

THE FOLLOWING IS A SAMPLE LEARNING CONTRACT

All CES students shall—with the help of their mentors—write a Learning Contract (LC). This is the student's proposed curriculum.

Points to keep in mind when writing your Learning Contract:

1. Students may copy this sample LC word for word if they desire and change only those areas that apply to their specific programs. Or, for those who desire, they can use this sample LC as only a guide.
 2. However, the materials that begin with the words, DEALING WITH PROBLEMS and continuing to the end of the page *including the section on DUE DATE* must be in every student's LC word for word (changing only the dates to accommodate the student's particular program).
 3. Remember to put page numbers on your LC, just as you would any academic term paper. All page numbers go at bottom center of the page (just as you see in this *sample LC*). Also, no words go along with your page numbers. For instance, do not write "Learning Contract, Page 2." Just put the numbers in their proper places. *Please understand that anything with multiple pages that you, as a student, hand in to CES, must have proper pagination (page numbering system).*
 4. School name should be centered and one to two inches from the top of the page
 5. As with all writing done for CES, the font should be 12 point, and in Times, or Times New Roman, or a font very similar.
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COLUMBIA EVANGELICAL SEMINARY
Longview, Washington

This is a Learning Contract (LC) between Joe Student (joestudent@cipicol.com, Student # JS-D-601) and Columbia Evangelical Seminary covering the work that will be required for a Doctor of Theology in apologetics. The student, working with a CES representative, is the author of this LC.

OVERTURE

I am going to research and study apologetics through this doctoral program. I hope to grow personally and professionally through this study. I would like to be an expert in this field. To do so, I will need to take myself into some new directions.

First, I need to do course work in the area of apologetics. Although I bring to this study a strong background in systematic theology and apologetics, much of the studies that I will engage in throughout this program will be relatively new to me.

Second, I want to do constructive work in the field. This will mean the application of what I learn with the people I work with on a day-to-day basis.

Third, I will contribute new and significant knowledge to this field through the development of my dissertation. Tentatively, my dissertation topic and title is, "Reaching the Happy Pagan of Postmodernism: An Apologetic Method of Reaching the Lost in the Twenty-First Century." This program will be my opportunity to make a significant contribution to the knowledge of the fields of apologetics and theology.

Fourth, this program will allow me to work one-on-one with a mentor, Robert W. College, Ph.D., who has an academic background in apologetics as well as a practical background in pastoral and teaching ministries. Thus, with his expertise and my desire to grow in the apologetics field, I have the potential of developing an outstanding written work, in the form of a dissertation, and of helping people on a practical level through the ministry of Christian outreach.

KNOWLEDGE ACQUISITION

Attaining a Doctor of Theology means acquiring and demonstrating mastery of a body of knowledge that is both theoretical and practical. I plan to demonstrate my grasp of the principles and theories of apologetics through a series of readings, writings, and exercises. Mastery of the knowledge will be demonstrated by incorporating the knowledge gained through academic study into the dissertation, and, on a practical level, through my pastoral and outreach ministries.

It should be noted that I do not desire to restrict myself from other methods of acquiring or demonstrating this body of knowledge. I want to remain flexible for varying possibilities because earning the Doctor of Theology will be a long and arduous process that simply cannot be definitively mapped out at this time, and I do not want to exclude any yet-unidentified opportunities for creativity. Therefore, I must leave the methods by which I will acquire and demonstrate the desired knowledge somewhat open-ended.

PRIOR LEARNING

I bring to this study a background in formal education including, but not limited to:

ACADEMIC

- Master of Arts in Philosophy, Stanford University, Stanford, CA
- Master of Divinity, Bethel Seminary, St. Paul, MN
- Bachelor of Science in Chemistry, University of California, L.A.

PRACTICAL

Besides having pastored for 12 years, I established and am the Director of Apologetics Outreach, an organization dedicated to reaching the lost "intelligentsia." It is licensed as a nonprofit organization by the state of California-with a staff of seven full-time employees. I also have three published books, all having to do with theological and apologetic inquiry and how that relates to reaching the lost. To date, I have been engaged in seven public debates on the evidences, philosophical and scientific, for the existence of God and the ramifications of that truth: all of the debates were held in public forums.

ASSUMPTIONS

As with all learning some things must be assumed. For without primary assumptions, one is left without a base from which to proceed. Thus, it is assumed that there is an orthodox theology that is correct and which I will accept as the basis of truth (in this regard, I accept the CES statement of faith). It is also assumed that there are subjects within theology that are open for discussion and debate. When I study areas that are debatable, I will critically evaluate the various positions, and decide for myself, after a thorough investigation, what I believe to be truth.

OBJECTIVES

1. Learn truths, i.e., major premises, important concepts, and major writings within the various fields of apologetics.
2. To think critically about some of the varying philosophical and theological concepts that are debated within the realm of apologetics.
3. To arrive at my own conclusions about topics of theology and philosophy when they are peripheral to the Gospel of Salvation.
4. Incorporate the truths I learn into my outreach and pastoral ministry.
5. Devise a written work, i.e., dissertation, which will incorporate the truths learned and the conclusions to which I have arrived: all with a direction to reaching the lost.

QUESTIONS TO GUIDE READINGS

1. Is the material under study orthodox theology or is it debatable?
2. If it is debatable, where do I stand on the issue?
3. How does this material relate to my ministries and to the dissertation I plan to write?
4. Is it practical or is it merely theoretical?
5. How can I apply this material to my ministry?

ASSIGNMENTS

There will be twelve major components of my program: one 4-credit class (required for all students), four 3-credit classes, six 4-credit classes, and one 8-credit doctoral dissertation.

1. WP-700 CES Writing Protocols (Required Class) 4 semester hours
2. AP-711 Secular Religions 3 semester hours
3. AP-706 Historical Apologetics 3 semester hours
4. AP-709 World Religions 3 semester hours
5. AP-710 Postmodernism 3 semester hours
6. AP-707 Advanced Philosophical Apologetics 4 semester hours
7. AP-810 Advanced Historical Apologetics 4 semester hours
8. AP-713 World Views 4 semester hours
9. AP-705 Science & Religion 4 semester hours
10. AP-707 Advanced Philosophical Apologetics 4 semester hours
11. AP-703 Advanced Scientific Apologetics 4 semester hours
12. TH-890 Dissertation (30,000 to 60,00 words minimum) 8 semester hours

Total Credits = 48 semester hours

THE COURSEWORK

I will, as part of my research for the courses, develop syllabi with the help and tutelage of my mentor. Also, I may develop a mid-term and final exam for each of these courses for my own future use and that of CES.

THE DISSERTATION

(IMPORTANT NOTE: All CES students are required to use the same writing text throughout the writing of the term papers, senior papers, thesis, and dissertations. The text is: *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian, published by The University of Chicago Press. However, all format, footnotes, and punctuation must follow the style described in the *CES Style Manual*.)

The Dissertation will follow the guidelines of:

- Research the Topic Enough for Proposal
- Dissertation Proposal
- Submission of Proposal
- Rewrite and Resubmit, if necessary

Once the Proposal is accepted by the Mentor

- Research the Topic
- Organize the materials
- Writing-Submission
- Revisions
- Final Submission

DEALING WITH PROBLEMS

While neither party to this agreement expects there to be any problems in defining or evaluating the work to be done, we agree now to settle any problems that may arise over interpretation of this agreement in the following ways:

MEDIATION

Any irreconcilable disputes or disagreements will first be dealt with through mediation by one or more administrators of CES.

BINDING ARBITRATION

If mediation is not successful, both student and CES agree to abide by the results of binding arbitration. The Seminary reserves the right to make all final binding arbitration. The Seminary Representative, i.e., final arbitrator, shall be the President of the Seminary.

DUE DATE

All my work for the Th.D. shall be completed and finalized (i.e., already handed in and graded) no later than September 3, 2021. If I need an extension beyond this time, I will request such by formal letter to Columbia Seminary at least two months before September 3, 2021. Also, there will be a quarterly fee (all extensions are for 3 months at a time). I will pay whatever is the extension fee at that time.

ACCEPTANCE

This agreement is accepted by the student, the mentor, and a Seminary representative upon signature of all the parties.

Date _____ Student _____
Joe Student

Date _____ Mentor _____
Robert W. College, Ph.D.

Date _____ CES Representative _____