (E) material from professional and trade associations; and
- (F) consistency with the Maryland State Plan for Postsecondary Education.

See supporting documentation submitted with this application.

(2) If some of the proposed programs serve societal needs (including the traditional liberal arts and non-occupational type programs) provide a description of how the proposed programs will enhance higher education in Maryland and contribute to the betterment of society in general.

See supporting documentation submitted with this application.

(b) If similar programs currently exist in the State, what are the similarities or differences in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of these programs?

See supporting documentation submitted with this application.

1. Financial Resources

The institution shall provide evidence of adequate financial resources to establish and maintain an institution of higher education in a form and manner prescribed by the Secretary. See COMAR 13B.02.02.06E(b)(c) & 13B.02.02.07.

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled: "A-3 Financial Resources") to this application with your responses to the following questions:

(a) Provide a long-range financial plan for the institution, which includes (1) a four year projection of anticipated income and expenditures that demonstrates that tuition and other sources of income shall be sufficient to provide a sound financial operation and assure diversity of intellectual interest and resources and (2) a preliminary budget for the school and its programs.

See supporting documentation submitted with this application.

(b) If available, provide a certified copy of the institution or its parent institution's **most recent audited financial statement**. (Copy attached? Yes No)

(c) List the name of the chief financial officer of the institution, giving (1) the preparation by education (institutions and degrees) and experience for his/her work and (2) his/her involvement with the operation of the institution's educational facilities and programs.

See supporting documentation submitted with this application.

Please Submit All Information To:

**Maryland Higher Education Commission
Division of Program Review and Compliance
6 N. Liberty St., 10th Floor
Baltimore, Maryland 21201
acadprop.mhec@maryland.gov (for electronic submissions)
(410) 767-3301**

2 APPLICATION QUESTIONNAIRE

2.1 Proposed Programs

A detailed and accurate description of the prospective institution's proposed programs and operations shall be provided and will include:

- all degree and certificate programs to be offered;
- a description of the objectives of each degree and certificate including the curriculum for each program to be offered;
- and the nature of faculty and resources required to support the programs. see COMAR 13B.02.02.06E(d)

2.1.1 Instructions for Each Program

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: Programs") to this application with your responses to the following questions:

MHEC Request:

Provide a complete list of all the proposed programs and certificates to be offered. For each of these programs provide the following information:

1. The full title of the program;
2. All areas of Specialization;
3. The degree or certificate to be awarded;
4. The total number of credit hours (semester or quarter);
5. The mode of instructional delivery
6. The curricular outline; and
7. The educational objectives of the program.

RTBC Response:

The Programs on the following pages beginning with page 3 includes the above requested information.

Mode of Delivery for All Academic Programs listed in the Stage One Application:

RTBC will provide live instruction for academic credit that allows immediate interaction between the student and the instructor through lectures, laboratory instruction (i.e., with the aid of partner institutions of higher learning, and/or through transfer credit), seminars, colloquia, and computer-aided instruction.

2.1.1.1 General Studies Certificate

2.1.1.1.1 General Studies Program Overview

Certificate of General Studies (31 credit hours) – **in person instruction**

The **One-year General Studies Certificate** program at Reid Temple Bible College is an attractive course of study because it gives students a certificate that they can use as a qualification for some employment opportunities or as a basis for pursuing an Associates of Arts or Bachelor's degree. This concentration of Bible and Theology courses prepares students for successful Christian living and for effective service in their local churches and in the community.

The **One-year General Studies Certificate** program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

2.1.1.1.2 General Studies Certificate Program Outcomes

Students who complete the Certificate of General Studies program will be able to:

1. Identify the contribution of major biblical books, characters, and doctrines
2. Describe the relationship between Old and New Testaments and how they collectively reveal God to mankind.
3. Integrate fundamental truths of the Bible into life situations.
4. Describe the importance of the Holy Spirit in the life of the believer.
5. Develop a statement of their personal ministry purpose.

2.1.1.1.3 General Studies Learning Objectives

All students enrolled in Reid Temple Bible College will:

1. Gain knowledge of biblical concepts and principles.
2. Be equipped for practical application of the Bible in their lives.
3. Be introduced to the concept of ministry from the biblical perspective of service to the community.
4. Engage in ministry according to their individual gifts.

General Studies Certificate Curriculum Outline – Next Page

2.1.1.1.4 General Studies Certificate Curriculum Outline

Certificate of General Studies (2 semester plan for full-time students)

General Studies Required Courses		General Studies Courses		Professional Studies	
1st Semester					
BS105 Introduction to Old Testament	3	EN102 English Composition or	3	CM250 Social Media	3
BS106 Introduction New Testament	3	CM201 Public Speaking		CS201 Christian Service	1
BS201 Christian Discipleship	3			Field Study	
				1st Semester Total	16
2nd Semester					
TH207 Bible Theology and Doctrines	3	Fine Arts Elective	3	General Studies Elective	3
		General Studies Elective	3	General Studies Elective	3
				2nd Semester Total	15
Total Credit Hours for Certificate					31

2.1.1.2 Biblical Studies Certificate

2.1.1.2.1 Biblical Studies Certificate Program Overview

Certificate of Biblical Studies (34 credit hours) – **in person instruction**

The **One-year Biblical Studies Certificate** program at Reid Temple Bible College is an attractive course of study because it gives students a certificate that they can use as a qualification for some employment opportunities or as a basis for pursuing an Associates of Arts or Bachelor's degree. This concentration of Bible, Theology, and Practical Life courses prepares students for successful Christian living and for effective service in their local churches and in the community.

The **One-year Biblical Studies Certificate** program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

2.1.1.2.2 Biblical Studies Certificate Program Outcomes

Students who complete the Certificate of Biblical Studies program will be able to:

1. Identify the contribution of major biblical books, characters, and doctrines
2. Describe the relationship between Old and New Testaments and how they collectively reveal God to mankind.
3. Integrate fundamental truths of the Bible into life situations.
4. Describe the importance of the Holy Spirit in the life of the believer.
5. Develop a statement of their personal ministry purpose.

2.1.1.2.3 Biblical Studies Certificate Learning Objectives

All students enrolled in Reid Temple Bible College will:

1. Gain knowledge of biblical concepts and principles.
2. Be equipped for practical application of the Bible in their lives.
3. Be introduced to the concept of ministry from the biblical perspective of service to the community.
4. Engage in ministry according to their individual gifts.

Biblical Studies Certificate Curriculum Outline – Next Page

2.1.1.2.4 Biblical Studies Certificate Curriculum Outline

Biblical Studies Certificate (2 semester plan for full-time students)

Biblical Studies Certificate Required Courses		General Studies Courses		Professional Studies	
1st Semester					
BS105 Introduction to Old Testament	3	EN102 English Composition or	3	PL200 Christian Life Skills	3
BS106 Introduction New Testament	3	CM201 Public Speaking		CM250 Social Media	3
BS201 Christian Discipleship	3				
1st Semester Total					18
2nd Semester					
TH207 Bible Theology and Doctrines I	3	Fine Arts Elective	3	CS201 Christian Service	1
BS207 The Holy Spirit	3	HI100 Church History	3	Field Study	
				Concentration Elective	3
2nd Semester Total					16
Total Credit Hours for Certificate					34

2.1.1.3 Biblical Studies Degree Program

2.1.1.3.1 Biblical Studies Degree Program Overview

Associate of Arts Degree in Biblical Studies (65 credit hours) – **in person instruction**

The two-year **Associates of Arts (AA) degree in Biblical Studies** program at Reid Temple Bible College is an attractive course of study because it gives students an Associate of Arts degree they can use as a qualification for some employment opportunities or as a basis for pursuing a Bachelor's degree at another college, and especially upon accreditation of the program. This concentration of Bible, Theology, and Practical Life courses prepares students for successful Christian living and for effective service in their local churches and in the community.

2.1.1.3.2 Biblical Studies Degree Program Outcomes

Students who complete the Associate of Arts Degree in Biblical Studies will be able to:

1. Identify the contribution of each biblical book.
2. Identify the relevance of major biblical characters and doctrines in a modern-day context.
3. Demonstrate understanding of the relationship between Old and New Testaments and how they collectively reveal God to mankind.
4. Integrate the truths of Scripture into life situations.
5. Describe the example of Christ in ministering to the varied needs of people.
6. Identify their spiritual gifting(s) for ministry.
7. Demonstrate effective ministry in at least one church or community setting.
8. Communicate effectively in both oral and written ways.
9. Analyze the Christian influence on society.

2.1.1.3.3 Biblical Studies Degree Student Learning Objectives

All students enrolled in Reid Temple Bible College will:

1. Gain knowledge of biblical concepts and principles.
2. Be equipped for practical application of the Bible in their lives.
3. Be introduced to the concept of ministry from the biblical perspective of service to the community.
4. Engage in ministry according to their individual gifts.

Biblical Studies Degree Program Outline – Next Page

2.1.1.3.4 Biblical Studies Degree Program Outline

Associate of Arts Degree in Biblical Studies (4 semester plan for full-time students)

Biblical Studies Degree Required Courses		General Studies Courses		Professional Studies		
1st Semester						
BS105 Introduction to Old Testament	3	EN102 English Composition or	3	CM250 Social Media	3	
BS203 Old Testament Characters	3	CM201 Public Speaking	3			
BS201 Christian Discipleship	3					
					1st Semester Total	18
2nd Semester						
BS106 Introduction to New Testament	3	Fine Arts Elective	3	PL200 Christian Life Skills	3	
BS204 New Testament Characters	3					
BS100 Principles of Bible Study	3					
					2nd Semester Total	15
3rd Semester						
TH207 Bible Theology and Doctrines I	3	Math	3	CS201 Christian Service	1	
BS207 The Holy Spirit	3	Biology	3	Field Study		
BS206 The Study of the Gospels	3			Concentration Elective	3	
					3rd Semester Total	19
4th Semester						
TH208 Bible Theology and Doctrines II	3	Social Science Elective	3	CS200 Christian Service	1	
Bible/Theology Elective (i.e. Hebrew)	3	HI100 Church History	3	Seminar		
					Concentration Elective	3
					4th Semester Total	16
Total Credit Hours for Associate's Degree						68

2.1.1.4 Ministry Certificate

2.1.1.4.1 Ministry Certificate Program Overview

Certificate of Ministry (37 credit hours) – **in person instruction**

The **One-year Ministry Studies Certificate** program at Reid Temple Bible College is an attractive course of study because it gives students a certificate that they can use as a qualification for some employment opportunities or as a basis for pursuing an Associates of Arts or Bachelor's degree. This concentration of Bible, Theology and Practical Life courses prepares students for successful Christian living and for effective service in their local churches and in the community.

The **One-year Ministry Studies Certificate** program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

2.1.1.4.2 Ministry Certificate Program Outcomes

Students who complete the Certificate of Ministry program will be able to:

1. Identify the contribution of major biblical books, characters, and doctrines
2. Describe the relationship between Old and New Testaments and how they collectively reveal God to mankind.
3. Integrate fundamental truths of the Bible into life situations.
4. Describe the importance of the Holy Spirit in the life of the believer.
5. Develop a statement of their personal ministry purpose.

2.1.1.4.3 Ministry Certificate Student Learning Objectives

All students enrolled in Reid Temple Bible College will:

1. Gain knowledge of biblical concepts and principles.
2. Be equipped for practical application of the Bible in their lives.
3. Be introduced to the concept of ministry from the biblical perspective of service to the community.
4. Engage in ministry according to their individual gifts.

Ministry Certificate Curriculum Outline – Next Page

2.1.1.4.4 Ministry Certificate Curriculum Outline

Certificate of Ministry (2 semester plan for full-time students)

Ministry Certificate Required Courses		General Studies Courses		Professional Studies	
1st Semester					
BS105 Introduction to Old Testament	3	EN102 English Composition or	3	BS280 Church Administration I	3
BS106 Introduction New Testament	3	CM201 Public Speaking		CM250 Social Media	3
BS201 Christian Discipleship	3				
PR201 Homiletics I	3				
1st Semester Total					21
2nd Semester					
TH207 Bible Theology and Doctrines I	3	Fine Arts Elective	3	CCS01 Christian Service Field	1
BS207 The Holy Spirit	3	HI100 Church History	3	Study	
EV201 Evangelism I	3				
					16
Total Credit Hours for Certificate					37

2.1.1.5 Ministry Degree Program

2.1.1.5.1 Ministry Degree Program Overview

Associate of Arts Degree in Ministry (68 credit hours) – **in person instruction**

The two-year **Ministry Studies Associates of Arts (AA) Degree** program at Reid Temple Bible College is an attractive course of study because it gives students an accredited Associate of Arts degree they can use as a qualification for some employment opportunities or as a basis for pursuing a Bachelor's degree at another college. This concentration of Bible, Theology, Ministry and Practical Life related courses prepares students for successful Christian living and for effective service in their local churches and in the community.

The two-year Bible program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

2.1.1.5.2 Ministry Degree Program Outcomes

Students who complete the Associate of Arts Degree in Ministry program will be able to:

1. Identify the contribution of each biblical book.
2. Identify the relevance of major biblical characters and doctrines in a modern-day context.
3. Demonstrate understanding of the relationship between Old and New Testaments and how they collectively reveal God to mankind.
4. Integrate the truths of Scripture into life situations.
5. Describe the example of Christ in ministering to the varied needs of people.
6. Identify their spiritual gifting(s) for ministry.
7. Demonstrate effective ministry in at least one church or community setting.
8. Communicate effectively in both oral and written ways.
9. Analyze the Christian influence on society.

2.1.1.5.3 Ministry Degree Program Student Learning Objectives

All students enrolled in Reid Temple Bible College will:

1. Gain knowledge of biblical concepts and principles.
2. Be equipped for practical application of the Bible in their lives.
3. Be introduced to the concept of ministry from the biblical perspective of service to the community.
4. Engage in ministry according to their individual gifts.

Ministry Degree Program Outline – Next Page

2.1.1.5.4 Ministry Degree Program Outline

Associate of Arts Degree in Ministry (4 semester plan for full-time students)

Ministry Degree Required Courses		General Studies Courses		Professional Studies	
1st Semester					
BS105 Introduction to Old Testament	3	EN102 English Composition	3	CM250 Social Media	3
BS203 Old Testament Characters	3				
BS201 Christian Discipleship	3				
PR201 Homiletics I	3				
1st Semester Total					18
2nd Semester					
BS106 Introduction to New Testament	3	Fine Arts Elective (i.e. History of Gospel Music, etc.)	3	BS280 Church Administration I	3
BS204 New Testament Characters	3				
EV201 Evangelism I	3				
PR202 Homiletics II	3				
2nd Semester Total					18
3rd Semester					
TH207 Bible Theology and Doctrines I	3	Math Biology	3 3	CS201 Christian Service Field Study	1
EV202 Evangelism II	3				
BS207 The Holy Spirit	3			BS285 Church Administration II	3
3rd Semester Total					19
4th Semester					
TH208 Bible Theology and Doctrines II	3	Social Science Elective	3	PL200 Christian Life Skills OL200 Principles and Dynamics of Leadership	3 3
TH530 Hermeneutics I	3				
4th Semester Total					15
Total Credit Hours for Associate's Degree					70

2.1.1.7 RTBC Course Descriptions

Arts – (AR)

AR200 Introduction to Fine Arts 3 credits

This course is a survey of Western culture focusing on the great painters from the Middle Ages to the twentieth century and the great composers from J.S. Bach through Igor Stravinsky. The meaning and significance of artistic expressions will be examined from historical, philosophical, and theological points of view.

AR210 Introduction to Humanities 3 credits

This course is an introductory exploration of the humanities through the examination and discussion of select artistic, literary and philosophic works of Western civilization. Students will exercise hermeneutic, critical thinking, and communication skills, while laboring to uncover the power of these works and texts to express and/or form a worldview. Ultimately, students will confront their own worldviews in light of these competing visions of reality in order to better understand, embrace and share the Christian worldview.

Biblical Studies – (BS)

BS100 Principles of Bible Study 3 credits

This course is an introduction to various tools of Bible study and a methodical and inductive approach to study of the Scriptures, basic laws, and principles of interpretation. This course includes opportunities to practice using the tools, methods, and principles.

BS102 – Introduction to Biblical Studies 3 credits

This course is intended to provide a general introduction to the critical study of the Bible. The modern, exegetical approaches will be examined and related to the study of the Bible, considering its origins, forms, settings, and uses. As a result of this course, the student should be able to engage the Bible, conscientiously and critically, and begin to understand the ancient Israelite and Christian traditions in their respective contexts.

BS105 Introduction to Old Testament 3 credits

This class surveys the entire Old Testament with an emphasis on its historical and theological foundation to the great ideas of the Bible—creation, transgression, redemption, and consummation. The three main genre of the Old Testament (narrative, poetry, and prophecy) will be studied along with the significance of the great eschatological covenants (Abrahamic, Davidic, Palestinian, and New) and Israel's place in God's plan.

BS106 Introduction to New Testament 3 credits

This course develops the overarching themes of the Bible begun in the Old Testament and revealed in the literature of the New Testament. The Gospels reflect the hinge of history—the incarnation, death, and resurrection of Jesus Christ. The balance of the New Testament describes the story of the early Church as it proclaimed the themes of transgression, redemption, and consummation. The various types of New Testament literature are explained along with interpretive principles associated with each.

BS201 – Christian Discipleship 3 credits

This is an inductive study of Biblical Gospel Discipleship, with an emphasis on the relationship between discipleship and stewardship in ministry. The class will focus on the things that a new Christian should know and do. This course will also teach managing the affairs of God. Students will learn how to maintain the affairs of the church, such as tithes and offering and legal matters of the Church, and understand how to use one's talent(s) to enhance the church's ministries.

BS202 – Christian Stewardship 3 credits

Students will learn how to maintain the affairs of the church, such as tithes and offering and legal matters of the Church, and understand how to use one's talent(s) to enhance the church's ministries. This course deals with legal matters, financial accountability and godly stewardship over one's time, talents and gifts.

BS203 – Old Testament Characters 3 credits

This course is a study of Biblical Characters in the Old Testament and how God used them for the work of the ministry in fulfilling His purpose and plan for mankind.

BS204 – New Testament Characters 3 credits

This course is a study of Biblical Characters in the New Testament and how God used them for the work of the ministry in fulfilling His purpose and plan for mankind..

BS205 – Gift of the Spirit 3 credits

This is the study of theological terms which are endowments that come through the grace of God. As an example, they are healing, helping, administering, speaking in tongues, driving out evil spirits, prophesying, and having a keenness of discernment and wisdom. All gifts will be comprehensively studied.

BS206 – The Study of the Gospels 3 credits

This course is designed to lead the student in researching the four gospels. Students will also study the life and ministry of Jesus and examine the literary content of the synoptic gospels (Matthew, Mark and Luke), discovering how they differ from the Gospel of St. John.

BS207 – The Holy Spirit 3 credits

Students will learn the personality of the Holy Spirit, the deity of the Holy Spirit, and the work of the Holy Spirit. Additional emphasis in this course deals with the person of the Holy Spirit, the Holy Spirit in the Old Testament, the Holy Spirit in the time of Christ, the Holy Spirit in conversion, the baptism in the Holy of Spirit as distinguished from conversion (filling), the baptism of the Holy Spirit (indwelling), and the Holy Spirit in the church and in the future.

BS210 Romans 3 credits

This course is a methodical and inductive study of Romans with emphasis upon the argument of the book, its doctrinal themes, and its demands upon the believer. Prerequisite: BS100

BS280 Church Administration I 3 credits

This course is designed to assist the student in acquiring and improving administration skills for use in the local church; to improve management skills and increase the productivity in the church, a committee, department, or auxiliary/ministry within the church itself. The student will also examine the principle role of the church administrator.

BS285 Church Administration II 3 credits

This course is an advanced study designed to assist the student in acquiring and improving administration skills for use in the local church; to improve management skills and increase the productivity in the church, a committee, department, or auxiliary/ministry within the church itself.

BS305 Deuteronomy 3 credits

This course will study the Old Testament Pentateuch book, Deuteronomy. Authorship, date, historical context, content, and theme of the book will be analyzed. Prerequisite: BS100

BS332 Studies in Psalms 3 credits

This course is a survey of the formation and organization of the book of Psalms, the nature of Old Testament poetry and application of sound principles for studying the book. Selected psalms are used to illustrate the various kinds of psalms and the doctrinal and devotional values of the Psalms. Prerequisite: BS100

BS333 Life of Christ 3 credits

This course is a study of the earthly life and ministry of Christ as revealed in the four Gospels. The study, which will place value on the harmony of the Gospels, will emphasize understanding that Jesus Christ was and is, what He did, and why such revelation is important. Prerequisite: BS100

BS334 Gospel of John 3 credits

This course is an expository study of the fourth Gospel emphasizing its literal, grammatical, historical context; the development of John's argument; key themes and doctrine; and a critical examination of problem passages. Prerequisite BS100.

BS335 Acts 3 credits

This course is an expository analysis. Emphasis is placed upon the birth and beginnings of the Church, transitional and dispensational programs, teaching concerning the Holy Spirit, biblical basis of missions and the missionary journeys of the Apostle Paul, and the nature and form of the Christian Church in its early development. Prerequisite: BS100

BS336 1 Corinthians 3 credits

This course is an expository, analytical, and practical study of selected portions of 1 Corinthians with special attention to God's solutions to major problems of the Church in every generation. Prerequisite: BS100

BS337 Prison Epistles 3 credits

This course is an exposition of selected portions of these epistles designed to illustrate inductive Bible study, historical setting, and the manner in which these epistles fit into Paul's life.

Prerequisite: BS100

BS338 General Epistles 3 credits

This course is a study of the New Testament epistles known as the General Epistles: James, 1 and 2 Peter, 1, 2, and 3 John, and Jude. Authorship, date, and historical context of each Epistle are examined. The content and theme of the epistles are analyzed in detail. Prerequisite: BS100

BS339 Pastoral Epistles 3 credits

This course is designed to be a verse-by-verse study of the New Testament Epistles of 1 and 2 Timothy and Titus. Authorship, date, argument, and historical setting are analyzed for each of these late Pauline Epistles. Prerequisite: BS100

BS340 Genesis 3 credits

This course examines the historical, theological, and prophetic themes of Genesis, matters relating to the origins of the human race and of Israel, a section-by-section exposition, including close analysis of selected passages and themes, and application of principles to contemporary life. Prerequisite: BS100

BS341 I Peter 3 credits

This course will study the New Testament General Epistle, I Peter. Authorship, date, historical context, content, and theme of the epistle will be analyzed. Prerequisite: BS100

BS342 Isaiah 3 credits

This course is a study of the nature and function of Old Testament prophecy, the historical setting of the book, special introductory problems, and a survey of the entire book. Detailed study is given to selected passages in Isaiah. Prerequisite: BS100

BS343 Proverbs 3 credits

This course is designed to help the student study, understand, apply, and communicate the book of Proverbs. The course will focus on the unique interpretation issues of Proverbs and the concept of "wisdom" as presented in the book. The course will also include a "Spiritual Formation" element, with the intention of helping the student understand the need for spiritual wisdom and how to live in that wisdom. Prerequisite: BS100

BS344 Kings and Chronicles 3 credits

This course surveys the major movements of the records of the kings of the United and Divided Kingdoms of Israel in the context of historical, geographical, and contextual settings, together with personal applications for today. Prerequisite: BS100

BS347 Jeremiah 3 credits

This course is an exposition of the historical, theological, and prophetic themes of this major prophet with emphasis on the eschatological application particularly the New Covenant.

Prerequisite: BS100

BS352 James 3 credits

This course will study the New Testament General Epistle, James. Authorship, date, historical context, and theme of the epistle will be analyzed. Prerequisite: BS100

BS353 Post-Exilic Minor Prophets 3 credits

This course is an analytical, historical, and theological book study of Haggai, Zechariah, and Malachi. Their relations to Ezra, Nehemiah, and Esther along with the intertestamental period and the New Testament will be emphasized. Prerequisite: BS100

BS412 – Pentateuch

A study of the Old Testament historical books (Genesis through Deuteronomy). Special attention is given to interpreting Genesis 1-11 and to explaining the flow of the patriarchs and national history of Genesis 12 through Deuteronomy 34. Contemporary approaches to the Pentateuch are evaluated.

BS414 – Principles of Spiritual Warfare

Students will be given an in-depth study of the laws and rules of spiritual warfare, including what warfare is and how to do warfare. Using the scriptures, students will study the techniques used in different situations and the strategies that brought about victory and deliverance from the enemy by the Word of God.

BS415 – Tabernacle

This is an analysis of the portable sanctuary that served as a place of worship for the Israelites from the time of the wilderness wanderings until the building of the temple of Solomon, typifying God's dwelling with His people. The study includes the court where the great altar of burnt offering and the bronze laver were used by the priest for ritual oblations.

BS420 Christ in the Old Testament 3 credits

This course focuses on the progressive revelation of the person and work of Christ in the Old Testament. Special attention will be given to context, historical setting, and need for a given prophecy along with its fulfillment in Christ. In addition, the literal interpretation of yet unfulfilled prophecies will be explored. Prerequisite: BS100

BS443 Pre-Exilic Prophets 3 credits

This course is a study of Divine origin and functions of the Old Testament prophets. There is careful analysis of selected Pre-Exilic Prophets; reconstruction of the religious and political conditions of the times in which the prophets ministered. Prerequisite: BS100

BS444 Post-Exilic Prophets 3 credits

This course examines the divine origin and functions of the Old Testament prophets. Careful analysis is given to selected portions of the post-exilic prophets, and the religious and political conditions of the times in which the prophets ministered is reconstructed. Prerequisite: BS100

BS445 Matthew 3 credits

This course is a careful analysis of the book in light of its use of many Old Testament prophecies of Israel's Messiah and His kingdom as well as how Matthew presents Jesus Christ as the literal fulfillment of those prophecies. Prerequisite: BS100

BS446 Hebrews 3 credits

This course makes an analysis of the epistle to the Hebrews in light of the people to whom it was written and the reason for which it was written. Contrasts between Christianity and Judaism are emphasized. Prerequisite: BS100

BS447 Daniel and Revelation 3 credits

This course is a practical exposition of selected portions of the books of Daniel and Revelation. Presentation of the prophetic Scriptures and the person of Jesus Christ with doctrinal and eschatological features are emphasized. Prerequisite: BS100

BS449 Wisdom Literature 3 credits

This course is an expository analysis of the Hebrew poetic books, Job, Proverbs, Ecclesiastes, and Song of Solomon with emphasis on interpretation and application to the New Testament age. Prerequisite: BS100

BS503 Interpretation of Genesis 3 credits

This course is an expository study of the book of Genesis designed to give an overview of Genesis as well as matters relating to the origins of the human race, sin and fall, and Israel. Special attention will be given to the historical, theological, and prophetic themes of Genesis. Students will be challenged to make thoughtful applications in order to develop their use of this book for the edification of the Body.

BS504 Interpretation of the Gospels: Luke 3 credits

This course will be a thorough analysis of the Gospel of Luke within its historical and cultural context. Careful consideration will be given to how the structure, theology, and literary features of the book influence one's interpretation of it. The course will focus on thoughtful exposition of the book to build a depth of understanding the content of Luke's Gospel. And, building from the exposition, the student will have the opportunity to consider applications of Luke's Gospel to their personal lives as well as in a ministry context.

BS507 Interpretation of Romans 3 credits

This course is an expository study of the book of Romans. Special attention is given to the text of Romans, the development of its major theological themes and arguments, and the application of them in the lives of believers.

BS508 Interpretation of Hebrews 3 credits

This course is an analysis of the content of this general epistle in light of its main themes: the superiority of Christ as high priest and sacrifice, correlation of the Old and New Testaments, and the potential apostasy of the New Testament audience. The student will analyze the paragraph content and flow of the argument while answering theological questions raised by the application of the themes to the text.

BS510 Inductive Bible Study 3 credits

This course is an introduction to the inductive Bible study method and its use with different genres of Scripture such as narrative, history, wisdom literature, epistles, and prophecy. The student will complete practical assignments using the three steps of observation, interpretation, and application, and will interact with the professor and other students in accurately evaluating their findings.

BS512 Study in Psalms Literature 3 credits

This course is an introductory exploration of the major literary categories in the book of Psalms. The student will focus on understanding selected psalms based on their genre and authorial intent. The theological message of the psalm and its contribution to the spiritual growth of the student as an individual and in the body of Christ will also be examined.

BS513 Interpretation of Song of Songs 3 credits

This course is a history of interpretation, the poetry, the theological message of the Song of Songs and its relevance for the church today. The student will seek to understand the poetic language, theology and the rhetorical devices the biblical author employed to communicate this divinely inspired message of love and desire. An investigation of the connection between sexuality and theology will also be pursued.

BS523 A Chronological Interpretation of the Life of Christ 3 credits

This course surveys the life and teachings of Christ in chronological order from the four gospels. Students use a harmony of the gospels to analyze the events in the life of Christ. Students will gain insight into how to become committed disciples of Jesus through this course.

BS526 Interpreting Biblical Prophecy: Daniel and Revelation 3 credits

This course is an examination of Daniel and Revelation as a basis for understanding how to interpret prophetic literature. Interpretive methods will be studied and contrasts will be made between the dispensational and covenant approaches to hermeneutics. These will include how to deal with symbolism, types, and fulfillment of prophecy. The many differences between allegorical and literal interpretation will be surveyed and emphasized.

BS529 Christ in the Old Testament 3 credits

This course focuses on the progressive revelation of the person and work of Christ in the Old Testament. Special attention will be given to context, historical setting, and need for a given prophecy along with its fulfillment in Christ. In addition, the literal interpretation of yet unfulfilled prophecies will be explored.

BS531 Interpretation of the Gospels: John 3 credits

This course is an expositional study of the fourth Gospel emphasizing its literal, grammatical, historical context; the development of John's argument; key themes and doctrine; and a critical examination of problem passages.

BS538 Spiritual Formation in the Context of Community 3 credits

This course is designed to address disconnect between knowing about Jesus Christ and being like Jesus Christ through the use of spiritual disciplines. Spiritual disciplines are activities undertaken by us to allow our spirit to work in tandem with the Holy Spirit producing lives characterized by righteousness and holiness. The disciplines of engagement will be the focus, such as worship, celebration, prayer, and submission.

BS408 – The Church & the Holy Spirit 3 credits

This course will examine the unbreakable connection between the Church and the Holy Spirit's enabling ability for believers. The point of the Spirit is to enable those who follow Jesus to take into all the world the news that He is Lord, that He has won the victory over the forces of evil, that a new world has opened up and that we are to help make it happen. Equally, the task of the church cannot be attempted without the Spirit. The Spirit is given so that we can ourselves be what Jesus himself is: part of God's future arriving in the present; a place where heaven and earth meet; the means of God's kingdom going forward. The Spirit is given so that the church can share in the life and continuing work of Jesus Himself now that He has gone into God's dimension, i.e. heaven.

BS310 – The Life of Christ in the New Testament Gospels 3 credits

This course examines the major chronological periods of the life of the Lord in connection with a harmony of the gospels. It surveys major events, teachings, themes, and events in the life of Christ.

BS311 – Parables 3 credits

This course is an interpretive study of the parables. This course examines parables in the Old and New Testaments in light of the manners, customs and time lines of the biblical period. Emphasis is placed on the divine purpose of God's parables for His people.

BS550 Principles of Bible Teaching 3 credits

This course is a practical overview of the purpose of Bible teaching and essential factors for achieving that purpose. Through interaction with expert sources and fellow teachers, the student will understand the distinctiveness of Bible teaching and develop practical skills for effectively and creatively communicating God's Word to learners. As a result, the student will be able to design appropriate Bible sessions for any age group.

BS551 Christian Life and Witness 3 credits

This is a practical course of instruction designed to acquaint the student with the fundamental areas of the Christian life as described in the Bible. An emphasis will be placed on the student's personal encounter with God as the truths considered in class are applied to daily life. The student will go beyond knowing about the Christian life to actually living it.

Communications – (CM)**CM100 Speech Communication I 3 credits**

This course is designed to aid the student in developing the fundamental tools necessary to become an effective communicator. Emphasis will be placed on the process of speech preparation and precise delivery.

CM101 Speech Communication II 3 credits

This course is designed to aid the student in developing the fundamental, introductory tools necessary to become an effective public communicator. Further, this section is designed to assist the pastoral student in the development of his public communication skills by introducing him to the basic principles of public communication preparation and delivery. This course will provide opportunities to gain experience in public speaking with the benefits of peer and instructor evaluation.

CM201 –Public Speaking 3 credits

This course is designed to introduce students to the basic tenets of effective public speaking and the different types of speech presentations (e.g., informative, persuasive, etc.) Along with academic instruction, major emphasis will be on actual presentations. This course will take one through the steps of preparing a good speech and the method of delivery.

CM250 – Social Media 3 credits

This course is designed to expose the student to the fundamentals of social media and its effects on human communication. Students will learn to navigate through platforms such as Facebook, Twitter and Instagram, while obtaining an understanding of how the infusion of technology into communication has changed everyday life and the culture of the 21st Century church.

CS200 Christian Service Seminar 1 credit

This course will help you to define and explain your spiritual gifts as they relate to your personal ministry and to your ministry in a local church, identify and meet the needs of others in the community and the local church through the use of your ministry skills. The course will aid in more effectively communicate the gospel and grace of our Lord in evangelism and discipleship, as well as understand New Testament's teaching on Christian service.

CS201 Christian Service Field Study 1 credit

This is a practicum for CS200 whereby the student participates in ministry.

English - (EN)**EN101 – English Grammar 3 credits**

This course will aid students in identifying parts of speech, recognizing their specific aspects, constructing various forms, understanding their functions, and comprehending syntax. Students will become familiar with the simple, compound, complex, and compound-complex sentences to enhance the students' ability in written and spoken language. Punctuation marks will also be reviewed.

EN095 English Fundamentals 3 credits

This course is designed to enable the student to communicate clearly and effectively in written communication and in spoken word. Its emphasis is on study skills, fundamental grammar skills, and writing skills needed for success in college. *Not a college level course.*

EN102 – English Composition 3 credits

The focus is on developing written communication. Students will understand the requirement of all well-organized paragraphs. They will develop writings by use of details, description, comparison and contrast, narration, explanation, reasoning, and persuasion.

EN200 English ad a Second Language 3 credits

This course is designed for students who are speakers of other languages to learn the fundamentals of the English language.

Evangelism – (EV)**EV201 Evangelism I 3 credits**

This course is designed to provide students with an introduction to the art and science of delivering the gospel of Jesus Christ to persons of all walks of life in an effort to win the lost. Students will gain the tools necessary to equip them for this work of ministry. Students will also study evangelism in the Bible in comparison to present day evangelism.

EV202 Evangelism II 3 credits

This course is designed to provide students with an advanced study of the art and science of delivering the gospel of Jesus Christ to persons of all walks of life in an effort to win the lost. Students will gain the tools necessary to equip them for this work of ministry.

EV230 Intercultural Evangelism 3 credits

This course is designed to help students develop an effective practical approach to bringing the unchanging Gospel to culturally diverse settings in today's world. Core Gospel concepts will be reviewed along with a evaluation of methods of engagement, challenges of communication, indigenous worldviews, cultural patterns and identification of local practical needs will be explored with a view to determining the logical starting point when communicating the Gospel to the target culture.

EP250 Small Business Startup 3 credits

This course helps to establish a biblical foundation and framework for business planning that puts God first, resulting in the advancement of the kingdom of God as well as the profitability of one's business. The emphasis is on starting a small business.

Health Education – (HE)**HE100 Life Fitness 1 credit**

This course is designed to provide students with a better understanding of the mechanics and

components of fitness and wellness as it relates to the Biblical principle of body stewardship. The intent of this course is to help each student realize and practice the value and role of physical activity on a philosophical, physiological, and personal level.

HE160 Introduction to Chemical Dependency 3 credits

This course is designed for students to receive introductory knowledge of the effects of addictions on individuals and families. Review effective treatment approaches to chemical dependency.

HE206 Personal and Community Health 3 credits

This course is designed to help individuals incorporate and integrate the themes of health, wellness, and disease prevention into everyday life. The student is challenged to examine their lifestyle choices and behaviors so as to positively and favorably affect their health and well being now and in the future. Topics will include, yet not be limited to, consumer health, family and social health, environmental health, nutrition, weight management, mental and emotional health, communicable and chronic diseases, and substance use/abuse.

HE200 Women's Health 3 credits

This course presents an overview of the health status of women and preventive strategies to improve their health. Topics include important information on how a women's body works, what can be done to prevent or help solve common health problems and how to successfully cope with illness from a faith perspective.

HE250 Men's Health 3 credits

This course presents an overview of the health status of men and preventive strategies to improve their health. Topics include important information on how a man's body works, what can be done to prevent or help solve common health problems and how to successfully cope with illness from a faith perspective.

HE422 Exercise and Nutrition 3 credits

This course seeks to investigate the foundational content areas of exercise and nutrition and help the student apply them in the realms of sports and performance. Areas of healthy living are explored both individually and in interactive formats to provide students with both general application tools as well as personal feedback. (Prerequisite: permission of instructor)

History – (HI)**HI100 Church History**

This course is designed to educate the student on the History of the early church, it's distinctives and how God's purpose for man has been fulfilled through His dealings with the church.

HI110 Western Civilization Overview 3 credits

This course introduces the student to the seminal events, ideas, thinkers and works of our Western Civilization. The primary means of our investigation will be direct interaction with poetic, philosophic and historical texts in the light of divine revelation granted us in Scripture. Underlying ideas, which influence deeds, will be our focus as we examine the flow of history and thought from the first civilizations to the present century.

HI111 Western Civilization and Thought I 3 credits

This course introduces the student to the seminal events, ideas, thinkers, and works of our Western civilization. The primary means of investigation will be direct interaction with poetic, philosophic, and historical texts in the light of divine revelation granted in Scripture. Underlying ideas, which influence deeds, will be the focus in the examination of the flow of history and thought from the creation account in Genesis through the Greco–Roman World to the beginning of the Modern Era (approximately 1600).

HI112 Western Civilization and Thought II 3 credits

This course is an introduction to the seminal events, ideas, thinkers, and works of our Western civilization. The primary means of investigation will consist of sustained interaction with primary texts in the light of divine revelation granted in Scripture. Ideas which influence deeds will be our focus as we examine our Western heritage from A.D. 1500 to our present century.

HI204 Introduction to African History 3 credits

This course is a basic survey of the continent of Africa, noting the influence of religion, geography, Colonialism, and other cultural features on the various people groups. Attention is also given to contemporary challenges facing the nations of the continent.

HI306 – History of Christianity 3 credits

The history of the Christian Church from its beginning to the present is studied. Particular attention will be given to the institutions, thought, and outstanding personalities in the development of the church.

Language – (LA)**LA301/302 Greek I and II 4 credits**

These courses are designed to begin teaching the fundamentals of biblical (koine) Greek to students desiring to be able to read from the Greek New Testament. Prerequisite for LA302 is LA301.

LA401 Greek III 3 credits

This course will build upon the skills developed in LA301 and LA302. Students will be introduced to Greek syntax and will expand their Greek vocabulary. Passages from the New Testament will be used to increase students' translation and parsing speed. Prerequisite: LA302

LA402 New Testament Greek Exegesis 3 credits

This course builds upon the skills developed from LA301, LA302, and LA401 as students translate, parse, and exegete their way through the New Testament. Word study tools will be employed as students complete an exegetical paper of a passage from the New Testament. This course is designed to prepare students for Greek on a seminary level or for the entry–level pastorate. Prerequisite: LA401

Literature – (LI)**LI201 World Literature I 3 credits**

This course presents a chronological study of great literary works of Western culture from the ancient classics through the Renaissance. This is a writing-intensive course that requires reading, discussion, writing, and critical thinking. It will include analysis of literary techniques, themes, and literary genre presented by great authors. Prerequisite: EN103, EN105, or LI210

LI202 World Literature II 3 credits

This course includes the study of great masterpieces of world literature from the seventeenth century through the Post-modern period. It examines literary approaches included within Neoclassicism, Romanticism, Realism, Naturalism, Modernism, and Post-modernism. This is a writing-intensive course that requires reading, discussion, writing, and critical thinking. Prerequisite: EN103, EN105, or LI210

LI203 Survey of Biblical Themes in Literature 3 credits

This course is designed to trace biblical themes, motifs, and allusions in the literature of western civilization as they emerged after the Reformation. Specific attention will be given to the authors whose works reflect themes found in Scripture regarding the fall, salvation, and sanctification of man. This is a writing-intensive course that requires reading, discussion, writing, and critical thinking. Prerequisite: EN103, EN105, or LI210

Mathematics - (MA)**MA102 College Mathematics I 3 credits**

This is the first course in a two-course sequence designed to develop, review, strengthen, and extend basic concepts and skills in mathematics. The course begins with an introduction to problem solving and proceeds through elementary set theory, logic, number systems and bases, an examination of the basic arithmetic operations of addition, subtraction, multiplication and division of integers and fractions, number theory, real numbers and beginning algebra. Future K-4 teachers will develop a deeper understanding of the mathematical topics they will be teaching in their own classrooms.

MA104 College Mathematics II 3 credits

This is the second course in a two-course sequence. The topics covered include concepts from elementary algebra, geometry, trigonometry, and statistics. The student will demonstrate an ability to solve equations in algebra. Students will demonstrate understanding of plane and three dimensional geometry, trigonometry of both right and non-right triangles, and of statistics through correlation and linear regression.

Ministry (MN)**MN100 Introduction to Ministry 3 credits**

This course is designed to help students learn the personal preparation, and the attributes that are necessary to commit and serve in ministry. Introduction to ministry through observation and preparation will prepare students to assume leadership roles.

Music - (MU)**MU301 – Praise & Worship**

This course teaches key principles of using praise and worship as appropriate for individual ministries. Praise and worship are placed in the concept of soul winning, service enhancement, and spiritual growth. The course will explore the true meaning and significance of praise and worship in the church and in the personal life of the Christian.

Missions – (MI)**MI306 The Dynamics of Discipleship 3 credits**

This course teaches that at the core of ministry leadership is the business of shepherding individuals toward God, helping them grow in their faith, and mobilizing them as productive parts of the body of Christ. This course is designed to introduce students to concepts of spiritual development, a biblical understanding of what it takes to be a shepherd, and approaches for growing people of various age groups through each stage of growth.

MI311 Intercultural Ministry Philosophy 3 credits

This course is designed to help students to establish a Biblical foundational philosophy for ministering in intercultural environments and to introduce students to basic skills and competencies necessary for effective ministry in any culture. Emphasis will be placed on understanding non-negotiable Biblical principles, exploration of characteristics unique to intercultural and cross-cultural communities, and applying ministry principles to the specific needs of individuals across the globe.

MI402 Missions Seminar 3 credits

This course is a study of the relationships and ministry of the missionary as well as research into current trends in missionary work.

Leadership & Organizational Leadership**OL200 Principles and Dynamics of Leadership 3 credits**

This course is a study of nature of leadership and from a Biblical worldview. Students will gain an understanding of the elements of self leadership, as well as leadership development for effective ministry in the church and in the community.

OL300 Servant Leadership 3 credits

This course is designed to enlighten the student on the philosophy and practices of servant leadership, and offer distinctions of other types of leadership for clarity on what servant leadership is not, such as traditional leadership, transformational leadership, authentic leadership, situational leadership, and transactional leadership. The student will study the true characteristics of a servant leader that model the leadership style of Christ.

OL501 Leading in Active Learning Ministry Environments 3 credits

This course is a study of organizational leadership theory and practice as it relates to the development and facilitation of active learning environments. Emphasis will be placed on identifying and evaluating students' personalities and leadership styles, adapting and using leadership approaches, and exploring principles for moving individuals and organizations toward growth and development.

OL502 Educational Organizations as Learning Communities 3 credits

Students will interact with organizational theory and learning theory to help them develop effective approaches to encouraging and facilitating learning in all levels of the organization.

OL503 Strategic Thinking for Educational Leaders 3 credits

This course engages students in the application of strategic theory, change theory, and implementation disciplines applied to real challenges within their organizations.

OL504 Developing Dynamic Teams 3 credits

This course leads students in an application of group and team theory for recruiting, developing, mobilizing, and mending teams for maximum effectiveness.

OL505 Governance and Administration of Non-Profit Organizations 3 credits

This course exposes students to theories of governance and administration with a view to helping them interact effectively with all levels of a non-profit organization from any position within that organization.

OL510 Leadership Development and Team Building 3 credits

This course is a study of principles necessary to recruit, equip, maintain, and motivate people in spiritual leadership in organizations and churches in a team setting. Included in the content will be Biblical models of equipping, recruiting, various equipping venues for leadership development, and a focus on team building in your church or organization.

Practical Living – (PL)**PL108 Personal Budgeting 3 credits**

Learn God's principles concerning money. Study practical money management which includes debt elimination strategies, saving money, developing a financial spending plan, and more. This course will empower you to improve your financial standing, while exploring the financial priorities discussed in the Bible.

PL200 Christian Life Skills 3 credits

This course is an applied course that provides students with tools to have more productive lives in their daily Christian walk. The course also teaches healthy human relations, i.e. interpersonal communications, relationship building, and personal growth and development to move them along the path of maturing in Christ.

Pastoral – (PA)**PA311 Personal Life of the Ministry Leader 3 credits**

This course is based on the fact that those who would be ministry leaders within the church of Jesus Christ are called upon to be examples of the believers in all aspects of life. This course is intended to help students explore God's expectations for leaders in relation to personal discipline, integrity, relationships, and financial prudence. Students will be given opportunity to evaluate themselves and to develop a plan for personal character development.

PA404 Pastoral Ministries Seminar 3 credits

This course is designed to familiarize the student with concepts, skills, and competencies necessary for effective pastoral ministry. It will involve the student in exploring characteristic of a healthy church and staff relationships, exposing them to various responsibilities of the pastoral function, and demonstrating numerous practices expected of pastors.

PA412 Expository Preaching 3 credits

This course focuses on expository preaching, a method of sermon development which expounds a biblical text in an accurate and effective manner. This course is designed to equip the student in the preparation of expository sermons. To develop proficiency as an expositor, the student will learn the process of moving from analysis of the text through exegesis to a sermon structure which communicates truth to contemporary minds.

PA421 Advanced Expository Preaching 3 credits

This course is designed to enhance the skills learned in Expository Preaching through the strategy of group sermon development, class interaction, and local church presentation of the messages which have been developed from a variety of genres. Prerequisite: PA412

PA442 Pastoral Counseling 3 credits

This course focuses on helping the student to understand the fundamental causes of the deep personal struggles people are experiencing in our homes, churches, and society, and then, to equip the student with the necessary skills and materials to effectively bring about life change. Recognition of the place of truth, the preeminence of Jesus Christ and the work of the Holy Spirit in the healing process will be central to the dynamic of this emphasis.

Preaching – (PR)**PR201 Homiletics I 3 credits**

This course is an introductory course that focuses on the development and delivery of sermons. The goal of the course is also to equip students with the tools necessary to present a sermon for all occasions in any ecumenical setting.

PR202 Homiletics II 3 credits

This course is an advanced practicum that challenges the student to improve their gift of preaching. The student will learn to identify various preaching styles. Prerequisite is PR201.

Psychology – (PS)**PS100 General Psychology 3 credits**

This course is an introduction to the field of psychology as a scientific discipline concerned with the study of behavior and cognitive processes. Included is a survey of fields such as biological bases of behavior, sensation and perception, learning, motivation and emotion, cognition, development, personality, intelligence, social behavior, abnormal behavior, and counseling.

PS202 Human Growth and Development 3 credits

This course is a study of human biological, sociological, and psychological development from birth through senescence. Emphasis is given to the child and adolescent periods.

PS203 Introduction to Counseling 3 credits

This course is a study of counseling theories and practices which apply to all people-related professions. A biblical counseling model covering intake to termination of a counseling relationship is presented.

PS205 Child Development, Cognition and Learning I:

Conception to Age 2: Typical and Atypical Development 3 credits

This course is a consideration of both typical and atypical patterns of learning and development from conception to age 2. Students learn appropriate and effective approaches, strategies and tools to influence positively the development and learning of infants and toddlers.

PS451 Personality Theory 3 credits

This course is an exploration of major theories regarding the development, structure, and dynamics of human personality.

PS453 Social Psychology 3 credits

This course is a study of the influence of social forces and interaction on human behavior. The effects of social class, mass media and group membership upon attitude formation are considered. Application is placed on ministry settings.

Science (SC)**SC220B Understanding Science 3 credits**

This course is an interdisciplinary view of science. Students will study the relationship between modern science and history, philosophy, religion (specifically Christianity), and popular culture to gain an understanding of the nature and limitations of science.

SC506 Astronomy: The Heavens Declare the Glory of God 3 credits

This course is a survey of basic astronomical concepts. Students will demonstrate an understanding of stars, planets, galaxies, and the universe along with various techniques for collecting astronomical data. Additionally, students will discuss how a Christian worldview is viable in the study of astronomy.

Sociology – (SO)**SO111 Introduction to the Human Sciences 3 credits**

This course offers a survey of the major disciplines that constitute the human sciences. Students will consider the fundamental character of disciplines such as psychology, economics, history, jurisprudence, and politics both from positivistic and praxeological standpoints. Furthermore, they will consider the contributions and place of each within the Christian Worldview.

SO402 Global Cultures and Geography 3 credits

This course exposes the student to introductory material dealing with culture and geography especially designed for teaching geography in the secondary school. Geographical thinking about spatial relations, natural resources, human geographic processes, and key geographic topics provide the tools for examining worldwide cultures.

Theology – (TH)**TH103 – Introduction to Christian Theology 3 credits**

This course introduces the ten major doctrines of Christian Theology: Theology Proper, Bibliology, Christology, Soteriology, Pneumatology, Anthropology, Eschatology, Angelology, Hamartiology, and Ecclesiology.

TH120 Building a Biblical Lifestyle 3 credits

This course helps the student to develop a philosophy and strategy of godly living that will guide him or her for a lifetime. These foundational concepts for successful Christian living include developing a Biblical world view, ethics and patterns of behavior; Bible study; prayer; and making Biblically-informed choices.

TH213 – Theology of Prayer

This course is based on the fundamental precepts of prayer and how the phenomenal power and presence of God are released in a person's life when he/she learns to personalize the promises of the scriptures by offering them back to God through prayer.

TH201 Theology I 3 credits

This course is a study of the revelation, inspiration, and canonicity of the Bible. Divine attributes, divine decree, trinitarianism, the person of the Father, and the person of Christ are also covered.

TH202 Theology II 3 credits

This course is a study of the doctrine of the Holy Spirit in both the Old and New Testaments, the creation, fall and death of man, the doctrine of salvation considered from man's need, God's methods in reaching man, and the application of the work of the Holy Spirit. The doctrines of angelology and demonology are also presented.

TH207 / TH208 - Doctrines of the Bible (Parts I & II) 3 credits

This course gives a detailed treatment of the basic Bible doctrines upon which Christianity is based. This course continues its exploration of who God is, the plan of salvation, power of the Holy Spirit, the church and Satan. Included in this course are Doctrine of Church, Doctrine of Holy Spirit, Doctrine of Prayer, Doctrine of Salvation, Doctrine of Sin, and Doctrine of Trinity.

TH301 – Christology

This course presents: the person of Jesus Christ, the incarnation of Christ, the Deity of Christ, the saving work of Christ, and the Full gospel of Christ.

TH302 – Pneumatology and Ecclesiology 3 credits

Beginning with the person and work of the Holy Spirit, the course work continues with the origin and nature of the church as the body of Christ and with the local church in its organization, ordinances, and ministry. An overview of the principles of Christian life and church organization is included and how the Holy Spirit moves through individuals in fulfilling His work in the church.

TH305 – Angelology 3 credits

This course focuses on mankind's relationship with Godly angels to fulfill God's earthly and heavenly purposes. This course will also present the Holy Spirit using angels in ministering to God's people, as well as ungodly angels as mankind's spiritual enemy. The original, current and final state of ungodly angels will be discussed. Detailed discussion will be on the overall duties and functions of God's angels.

TH306 Theology IV 3 credits

This course presents the biblical basis of distinctively Baptist beliefs concerning the New Testament church and its ministry during the Church Age (ecclesiology). The biblical distinctive of Baptists are presented as a single, coherent theology of the Church, beginning with the doctrine of Biblical authority. This will also involve a careful examination of the various applications of the biblical doctrine of separation, as the biblical distinctives of Baptists are compared with the doctrine and practices of other theological movements.

TH401 Theology V 3 credits

This course presents the biblical, hermeneutical, and historical basis of Premillennialism and Pretribulationism while contrasting it with other millennial views. The major eschatological events are studied with special emphasis given to the doctrine of Pretribulationism. Hermeneutical presuppositions of each eschatological system are discussed. The hermeneutics of the premillennial system are then related to an overall approach to Bible study.

TH412 – Prophecy 3 credits

This is an in-depth study of the nature and social implications of prophecy. This course will focus on revelation and the origin and structure of prophetic books, and the books of Isaiah, Jeremiah, Ezekiel, Daniel and Revelation. Prophecies will be studied as they relate to fulfilled and unfulfilled prophecies. Specific emphasis will be placed on prophetic theology as it relates to Eschatology.

TH507 Theological Issues and the Church 3 credits

This course is a study of a variety of contemporary theological issues which are confronting local church leaders and members at this time. The emphasis is upon the biblical evaluation of these issues in light of the absolute Word of God and the cultural milieu in which they are occurring. The course will focus on the development of critical thinking and the building of a Christian world-view as a foundation for the critical analysis of the contemporary theological issues.

TH501 – Anthropology 3 credits

This course is a study of the biblical doctrines of man's creation. The course will include the elements, the origin, the original state and the fall of man.

TH505 – Covenant Theology 3 credits

This course will provide the student an in-depth study and understanding of the covenants in the Bible. Students will study the covenant between God and Israel, the tablets of the covenant, the Ark of the Covenant, etc., and finally, the new covenant through the blood of Christ.

TH507 – Dispensationalism 3 credits

This is a study that deals with God's plan of salvation. Students will examine a theological arrangement and provisions in order of events and dispensations. Students will acquire an in-depth knowledge and understanding of God's plan of redemption as He functions in various economies of time.

TH508 – Eschatology I 3 credits

This course is an exegetical and theological study of Old Testament Prophecy in the book of Daniel, I Thessalonians and Prophetic Revelation chapters 1 through 3, the second advent of Christ, the resurrection of the dead (the rapture of the Church), and judgment seat of Christ will be studied.

TH509 – Eschatology II 3 credits

This course is an exegetical and theological study of II Thessalonians and Prophetic Revelation chapters 4 through 22. The underlying hermeneutics of covenant and dispensational theology, the kingdom program, death, the resurrections, and the eternal destinies are given extensive consideration. Finally, the major views regarding the rapture of the Church, the tribulation, the second coming of Christ, the millennium, and final destiny.

TH510 – Ecclesiology

This course will focus on the twofold application of Ecclesia: which will consist of: 1) the church as an Organism (body of Christ), and 2) the church as an Organization (local church).

TH511 How to Develop a Biblical Worldview 3 credits

This course is a presentation of the basic steps for building a Christian world-view that is true to the Bible. The student will be guided through the process of building a biblical world-view using case studies at various levels of doing theology: exegesis and biblical theology, linking from one passage to another in the Scriptures, categorizing all of the biblical data on various themes, validating extra-biblical truth claims, and applying biblical teaching to all of life.

TH516 Christology 3 credits

This course is a study of the person and work of Christ. It will deal with the question of all ages "Who do you say that I am?" which Jesus asks his disciples two thousands years ago. The course provides an examination of the biblical and theological evidence concerning the identity of Jesus Christ and His life, work, teaching, death, resurrection, present work and second coming.

TH517 Survey of Doctrine 3 credits

This course is an overview of the ten major theologies of the Bible. Examination of the major issues behind Bibliology, Theology Proper, Christology, Pneumatology, Angelology, Anthropology, Hamartiology, Soteriology, Ecclesiology and Eschatology will be conducted in a systematic approach.

TH518 – Introduction to Systematic Theology 3 credits

The first course focuses on the introductory investigation related to theological prolegomena and methodology. Christian and Non-Christian Theology will be viewed. During this course, each student will write and present a constructive statement of his/her theological position.

TH520 – Systematic Theology I 3 credits

This is the first component of a two-term comprehensive study of the meaning, nature, and content of theology as a system. The following Theology doctrines will be viewed: Theology Proper, Bibliology, Christology, Soteriology, and Pneumatology.

TH521 – Systematic Theology II 3 credits

The second component of the theology requirement focuses upon doctrine proper and considers Anthropology, Christology, Ecclesiology, the Doctrine of God, and Eschatology. The following Theology doctrines will be view: Anthropology, Eschatology, Angelology, Hamartiology, and Ecclesiology.

TH524 – Systematic Theology III 3 credits

This course is designed to synthesize and outline each of ten major areas of theology: Angelology, Bibliography, Systematic Theology, Prolegomena. This is an introductory study of the ten major areas of theology.

TH525 Apologetics 3 credits

This course is designed to present the truths of biblical Christianity in comparison to other religions and world views. Students have the opportunity to explore the biblical and philosophical basis for knowing and communicating their Christian faith. The course seeks to help students understand their Christianity and joyfully share their lives with others around the world.

TH527 Dispensational Premillennialism 3 credits

In this course the students will have the opportunity to examine God's multifaceted plan for the world, past, present, and future. The course offers a dispensational premillennial approach enabling students to understand God's plan for the ages. The course experience helps students to compare and contrast this interpretive approach to others.

TH528 Dynamics of Spiritual Growth 2 credits

This course is a study of biblical texts concerning sanctification and discipleship along with practical implementation through spiritual disciplines. Emphasis will be made on application to the student's personal and ministry life.

TH530 - Hermeneutics I 3 credits

Students will learn the science of Biblical interpretation. In this course students will be introduced to the skill of interpretation that is based upon contextual, grammatical and historical research. Students gain from the instructor's hands-on approach in learning the principles involved in understanding and teaching the Word. Information is covered regarding the literal, historical, grammatical means of analyzing parables, prophecies of scripture, and poetry. Special emphasis is placed on the qualifications of an interpreter, methods of interpreting, and a brief history of science of Bible interpretation. This course is a prerequisite for Hermeneutics II.

TH532 – Hermeneutics II 3 credits

This course continues the study of Biblical interpretation. Students will build upon previously acquired skill in Biblical interpretation based upon contextual, grammatical and historical research. Students will be expected to demonstrate their learned knowledge of the principles involved in understanding and teaching the Word. Information covered regards the literal, historical, literary/lexicographic means of analyzing parables, prophecies of scripture, and poetry. Special emphasis continues on the qualifications of the interpreter, methods of interpreting, and the history of the science of Bible interpretation. TH517 is a prerequisite for this course.

Youth Ministries**YM301 Youth Ministry Philosophy 3 credits**

This course is designed to help students establish a Biblical foundational philosophy for ministering to youth and to introduce students to basic skills and competencies necessary for effective youth ministry in any culture. Emphasis will be placed on understanding non-negotiable Biblical principles, exploration of characteristics unique to youth and youth culture, and applying ministry principles to the specific needs of adolescents.

YM302 Youth Ministry Strategy 3 credits

This course is designed to introduce students to practical competencies and skills for the effective development and use of a wide range of programming as tools for accomplishing biblical ministry objectives.

YM315 Adolescents & Youth Culture 3 credits

This course is designed to help students understand modern youth culture and its impact on adolescents, then engage them from a biblical worldview.

YM321 Communication in Youth Culture 3 credits

This course is designed to help students establish a comprehensive strategy for effective communication in youth ministry. Emphasis will be placed on engaging the various stakeholders in student ministry with relevant, timely and clear communication across various contexts and channels.

YM407 Youth Evangelism 3 credits

The goal of this course is to help students develop ministries which will enable them to train teens to influence their world with the Gospel of Jesus Christ. A secondary goal is to help students develop a personal plan to have an effective outreach ministry themselves.

2.1.2 Student Population

MHEC Request:

Describe the student population which each program serves.

RTBC Response:

The student population for RTBC includes members of Reid Temple AME, and persons in surrounding communities. Reid Temple AME is a growing community of faith with two campuses in Glenn Dale and Silver Spring, Maryland, and a combined membership of well over 10,000 persons. The church hosts over 80 innovative ministries designed to combat or provide comfort from the many challenging personal issues facing God's people. They include our men's, women's, singles, seniors, youth, marriage enrichment, HIV/AIDS, wellness, anger management counseling, financial empowerment, prayer, prison, street witnessing, sports, fine arts, liturgical dance, Christian education, tutorial services, and college outreach ministries.

The immediate surrounding community is Glenn Dale, is an unincorporated and census-designated place (CDP) in Prince George's County Maryland. Public education in Glenn Dale comprises of one Elementary School, one Middle School, and one High School. Private Education in Glenn Dale consist of one Middle School, and one PreK – 8 school, i.e., Reid Temple Christian Academy. http://en.wikipedia.org/wiki/Glenn_Dale,_Maryland To date, no colleges exist in Glenn Dale to serve the 30% of the CDP population with no postsecondary experience.

2.1.3 Faculty and Resources

MHEC Request:

Describe the nature of the faculty and resources (i.e., library, facilities, equipment, etc.) that will be required to support each of these programs.

RTBC Responses:

2.1.3.1 Faculty

The proposed faculty has graduate degrees at the Master's and Doctoral levels. Areas of expertise include Ministry, and other related disciplines reflected in the curricula. As new course offerings are introduced, qualified faculty will be identified to teach those courses. An appropriate faculty member will be identified to teach English as a Second Language. The combined experience of faculty spans more than 70 plus years in the areas of leadership, pastoral care, church administration, teaching, counseling, community service, evangelism, and beyond. The nature of both the RTBC Chief Administrators and the faculty are outlined in each individual vita and/or resume. See Attachment A-1: Chief Administrators & Faculty.

2.1.3.2 Library

The RTBC library will be located on the first level of Reid Temple AME Church. The library will contain volumes and titles that include books, periodicals, and multi-media. These items will be available for reference only. Two volunteer librarians, including one retiree, will serve as the acting librarians and chief advisors of the library. The library will also be maintained by student library assistants who will volunteer weekly during library hours. Through cooperative agreements, less borrowing privileges, RTBC students will be able to utilize resources at other institutions of higher learning.

2.1.3.3 Facilities

The Reid Temple Bible College will be onsite at the Reid Temple AME Church. Reid Temple AME Church, located in Glenn Dale-Maryland, is a 134,500 square foot church facility consisting of a 3000-seat sanctuary; over 5,000 sq.ft. of office space; over 7,000 sq.ft. of meeting room space; 16 classrooms; full audio/video capabilities; 2 nurseries; a bookstore; a credit union and more. The Bible College has been extended one office on the first level of the church in the Administrative wing as its administrative office to house student records and pertinent school information under security.

Three of the largest classrooms in the Administrative wing on the 2nd floor of the facility available for the college's use include, but are not limited to the following:

- a. Shalom, 1,516 sq. ft.
- b. Miriam, 635 sq. ft.
- c. Eve, 772 sq. ft.

Additional classrooms will be made available as needed based on course offerings.

2.1.3.4 Equipment

The equipment that staff, faculty and volunteers will use in implementing the college's programs include the following: LCD projectors, projection screens, television monitors, VCR/DVD players, laptop computers, copy machines, fax machines, printers, and standard calculators, white boards, etc.

**Memorandum of Understanding
between
Bowie State University
and
Reid Temple Bible College
for
Library Services**

This Memorandum of Understanding is made this 16th day of July, 2015, by and between Bowie State University, a public higher education institution located in Prince George's County, Maryland, (hereinafter referred to as "Bowie State"), and Reid Temple Bible College, Inc., a nonprofit corporation located in Prince George's County, Maryland (hereinafter referred to as "Reid Temple").

RECITALS

WHEREAS, Bowie State offers 22 undergraduate degree programs, 19 master's degree programs, 2 doctoral programs, and 17 certificate programs, enrolling over 5600 students;

WHEREAS, Bowie State offers comprehensive library services to its students and members of the community in Prince George's County, Maryland; and

WHEREAS, Reid Temple is a nonprofit corporation seeking authorization from the Maryland Higher Education Commission to operate a private higher education institution in Prince George's County, Maryland; and

WHEREAS, Reid Temple desires to provide its students access to Bowie State's library collection and services at Bowie State's location in Bowie, Maryland; and

WHEREAS, Bowie State desires to assist Reid Temple by providing such access to Reid Temple students;

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein, the parties agree as follows:

1. Bowie State will permit Reid Temple students access to all written and electronic material held by or available through the Thurgood Marshall Library, to the extent available to Bowie State students and members of the community.
2. Reid Temple students will be permitted access to library materials and services during normal business hours.
3. Reid Temple does not seek borrowing privileges for its students and Bowie State is not obligated to permit Reid Temple students such privileges.

4. Reid Temple students will present valid identification upon request by Bowie State personnel.
5. Reid Temple students will be subject to all policies and procedures governing use of Bowie State's library, its resources and services, and shall be responsible for any charges incurred in connection with such use.
6. Bowie State will provide assistance to Reid Temple in its efforts to develop its own library services program.
7. The parties may terminate this agreement at any time. Bowie State will provide to Reid Temple reasonable notice of its intent to terminate the agreement.
8. Bowie State and Reid Temple will cooperate with each other in fulfilling the intent of this agreement.

BOWIE STATE UNIVERSITY:

By: Weldon Jackson/egs
Weldon Jackson, Ph.D.
Provost and Vice President for
Academic Affairs

Date: 7/16/15

REID TEMPLE BIBLE COLLEGE, INC.:

By: Rev Lee P. Washington
Reverend Lee P. Washington
Chairman of the Board

Date: 7/28/2015

2.2 Educational Need

Before the Commission may evaluate the readiness of an institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously subject to approval or recommendation or not authorized by an institution's charter, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. See COMAR 13B.02.02.05.

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application with your responses to the following questions:

MHEC Requests:

For each program proposed, what "critical and compelling" Regional or Statewide (Maryland) need and demand do these programs meet? [COMAR 13B.02.02.5C]

In responding to this question, provide documentation as indicated below:

- (1) If the proposed programs serve an occupational need, present data projecting market demand and the availability of openings in the job market to be served by these new programs for which the institution is making application. This information will include:
 - A. Workforce and employment projections prepared by the federal and state governments;
 - B. The availability of graduates in the State or region;
 - C. Marketing studies done by the institution or others;
 - D. Data from prospective employers on education and training needs and the anticipated number of vacancies expected over the next 5 years,
 - E. Material from professional and trade associations; and
 - F. Consistency with the Maryland State Plan or Postsecondary Education
- (2) If some of the proposed programs serve societal needs (including the traditional liberal arts and non-occupational type programs) provide a description of how the proposed programs will enhance higher education in Maryland and contribute to the betterment of society in general.
- (3) If similar programs currently exist in the State, what are the similarities or differences in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of these programs?

RTBC Response:

The Educational Need on the following pages includes the above requested information for RTBC.

2.2.1 Educational Need for RTBC

Before the Commission may evaluate the readiness of an institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously subject to approval or recommendation or not authorized by an institution's charter, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. See COMAR 13B.02.02.05.

For each program proposed, what "critical and compelling" Regional or Statewide (Maryland) need and demand do these programs meet? [COMAR 13B.02.02.5C]

In responding to this question, provide documentation as indicated below:

- (1) If the proposed programs serve an occupational need, present data projecting market demand and the availability of openings in the job market to be served by these new programs for which the institution is making application. This information will include:
 - A. Workforce and employment projections prepared by the federal and state governments;
 - B. The availability of graduates in the State or region;
 - C. Marketing studies done by the institution or others;
 - D. Data from prospective employers on education and training needs and the anticipated number of vacancies expected over the next 5 years,
 - E. Material from professional and trade associations; and
 - F. Consistency with the Maryland State Plan or Postsecondary Education

NOTE: Reid Temple Bible College's (RTBC) programs exist in the category of biblically grounded liberal arts offering instruction on skills in thinking and writing versus narrow professional skills, culminating the attainment of a nontraditional certificate or degree. COMAR 13B.02.02.05.E(2) states: With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used, which clearly provide quantifiable and reliable data from prospective employers on the education and training needs and the anticipated number of vacancies expected over the next 5 years. Thus, RTBC is not required to present data on market demand for the proposed programs.

- (2) If some of the proposed programs serve societal needs (including the traditional liberal arts and non-occupational type programs) provide a description of how the proposed programs will enhance higher education in Maryland and contribute to the betterment of society in general.

With the proposed programs, RTBC would generate immeasurable returns for the State of Maryland by instilling in its citizens a capacity for advanced learning, an expansion of their knowledge, and enhancement of their education, and potentially new end roads in their field of study. RTBC seeks to consistently deliver biblically grounded certificate and Associate Degree Programs in order to prepare Christian Leaders for lives of significant purpose and service in the local church, the community, and the world.

With future plans to request approval of MHEC to offer online instruction, this would provide Maryland residents the opportunity to expand their educational portfolio through RTBC and further their careers at times conducive to their schedules.

Further, RTBC's programs will help to address several of the State's critical challenges confronting the goals articulated in *Maryland Ready*, (2013 – 2017 Maryland State Plan for Postsecondary Education).

2.2.1.1 Demography:

Maryland Ready reveals that "the number of racial/ethnic minorities is anticipated to increase over the next several decades; while the fastest-growing group in the State is the Hispanic population. It is expected that this rapid growth will continue in the next several decades." RTBC's English for Speakers of Other Languages (ESOL) offering will aid the state's changing demographic challenge, meeting "the needs of this growing population to allow Maryland to be a national leader in providing educational opportunity and supporting diversity." RTBC's location is strategic in helping to meet this need as 23.35 % of Hispanics live in Riverdale, MD, 4.74% live in Laurel, MD, 3.77% live in Lanham, MD, 6.45% live in Greenbelt, MD, with 2.56% residing in Bowie, MD, according to ZipAtlas' 2013 report. Thus, 40.87 % of Hispanics that reside in the state of Maryland are within a 10 mile radius of RTBC making it more accessible to offer ESOL to the residents.

2.2.1.2 College Completion:

Maryland Ready also reveals that for the past several years, college completion has been a primary focus of postsecondary education in Maryland. "By 2020, roughly 66% of all jobs and new employment opportunities in Maryland will require some form of postsecondary training beyond high school, according to the Georgetown University Center on Education and the Workforce (2012). However, only 45% will require a college degree." The addition of RTBC's programs will help the State to continue to offer a diverse array of high-quality postsecondary opportunities for Maryland residents, while strengthening its commitment to improving college retention, transfer, and graduation rates.

RTBC's Biblical Studies and Ministry Degree Programs include the following:

- 65 and 67 credit hours respectively to complete the programs
- The program can be completed in as little as two years
- Coeducational – Men and Women are admitted
- Classes are held during the evenings and on weekends for working adults
- Small classes for more individualized attention
- Collegiate Bridge Courses will be available to help students develop fundamental academic skills
- Some college level courses may transfer to bachelor's degree programs upon confirmation of articulation agreements with 4 year accredited institutions, and until RTBC obtains US Department of Education recognized accreditation.

RTBC's Associate's Degree Programs (i.e., Biblical Studies and Ministry) will enable students to apply the knowledge and skills of biblical and liberal learning to personal growth preparing the student for successful Christian living and effective service in the local church and community irrespective of their professional pursuit. In the local church, it's ministry may reach extensively to include a Christian Academy Pre-K–12, a middle school, a Senior Center (i.e., home for the elderly), etc., thus requiring the same personnel that would be required for non-Christian organizations.

In addition to Bible, and Theology, students will be offered the opportunity to take additional courses within specific areas, some of which include the following:

- Fine Arts/Humanities (Art and/or Music Appreciation)
- Communications (English Comp I & II, Public Speaking)
- Biological and Physical Science
- Business
- Mathematics
- Social and Behavioral Science
- History
- Physical Education (Health Education)

2.2.1.3 Closing Achievement Gaps:

The term achievement gap lends to disparities between groups on important outcomes such as transfer, retention, and graduation. The RTBC's proposed degree programs for which application is being made (i.e., Associate of Arts Degree in Biblical Studies, Associate of Arts Degree in Ministry) will aid the State in closing the 'transfer' achievement gap as RTBC seeks to become a feeder institution especially to 4 year schools within the State's postsecondary system. RTBC degrees are based on a strong general studies component while introducing studies in Bible, Theology, and Business, etc. The programs will lay a strong academic foundation, preparing persons for career fields no matter what they do, or whichever career path they embark upon, addressing the State's Diversity Goal.

2.2.1.4 College and Career Readiness:

In addition to State concerns is that of college and career readiness. RTBC will offer Collegiate Bridge Courses to help students develop fundamental academic skills at minimal to low cost, thereby reducing the potentially inefficient use of State resources. *Maryland Ready* does highlight that nearly 60% of recent high school graduates who enroll in Maryland public colleges and universities are assessed to need some form of developmental instruction, i.e., remediation, before taking credit bearing college courses.

2.2.1.5 College Affordability:

The costs of higher education have risen steadily in the United States due to increases in operational costs. Although some higher education institutions attempted to stabilize tuition such as the University of Maryland system's Effectiveness and Efficiency Initiative, for many the tuition costs still remains out of reach. The RTBC will offer competitive yet affordable college programs while addressing the educational needs of the community without sacrificing operational excellence. The RTBC per credit hour tuition cost will be lower than that of nearby higher education institutions such as Prince George's Community College, Bowie State University, Lancaster Bible College, and the University of Maryland. RTBC will aid students in obtaining scholarships, grants and loans for those who require financial assistance.

2.2.1.6 Awarding Credit for Learning:

Maryland Ready additionally reveals that for the State to develop a seamless, student-friendly system of postsecondary education, it is necessary for Maryland colleges and universities to reexamine the ways students earn certificates and degrees and accumulate academic credit, highlighting "seat time" as the traditional method for being awarded credit for learning. *Maryland Ready* also states that the current system places a premium value on seat time instead of focusing on the mastery of specific learning outcomes. The RTBC degree programs (i.e., Associate of Arts in Biblical Studies Degree, Associate of Arts in Ministry Degree) both include Student Learning Objectives and Program Outcomes as a start to addressing the State's concern in awarding credit for learning. The RTBC will in time consider incorporating the acceptance of "Life Experience" for course credit, particularly for the Associate of Arts Degree in Ministry Degree, which relates to the State's goal to innovate.

The above paragraphs are again ways RTBC's program will aid the State in addressing some of its most critical challenges.

- (3) If similar programs currently exist in the State, what are the similarities or differences in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of these programs?

The following chart compares RTBC's programs with those offered at by other institutions in the state of Maryland.

Reid Temple Bible College Educational Need Comparison Chart

College Program	Maryland Schools with Same Program	Maryland Schools with Similar Programs
Associate of Arts Degree in Biblical Studies	(a) Lancaster Bible College - AABS (b) Maple Springs Baptist Bible College and Seminary – AA (c) National Bible College – AABS, CBS	
Associate of Arts Degree in Ministry	N/A	

2.3 Financial Resources

The institution shall provide evidence of adequate financial resources to establish and maintain an institution of higher education in a form and manner prescribed by the Secretary. See COMAR 13B.02.02.06E(b)(c) & .07.

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled: "A-3 Financial Resources") to this application with your responses to the following questions:

MHEC Requests:

Provide a long-range financial plan for the institution which includes:

1. A four year projection of anticipated income and expenditures that demonstrates that tuition and other sources of income shall be sufficient to provide a sound financial operation and assure diversity of intellectual interest and resources and;
2. A preliminary budget for the school and its programs.

If available, provide a certified copy of the institution or its parent institution's **most recent audited financial statement. Copy attached, Yes or No.**

List the name of the chief financial officer of the institution, giving:

1. The preparation by education (institutions and degrees) and experience for his/her work, and
2. His/Her involvement with the operation of the institution's educational facilities and programs.

RTBC Responses:

2.3.1 Long Range Financial Plan

The following operating budget includes both a preliminary budget for the initial year of operation, as well as the operating budget for the next three academic years. Reid Temple AME church is the college's fiduciary agent and is providing a copy of its most recent audited financial statement.

2.3.1.1 RTBC Operating Budget

Budget Item	Year One	Year Two	Year Three	Year Four
Income	100 Students	150 students	250 students	300 students
-Tuition (\$150 per semester, \$50 application fee, \$50 per credit hour)	\$35,000	\$47,500	\$87,500	\$105,000
-In Kind Donations				
-Donations				
Expenses				
-Salaries				
*Faculty	Volunteer	Volunteer	Volunteer	Volunteer
-Office Supplies	In Kind	In Kind	In Kind	In Kind
-Equipment	In Kind	In Kind	In Kind	In Kind
-Phone	In Kind	In Kind	In Kind	In Kind
-Utilities	In Kind	In Kind	In Kind	In Kind
-Printing	In Kind	In Kind	In Kind	\$4,000
-MHEC (annual license fee)	\$5,750	N/A	N/A	N/A
-Public Relations/Marketing	In Kind	In Kind	\$3,000	\$5,000
-Miscellaneous	\$ 750	\$5,000	\$5,000	\$5,000
-Contractors				
*501c3 Consultant	\$3,500	\$3,500	\$3,500	\$3,500
*MHEC Consultant	\$2,500 Monthly	\$2,500 Monthly	\$2,500 Monthly	\$2,500 Monthly
Paid/Volunteer Positions				
-Chief Academic Officer - full time paid	\$7,000	\$12,000	\$15,000	\$15,000
-Registrar/Admin Assistant - full time paid	\$4,000	\$8,000	\$10,000	\$10,000
-Librarian - part time paid	\$1,000	\$3,000	\$4,000	\$5,000
-Financial Director - part time paid	\$ 500	\$1,000	\$2,000	\$5,000
-Accreditation Liaison - volunteer	Volunteer	Volunteer	Volunteer	Volunteer
-Marketing Director - part time volunteer	Volunteer	Volunteer	Volunteer	Volunteer
-Student Affairs Director - part time volunteer	Volunteer	Volunteer	Volunteer	Volunteer

2.3.2 Audited Statement

Attachment A-2 Audit RT-AME includes the above requested information for RTBC.

2.3.3 Chief Financial Officer

Mr. Marlon M. Harris is the Chief Financial Officer for RTBC. Mr. Harris' combined 15 year professional experience overseeing a \$1.8 billion and \$76 million budget for both the US Department of Energy and the US Department of Transportation respectively has prepared him to effectively serve the RTBC, as details concerning his experience include the following:

Department of Energy, Washington, DC, Budget Analyst

2009 - Present

- Serve as budget execution specialist for the Energy Efficiency and Renewable Energy (EERE) budget office.
- Oversight of \$1.8 billion program and administrative budget.
- Guidance to 7 financial analysts for execution activities in 12 programs.
- Prepare and analysis monthly financial reports for obligation and costing activities.
- Prepare CFO quarterly budget execution review reports.
- Prepare responses to GAO and OMB for budget review questions

Department of Transportation, Washington, D.C., Administrative Specialist

1999-2009

- Served as lead cost center manager for the Federal Transit Administration (FTA).
 - Oversight of a \$76 million administrative expenses budget.
 - Leadership for 27 cost centers nationwide (16 headquarters/11 regional).
 - Guidance to 24 approving officials on budget related issues.
- Coordinated the execution of the administrative expenses budget through midyear budget reviews, year-end closing reviews, random audits and monthly budget review meetings.
- Managed \$2.9 million Working Capital Fund (WCF) account.
- Analyzed and summarized administrative and program account information and presented recommendations to approving officials

Duties relative to RTBC:

The Chief Financial Officer promotes the financial well-being of RTBC by providing budget management, monitoring appropriate investments of temporary cash balances, exercising executive control over RTBC budgets, and safeguarding all of its financial assets. The Chief Financial Officer advises the President and CEO on all matters pertaining to the management and operation of accounting, accounts receivable, accounts payable, budget management and control, budget preparation, financial information systems, credit management, collections, fiscal planning, financial statement preparation, investing, and payroll.

**REID TEMPLE AFRICAN METHODIST EPISCOPAL
CHURCH, INC.**

AUDITED FINANCIAL STATEMENTS

YEAR ENDED APRIL 30, 2015

Reid Temple African Methodist Episcopal Church, Inc.

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Independent Auditor's Report

Trustees

Reid Temple African Methodist Episcopal Church, Inc.
Glenn Dale, Maryland

805 King Farm Boulevard
Suite 300
Rockville, Maryland 20850

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☎ 301.231.7630
www.aronsonllc.com
info@aronsonllc.com

We have audited the accompanying financial statements of **Reid Temple African Methodist Episcopal Church, Inc.** (a nonprofit organization), which comprise the Statement of Financial Position as of April 30, 2015, and the related Statements of Activities and Changes in Net Assets and Cash Flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independent Auditor's Report (continued)

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of **Reid Temple African Methodist Episcopal Church, Inc.** as of April 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Correction of Error

As described in Note 12 to the financial statements, management has determined there were certain errors in the prior period. Accordingly, adjustments have been recorded to beginning cash and cash equivalents in the 2015 financial statements to correct these errors. Our opinion is not modified with respect to this matter.

Aronson LLC

Rockville, Maryland
October 7, 2015

Reid Temple African Methodist Episcopal Church, Inc.

Statement of Financial Position

<i>April 30,</i>	<i>2015</i>
Assets	
Current assets	
Cash and cash equivalents	\$ 3,818,739
Investments	2,699
Certificates of deposit	659,781
Accounts receivable	8,096
Note receivable, net	2,300
Prepaid expenses and other assets	6,551
Total current assets	4,498,166
Long-term assets	
Cash and cash equivalents held for long-term use	1,551,045
Certificates of deposit	98,314
Property and equipment, net	27,057,670
Total long-term assets	28,707,029
Total assets	\$ 33,205,195

The accompanying Notes to Financial Statements are an integral part of these financial statements.

Reid Temple African Methodist Episcopal Church, Inc.

Statement of Financial Position

<i>April 30,</i>	2015
Liabilities and Net Assets	
Current liabilities	
Notes payable, current portion	\$ 938,881
Accounts payable	353,627
Accrued expenses and other liabilities	157,119
Deferred rent, current portion	95,810
Total current liabilities	1,545,437
Long term liabilities	
Notes payable, net of current portion	10,876,535
Interest rate swap	230,420
Deferred rent, net of current	60,267
Total long term liabilities	11,167,222
Total liabilities	12,712,659
Net assets	
Unrestricted net assets	18,927,990
Temporarily restricted net assets	1,564,546
Total net assets	20,492,536
Total liabilities and net assets	\$ 33,205,195

The accompanying Notes to Financial Statements are an integral part of these financial statements.

Reid Temple African Methodist Episcopal Church, Inc.

Statement of Activities and Changes in Net Assets

<i>Year Ended April 30, 2015</i>	Unrestricted	Temporarily Restricted	Total
Support and revenue			
Contributions (tithes and offerings)	\$ 14,439,826	\$ 1,717,221	\$ 16,157,047
Bookstore income	265,155	-	265,155
Rental income (Note 8)	276,567	-	276,567
Food sales	57,534	-	57,534
Special events	85,836	-	85,836
Interest and investment income	2,470	-	2,470
Other revenue	107,135	-	107,135
Gain on interest rate swap	13,076	-	13,076
Net assets released from restrictions	167,104	(167,104)	-
Total support and revenue	15,414,703	1,550,117	16,964,820
Expenses			
Stewardship and finance	8,713,300	-	8,713,300
Christian education	94,663	-	94,663
Church life	585,449	-	585,449
Mission and welfare	307,533	-	307,533
Evangelism and outreach	138,455	-	138,455
Worship and liturgy	1,599,400	-	1,599,400
Youth	326,219	-	326,219
Public Relations	197,285	-	197,285
Auxiliaries	1,451,813	-	1,451,813
Interest expense	508,296	-	508,296
Depreciation and amortization	1,269,033	-	1,269,033
Total expenses	15,191,446	-	15,191,446
Change in net assets	223,257	1,550,117	1,773,374
Net assets, beginning of year	18,704,733	14,429	18,719,162
Net assets, at end of year	\$ 18,927,990	\$ 1,564,546	\$ 20,492,536

The accompanying Notes to Financial Statements are an integral part of these financial statements.

Reid Temple African Methodist Episcopal Church, Inc.

Statement of Cash Flows

<i>Year Ended April 30, 2015</i>	2015
Cash flows from operating activities	
Change in net assets	\$ 1,773,374
Adjustments to reconcile change in net assets to net cash provided by operating activities	
Depreciation and amortization	1,269,033
Realized and unrealized gain on investments	(647)
Contributions towards future building projects	(1,551,045)
Change in allowance for doubtful note receivable	24,000
Change in fair value of interest rate swap agreement	(13,076)
(Increase) decrease in:	
Accounts receivable	10,154
Prepaid expenses and other assets	5,315
Increase (decrease) in:	
Accounts payable	175,323
Accrued expenses and other liabilities	(158,392)
Deferred rent	(103,090)
Net cash provided by operating activities	1,430,949
Cash flows from investing activities	
Cash and cash equivalents held for long term use	(1,551,045)
Proceeds from the maturity of certificates of deposits	583,980
Purchase of certificates of deposit	(584,790)
Purchases of property and equipment	(534,511)
Net cash used in investing activities	(535,321)
Cash flows from financing activities	
Principal payments on notes payable	(1,991,453)
Contributions towards future building projects	1,551,045
Net cash used in financing activities	(1,991,453)
Net change in cash and cash equivalents	(1,095,825)
Cash and cash equivalents, beginning of year	4,914,564
Cash and cash equivalents, end of year	\$ 3,818,739
Supplementary disclosure of cash flow information	
Interest paid	\$ 508,296

The accompanying Notes to Financial Statements are an integral part of these financial statements.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

1. Organization and significant accounting policies

Organization: Reid Temple African Methodist Episcopal Church, Inc. (the "Church") was originally organized in 1900 as Dent Chapel of Bladensburg, Maryland. The Church was officially incorporated in May 1961 as a District of Columbia corporation. The Church was reorganized as a Maryland (not-for-profit) Corporation in December 2002. The Church is a member of the African Methodist Episcopal Church denomination (the "A.M.E. Church") which was founded in 1816 and is the second largest Methodist organization in the United States. By virtue of its geographical location, the Church is a member of the Second Episcopal District of the A.M.E. Church which encompasses over 300 churches. In December 2004, the Church relocated to its new worship facility to Glenn Dale, Maryland ("Glenn Dale Campus"). In April 2006, the Church expanded its ministry opening a second location in Silver Spring, Maryland. In September 2010, the Church relocated its second location to 12101 Tech Road, Silver Spring, Maryland ("Silver Spring Campus").

Basis of presentation: These financial statements are prepared on the accrual basis of accounting. Under this basis, support and revenue are recognized when earned, and expenses are recognized as incurred.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed stipulations. Accordingly, net assets of the Church and changes therein are classified and reported as follows:

Unrestricted net assets - Net assets that are not subject to donor-imposed stipulations.

Temporarily restricted net assets - Net assets whose use has been limited by donors to a specific time period and/or purpose. When the donor restriction expires, that is, when the stipulated time restriction ends or purpose restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets and report in the Statement of Activities and Changes in Net Assets as net assets released from restrictions.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that they be maintained permanently. As of April 30, 2015, the Church had no permanently restricted net assets.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed stipulations. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

Cash and cash equivalents: For purposes of financial statement presentation, the Church considers demand deposits, all highly liquid debt instruments with original maturities of ninety days or less to be cash equivalents. At times, cash and cash equivalents may exceed federally insured limits. Management does not believe that this results in any significant credit risk to the Church.

Cash and cash equivalents held for long term use: These amounts represent purpose restricted contributions received and not yet expended for the Church's building fund.

Investments: Investments consist of equity securities which are stated at fair value based on quoted market prices. Changes in unrealized gains and losses resulting from changes in fair value are reflected in the Statements of Activities and Changes in Net Assets. Purchases and sales of investments are recorded on a trade-date basis. Interest income is recorded on the accrual basis. Dividends are recorded on the ex-dividend date. Net appreciation (depreciation) includes the Church's gains and losses on investments bought and sold as well as held during the year.

Fair value: The Church values its investments at fair value in accordance with a three-tier fair value hierarchy, which prioritizes the inputs used in measuring fair value as follows:

Level 1: Observable inputs such as quoted prices in active markets for identical assets or liabilities;

Level 2: Inputs, other than the quoted prices in active markets, that are observable either directly or indirectly; and

Level 3: Unobservable inputs in which there is little or no market data, which require the reporting entity to develop its own assumptions.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. There have been no changes in the methodologies used at April 30, 2015.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

Certificates of deposit: Certificates of deposit totaling \$758,095 are carried at cost plus accrued interest. The certificates of deposit bear interest ranging from 0.03% to 0.20% and have maturities ranging from six months to two years, with penalties for early withdraw. Any penalties for early withdrawal would not have a material effect on the financial statements.

Accounts receivable: The Church provides for an allowance for doubtful accounts based on management's best estimate of possible losses determined principally on the basis of historical experience and specific allowances for known troubled accounts, if needed. All accounts, or portions thereof that are deemed to be uncollectible or that require an excessive collection cost are written off to the allowance for doubtful accounts. At April 30, 2015, management deemed all accounts receivable to be collectible.

Note receivable: Note receivable consists of a note from another A.M.E. church and is stated net of an allowance for uncollectability. Management periodically reviews the status of all receivable balances for collectability and provides for an allowance for doubtful accounts based on management's best estimate of possible losses determined principally on the basis of historical experience and specific allowances for known troubled accounts, if needed. All accounts, or portions thereof that are deemed to be uncollectible or that require an excessive collection cost are written off to the allowance for doubtful accounts.

Property and equipment: Property and equipment are capitalized at cost for purchases over \$1,000 or estimated fair value in the case of donated assets. Depreciation is calculated over the estimated useful lives of the related assets, which range from five to forty years, on a straight-line basis. The building is depreciated over 40 years and site development/improvements are depreciated over 20 years. Expenditures for major renewals and improvements that extend the useful lives of property and equipment or add additional utility are capitalized. Expenditures for maintenance and repairs are charged to expense as incurred.

Long-lived assets, such as property and equipment, are reviewed for impairment when events or circumstances indicate that their carrying value may not be recoverable.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

Derivative instruments: The Church follows the accounting and reporting standards for derivative instruments and hedging activities, which require that entities report all derivatives as either assets or liabilities in the Statement of Financial Position, and measure those instruments at fair value. The change in the derivative's value is reported as an unrealized gain or loss in the Statement of Activities and Changes in Net Assets. The Church holds an interest rate swap which is a common derivative used by not-for-profit organizations to manage interest rate risk.

Revenue recognition:

Contributions (tithes and offerings): Contributions are recognized when received or unconditionally promised. Contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Contributions that are restricted by the donor for a specific time or purpose are reported as temporarily or permanently restricted based on the nature of the restriction.

Bookstore income: Sales of bookstore items are recorded as revenue when the transaction occurs.

Rental income: Rental income consists of donated space provided to affiliated organizations.

Functional allocation of expenses: The costs of providing the various programs and supporting activities have been summarized on a functional basis in Note 13. Direct expenses are charged to the activities benefited based on specific identification. Indirect costs have been charged to management and general expenses.

Income tax: The Church is exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code, and therefore has made no provision for Federal income taxes. The Church has no unrelated business income.

Uncertainty in income taxes: The Church evaluates uncertainty in income tax positions based on a more-likely-than-not recognition standard. If that threshold is met, the tax position is then measured at the largest amount that is greater than 50% likely of being realized upon ultimate settlement. As of April 30, 2015, there are no accruals for uncertain tax positions. If applicable, the Church records interest and penalties as a component of income tax expense. Tax years from 2012 through the current year remain open for examination by tax authorities.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

New accounting standard adopted during 2015: In October 2012 the Financial Accounting Standards Board issued Accounting Standards Update 2012-05 ("ASU 2012-05") Statement of Cash Flows (Topic 230): Not-for-Profit Entities: Classification of the Sale Proceeds of Donated Financial Assets in the Statement of Cash Flows. ASU 2012-05 requires a not-for-profit entity to classify cash receipts from the sale of donated financial assets that upon receipt were converted nearly immediately into cash consistently with cash donations in the Statement of Cash Flows.

Accordingly, cash receipts from the sale of donated securities with no donor-imposed restrictions should be included in the operating section of the Statement of Cash Flows, while cash receipts from the sale of donated securities with donor-imposed long-term restrictions should be classified as financing activities. Otherwise, receipts from the sale of donated financial assets should be classified as cash flows from investing activities. This ASU is effective prospectively for fiscal years beginning after June 15, 2013. Retrospective application and early application are permitted, but not required.

There was no impact on the financial statements upon adoption of this standard.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

New accounting standard adopted during 2015: In April 2014 the Financial Accounting Standards Board issued Accounting Standards Update 2014-08 (“ASU 2014-08”) Presentation of Financial Statements (Topic 205) and Property, Plant, and Equipment (Topic 360): *Reporting Discontinued Operations and Disclosures of Disposals of Components of an Entity*. ASU 2014-08 changes the requirements for reporting discontinued operations and states that a disposal of a component of an entity is required to be reported in discontinued operations if the disposal represents a strategic shift that has (or will have) a major effect on an entity’s operations and financial results when any of the following occurs:

1. The component of an entity or group of components of an entity meets the criteria to be classified as held for sale.
2. The component of an entity or group of components of an entity is disposed of by sale.
3. The component of an entity or group of components of an entity is disposed of other than by sale (for example, by abandonment or in a distribution to owners in a spinoff).

ASU 2014-08 requires additional disclosures for individually significant component disposals that do not qualify as discontinued operations.

The Church has elected to adopt ASU 2014-08 prospectively for the year ended April 30, 2015. As a result, the disposal of the Church bookstore during the year ended April 30, 2015, did not represent a strategic shift, and accordingly was not presented as a discontinued operation. For the year ended April 30, 2015, Church bookstore revenues and expenses totaled \$265,155, and \$174,833, respectively. See footnote 10.

Subsequent events: Management has evaluated subsequent events for disclosure in these financial statements through October 7, 2015, which is the date the financial statements were available to be issued.

2. Investments and investment income

Investments at April 30, 2015 consisted of the following:

	<u>2015</u>
Common stock	<u>\$ 2,699</u>
	<u>2015</u>
Interest and dividends	\$ 1,823
Net realized and unrealized gain on investments	647
Total investment income	\$ 2,470

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

3. Fair value of investments

The fair value of a certain asset and liability are as follows:

		Fair Value Measurements Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
April 30, 2015	Total			
Interest rate swap	\$ (230,420)	\$ -	\$ (230,420)	\$ -
Domestic equities:				
Common stock	\$ 2,699	\$ 2,699	\$ -	\$ -

Level 2 values were developed using inputs including current interest rates and LIBOR forward rates. The fair value of the interest rate swap is determined as an estimated net present value of the difference between periodic cash flows using current market interest rates and the rates to be incurred under the swap agreements for the same payment maturities.

4. Property and equipment

Property and equipment consists of the following at April 30:

	2015
Land	\$ 3,677,670
Building and improvements	30,194,334
Furniture and equipment	2,962,791
Total	36,834,795
Less: Accumulated depreciation and amortization	(9,777,125)
Total property and equipment, net	\$ 27,057,670

Depreciation and amortization expense for the year ended April 30, 2015 was \$1,269,033.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

5. Operating leases

The Church leases space for its worship services in Silver Spring, Maryland. The lease is for an initial period of seven years with an option to extend the terms of the lease for an additional five year period. The lease commencement date began upon substantial completion of all tenant improvements which occurred in September, 2010. The lease also provided for a rent abatement period of twelve months from the lease commencement date. Rental expense is being recognized on a straight line basis over the initial period of the lease.

The following is a schedule by year of future minimum rental payments required under the operating leases that have an initial or remaining non-cancelable lease term in excess of one year as of April 30, 2015:

Year Ending April 30, 2015	Amount
2016	\$ 526,754
2017	311,651
Total	\$ 838,405

The total rent expense incurred by the Church under this lease agreement for the year ended April 30, 2015 was \$492,369.

The Church has also entered into other various operating leases for periods of three to five years. These leases are for office equipment including but not limited to copiers, printers, and mailing equipment. The following is a schedule by year of future minimum equipment rental payments required under these operating leases in excess of one year as of April 30, 2015:

Year Ending April 30:	Amount
2016	\$ 40,044
2017	40,044
2018	40,044
2019	40,044
2020	34,344
Total	\$ 194,520

The total equipment rental expense for the year ended April 30, 2015 was \$71,256.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

- 6. Notes payable** The Church had entered into two notes payable agreements and a non-revolving line of credit agreement with Bank of America.

On December 20, 2002, the Church entered into a note payable agreement (note payable 1) in the amount of \$18.5 million with Bank of America to finance the purchase of their Glenn Dale property. The loan was modified on March 31, 2011. The interest is computed using the floating daily labor rate (published by Reuters), plus 230 basis points per annum (approximately 2.48% at April 30, 2015). The loan, collateralized by the Glen Dale land owned by the Church, is being amortized over 15 years and is due in monthly installments including principal and interest until maturity in March 2018. For the year ended April 30, 2015, the Church made principal and interest payments of \$682,019 and \$276,403, respectively.

On March 19, 2010, the Church entered into a non-revolving line of credit agreement with Bank of America for the maximum principal of \$2,000,000. The proceeds from the line of credit were used to fund tenant improvements at the Church's Silver Spring campus. The line of credit bears interest at a fluctuating rate equal to the LIBOR Rate plus 300 basis points per annum. As of April 30, 2015, the line of credit had a zero balance and expired. For the year ended April 30, 2015, the Church made principal and interest payments of \$1,095,234 and \$27,665, respectively.

On July 5, 2013, the Church entered into a debt agreement (note payable 2) in the amount of \$1.5 million with Bank of America to finance two parcels of land costing \$1.7 million plus closing cost. The note is amortized over a seven year period with equal monthly principal installments of \$17,850 plus accrued interest. The interest is computed using the floating daily labor rate (published by Reuters), plus 230 basis points per annum (approximately 2.48% at April 30, 2015). The note is cross collateralized with the existing outstanding note payable. For the year ended April, 30, 2015, the Church made principal and interest payments of \$214,200 and \$30,505, respectively.

The loans contain various financial covenants, which include a debt service coverage ratio of not less than 1.2 to 1.0, maintaining unrestricted liquid assets of no less than the lesser of half of all required principal and interest payments on all indebtedness or \$850,000, certified quarterly financial statements due within 60 days after the end of each fiscal quarter and audited annual financial statements provided to the bank no later than 120 days after year end. The Church received a time extension until October 15, 2015 to provide audited financial statements. The Church was in compliance with all other covenants.

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

Future maturities of the notes payable at April 30, 2015, are as follows:

Year ending:	Note Payable 1	Note Payable 2	Total
2016	\$ 724,681	\$ 214,200	\$ 938,881
2017	770,016	214,200	984,216
2018	9,213,419	214,200	9,427,619
2019	-	214,200	214,200
2020	-	214,200	214,200
Thereafter	-	36,300	36,300
<hr/>			
Total	10,708,116	1,107,300	11,815,416
Less: current portion	(724,681)	(214,200)	(938,881)
<hr/>			
Notes payable, net of current portion	\$ 9,983,435	\$ 893,100	\$ 10,876,535

7. Derivative instrument

On August 25, 2011, the Church entered into an agreement to manage the exposure to changes in interest rates on the outstanding debt through the use of an interest rate swap. The agreement is set to expire on March 29, 2018. As of April 30, 2015, the notional amount of the swap was \$8,377,863. The swap effectively fixes the Church's interest on the debt at approximately 1.975% for the expected term of Note Payable 1 and the Church will either pay (or be owed) the difference between that rate and the underlying floating rate of Note Payable 1 each month based on a notional amount. The effective date of the interest rate swap agreement was January 31, 2012. The Church does not use derivatives for trading purposes. For the year ended April 30, 2015, interest expense relating to the swap agreement totaled \$173,723.

The fair value of the Church's swap agreement was recorded as a liability on the Statement of Financial Position of \$230,420 as of April 30, 2015. The change in fair value was reported as a gain for 2015, on the Statement of Activities and Changes in Net Assets.

8. In-kind contributions

The Church provided in-kind contributions as follows during the year ended April 30, 2015:

	2015
Facilities donated to Reid Temple Christian Academy	\$ 237,838
Facilities donated to Reid Temple Restoration Center	32,596
Facilities donated to Reid Temple Federal Credit Union	6,133
<hr/>	
Total donated facilities	\$ 276,567

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

9. Retirement plan The Church offers a 403(b) retirement savings plan for all full-time employees. To be eligible for the retirement plan, an employee must be working for the Church for at least three months. Under the plan, the Church contributes up to \$3,000 to match employee contributions. The pension expense for the year ended April 30, 2015 was \$33,216.

10. Related party transactions The Church established the following related entities:

- Reid Community Development Corporation (RCDC) in 1994;
- Reid Temple Christian Academy (RTCA) in 2003;
- Reid Temple Federal Credit Union (RTCUC) in 2006;
- Reid Temple Restoration Center (RTRC) in 2007; and,
- Glad Tidings Bookstore in 2015.

These entities are considered independent, with control not resting with the Church. Therefore, the assets, liabilities, and net assets of these entities are not consolidated with those of the Church.

Effective April 30, 2015, the Church bookstore of Reid Temple become a new entity, Glad Tidings Bookstore. During the year ended April 30, 2015, the revenue Reid Temple derived from the Church bookstore was \$265,155 and is shown on the accompanying Statement of Activities and Changes in Net Assets. The directly related expenses totaled \$174,833 and are allocated to program and management and general expenses shown on the Statement of Activities and Changes in Net Assets. Inventory totaling \$27,908 was donated to the Glad Tidings Bookstore on April 30, 2015.

Payments made by the Church during the year ended April 30, 2015 were as follows:

	<u>2015</u>
Contributions made to RTCA	\$ 475,441
Contributions made to RTRC	226,000
Contributions made to RTCUC	113,990
Contributions made to RCDC	42,000
Total	\$ 857,431

Reid Temple African Methodist Episcopal Church, Inc.

Notes to Financial Statements

11. Temporarily restricted net assets

Temporarily restricted net assets are available for the following purposes at April 30, 2015.

	2014	Contributions	Released from Restriction	2015
Building Fund	\$ -	\$ 1,551,045	\$ -	\$ 1,551,045
Queen Jefferson Missionary Society	14,429	166,176	(167,104)	13,501
Total	\$ 14,429	\$ 1,717,221	\$ (167,104)	\$ 1,564,546

12. Correction of an error

In the previous year, cash and cash equivalents and investments were overstated due to certificates of deposit being misclassified.

The Church corrected these errors by adjusting the beginning balances as of May 1, 2014. The following captions on the Statement of Financial Position were affected:

Caption per Statement of Financial Position	As originally stated for year ended April 30, 2014	Adjustment	Restated for year ended April 30, 2014
Cash and cash equivalents	\$ 5,349,690	\$ (435,126)	\$ 4,914,564
Investments	339,902	(337,850)	2,052
Certificates Deposit	-	757,285	757,285

13. Functional allocation of expenses

The costs of providing programs and other activities have been summarized on a functional basis in the following schedule. Accordingly, certain costs have been allocated between program and supporting services benefited. The functional operating expenses of the Church for the year ended April 30, 2015, are as follows:

	2015
Program services	
Experiencing God – Glen Dale	\$ 7,832,922
Experiencing God – North location	3,177,762
Experiencing God – DC	572,715
Total program services	11,583,398
Management and general	3,203,715
Capital campaign fundraising	404,333
Total expenses	\$ 15,191,446

A-1:
Chief Administrators & Faculty

**Maryland Higher Education Commission
Stage One Application for Initial Approval
as an In-State Degree-Granting Institution**

Reid Temple Bible College
11400 Glenn Dale Boulevard
Glenn Dale, MD 20769

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

Table of Contents

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1 CHIEF ADMINISTRATORS

The following is a list of the Chief Administrators requested for the proposed Reid Temple Bible College application for initial approval as an In-State-Degree-Granting Institution.

1. Rev. Dr. Lee P. Washington, Chief Executive Office
2. Rev. Milwina Locklear, Chief Academic Officer
3. Mr. Marlon Harris, Chief Financial Officer

1.1 Chief RTBC Administrators Curriculum Vitas and/or Resumes

The curriculum vitas and/or resumes follow in the order listed:

1. Rev. Dr. Lee P. Washington, Chief Executive Office
2. Rev. Milwina Locklear, Chief Academic Officer
3. Mr. Marlon Harris, Chief Financial Officer

Curriculum Vitae

Reverend Dr. Lee P. Washington
11400 Glenn Dale Boulevard
Glenn Dale, Maryland 20769
240-882-3070
Pastorwashington@aol.com

Education:

Doctorate of Ministry	Howard University 1987
Master of Divinity	Howard University 1985
Bachelor of Arts	University of Maryland University College 1982
Associates of Arts	Community College of Baltimore 1980
Associates of Arts	Cortez Peters Business College 1968

Experience:

- Senior Pastor , Reid Temple AME Church 1982 – Present
- Senior Pastor, Wright's AME Church 1980 – 1982
- Senior Pastor, Mt. Zoar 1979 – 1980
- Supervisor, Social Security Administration 1971 – 1979

Publications/Presentations:

- Membership to Discipleship, Evangelism in Local Church 2012
- Your Economic Destiny, Commission System in Corporate Church 1996
- Contributing Author of African American Devotional Bible 1996
- Identifying Conflict Management Strategies in a Black Church 1987

Educational Research:

- Dr. Fredrica Brooks, PhD Psychology 2007
- Dr. Donna McCree PhD Health John Hopkins 1995

Teaching Experience:

- 2nd District AME Church 2010
- Director of Annual Conference Institute 2010
- 1st, 5th, 6th, 7th, 9th, 10th, 11th, 12th Episcopal Districts of the AME Church 2008
- Chairman, Board of Examiners AME Church 1988
- Dean of Christian Education Institute 1986

Professional Development:

- Executive Coaching 2014
- Conflict Resolution 2012
- Pastoral Leadership 2010

Affiliations/Memberships:

- Prince George's Clergy Group 1994
- Prince George's Collective Banking Group 1984
- National Business Honor Society 1972

Interests:

- Homiletics, Community Organizing, Administration, Evangelism Writing, Systems and System Operations

Experience/Recognitions/Awards:

- Senior Pastor for 32 years of Church with Membership over 15,000
- Recognized in Outreach Magazine
- Cited as 25 Outstanding Preachers in Upscale Magazine
- Featured on several gospel radio stations and the Washington Post, Bowie Gazette, PG Post and Washington Informer.
- Howard University "Excellence in Ministry 1987"
- Martin Luther King Jr. Award
- Department of Worship and Evangelism "Soul Winner" Award
- 2nd Episcopal District, "Leadership Legend" Award
- Commissioners Citation Social Security Administration
- Department of Army AG Publication Center "Sustained Performance" Award
- Frequently quoted on issues related to the "Mega-Church" Phenomena
- Honored as "Pastor of the Week" and "Pastor of the Month"

"Have Faith in God"

CURRICULUM VITAE

Reverend Milwina Locklear

Contact Information

2020 Brooks Drive, Apt. 409
Forestville, MD 20747

Mobile: 301-326-0687
Email: livelifeonpurpose7@gmail.com

PERSONAL PROFILE

Milwina Locklear is an ordained itinerant deacon in the African Methodist Episcopal Church. Her ministry work is to teach, lead, and equip. Highly competent, motivated, and experienced teacher trainer in the church, workplace, and community. Complemented by a background in administrative human resources and office management. Possessing the required skills, enthusiasm, and passion to teach, equip, motivate, and encourage.

ACADEMIC HISTORY

- Currently enrolled in the Masters of Divinity program at Wesley Theological Seminary
- Currently enrolled in Grief Counselor program, American Institute Of Health Care Professional
- Masters of Science in Organizational Leadership, awarded with Honors, NYACK College, May 2011
- Bachelors of Science in Organization Management, awarded with Distinction, NYACK College, December 2012
- Certificate of Ministry, Spirit of Faith Bible Institute, June 2005
- Certificate of Environmental Sciences Series, Howard University, June 1998

EMPLOYMENT HISTORY

After thirty-years of Federal Government service, retired from the Environmental Protection Agency. My career at EPA encompassed several positions from clerk-typist, to secretary, to program analyst. Throughout my past employment, I have gained many transferable skills that I can apply to all new and challenging situations.

KEY SKILLS

Teaching

- Experienced teacher trainer in Church settings, work-place, home groups, and community organizations.
- Effective in engaging.
- Experienced in preparing lesson plans and assignments
- Establishes expectations, goals, and clear objectives for each lesson.

Organization

- Experienced in working systematically in organizations to achieve results planned that required effective planning, implementation, and detail.

Time Management

- Proficient in establishing times-lines to achieve certain goals.

Problem-Solving

- Skilled to reach a solution in a systematically manner while maintaining composure and professionalism.

Communication

- Effectively applies communication skills to connect with a wide variety of people.

Analytical

- Experience in analyzing a situation and coming forward with a logical solution.

People Skills

- Experienced with interacting with managers, higher authorities, peers, and subordinates.

Multi-Task

- Highly skilled in delivering results on various projects at the same time.

TEACHING EXPERIENCE

- Train the Trainer Instructor
- Bible Study Teacher, & Facilitator (workplace, church, & community)
- Sunday School Teacher
- Foundations of our Faith Teacher
- Rev. Patricia Clark Institute Instructor
- New Members Class Teacher
- Women's Home Group Teacher & Facilitator
- Daycare Center Teacher

TRAINING/CERTIFICATES

Reid Temple Boot Camp	2009
Stephen Minister Training	2007
Court Appointed Special Advocates for Children	2005
Clinical Pastoral Education In Mental Health	1989
Hospice Care Training	1991

MARLON M. HARRIS

5505 Torpedo Court * Waldorf, Maryland 20603 * (301) 638-0551 * marlonmharris@yahoo.com

PROFESSIONAL EXPERIENCE

Department of Energy, Washington, D.C., Budget Analyst 2009-Present

- Serve as budget execution specialist for the Energy Efficiency and Renewable Energy (EERE) budget office.
 - Oversight of \$1.8 billion program and administrative budget.
 - Guidance to 7 financial analysts for execution activities in 12 programs.
- Prepare and analysis monthly financial reports for obligation and costing activities.
- Prepare CFO quarterly budget execution review reports.
- Prepare responses to GAO and OMB for budget review questions

Department of Transportation, Washington, D.C., Administrative Specialist 1999-2009

- Served as lead cost center manager for the Federal Transit Administration (FTA).
 - Oversight of a \$76 million administrative expenses budget.
 - Leadership for 27 cost centers nationwide (16 headquarters/11 regional).
 - Guidance to 24 approving officials on budget related issues.
- Coordinated the execution of the administrative expenses budget through midyear budget reviews, year-end closing reviews, random audits and monthly budget review meetings.
- Managed \$2.9 million Working Capital Fund (WCF) account.
- Analyzed and summarized administrative and program account information and presented recommendations to approving officials

VOLUNTEER SERVICE

Flow Ministries, Clinton, Maryland, Treasurer 2004-Present

- Track monthly expenditures and contributions for reconciliation with bank statements
- Prepare annual contributions statements
- Prepare annual statement for Federal tax filings

EDUCATION

Bachelors Degree in Business Management
Southeastern University, Washington, D.C.

2 RTBC FACULTY

The following is a listing of the RTBC Proposed Faculty.

1. Rev. Dr. Lee P. Washington, Chief Executive Office
2. Ms. Joyce A.A. Camper
3. Dr. Mary B. Conley
4. Dr. Laura A. Fleet
5. Rev. Barbara Glenn
6. Rev. Glenda Hodges
7. Rev. Diane Johnson
8. Rev. Milwina Locklear, Chief Academic Officer
9. Rev. Dr. Debyii Thomas
10. Rev. Dr. Michael Thomas

2.1 RTBC Faculty Curriculum Vitas and/or Resumes

The curriculum vitas and resumes follow in the order listed, except for the CEO and CAO.

1. Rev. Dr. Lee P. Washington, Chief Executive Office
2. Rev. Milwina Locklear, Chief Academic Officer
3. Ms. Joyce A.A. Camper
4. Dr. Mary B. Conley
5. Dr. Laura A. Fleet
6. Rev. Barbara Glenn
7. Rev. Glenda Hodges
8. Rev. Diane Johnson
9. Rev. Dr. Debyii Thomas
10. Rev. Dr. Michael Thomas

Curriculum Vitae

Joyce Ada Aileen Camper
5601 Parker House Terrace #408
Hyattsville, Maryland 20782

Phone: 301-503-6330
Email: camperja@aol.com

SUMMARY: I am an experienced composition instructor with a thirteen year history of teaching literature, developmental writing and college composition courses in diverse populations including, high school students, college freshman and adult learners. My skills include conceptualizing, building, and teaching online classes. I am also proficient in an administrative capacity, working in various positions in educational and non-educational institutions. I hold a bachelor's and master's degree in English, and I am seeking a full time instructional position.

EDUCATION:

Howard University.	Washington, DC.	27 credits	Doctoral Program.	2008-2013.
Trinity College.	Washington, DC.	30 credits	MAT. Program	2004-2007.
Howard University.	Washington, DC.	M.A.	English.	May, 2004.
Coppin State College.	Baltimore, MD.	B.A.	English.	Aug., 1996.
Morgan State College.	Baltimore, MD.	Part time.	Biology.	1973-77.
Baltimore Comm. College	Baltimore, MD.	Part time.	Communications	1977-79.

MASTER'S THESIS: "Ophelia Settle Egypt's 'Raggedy Thorns: The Slaves' View of Slavery, the Civil War and Freedom': An Archival Study." Howard University, Department of English. May, 2004.

INSTRUCTIONAL EXPERIENCE:

Howard University, Washington, DC

Facilitator/Tutor (September 2014 to present)

Provide writing support for graduate and professional students. Conduct documentation seminars on MLA and APA format. Prepare tutoring materials to supplement face-to-face sessions. Conduct online tutoring sessions. Assist Director of Writing Center.

Coppin State University, Baltimore, MD

Adjunct Instructor (August 2014 to present)

Teach undergraduate composition courses. Prepare syllabi, relevant lectures, course outlines, assessments. Integrate computer technology into lectures.

Friendship Collegiate Academy, Washington, DC

English Language Arts Teacher (August, 2013 to June 2014)

Taught high school students American Literature, British Literature, World Literature. Developed standards based units of study and lesson plans. Implemented strategies for diverse learners. Created assessments for all students. Maintained contact with parents and guardians. Created supplemental lessons and assignments using the online LMS - Schoology. Reviewed and utilized student data to modify individual student lesson plans.

Howard University, Washington, DC

Freshman Composition Instructor (Fall 2005 to Spring 2013)

Taught undergraduate students composition and grammar to develop written communication skills and to foster critical thinking skills. Prepared syllabi, relevant lectures, course outlines, and assessment material. Integrated computer technology into the learning environment. Created and taught online courses using Blackboard.

Service: Common Text Committee, Humanities Division Committee, Departmental Assessment Committee, Executive Committee, Curriculum Committee, Freshman Common Text Conference Committee.

Strayer University, Takoma Park Campus, Washington, DC

Adjunct English Instructor (Fall 2004 to present)

Teach adult learners developmental, expository, argumentative, and professional (business) writing to develop writing skills and critical thinking skills. Developed and taught online courses using eCollege and Blackboard. Integrate computer technology into the learning environment.

Booker T. Washington Public Charter School, Washington, DC

English Teacher (January 2001 to August 2004)

Taught high school students English I, English IV, Honors/AP English, SAT Verbal, and Introduction to Computers. Developed standards based units of study and lesson plans, strategies for diverse learning styles, and assessments for all students. Maintained contact with parents and guardians. Wrote grant proposal.

Service: Advisor to National Honor Society students. Coordinator - Stanford Nine Test Preparation course. Facilitator - Intel Participant Teacher's Course. Coordinator - 2003 Summer School program. Established Language Arts Computer lab. Middle States Steering Committee Member. Lead teacher 2003 -04.

Grants: Received \$5,000 Bill and Melinda Gates Intel Teach to the Future Grant in 2002.

Award: Teacher of the Year (2001-02).

Howard University – Division of Continuing Education, Silver Spring, MD

English Instructor (Spring 2001, 2002 and 2004)

Taught adult learners grammar, sentence structure, essay development. Developed curriculum and syllabus. Evaluated participants' progress.

Paul Junior High Independent Public Charter School, Washington, DC

Teacher (Summer 2003)

Taught English Language Arts and Life Science. Developed units of study and lesson plans. Assessed students' performance. Maintained contact with parents and guardians.

Howard University – College of Arts and Sciences, Office of the Dean, Washington, DC

Instructor-Mentor (Fall Semesters 1998 – 2002)

Taught and mentored incoming freshman students, orienting them to college-level academics and life. Developed syllabus and course outline. Evaluated students' writing and critical thinking skills.

Washington Hospital Center, Education & Advancement Office, Washington, DC

Instructor (Consultant) (July 1999 – October 2000)

Taught composition, business writing, and mathematics to adult learners. Assisted in curriculum development. Administered TABE Surveys. Determined class content and size. Evaluated participants' progress.

Milford Mill Academy, Baltimore, MD

Instructor (Fall 1997 – Spring 1998)

Duties: Introduced computer applications and concepts to adult learners. Prepared and taught exercises in Word Perfect and Microsoft Word in Windows 95 environment. Explained and illustrated DOS environment.

PRESENTATIONS:

- "Common Text: An Approach for Teaching Writing to First Semester Freshman." Writing In and Across the Disciplines Conference. Baltimore County Community College. 2013 Conference.
- Ophelia Settle Egypt: Unheralded Twentieth Century Writer. College Language Association Annual Convention, 2013.
- Teaching Writing with a Common Text. Writing in and across the Discipline Conference. Catonsville Community College. 2013.
- Octavia Butler: Web Quest. Approaches to Teaching Composition through Literature. College Language Association Convention, 2007.
- African American Women Writers: Male Bashers or Griots of the Community of Women? Writers of African Descent Speak: Black Creativity and the State of the Race. Morgan State Univ. Conference, 1997.
- Sterling Brown: Maker of Community in Academia. Hearts Day Conference. Howard University, 1997.
- Teacher Workshop/Intel Teach for the Future. Booker T. Washington PCS. 2002.
- Developing an Effective Lesson Plan. Booker T. Washington PCS. 2008

PUBLICATIONS:

- Egypt, Ophelia Settle. *African American National Biography*. Eds. Henry Louis Gates, Jr. and Evelyn Higginbotham. Vol. 3, 160-2. Oxford Press, 2008.
- "African American Women Writers: Male Bashers or Griots of the Community of Women." *Writers of African Descent Speak: Leadership, Culture & Racism: Black Creativity & the State of the Race Writers*. Eds. Rose Ure Mezu and Burney J. Hollis. Black Academy Press, Inc., 1998.
- "Sterling Brown: Maker of Community in Academia." *African American Review*. Vol. 31:3, 1997.

COMMITTEE APPOINTMENTS:

- | | | |
|-----------------------|--------------------------------------|-------------------------------|
| • Member. | Assessment Committee. | Howard University. Fall 2009. |
| • Member. | Humanities Committee/COAS. | Howard University. 2011-12. |
| • Member. | Departmental Committee. | Howard University. Fall 2011. |
| • Member. | Executive Committee. | Howard University. 2012-13. |
| • Member. | Curriculum Committee. | Howard University. 2011-12. |
| • Reviewer. | Fund for Academic Excellence. | Howard University. 2006-2007. |
| • Visitation Team. | Middle States Accreditation | November 2004 |
| • Steering Committee. | Middle States Accreditation. | 2004-2005. |
| • Chair. | Stanford Nine Preparation Committee. | 2001-2003. |
| • Co-Chair. | Accountability Plan Committee. | 2001-2002. |

CONFERENCES/SEMINARS:

- NCTE Annual Convention. 2013.
- BCCC Writing in the Discipline Conference. 2013.
- CLA Annual Convention 2012.
- CLA Annual Convention. 2008
- CLA Annual Convention. 2007.

- CCCC Annual Convention. 2007.
- CCCC Annual Convention. 2006.
- NCTE Annual Convention. 2005.
- CLA Annual Convention. 2002.
- MLA Annual Convention. 2001.

PROFESSIONAL DEVELOPMENT/CERTIFICATIONS:

- Grading with Rubrics in Blackboard. Howard University. 2013.
- Online Teaching Certification. Strayer University. 2007.
- Smart Room Certification. Howard University/CETLA 2006.
- Blackboard Certification. Howard University/CETLA 2006.
- Distance Learning Certification. Howard University/CETLA 2006.
- Visitation Team Chair Training. Middle States Accreditation. 2005.
- Learning Styles/Classroom Applications Howard University/English 2002.

- Shakespeare Theatre. Classics in the Classroom. BTWPCS 2003.
- Inquiry-Based Learning. BTWPCS 2003.
- Shakespeare Theatre. TEXT ALIVE! BTWPCS 2002/03.
- Technology Works for Good Seminar. BTWPCS 2002.
- Master Teacher. Intel Teach for the Future. BTWPCS 2002.
- Diverse Student Learners Seminar, Landmark BTWPCS 2002.
College.

PROFESSIONAL AFFILIATIONS:

- Trustee Booker T. Washington Public Charter Schools.
- Member Christian Education Institute. Reid Temple AME Church.
- Member College Language Association.
- Member National Council of Teachers of English.
- Member Modern Language Association.
- President English Graduate Student Association. 1999 – 2000.
- Fellow Ronald E. McNair Post-Baccalaureate Achievement Program.
- Member Alpha Kappa Mu National Honor Society.

Resume'

MARY B. CONLEY

1300 Forest Lake Court
Mitchellville, MD 20721

301 336-7477 (Home)
301 336-7478 (Fax)
301 452- 6385 (Cell)

Email: mc0820@aol.com

EDUCATION

Ph.D. The American University
Educational Administration

M.Ed. Howard University
Administration and Supervision

B.S D.C. Teachers College
Elementary Education

PROFESSIONAL EXPERIENCE

SCHOOL ADMINISTRATION

1999 – 2003	Executive Director Highland Park Christian Academy
1995 – 1999	Assistant Dean, School of Education Howard University, Washington, DC
1992 – 1994	Associate Superintendent, Office of Human Resources and Teacher Education, D.C. Public Schools
1985 – 1992	Director, Department of Certification, Accreditation and Teacher Education, D.C. Public Schools
1981 – 1984	Director, Division of Human Resource Management D.C. Public Schools
1979 – 1981	Executive Assistant to the Associate Superintendent, Office of Instruction, D.C. Public Schools
1977 – 1979	Special Assistant to the Director of Personnel D.C. Public Schools

TEACHING EXPERIENCE

- 1995 – 1999 Assistant Professor, Curriculum and Instruction
Howard University
- 1985 – 1996 Guest Lecturer, Virginia Polytechnic Institute and University
“School Personnel”
- 1987, 1988 Adjunct Professor, George Washington University
“Instructional Supervision for School Administration”
- 1982 Urban Educator –in-Residence, The American University

OTHER SELECTED EXPERIENCES

- 1998 – Present Associate Member, Superintendent Search Firm
Harold Webb and Associates, Inc
BWP Associates, Inc.
- 2000 – 2005 Governor Appointment, Judith Hoyer Blue Ribbon Commission
On the Funding of Early Childhood Education and Childcare
- 1995 – 2000 Presenter, NCATE Institutional Orientation
CA, NY, VA, PA, TN, NC
- 1997 – 2006 Member, NCATE Board of Examiners
Washington, D.C.
- 1998 Consultant, Decatur, GA Public Schools
- 1994 – 2006 Consultant
Historical Black Colleges and University
Technical Support Network
Washington, D.C.

PROFESSION AL AFFILIATIONS

Member, National Alliance of Black School Educators

Member, Association of Supervision and Curriculum Development

Member, Phi Delta Kappa

Member, Kappa Delta Pi

Member, American Educational Research Association

COMMUNITY ORGANIZATIONS

Member, Delta Sigma Theta Sorority, Inc.
Chapter, Past President
Executive Director for National Delta Sigma Theta, Inc.

Member, Lake Arbor Civic Association

Member Board of Directors, Arbor view Homeowners Association

Member, National Council of Negro Women

Member of WETA

Lott Carey Baptist Foreign Mission Convention

Director of Youth Work and Programs

CURRICULUM VITAE

Laura A. Fleet, Ph.D.

Email: lfleet@howard.edu

EDUCATION

Doctor of Philosophy

Communication Theory and Public Address
Howard University, Washington, D.C. (1977)

Master of Education

Guidance and Counseling
Howard University, Washington, D.C. (1972)

Bachelor of Arts

Speech Communication and English
Howard University, Washington, D.C. (1971)

ADMINISTRATIVE/ TEACHING EXPERIENCE

2007 – 2013

Chair
Department of Communication and Culture
School of Communications
Howard University, Washington, DC

1989 - 2007

(Tenured) Associate Professor/
Director of Undergraduate Studies/
Coordinator of Principles of Speech
School of Communications
Department of Communication and Culture
Howard University, Washington, DC

1989 - 2000

(Tenured) Associate Professor/Chief Supervisor
Teaching Assistant Development Program
School of Communications
Department of Communication and Culture
Howard University, Washington, DC

1978 - 1989

(Tenured) Associate Professor/Arts Division Coordinator
School of Communications
Department of Communication Arts and Sciences
Howard University, Washington, DC

1973 - 1978

Assistant Professor/Director of Forensics
School of Communications
Department of Communication Arts and Sciences
Howard University, Washington, DC

1973

Instructor/ Director of Forensics/Speech Coordinator
Department of Communication Arts and Sciences
Howard University – Washington, D.C. 20059

TEACHING/ TRAINING AREAS

Conflict Negotiation
Customer Service
Diversity
Intra/Interpersonal Communications
Leadership
Management
Organizational Communication
Public Speaking
Small Group
Strategic Planning
Team Building
Training and Development

UNIVERSITY SERVICE

John H. Johnson School of Communications
Professional Development and Leadership Academy
Allied Health
Campus Police
Dental School
Division of Health Sciences
Enrollment Management
Graduate Medical Education Program
Graduate School
HU Hospital
HU Presidential Retreats
HUH Residency Program
Law School
Louis Stokes Health Sciences Library
Medical School
Physical Facilities Management
Residence Life

CONFERENCE/WORKSHOPS PRESENTATIONS (1979 - Present)

Train-the-Trainer Course
The Career Education Center of Detroit Inc.
Detroit, Michigan

Managing Conflict in the Local Congregation
Cathedral College of Preachers
National Cathedral
Washington, DC

Managing Student Groups
CETLA Faculty Workshop
Howard University
Washington, DC

CONFERENCE/WORKSHOP PRESENTATIONS

Business and Professional Communication Skills
Prince George's County Government
Office of Personnel Development
Upper Marlboro, Maryland

The Role of Forensic Directors
Speech Communication Association
New York, New York

Non-verbal Communication in the Black Community:
A Re-examination of the Diagnostic Process in Speech Language Pathology
National Black Association for Speech, Language and Hearing
Los Angeles, California

Communication Training for Teachers of Gifted Students
Council for Exceptional Children
New Orleans, Louisiana

Dynamics of Classroom Communication:
Implications for Minority Education
Association for Education in Journalism
Boston University
Boston, Massachusetts

Professional Resume Preparation and Interviewing Techniques
4th and 5th Annual Career Development Day
School of Communications
Howard University
Washington, DC

Communicating and Listening Skills
National Center for Counseling
University of Colorado
Boulder, Colorado
(Training Sites)
Austin, Texas
Los Angeles, California
Cherry Hill, Los Angeles

Effective Communication Between Parent and Child
Parent Conference on Gifted Children
School of Education
Howard University
Washington, DC

What Makes a Good Teacher of the Gifted?
Northern Virginia Council for Gifted and Talented Education
Falls Church, Virginia

CONFERENCE/WORKSHOP PRESENTATIONS

The Role of Communication in Developing Leadership Skills of Gifted Children
American Personnel and Guidance Association Annual Conference
Atlanta, Georgia

Communication Skills
Department of Zoology
Howard University
Washington, DC

Effective Communication: A Must in the Educational Setting
University Without Walls - Orientation Seminar
Howard University
Washington, DC

The Role of Communication in Counseling Gifted Minority Students
National Conference on Counseling Minorities
Michigan State University
East Lansing, Michigan

Session Moderator/ Panelist
National Communication Association
New York, New York
November 1998

ORGANIZATIONAL DEVELOPMENT/ TRAINING/ FACILITATION ACTIVITIES (1985 - Present)

Effective Communication Skills for Senior Executives
Ethiopian Airlines
Addis Ababa, Ethiopia

Howard University Presidential Retreats
Howard University
Washington, DC

Management Training/ Staff Development
Court Services And Offender Supervision Agency
Office of General Counsel
Washington, DC

School of Social Work Training Program
Department of Social Services
Prince Georges County, MD

Using Leadership and Coaching Skills in Staff Development
Southeastern University
Washington, DC

ORGANIZATIONAL DEVELOPMENT/ TRAINING/ FACILITATION ACTIVITIES

Presence and Presentation: Developing a Confident Approach to Public Speaking
Career Transition Pilot Program for Professional Athletes
Georgetown University (In collaboration with Howard University)
Washington, DC

Communications, Law and Business Interdisciplinary Technology Conference
School of Communications
Howard University
Washington, DC

Management Diversity Course
Radiology Associates
INOVA Hospital, VA

Coordinator
Fannie Mae/LeDroit Park Homeownership Awards Ceremony
Washington, DC

Team Building and Customer Service - Leadership Series
Office of Residence Life
Howard University
Washington, DC

Taking a Team Approach Towards Customer-Centered Quality Service Delivery
Howard University School of Law Staff Retreat
Washington, DC

Ensuring Outcomes: Understanding Communication, Leadership, Systems Thinking and Team
Building Within the Health Care Environment
Howard University Graduate Medical Education Program
Washington, DC

RAPIDS Focus Group
Vice-President for Human Resource Management
Howard University
Washington, DC

Power Principle Seminars
Management and Staff Retreats
Howard University
Washington, DC

Managing Diversity in the Workplace
The Booker T. Washington Charter School
Washington, DC

Achieving Outstanding Customer Service and Effective Communication - Train-the-Trainer Course
The Detroit Career Education Center
Detroit, Michigan

ORGANIZATIONAL DEVELOPMENT/ TRAINING/ FACILITATION ACTIVITIES

Empowerment and Accountability in the Workplace: Principles and Practices
Department of Social Services
Prince Georges County, Maryland

Principles of Customer Service and Effective Teamwork
Virginia State University
Petersburg, Virginia

Effective Public Speaking: Principles, Skills, and Practices
The Mandela Scholars Program
Arlington, Virginia

Becoming an Empowered Team Player
Bowie State University
Bowie, Maryland

Using Self-Directed Work Teams to Achieve Performance Objectives
Bowie State University
Bowie, Maryland

Business and Professional Communication Skills
Prince George's County Office of Personnel Development
Upper Marlboro, Maryland

Understanding the Power of Attitude in the Workplace
Howard University
Washington, DC

Decision Making and Problem Solving Skills for Managers
Howard University
Washington, DC

Intercultural Communication and the Workplace
Census Bureau
Suitland, Maryland

Designing Customer Service Strategies
U.S. Department of Agriculture Graduate School
Washington, DC

Interpersonal Communication Skills of Public Administrators
Executive Leadership Institute
National Forum for Black Public Administrators
Washington, DC

Gender Communication Differences and Leadership Effectiveness
Women's Executive Leadership Program
Office of Personnel Management
Washington, DC

ORGANIZATIONAL DEVELOPMENT/ TRAINING/ FACILITATION ACTIVITIES

Achieving Effective Customer-Focused Communication
Payroll Division
DC Public Schools
Washington, DC

Improving Staff and Management Relationships - Leadership Institute For Principals
Superintendent, DC Public Schools
Washington, DC

RAPIDS Focus Group
Vice President for Human Resource Management
Howard University
Washington, DC

HU Presidential Retreats
Howard University
Washington, DC

SPEAKING/LECTURE PRESENTATIONS (1980- Present)

Keynote Speaker
Honors Induction Ceremony
College of Allied Health
Howard University
Washington, DC

Keynote Speaker
Golden Key Honor Society Annual Black History Program
Howard University
Washington, DC

The Role of Mentoring In Higher Education
College of Dentistry
Howard University
Washington, DC

Guest Lecturer
Mandela Scholars Graduate Program
Arlington, VA

Keynote Speaker
College Board Summer Institute
Gallaudet University
Washington, DC

SPEAKING/LECTURE PRESENTATIONS

Guest Lecturer
Howard University Office of Residence Life
Howard University
Washington, DC

Guest Lecturer
Department of Communication
Bowie State College
Bowie, Maryland

Guest Speaker - Panel Presentation
School of Communications Annual Conference
Howard University
Washington, DC

Admissions Interviewer and Advisor
University Without Walls
Howard University
Washington, DC

SCHOLARSHIP

Diversity and the Media
The Aspen Institute
May 1998

Comparative Effects of Four Presentation Modalities on Retention of Content
Journal of Negro Education, Vol. XLIX, No. 4 (1980)
Copyright © 1980, Howard University

The Rubber Match of the Great Debates: An Analysis
MWCA Encoder, Volume 4, Number 1 (1976)

In the Company of Others
Book Reviewer - Mayfield Publishing Company
March 1999

Why Do Women Stay In Bad Relationships?
Jet Magazine
1998

Cognizance
The Professional Development and Leadership Academy Newsletter
Major Reviewer
October 1998-present

GRANTS

The Fannie Mae Foundation
Grant Award
June 2000
Funds Awarded: \$75,000.00

The Fannie Mae Foundation
Grant Award
June 2001
Funds Awarded: \$50,000.00

Fund for Academic Excellence
Award Recipient
May 1998
Awarded: \$5,000

AWARDS and HONORS (1976- Present)

Graduate School Dean's Citation Award
Outstanding Achievement in Training and Mentoring Teaching Assistants
Howard University
Washington, DC

Amoco Distinguished Teacher of Merit Award
Vice President for Academic Affairs
Howard University
Washington, DC

Dean's Excellence Award
Outstanding Leadership/ Service
School of Communications
Howard University, Washington, DC

Dean's Making a Difference Award
School of Communications
Howard University
Washington, DC

Golden Key Honor Society Member
Howard University Chapter
Washington, DC

Distinguished Teacher of Merit Award
School of Communications
Howard University
Washington, DC

Most Appreciated Faculty Member Award
School of Communications
Howard University
Washington, DC

AWARDS and HONORS

Outstanding Teacher of the Year
School of Communications
Howard University
Washington, DC

Appreciation Award - Upward Bound Program
Howard University
Washington, DC

Outstanding Contribution Award for Continuous Exemplary Leadership
School of Communications
Howard University
Washington, DC

Dean's Distinguished Faculty Service Award
School of Communications
Howard University
Washington, DC

Certificate of Recognition Award
National Forum for Black Public Administrators
Washington, DC

Fellow Appointment
The George Washington University Center for Municipal Management
Washington, DC

Distinguished Service Award
University Without Walls
Howard University
Washington, DC

Certificate of Appreciation - Outstanding Contributor
Gifted and Talented Youth Summer Enrichment Program
School of Education
Howard University
Washington, DC

Letter of Recognition – Forensics Program Achievements
Vice President for Academic Affairs
Howard University
Washington, DC

Certificate of Service
International Toastmistresses Society
Washington, DC

COMMUNITY SERVICE (1978-Present)

Dean, Christian Education Institute
Reid Temple A.M.E. Church
Glenn Dale, Maryland

Worship Leader - Pre-Annual Holiday Service
Rankin Chapel
Howard University
Washington, DC

Guest Speaker - Women's Retreat
Mt. Sinai Baptist Church
Washington, DC

Guest Speaker
Shaw Temple A.M.E. Zion Church
Atlanta, Georgia

Guest Instructor
A.M.E. Zion Church Christian Leadership Education Conference
Richmond, VA

Guest Speaker - Women's Day Service
Reid Temple Christian Education Institute
Glenn Dale, Maryland

Women's Day Speaker
Mt. Zion Baptist Church
Arlington, Virginia

Guest Speaker
Panel Presentation
Delta Sigma Theta National Convention
Washington, DC

Guest Speaker
Ardmore Elementary School P.T.A.
Lanham, Maryland

Guest Speaker - Morning Worship Service
Varick Memorial A.M.E. Zion Church
Washington, DC

Guest Instructor, Christian Education Retreat
Forestville, MD

Guest Speaker
Shaw Temple A.M.E. Zion Church
Atlanta, Georgia

COMMUNITY SERVICE

Workshop Presenter
Shaw Temple A.M.E Zion Church
Atlanta, Georgia

Guest Speaker
St. James A.M.E. Zion Church
Salisbury, Maryland

Guest Speaker
Union A.M.E. Zion Church
Wilmington, Delaware

Workshop Presenter
Varick Memorial A.M.E. Zion Church
Philadelphia, PA

Guest Speaker
Reid Temple A.M.E. Church
Glen Dale, Maryland

Guest Speaker
St. Johns Baptist Church
Arlington, Virginia

Guest Speaker
John Wesley A.M.E. Zion Church
Washington, DC

Workshop Presenter
Clinton A.M.E. Zion Church
Rockville, Maryland

Guest Speaker/ Workshop Presenter
Lomax A.M.E. Zion Church
Arlington, Virginia

PROFESSIONAL MEMBERSHIPS

National Communication Association
American Society for Training and Development
Delta Sigma Theta Sorority, Inc.

Barbara Y. Glenn

20412 Apple Harvest Circle Apt L, Germantown, MD
(301) 980-8774 * b.yglenn@yahoo.com

EDUCATION

DMin Pastoral Care 1998

United Theological Seminary, Dayton, OH
Project Title: "KINFOLK One-Anothering: A Model of
Care for Women Growing Spiritually Through Relationships"

MDiv 1989

Howard University School of Divinity, Washington DC

BS History Education 1976

Bowie State University, Bowie MD

ORDINATION

Itinerant Deacon 1989

Itinerant Elder 1990

TEACHING

Sacred Heart Academy, Washington, DC 1976-1979

Taught 7th and 8th Grade Geography, English and History

Prince Georges' Public Schools, Prince Georges County, MD 1979-1985

Taught 12th Grade History and English

Taught Middle School Social Studies, US History

Maple Springs Bible College Seminary- Three years

Instructor- Introductory Classes, Bible

Board of Examiners Washington Conference 1994 to present

Instructor- Third Year Class, Homiletics

PASTORAL SERVICE

Pastor First African Methodist Episcopal Church
of Gaithersburg, MD 2002 to present

Pastor First African Methodist Episcopal Church
Alexandria, VA 1991 to 2002

Ebenezer African Methodist Episcopal Church 1985 to 1991

Ft. Washington, MD

First Fulltime Youth Minister

Preached Annual Sermon Washington Annual Conference 2010

Preached Ordination Service North Carolina Annual Conference 2003

Taught and Preached Osan Air Force Base, Osan North Korea 1999

CONFERENCE RESPONSIBILITIES

Member of Delegation to the Deneral Conference. 1992 to present

Delegate

Alternant Delegate

Member of Committee on Ministerial Efficiency 2011 to present

Member of the Board of Examiners 2011 to present

Chair Potomac District Committee on Ministerial Orders 2002 to present

AME Ministerial Alliance of Washington and Vucinity

Served as Secretary
Served as Vice President
Washington Conference Women In Ministry
Conference Coordinator
Potomac District Coordinator
Member of the Board of Instructors 1994 to present

PUBLICATION

Chapter IV "The Making of a Servant-Thinker Through Liturgy" : A Model of a Servant Bishop: The Ministry of Vinton Randolph Anderson

HONORS AND AWARDS

Howard University:

Benjamin Mays Fellowship
Ford Foundation Fellowship (Hopice of DC Intern)
Served on the Intersem East National Counsel of Christians & Jews

Bowie State:

Graduated Summa Cum Laude
Alpha Kappa Mu Honor Society
Departmental Scholar

GLEND A F. HODGES

Office: (301-868-4903)/ Mobile: (202-412-4962)

E-Mail: glendafhodes@stillirisemd.org

EDUCATION

- M.Div.** Howard University, Washington, D.C. – School of Divinity, 1995 – Dean’s Scholar (4.0 GPA)
- J.D.** The University of Texas at Austin, Austin, Texas, 1991
- PhD.** Bowling Green State University, Bowling Green, Ohio, Organizational Communication, 1980
- M.A.** Howard University, Washington, D.C., Organizational Communication, 1978
- B.A.** Virginia State University, Petersburg, Virginia, English and Journalism, 1972

CONTINUING EDUCATION

- Leadership Prince George’s, Class of 2012
- Mind, Body Medical Institute, Harvard University, 1998, 1999, 2000
- Labor Relations, The University of Texas at Austin, 1984-87

PROFESSIONAL EXPERIENCE

Still I Rise, Inc., Still I Rise Comprehensive Support Services and Training and The Women’s Wellness Center (2013 – Present), Clinton, Maryland

Chief Executive Officer

- Responsible for the oversight and day to day operations of a nonprofit (parent) company as well as a for profit (subsidiary) company.
- Presently supervising a full-time staff of 15 professionals and a part-time staff of 5 social workers.
- Services provided include empowerment assistance for survivors of domestic violence (nonprofit company), government contracting (for profit company) and preventive health screenings (Still I Rise, d/b/a The Women’s Wellness Center)
- Specific capabilities for government contracting include the following:
 - Professional engineering services, legal, certified counseling, medical services (all disciplines), allied health, facilities management, food and nutrition services, information technology, crisis intervention, program management and social and religious services (all Christian denominations)

Howard University Hospital/Howard University, Washington, D.C. (2006 to 2013)

Associate Hospital Director, Howard University Hospital (2006-2013)

- Supervised 21 direct reports: Environmental Services, Protective Services, Food and Nutrition Services, Pastoral Care Services, Patient Relations, Community Services, Facilities/Engineering, Bio Medical, Safety, Patient Transportation and Parking Services.
- Total FTEs managed were approximately 310 and total budgetary responsibilities were approximately \$10.2 million
- Noteworthy Accomplishments:
 - Removed the Howard University Police from the hospital and created the Department of Protective Services; hired a staff of 33 officers (including a Director and Assistant Director); changed the culture of the hospital by removing firearms and replaced them with batons,
 - Developed a yearly Seminar Series in Spirituality and Medicine, bringing together physicians, other health care professionals and members of the clergy to discuss ways of improving patient centered care,
 - Developed the Community Clergy Partnership which met quarterly to create a linkage between the hospital and the faith community, thereby helping to improve the daily census and positively impact HCAP scores,
 - Initiated the hospital's Greeters Program, specifically emphasizing a marked change in customer service,
 - Recruited new leadership team in Environmental Services, Facilities/Engineering, Bio-Medical and Protective Services,
 - Served on the Management Team representing the hospital in the successful negotiation of the Local 2094 union contract,
 - Initiated an RFP for Food Services and established a positive relationship with Sodexo USA, resulting in the building of a new \$2.1 million dollar cafeteria for the hospital
 - Maintained responsibility for supervision of construction project from beginning to completion
 - Added a short stop facility (Sodexo Magic) to provide dining options beyond regularly scheduled hospital cafeteria hours

Howard University Hospital, Washington, D.C.

Director, Division of Community Relations, (2004-2006) – full time

Administrative oversight for the following areas: Pastoral Care Services, Patient Relations, Community Relations, Multi-Cultural Affairs

- Supervised 4 direct reports and 20 supporting employees
- Managed a yearly budget of approximately \$850,000
- Introduced several new customer service initiatives

College of Medicine, Department of Community and Family Medicine

Adjunct Professor, (1998-2013) – part-time

- Areas of Instruction: Health Care Law, Introduction to Patient Care, Spirituality and Medicine, Health Care Ethics – taught first and second year medical students

American University, Washington, D.C.

Adjunct Professor, (1995-98)) – part-time

- Areas of Instruction: Business Law, Negotiation and Bargaining, Human Resource Management (graduate level)

T. Clarence Harper and Associates, Washington, D.C.

Senior Associate, (1993-1998) – full-time

- Responsible for client intake, pre-trial preparation and varied client related matters. Areas of practice included labor relations, personal injury and employment law

Trinity University, Washington, D.C.

Adjunct Professor, (1993-1995) – part time

- Areas of Instruction: Organizational Behavior, Human Resource Management (graduate level)

The George Washington University, Washington, D.C.

Adjunct Professor, (1993-95) – part-time

- Areas of Instruction: Business Law, Business Relations (undergraduate level)

The National Labor Relations Board, Washington, D.C.

Legal Assistant, (1991-1993) full-time

- Provided direct assistance to the Office of Appeals involving legal research and writing of appellate briefs

The Catholic University of America, Washington, D.C.

Adjunct Professor, (1991-1993) – part time

- Areas of Instruction: Business Law, Negotiation and Bargaining (undergraduate level)

Bowie State University, Bowie Maryland

Adjunct Professor, (1989-91) – part-time

- Area of Instruction: Business Law (undergraduate level)

Morgan State University, Baltimore, Maryland

Assistant Dean, School of Arts and Sciences (1984-1988) – full-time

- Responsible for providing direct oversight of 15 academic units/departments within the College of Arts and Sciences
- Represented the Dean's Office on various University committees
- Provided direct assistance in the management of an operating budget of \$5.8 million

Hampton University, Hampton, Virginia

Chairperson, Department of Communication Arts (1981-1984) – full time

- Supervised a staff of 9 full-time faculty and managed a yearly budget of approximately \$850,000
- Represented the Department on various campus wide committees

North Carolina A & T State University, Greensboro, North Carolina

Assistant Professor, Department of Communication Arts (1980-1981) – full-time

- Areas of Instruction: Public Speaking, Persuasion Theory, Communication Research, Argumentation and Debate (undergraduate level)

Tuskegee Institute, Tuskegee, Alabama

Instructor, Department of English (1975-777) – full-time

- Areas of Instruction: English, Journalism, Creative Writing

MEMBERSHIPS/AFFILIATIONS/COMMUNITY SERVICE

Board of Trustees, Paul Quinn College, Dallas, Texas, (2008 – present)

Board of Directors, American Cancer Society, South Atlantic Division, (2008 – present)

Board of Directors, YWCA of the National Capital Area, (2002 – 2006)

Founder, CEO, Still I Rise, Inc., (2001 to present)

- Federally funded nonprofit community based organization for survivors of domestic violence
- Provides assistance in crisis intervention counseling, job readiness, housing and legal referrals
- Responsible for supervising a total staff of twenty employees in both the nonprofit and for profit organization.

Founder, CEO, Still I Rise Comprehensive Support Services and Training (6/2013 – present)

- For profit organization created to provide capability services to support government solicitations in the following areas: engineering, legal, counseling, medical services (all disciplines), allied health, facilities management, information technology, crisis intervention, financial and administrative support.

Panel of Experts, Agency for Healthcare Research and Quality, (2006 – present)

Leadership Prince George's County, Maryland, (2011- present)

Women's Commission of Prince George's County, (2011 – present)

Prince George's County Human Trafficking Taskforce, Member and Chairperson, Victim Services Committee, (7/2014 – present)

Prince George's Healthcare Action Coalition, Chairperson – Domestic Violence Section, (2012 – present)

Member, Prince George's County Redevelopment Authority

- nominated by County Executive Rushern Baker, sworn in and confirmed by the County Council), (2012 – present)

Director, Domestic Violence Services, District 9, (2008 – present)

- Appointed by District 9 Council Member, Mel Franklin

President, Oak Orchard Civic Association, (2010 – present)

Member, Protecting Elders Against Crime and Exploitation Coalition (PEACE), 2008 – 20012

Public Member, Senior Threshold Board, (2007 – 2010, 2014)

- Responsible for reviewing profiles for Senior Foreign Service Officers scheduled to be promoted in the Foreign Exchange – persons selected for promotion in this category were ultimately passed on to the President of the United States for his approval

Member, Judicial Council, African Methodist Episcopal (AME) Church, (2012 – present)

- Elected by the delegates of the General Conference to serve as one of the 9 judges representing the entire African Methodist Episcopal Church membership (more than 2 million congregants) in adverse actions concerning the AME church

Member, Middle States Accreditation Committee for Colleges and Universities, (2006 – 2009)

Ordained Itinerant Elder, African Methodist Episcopal Church, 2nd Episcopal District, since April 1997

Secret Clearance, United States Government, (2006 – 2010, 2014)

Member, Ethics Committee, African Methodist Episcopal Church, (2012 – present)

White House Consultant, Minority Institute Faculty Scholars Program, (2004, 2005, 2006, 2008)

- Traveled to Far East (Cambodia, Bangkok and Tokyo to evaluate the impact of federal dollars on the mitigation of HIV/AIDS in these countries
- Competitively selected from more than 200 applicants

PROFESSIONAL/CIVIC ASSOCIATIONS/AFFILIATIONS

National Association of Health Services Executives, 2005 –present
American College of Health Care Executives, 2007 - present
Delta Sigma Theta Sorority Incorporated, 1980 – present
Member, Prince George’s County Human Trafficking Task Force, July 2014 – present
Member, Prince George’s County Healthcare Action Coalition, May 2011 – present
Member, Prince George’s County Redevelopment Authority Board, September 2010 – present
Member, Prince George’s County Domestic Violence Task Force, April 2010 - present

PUBLICATIONS

Hodges, GF and Betton, HB. Spirituality and Medicine: Can the Two Walk Together?
AuthorHouse, Indiana: Bloomington, 2008.

Hodges, GF and Betton, HB. Translating Spirituality and Medicine in the Healing Professions.
AuthorHouse, Indiana: Bloomington, 2010.

Hodges, GF and Betton, HB. Let’s Talk about your Health: A Biblically Based Approach.
AuthorHouse, Indiana: Bloomington, 2011.

Hodges, GF and Betton, HB. When Spirituality and Medicine Disconnect: Gaining the Whole World and Losing God’s Promise. AuthorHouse, Indiana: Bloomington, 2014.

REFERENCES

Mr. Larry Warren, Former CEO, Howard University Hospital and Present CEO, Trinity Health Systems -- (313) 969-7203

Dr. Willette O. Wright, Senior Administrator, From the Heart Church Ministries –
(301) 894-0052

Mr. Fred Peale, Director of Operations, The Women’s Wellness Center – (703) 919-2122

Curriculum Vitae

Diane Harris Johnson

9906 Stonewood Court
Upper Marlboro, MD 20772
Home: 301-599-1886
Cell: 301-412-0078
Fax: 301-699-8470
RevDrDHJ@aol.com

EDUCATION

- Doctor of Ministry** 1996 United Theological Seminary
Afrocentric Bible Hermeneutics
*The Nehemiah Business Plan: An Afrocentric Biblical
Hermeneutical Model for Economic Restoration of the African
American Community*
- Master of Divinity** 1992 Howard University
- Master of Business
Administration** 1982 Howard University
- Master of Education** 1976 Howard University
Student Personnel Administration
- Bachelor of Science** 1973 University of Nebraska-Lincoln
Physical Education

WORK EXPERIENCE

**September 1998
To Present**

Jerusalem African Methodist Episcopal Church
8415 Schultz Road
Clinton, MD 20735

Pastor. Directly responsible for the administration of the church; plan for financing the various enterprises of the church, outline the calendar of events, recommend an overall budget, plan for raising funds; preside over the Boards of Stewards, Trustees, the Commission on Stewardship and Finance, Official Board and all meetings; travel and labor in the church, visit the sick, enforce the Doctrine and Disciplines of the Church; take account of the members; preach and teach; take charge and mentor all Preachers.

**April 2013
To Present**

Member. Washington Conference Board of Examiners

**April 2008
To Present**

Instructor. Washington Conference Board of Examiners.

Church Administration
Methodist Church History

**January 2001
To Present**

The Collective Empowerment Group, Inc. (formerly the
Collective Banking Group)
9701 Apollo Drive, Suite 447
Upper Marlboro, MD 20774

Executive Director. Directly responsible for the day-to-day operation and administration of the organization; oversee staff, plan for financing the various aspects of the organization, ensure adherence to the calendar of events, recommend an overall budget to the Board of Directors, support the president and the Board of Directors, meet and coordinate partner participation with the organization and represent the organization to outside entities.

**January 1988
To July 2000**

**Master Communications, Inc.
t/a Gospel Notes Records and Books**

Owner/President/Retailer. Directly responsible for development, staffing, organization, research, marketing, promotion, administration, staff supervision, customer service and general oversight of the bookstore operation. Purchasing agent.

**September 1974
To September 1987**

**Howard University, WHUR-FM
Washington, DC**

**September 1978
To September 1987**

General Sales Manager. Directly responsible for development, staffing, organization, research, marketing, promotion, administration, supervision and coordination of the total radio commercial sales division. Participated in development of the general station program and marketing strategy with the management team.

Duties: Advertising proposal preparation, statistical analysis, public relations, and customer service and staff supervision.

February 1975
To August 1978

Howard University, WHUR-FM

Sales Division Administrative Secretary. Performed general clerical duties while serving as a liaison between the sales staff, the internal support staff and the advertising community.

Duties: Correspondence preparation, radio commercial copy writing and supervision of student interns.

August 1973
To June 1974

Whittier Jr. High School
Lincoln, Nebraska

Girls Physical Education Teacher. Performed general responsibilities required to teach 7th-9th grade girls.

PUBLICATIONS

Leadership: Brick by Brick...Together (article)
Women of Color Study Bible, King James Version,
World Publishing, 1999

Brick by Brick (article)
Sister to Sister, Vol. 2: Devotions for and from African American Women, 1999. Linda H. Hollies, editor. Judson Press.

PERSONAL DATA

Divorced, 2 adult children

REFERENCES

Reverend Dr. William P. Deveaux, Bishop
1134 11th Street, NW
Washington, DC 20001
bishopdev@aol.com

Reverend Dr. Ronald E. Braxton, Presiding Elder
PO Box 214
Burtonsville, MD 20866
Potomacdistrict1@gmail.com

Reverend Dr. Grainger Browning, Jr., Pastor
Ebenezer AME Church
7707 Allentown Road
Fort Washington, MD 20744

Reverend Anthony G. Maclin, Pastor
The Sanctuary at Kingdom Square
9171 Central Avenue, Suite 300
Capital Heights, MD 20743
pastor@atthesanctuary.org

Reverend Dr. Jonathan L. Weaver, Pastor
Greater Mt. Nebo AME Church
1001 Old Mitchellville Rd
Bowie, MD 20716
JonathanWea@gmail.com

Curriculum Vitae

REV. DEBYII L. SABABU THOMAS, PH.D.

Ward Memorial A.M.E. Church
241 42nd Street NE
Washington, DC 20019

Church: 202 398-3899
Direct: 301 509-4600
Email: DrDLST@outlook.com

SUMMARY OF MINISTRY:

Ordained minister with over 30 years of service within the church, higher education, business and public service arenas gifted and available to serve full-time in the role of teacher, preacher and/or leadership/organizational consultant.

EDUCATIONAL BACKGROUND

Howard University	Doctor of Ministry – Candidate <i>Spiritual Transformation and Empowerment</i>	(Grad. May 2016)
	Doctor of Philosophy <i>Organizational Communication-Leadership Studies</i> <i>Dissertation: "Leadership & Motivation in Clergy"</i>	December 1998
	Master of Arts in Religious Studies <i>Church and Community</i>	December 2012
Morgan State University	Bachelor of Arts <i>Speech Communication</i> <i>Senior Thesis: The Rhetoric of the Black Church</i>	June 1978

MINISTERIAL EXPERIENCES

ORDINATIONS

The African Methodist Episcopal Church (AMEC)	
• Itinerate Deaconate Orders	April 1981
• Itinerate Elder Orders	April 1983

PASTORAL ASSIGNMENTS

(Most recent & Earliest)

<u>Ward Memorial AMEC</u> Washington, DC	First Lady & Associate Pastor Minister to Women	2014- Current
<u>Payne Memorial AMEC</u> Baltimore, MD	First Lady & Associate Pastor	2000- 2005
<u>Hunter Memorial AMEC</u> Suitland, MD	First Lady & Associate Pastor Minister to Women	1988-2000
<u>St. Paul AME Church</u> Boston, MA	Assistant Minister Coordinator, Women's Ministry	1980-1983
<u>Bethel AME Church</u> Baltimore, MD	Assistant Minister Minister of Communications	1978-1980

MINISTERIAL ENDEAVORS

Courses/Workshops/Lectures Taught (Sample)

- Effective Leadership for Christians
- Intro. to New Testament
- Overview of the Old Testament
- How to Study the Bible
- Principles of Faith-filled Marriages
- Ethical Dimensions of Leadership
- Inspirational Speaking
- Spiritual Gifts
- Women in the Bible
- Praise & Worship
- The Book of John
- Principles of Prayer
- Learning to Forgive
- Managing Conflict

Churches Served –(Sample) Local

- Reid Temple AME Church, Glendale. MD
- Ebenezer AME Church, Fort Washington, MD
- Metropolitan AME Church, Washington, DC
- John Wesley AME Zion Church, Washington, DC
- Metropolitan Baptist Church, Washington, DC
- Shiloh Baptist Church, Washington, DC
- Holy Comforter Episcopal Church, Washington, DC
- Prince Georges Community Presbyterian Church, Landover, MD
- Greater Mount Calvary Holy Church, Washington, DC
- Third Street Church of God, Washington, DC
- The Peoples Community Baptist Church, Silver Spring, MD

Churches Served –(Sample) Out of State/Country

- Bethel AME Church, Baltimore, MD
- Allen Cathedral AME Church Jamaica, New York,
- Bridge Street AME Church, Brooklyn, NY
- Concord Baptist Church, Boston, MA
- Bethel AME Church, Pittsburgh, PA
- Gethsemane Baptist Church, Newport News, VA
- Bethel AME Church , Los Angeles CA
- Waters AME Church, Indianapolis, IN
- Greater Ebenezer AME Church, Richmond
- Christ Our Redeemer AME Church, Kingston, Jamaica
- Ministry of Living Prayers, Abidjan, Cote d’Ivoire West Africa

**College
Chaplaincies/Seminaries**

- New Brunswick Theological Seminary, New Brunswick, NJ
- Alliance Theological Seminary, Manhattan, NY
- Howard University, Rankin Chapel, Washington, DC
- Johns Hopkins, Student Faith Fellowship, Baltimore, MD
- Spelman Sister’s Chapel, Atlanta, GA
- Bennett College Chapel, Greensboro, NC

ACADEMIC EXPERIENCES

Howard University Washington, DC	Assistant Professor and	1988-2013
	Director of the Undergraduate Program	2006-2013
	<ul style="list-style-type: none"> • <i>Department of Communication & Culture</i> 	
	Consultant/Trainer	1997-2010
	<ul style="list-style-type: none"> • <i>The Howard University Professional Development and Leadership Academy</i> 	

TEACHING EXPERIENCE

Undergraduate courses

- Leadership & Management
- Training & Development
- Advanced Public Speaking
- Organizational Communication
- Elements of Persuasion
- Principles of Speech
- Inter/Intrapersonal Communication
- Introduction to Communication
- Effective Listening

Graduate Courses

- Small Group Communication
- Training and Development

CONSULTANT EXPERIENCES - Training & Development (General)

Courses Developed or Taught for Organizations and Businesses

Leadership/Management Training Sessions & Topics

- Effective Public Speaking
- Ethical Dimensions for leadership
- Executive Inertia-Strategies for Motivating Employees
- Stress Management
- Understanding Conflict Management
- Effective Strategies to Engage and Challenge Diverse Learners
- Diversity in the Workplace
- Management and Decision-Making
- Leadership 101
- Issues in Leadership & Management
- Motivating Students
- Understanding Faith in the workplace
- Building Strong Teams
- Conflict Management Strategies
- Tools for Outstanding Customer Service
- The Empowered Employee
- Achieving Outstanding Customer Service

Non-Religious Organizations/ Businesses (Sample)

- Office of Equal Employment Opportunity Commission, Augusta, GA
- National Forum for Black Public Administrators, Washington, DC
- Pat Roberts Harris Student Leadership Training, Reston, VA
- Omni-Gov Leadership Training Institute , Washington, DC
- Cancer-Tumors Tumor Registrars' Society of Metropolitan, Washington , DC
- Dept. of HHS: Center for Substance Abuse and Prevention, Silver Spring, MD
- Library of Congress – Office of Minority Affairs, Washington, DC

References: Available on request

February 2014

CURRICULUM VITAE

Michael O. Thomas

Address:

13906 Heatherstone Drive
Bowie, Maryland 20720
(410) 627-5588
drmot2000@gmail.com

Education:

M. A., (2012-present) Biblical Languages, Wesley Theological Seminary, Washington, DC
Ph. D., (2007), John Macquarrie Fellow, Graduate Theological Foundation, South Bend (Mishawaka), Indiana
D. Min., (1994), Samuel DeWitt Proctor Fellow, United Theological Seminary, Dayton, OH
M. Div., (1989), Princeton Theological Seminary, Princeton, NJ
B.A., (1985), Morgan State University, Baltimore, MD

Academic Experience:

2013-present, Adjunct Professor Pastoral Care (Online), Lexington Theological Seminary, Lexington, KY

- LC 573 Issues of Care in the African American Church (Online, M.Div. course)

2005-2007; 2010-present, Adjunct Professor of Philosophy, Prince George's Community College, Largo, MD

2007-2009, Director Doctor of Studies Program, Associate Professor Pastoral Theology Northern Seminary, Lombard, Illinois

- Planned the academic program, recruits DMin faculty and coordinates with the Vice President for Academic Affairs/Dean of the Seminary faculty assignments, and schedules classes and facilities
- Created and administered the annual expense and income budgets for the program
- Recruited prospective students and manage the admission, registration, and orientation processes
- Maintained and update materials related to the program in the Seminary Catalog and web-site and manages public relations/promotional efforts for the program
- Maintained program records in the DMin Office and in conjunction with the Office of the Registrar

- Managed the operation of doctoral courses, including course syllabi, book orders, and details related to student participation
- Explored and developed a relationship with the Center for Excellence in Congregational Leadership (CECL) at Green Lake Conference Center and Northern Seminary to broaden the scope of the DMin program
- Chaired the Doctoral Committee and participated in committee and administrative work of the Seminary as assigned
- Taught seminars on a regular basis in the *DMin program: DM 7015 Becoming Doctors of the Church and DM 7060 Thesis Design and Research Methodology*
- Taught Master's Level courses in Pastoral Theology, Pastoral Care, Church Administration: *PC 418 Pastoral Care at Life's Transitions, PC 419 Pastoral Care in Times of Crisis, MN 335 Church Administration*
- Served as the academic advisor for all DMin students until a thesis supervisor was appointed and until students graduated from their program in general
- Maintained a communication with students and professors to foster students' progress through the program and oversaw the final stage of the program as students qualified for graduation
- Initiated and expanded some academic programs to meet emerging needs of the church and prospective Doctor of Ministry students
- Developed policies and procedures for the D. Min. Program according to *The Association of Theological Schools (ATS) Bulletin* during a Higher Learning Commission of Illinois and Association of Theological School accreditation visit
- Conducted an annual evaluation of the D. Min. Program based on students' course evaluations and graduating students' surveys
- Provided reports and documentation to the Dean and Vice President of Academic Affairs, Faculty, Self-Study Committee, and Board of Trustees as requested.

2002-2007, Adjunct Professor, United Theological Seminary, Dayton, Ohio

- Thesis Design and Research Methodology

2007-2009, Director of Doctoral Studies Program and Associate Professor of Pastoral Theology, Northern Baptist Theological Seminary, Lombard, Illinois

- DM 7015 Becoming Doctors of the Church (Doctoral Level Course)
- DM 7060 Thesis Design and Research Methodology (Doctoral Level Course)
- PC 418 Pastoral Care at Life's Transitions (M.Div., M.A., Level Course)
- PC 419 Pastoral Care in Times of Crisis (M.Div., M.A., Level Course)
- MN 335 Church Administration (M.Div., M. A., Level Course)

2009-present, Adjunct Professor, Prince George's Community College, Largo, Maryland, courses:

- Biomedical Ethics
- Introduction to Philosophy
- Logic

2006-2007, Adjunct Professor, Coppin State University, Baltimore, Maryland, courses taught
Lectured to undergraduates on the history, critical thinking, and methodology of philosophical icons such as Plato, Aristotle, Descartes, and Kant

- Introduction to Philosophy
- Modern Philosophy
- Introduction to Logic

2006-2007, Adjunct Professor, Prince George's Community College, Largo, Maryland, course taught; Lectured to undergraduates on the history and methodology of philosophy

- Introduction to Philosophy

2004-2007, Co-Lecturer, Johns Hopkins University School of Medicine, Baltimore, Maryland as a Board Member of the Ethical Consultation Committee

- Ethical Decisions from the Patient's Perspective Using their Religious Belief System

2000-2007, Adjunct Professor (Advisor), United Theological Seminary, Dayton, OH, Doctor of Ministry Courses

Supervised graduate seminarians from start to completion on their thesis project where the emphasis was on Spirituality and Community Development for the 21st Century

- Readings in Faith and Community Development
- Crafting a Sermons to Build Community
- Reforming the Church Today
- The Life and Spirituality of Howard Thurman as Paradigm
- Introduction to Action Research
- Thesis Design and Development

1990-1995, Adjunct Professor, Bowie State University, Maryland, courses taught
Lectured to undergraduates in the history, critical thinking, ethical and moral responsibility, diversity of other religions, the art of communication and the cultural dynamics of rhetoric during the African diaspora of the 18th through the 20th centuries

- Introduction to Philosophy
- Introduction to the Principles of Reasoning (Logic)
- Introduction to Ethics,
- Religions of the World
- Introduction to the Principles of Human Communications
- The Rhetoric of African-Americans: 18th – 20th Century

Dissertations Advised or Supervised:

May 2009, Jeffrey Conway, "*Worship Engagement at Westminster Presbyterian Church in Amarillo, Texas*" Doctor of Ministry (Second Reader/Advisor), Sam Hamstra (Supervisor) Northern Seminary, Lombard, IL.

April 2009, Tim TenClay, "Developing an Integrated Faith at Dunningville Reformed Church in Allegan, Michigan" Doctor of Ministry (Advisor), Charles Hambrick-Stowe (Supervisor) Northern Seminary, Lombard, IL.

March 2009, Phil Kniss, "*Developing Christian Communal and Missional Practices Through Small Group Formational Communities at Park View Mennonite Church, Harrisonburg, Virginia*" Doctor of Ministry (Advisor), Roland Kuhl (Supervisor) Northern Seminary, Lombard, IL.

March 2009, Michael Nave, "*Accelerating Spiritual Maturation*" Doctor of Ministry (Advisor), Charles Cosgrove (Supervisor) Northern Seminary, Lombard, IL.

March 2009, John Graham, "*Citizen Circle: A Mentoring Model for Rehabilitating Ex-Felons in Miami and Darke Counties, Ohio*" Doctor of Ministry (Advisor), Roland Kuhl (Supervisor) Northern Seminary, Lombard, IL.

March 2009, Dominic Cerrato, "*In Persona Christi Servi: A Personalist Approach to the Theology of the Diaconate*" Doctor of Philosophy (Advisor), Stephen F. Milerie (Ordinarius) Graduate Theological Seminary, Mishawaka, Indiana.

March 2009, Randal Foster, "*Integrating Spirituality and Psychology in Vocational Discernment: Selected Psychospiritual Factors and Their Effect on the Career Decision-Making Process*" Doctor of Philosophy (Advisor), Wayne Hatcher (Ordinarius) Graduate Theological Seminary, Mishawaka, Indiana.

March 2009, Christopher James, "*Discipling Worship: Implementing Robert Webber's Theology of Worship, Discipleship, and Spiritual Formation at Sanctuary in Woodridge, Illinois*" Doctor of Ministry (Advisor), David Fitch (Supervisor) Northern Seminary, Lombard, IL.

March 2009, David Anderson, "*Purposefully Practicing the Presence of God: Contemplative Youth Ministry as Missional Formation in an Asian-American Baptist Church*" Doctor of Ministry (Advisor), David Fitch (Supervisor) Northern Seminary, Lombard, IL.

October 2008, Jay Moses, "*Finding God's Story: Enacting the Drama of Worship with Children*" Doctor of Ministry (Advisor), Charles Hambrick-Stowe (Supervisor) Northern Seminary, Lombard, IL.

May 2008, Alton Cadenhead, "*Connecting Baptism to an Ongoing Process of Spiritual Formation at Augusta Road Baptist Church in Greenville, South Carolina*" Doctor of Ministry (Advisor), Charles Hambrick-Stowe (Supervisor) Northern Seminary, Lombard, IL.

May 2008, Daniel Cash, "*Shaping a New Understanding of the Pastoral Role in Leading Change Among Clergy of the West Central Area of the American Baptist Churches of Indiana and Kentucky*" Doctor of Ministry (Advisor), Karen Walker-Freeburg (Supervisor) Northern Seminary, Lombard, IL.

May 2008, Thomas Eden, "*Who We Are and How We Worship: Developing Appropriate Worship Utilizing the Theories of Personality Types and Multiple Intelligences at Woodruff Place Baptist Church, Indianapolis, Indiana*" Doctor of Ministry (Advisor), Charles Cosgrove (Supervisor), Northern Seminary, Lombard, IL.

May 2008, Delbert Kautz, "*Developing an Intentional Practice of Interpretive Scripture Presentation for the Gathered Worship Time at Millersville Mennonite Church, Millersville, Pennsylvania*" Doctor of Ministry (Advisor), Charles Cosgrove (Supervisor), Northern Seminary, Lombard, IL.

October 2007, Cassandra Sparrow, "*S.H.I.N.E. Global Model for Second Episcopal District Mobilization for HIV/AIDS Prevention and Care Using Government and Faith-Based Initiatives*" Doctor of Ministry (Supervisor) United Theological Seminary, Trotwood, OH.

May 2003, Loretha Mathis, "*Reconstructing the Role of the African-American Female to Empower Their Children's Development Using Faith-Based Initiative*" Doctor of Ministry (Supervisor) United Theological Seminary, Dayton, OH

May 2003, Mark Hicks, "*A Faith-Based Initiative: A Model for Bible Ministry within the Youth Development Centers of North Carolina,*" Doctor of Ministry (Supervisor), United Theological Seminary, Dayton, OH

May 2003, Earnest Ward, "*A Faith-Inspired Redemption Mentoring (F.I.R.M.) Intervention toward Reducing Juvenile Delinquency and Incarceration by Spiritual-Based Self-Efficacy and Anger Management,*" Doctor of Ministry (Supervisor), United Theological Seminary, Dayton, OH

Major Professional Service

2004-present, Board Member, Johns Hopkins Hospital Medical Ethics Consultation Committee, Baltimore, MD

2000-2001, Board Member, Baltimore Urban League, Baltimore, MD

1999-2000, Chaplain, National Medical Association, Washington, DC, appointed by Lucille N. Perez, M.D., past-president

1997-1998, Editorial Board Member, *African Journal of Languages and Linguistics*, The African Institution, 7532 Eighth Street, NW, Washington, DC 20012

1992-1995, Faculty Member, Faith Community Center for Substance Abuse and Alcohol Prevention (CSAP) Leaders Forum, a subdivision of Health and Human Services (HHS), Silver Springs, MD

Awards, Honors, and Certificates:

May 2007, The John Macquarrie Fellowship (The late John Macquarrie was the Lady Margaret Professor of Divinity at Christ Church College, Oxford University and the Martin Heidegger Professor of Philosophical Theology)

June 2006, Certificate of Completion, Joseph and Rosa P. Kennedy Institute of Ethics, The Intensive Bioethics Course XXXII, Georgetown University, Washington, DC

October 2005, Certificate of Completion, Viktor Frankl Institute of Logotherapy, "Franklian Psychology: Introduction to Logotherapy," South Bend, IN

June 2004, Certificate of Completion, Joseph and Rosa P. Kennedy Institute of Ethics, the Intensive Bioethics Course XXX, Georgetown University, Washington, DC

June 2000, Certificate of Appreciation for Conference Planning Committee commitment to "Leading families and communities into the 21st Century," by Wayne K. Curry, Prince George's County Executive for State of Maryland

February 1993, Certificate of Appreciation for service as a Member of Prince George's County Commission for Families Governing Board, by Parris N. Glendening, County Executive for State of Maryland

November 1991, Certificate of Appointment as a Member of Prince George's County Commission for Families by Parris N. Glendening, County Executive for the State of Maryland

Professional Societies:

American Philosophical Association (APA)

American Academy of Religion (AAR)

American Society for Bioethics and Humanities (ASBH)

Published Books and Chapters in Books:

2010 Forthcoming, Bangura, A. Karim and Michael O. Thomas, (revised edition) *Political Behavior*, Lanham, MD: University Press of America

2010 Forthcoming, Michael O. Thomas. *The Stem Cell Debate*, Lima, OH: Wyndham Hall Press

2004, Michael O. Thomas, et al. *A Model of a Servant Bishop: The Ministry of Vinton Randolph Anderson*. Nashville, TN: AMEC Publishing House, (chapter in book)

1998, Michael O. Thomas, and Abdul Bangura, *Alma Mater: Historical and Linguistic Presuppositions*. Washington, DC: The African Institute

1995, Michael O. Thomas, et. al. *Political Behavior*. Lanham, MD: University Press of America

Books Reviewed:

Thomas, Michael O. (2008). Review of *Paul Tillich and Psychology: Historic and Contemporary Explorations in Theology, Psychotherapy and Ethics*, by Terry Cooper. *Review & Expositor*, Summer 2008

Journal Articles:

May 2005, Michael Thomas, "Health Disparities: A Social Challenge for Church and Society in the New Millennium," *Foundation Theology 2005: Graduate Theological Foundation Professional Monograph*. Graduate Theological Foundation

Fall 1995, Michael Thomas, Book Review, "From Africa to Zen: An Invitation to World Philosophy," *Bowie's Rising Voices 2*, Bowie State University, Bowie, MD.

Areas of Research and Teaching Interest

Philosophy, Religion, and Medical Ethics for the 21st Century