**USO1 Rubric**

**Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.**

California Baptist University is committed to the Great Commission. While this does not entail the obligation of all students making a profession of faith in Christ, it does require that all students are educated in a way consistent with, and resulting in, a knowledge of biblical Christian faith and practice, Baptist perspectives, and the Christian’s role in fulfilling the Great Commission. This USO was interpreted to apply to all students, regardless of their personal faith commitment. The rubric below attempts to provide tools for measuring students’ understanding of the above concepts throughout their journey at CBU. Rather than framing the rubric in terms of advancement in one’s discipleship journey under Jesus, the rubric moves from more basic concepts (e.g., biblical literacy) to more complex, sophisticated, and nuanced applications of the historic Christian faith (e.g., the integration of Scripture and theology with one’s academic discipline). While it is not assumed that students will become followers of Jesus during their time at CBU, it is hoped that continued exposure to the concepts provided below, through curricular, co-curricular, and extra-curricular involvement will be used by God toward such an end. Though the most concentrated and explicit learning experiences related to this USO may take place through required Christian Studies general education courses or faith-enriching opportunities in Spiritual Life, students should be taught and assessed to demonstrate the performance expectations described below throughout their entire CBU journey (e.g., at the major, master’s, and doctoral levels).

**Definitions**

**Spiritual Literacy**: Competence in the knowledge and application of Christian spirituality.  
**Discipleship**: An ongoing journey of learning from and patterning one’s life after Jesus, commencing with one’s initial faith in Jesus as informed by Scripture and the historic teachings of the Christian church, culminating in the disciple’s resurrection and glorification.  
**Integrate/Integration**: The exploration and understanding of the interrelationship of God’s revelation through the Bible and through the created order.[[1]](#footnote-1)  
**Biblical Christian Faith**: The body of historic, orthodox, Christian beliefs and doctrines founded the teachings of the Protestant Christian Scriptures.  
**First-order Theological Concepts**: Those beliefs and teachings of the historic Christian church that differentiate a Christian from a non-Christian. Examples include salvation by grace through faith in Christ alone, the spiritual lostness of the human race, the full deity and humanity of Jesus, the bodily resurrection of Jesus, the doctrine of the trinity, and the physical return of Christ.  
**Baptist perspectives**: God alone is lord of conscience; faith in order to be genuine, must be voluntary. Teaching from a faith perspective allows students to become aware of Baptist principles, while giving them the opportunity to think for themselves.   
**Soul Competency**: Awareness of the individual competence and obligation of all humans to make personal determinations regarding faith commitments.

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|  | **0**  **No evidence found** | **1[[2]](#footnote-2)**  **Emerging** | **2**  **Developing** | **3**  **Demonstrating** | **4**  **Proficient** | **5**  **Mastery** | **6**  **Generative** |
| **Biblical Christian Faith (orthodoxy)** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates biblical literacy through accurate appropriation of fundamental biblical concepts, characters, events, or themes. | Student demonstrates the ability to situate a concept within the context of the overall narrative of Scripture and redemptive history. | Student demonstrates theological literacy through accurate appropriation of first-order theological concepts. | Student demonstrates the ability to broadly and legitimately integrate Scripture and the historic teachings of the Christian church with an academic discipline. | Student demonstrates the ability to utilize or adapt a recognized model of faith integration as a framework to reveal the implications of historic Christian theology in a specific and nuanced context. | Student demonstrates the ability to integrate historic, orthodox, Christian theology into their original research claim or culminating experience in a highly authentic, synthetic, generative, and integrative way. |
| **Biblical Christian Practice (orthopraxy)** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates awareness that being a Christian entails behavioral and ethical obligations. | Student demonstrates basic knowledge of the ethical implications of being a Christian. | Student demonstrates the ability to describe general behavioral and ethical implications of being a Christian within the context of the Christian life. | Student demonstrates the ability to describe specific behavioral and ethical implications of being a Christian within the context of their chosen vocation or major. | Student demonstrates the ability to implement specific behavioral and ethical practices (or the implications of such practices) that are intentionally informed by Christian behavioral and ethical principles. | Student demonstrates the ability to evaluate specific behavioral and ethical practices (or the implications of such practices) in terms of their appropriate foundation in Scripture or historic Christian practice. |
| **Baptist perspectives** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness of the individual competence and obligation of all humans to make personal determinations regarding faith commitments (i.e., “soul competency”). | Student demonstrates a basic understanding of the concept of soul competency.\* | Student demonstrates the ability describe and apply the concept of soul competency.\* | Student demonstrates the ability to articulate their own personal convictions while demonstrating respect for the liberty of others. | Student demonstrates the ability to advocate for and critically reflect on the implications of soul competence\* on behalf of themself and others. | Student demonstrates the ability to evaluate their original research claim or culminating experience within the context of the historic Baptist conviction of soul competency.\* |
| **Great Commission** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates awareness of the differences inherent in the commitment to become a disciple of Jesus. | Student demonstrates the ability to articulate Jesus’s global call to discipleship in terms of the historic Christian gospel. | Student demonstrates the ability to articulate the implications of discipleship for potential vocational contexts. | Student demonstrates the ability to appreciate the Christian call to disciple-making in planned vocational contexts. | Student demonstrates the ability to appropriately situate their academic discipline or specific research within the context of Jesus’s global call to discipleship. | Student demonstrates the ability to evaluate their original research claim or culminating experience in terms of its implications for Jesus’s global call to discipleship. |

1. Carisa A. Ash, A Critical Examination of the Doctrine of Revelation in Evangelical Theology (Eugene, Oregon: Pickwick, 2015), 75 [↑](#footnote-ref-1)
2. The six levels of this rubric are intended to map to the stages or levels of a student’s journey at CBU. For example, a level 1 could be expected of a student in the first year of undergraduate study, while a 4 might be expected of a student graduating from a bachelor's degree. A level 5 might be aligned with the expectations for a master’s-level student, and a 6 can be aligned to expectations for a doctoral student. Individual students may vary in their ability to demonstrate this USO due to various factors, however the 1–6 range importantly creates an absolute scale that should not be relativized to the expectations of a particular course or program. [↑](#footnote-ref-2)