

**ORAL ROBERTS UNIVERSITY
HISTORY, HUMANITIES, & GOVERNMENT
DEPARTMENT**

Whole Person Assessment Handbook

Welcome

The History, Humanities, and Government Department faculty have a sincere desire to help you succeed in your education, profession and life. The HHG ePortfolio is a wonderful tool we will use to help you assess your progress in pursuit of degrees with our department. In the words of the Apostle Paul, we seek to “provoke one another to love and to good works.”

The following handbook is designed to simplify and clarify the requirements of your History, Humanities, and Government Whole Person Assessment (WPA). Within each major, it is arranged in a step-by-step order, beginning with the entry level requirements through the intermediate to the professional level.

Your completed History, Humanities, and Government Whole Person Assessment will serve as proof that you have met the departmental student outcomes as listed under the History, Humanities, and Government Mission Statement included in this document. It will also assist you in developing an on-line competitive and professional portfolio relative to your discipline.

Your History, Humanities, and Government Department Chairman



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Table of Contents

Section A	<u>Welcome</u>
Section B	<u>Quick View (History, Humanities, and Government Whole Person Assessment Table of Contents)</u>
Section C	<u>ORU and History, Humanities, and Government Department Mission Statements History, Humanities, and Government Department Outcomes and Competencies</u>
Section D	<u>Whole Person Assessment Artifacts for History, Humanities, and Government Majors</u>
	<u>Global Studies</u>
	Regional Systems Political Analysis Paper
	Spiritual Formation Essay
	Internship Presentation
	Senior Paper
	<u>Government Program</u>
	Political Theory Essay
	Integrating Faith Presentation
	Practicum Presentation
	Senior Paper
	<u>History Program</u>
	Family History Research Paper
	American Religious History Essay
	History and Systems Presentation
	Senior Paper
	<u>International Relations Program</u>
	Regional Systems Political Analysis Paper
	Protocol or Diplomacy Presentation
	Internship Presentation
	Senior Paper
	<u>International Community Development Program</u>
	Development Presentation
	Spiritual Formation Essay
	Internship Presentation
	Senior Paper
	<u>Leadership Studies Program</u>
	Policy Analysis Paper
	Spiritual Formation Essay
	Practicum Presentation
	Senior Paper
Section E	<u>Rubrics</u>
Section F	<u>Frequently Asked Questions</u>

ORU's Founding Mission and Vision Statements

FOUNDING VISION

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit.

God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

MISSION

To build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing.

History, Humanities, and Government Department's Mission Statement

The History, Humanities, and Government Department is committed to enabling students to understand who they are in our modern context. For students to understand who they are, they have to begin to understand and value the past. The department's work is to give them a foundation in humanities, history, global studies, government, leadership, international relations and community development work so as to contribute and make an impact on their world. The HHG Department trains students to be leaders, agents of change, and instruments of healing reconciliation, both nationally and internationally. This is done through academics and mentoring-teaching students not just subjects. Students in this department are taught the story of humanity as well as the dynamics that have shaped and continue to shape that story.

History, Humanities, and Government Department Outcomes and Competencies

Objectives of the History, Humanities, and Government Programs (Global Studies, Government, History and Social Studies Education*, International Community Development, International Relations, and Leadership Studies) are to prepare students to:

1. Be adept at thinking and reading critically about a diversity of topics from various global perspectives.
2. Integrate faith and learning into your field from an informed Christian worldview.
3. Be able to understand and appreciate, for the purpose of engagement and communication, the culture of your heritage, but also of multicultural perspectives presented by minority groups and by the main and sub-cultures within Western culture and in other societies.
4. Demonstrate knowledge of the theory and practice needed in your area, a proficiency in the technology relevant to your respective field, and the ability to Express yourself in academic or professional papers that are correct, effective, and gracefully composed

***Social Studies Education majors should refer to the College of Education WPA Handbook for ePortfolio information relating to the Professional Education Program.**

ADDITIONAL HELP

You can also refer to Section F in this handbook called "[Frequently Asked Questions](#)".

Your APA, Academic Peer Advisor

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Whole Person Assessment Artifacts for Global Studies Majors

OUTCOME	GOVERNMENT OUTCOMES ARTIFACT	COURSE	RUBRIC
1. Critical Thinking and Global Perspectives	Regional Systems Political Analysis Paper	GOV 305	Rubric 1
2. Christian Worldview and Articulation of Faith	Spiritual Formation Essay	IS 440	Rubric 2
3. Community Engagement and Effective Communication	Internship Presentation	IS 350	Rubric 3
4. Content Mastery and Research Skills	Senior Paper	IS 499	Rubric 4

Whole Person Assessment Artifacts for Government Majors

OUTCOME	GOVERNMENT OUTCOMES ARTIFACT	COURSE	RUBRIC
2. Critical Thinking and Global Perspectives	Political Theory Essay	GOV 331	Rubric 1
2. Christian Worldview and Articulation of Faith	Integrating Faith Presentation	GOV 335	Rubric 2
3. Community Engagement and Effective Communication	Practicum Presentation	GOV 336	Rubric 3
4. Content Mastery and Research Skills	Senior Paper	GOV 499	Rubric 4

Whole Person Assessment Artifacts for History and Social Studies Education Majors

OUTCOME	HISTORY OUTCOMES ARTIFACT	COURSE	RUBRIC
1. Critical Thinking and Global Perspectives	Family History Research Paper	HIS 201	Rubric 1
2. Christian Worldview and Articulation of Faith	American Religious History Essay	HIS 351	Rubric 2
3. Community Engagement and Effective Communication	History and Systems Presentation	HIS 491	Rubric 3
4. Content Mastery and Research Skills	Senior Paper	HIS 499	Rubric 4

Whole Person Assessment Artifacts for International Relations Majors

OUTCOME	INTERNATIONAL RELATIONS OUTCOMES ARTIFACT	COURSE	RUBRIC
1. Critical Thinking and Global Perspectives	Regional Systems Political Analysis Paper	GOV 305	Rubric 1
2. Christian Worldview and Articulation of Faith	Protocol or Diplomacy Presentation	GOV 336	Rubric 3
3. Community Engagement and Effective Communication	Internship Presentation	GOV 488	Rubric 3
4. Content Mastery and Research Skills	Senior Paper	IS 499	Rubric 4

Whole Person Assessment Artifacts for International Community Development Majors

OUTCOME	INTERNATIONAL COMMUNITY DEVELOPMENT OUTCOMES ARTIFACT	COURSE	RUBRIC
1. Critical Thinking and Global Perspectives	Development Presentation	IS 370	Rubric 1
2. Christian Worldview and Articulation of Faith	Spiritual Formation Essay	IS 440	Rubric 2
3. Community Engagement and Effective Communication	Internship Presentation	IS 350	Rubric 3
4. Content Mastery and Research Skills	Senior Paper	IS 499	Rubric 4

Whole Person Assessment Artifacts for Leadership Studies Majors

OUTCOME	LEADERSHIP STUDIES OUTCOMES ARTIFACT	COURSE	RUBRIC
1. Critical Thinking and Global Perspectives	Policy Analysis Paper	GOV 461	Rubric 1
2. Christian Worldview and Articulation of Faith	Spiritual Formation Essay	IS 440	Rubric 2
3. Community Engagement and Effective Communication	Practicum Presentation	LEAD 399	Rubric 3
4. Content Mastery and Research Skills	Senior Paper	LEAD 499	Rubric 4

Rubric for All Majors Outcome 1

Critical Thinking and Global Perspectives

Includes HIS 201, GOV 331, GOV 305, IS 370, and GOV 461

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Ability to think critically	Demonstrates exceptional ability to think beyond the obvious.	Demonstrates ability to think beyond the obvious.	Demonstrates ability to understand the topic.	Demonstrates ability to think critically.	Does not try to think critically
Ability to analyze information	Demonstrates ability to correctly analyze complex information logically.	Demonstrates ability to correctly analyze most information logically.	Demonstrates ability to analyze basic information logically.	Does not analyze information logically.	Does not try to analyze information.
Ability to identify differing ideological statements and their origins	Identifies a broad variety of ideologies and their origins.	Identifies a variety of ideologies and their origin.	Identifies a few ideologies and their origin.	Does not identify ideologies and their origins correctly.	Does not attempt identification.
Ability to evaluate information critically	Evaluates complex information using critical analysis.	Evaluates most information using critical analysis.	Evaluates only basic information uncritically.	Does not evaluate information critically.	Does not try to evaluate information.

Rubric for All Majors Outcome 2

Christian Worldview and Articulation of Faith

Includes HIS 351, GOV 335, GOV 369, and IS 440

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Demonstration of knowledge of student's personal faith	Successfully integrates one's faith in the learning experience.	Moderately integrates one's faith in the learning experience.	Occasionally integrates one's faith in the learning experience.	Unsuccessfully integrates one's faith in the learning experience.	Does not attempt to integrate one's faith in the learning experience.
Demonstration of concepts that explore the Christian faith and constitute a Christian worldview	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview.	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview.	Uses a few examples of concepts that explore the Christian faith and constitute a Christian worldview.	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview.	Does not try to use examples of concepts that explore the Christian faith and constitute a Christian worldview.
Demonstration of sound hermeneutics in use of scripture	Demonstrates sound hermeneutics in use of scripture.	Mostly demonstrates sound hermeneutics in use of scripture.	Uses only a few incorrect hermeneutic principles in use of scripture.	Does not use sound hermeneutics in use of scripture.	Does not attempt to use scripture.
Expression of Christian Worldview that is inclusive and cross-cultural	Expresses a Christian worldview that is inclusive and cross-cultural.	Expresses a Christian worldview that is mostly inclusive and cross-cultural.	Expresses a Christian worldview that is moderately inclusive and cross-cultural.	Does not express a Christian worldview that is inclusive and cross-cultural.	Does not attempt to express a Christian worldview that is inclusive and cross-cultural.

Rubric for All Majors Outcome 3

Community Engagement and Effective Communication

Includes HIS 491, GOV 336, GOV 488, IS 350, and LEAD 399

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Demonstrate the value of making an investment in the community through volunteering	Successfully achieves internship or practicum and meets all of the requirements with approval from supervisor.	Successfully achieves internship or practicum and meets most of the requirements with approval from supervisor.	Successfully achieves internship or practicum and meets most of the requirements with some concerns from supervisor.	Successfully achieves internship or practicum, but fails to meet the majority of the requirements.	Does not attempt to achieve internship or practicum.
Effectively articulate ideas and information through oral and written presentations	Effectively articulates ideas and information through oral and written presentations.	Effectively articulates ideas and information through one media, and has few mistakes in the other.	Articulates ideas and information through oral and written presentations with few mistakes in both media.	Does not effectively articulate ideas and information through oral or written presentations.	Does not try to articulate ideas and information through oral or written presentations.
Recognize cultural differences in practicum or internship milieu and develop integration strategies	Recognizes cultural differences in practicum or internship milieu and develops multiple integration strategies.	Recognizes cultural differences in practicum or internship milieu and develops alternative integration strategies.	Recognizes cultural differences in practicum or internship milieu and develops an integration strategy.	Recognizes cultural differences in practicum or internship milieu and fails to develop an integration strategy.	Does not attempt to recognize cultural differences in practicum or internship milieu nor develop an integration strategy.
Assess weaknesses in the group and implement quality solutions.	Assesses weaknesses in the group and implements several quality solutions.	Assesses weaknesses in the group and implements more than one quality solution.	Assesses weaknesses in the group and implements one quality solution.	Assesses weaknesses in the group and does not implement a quality solution.	Does not attempt to assess weaknesses in the group or implement a quality solution.

Rubric for All Majors Outcome 4

Content Mastery and Research Skills

Includes HIS 499, GOV 499, IS 499, and LEAD 499

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Ethical and appropriate use of information	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources fully and appropriately.	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources appropriately.	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; makes little attempt at integration.	Paraphrases, summarizes, or quotes sources incorrectly; shows no evidence of integration.	Does not try to paraphrase, summarize, or quote sources.
Application and presentation of information	Demonstrates excellence in the effective and creative application and presentation of information.	Demonstrates proficiency in the effective and creative application and presentation of information.	Demonstrates an adequate ability to effectively and creatively apply and present information.	Demonstrates an inadequate ability to effectively and creatively apply and present information.	Does not present or apply information.
Evaluation of information	Demonstrates excellence in evaluating information in terms of criteria such as relevance, accuracy, and authority.	Demonstrates proficiency in evaluating information in terms of criteria such as relevance, accuracy, and authority.	Demonstrates an adequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority.	Demonstrates an inadequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority.	Does not try to evaluate information.
Demonstrate content mastery for Major	Demonstrates excellent content retention and synthesis from course of study.	Demonstrates proficiency in content retention and synthesis from course of study.	Demonstrates adequate content retention and synthesis from course of study.	Demonstrates inadequate content retention and synthesis from course of study.	Does not attempt to demonstrate content retention and synthesis from course of study.

Frequently Asked Questions

Here are some frequently asked questions about ePortfolio and related services.

What is an ePortfolio?

An ePortfolio (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's course work and faculty assessment of that work. It is a secure Internet site. The University collects data from all student ePortfolios to be used in preparing accreditation reports and in evaluating student achievement and the effectiveness of the University's programs and curriculum.

What is an artifact?

An "artifact" is another name for an assignment that you upload to your ePortfolio. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class and through their ePortfolio.

What is a rubric?

A rubric is a chart used to help a professor assess artifacts fairly and consistently. The left-hand column lists the different criteria being graded. For each criterion, the rubric presents a horizontal breakdown of what qualifies as Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the sample below.

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Logical organization of ideas for thesis development	Organizes all ideas in logical sequence for clear thesis development	Organizes most ideas in logical sequence for clear thesis development	Organizes some ideas in logical sequence for clear thesis development	Organizes ideas illogically for thesis development	Does not organize ideas for thesis development
Creativity of expression	Presents the material effectively and creatively with originality	Presents the material effectively and creatively	Presents the material creatively	Presents the material with little creativity	Does not present the material creatively

Rubrics help students to know what is expected of them, and rubrics help professors evaluate students' work based on clearly defined criteria.

What is Chalk & Wire?

Chalk & Wire is a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing two Internet-based programs (ePortfolioTM and RubricMarkerTM) as support for the University's electronic portfolio system.

What is assessment?

Assessment is not a grade. Rather, it is your professor's evaluation of the quality of your work when compared with a consistent standard. For instance, if you are submitting an artifact under the Intellectual Creativity student learning outcome proficiency, your professor is assessing how well your work demonstrates your attainment of the criteria chosen by the ORU faculty to be a significant component of Intellectual Creativity.

Why is it possible to receive a Whole Person Assessment that is either higher or lower than my grade for the assignment?

When a professor grades an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic, essentially asking the question, "How good is this paper?" When a professor assesses an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, "How well does this paper demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?" Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems) that completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for ePortfolio assessment and the criteria for grading. Also, rubrics do not usually include late penalties, etc.

Why do I need to complete a demographic survey when I set up my ePortfolio?

ORU does not discriminate on the grounds of race, color, sex, age, national origin, disability, or veteran status. However, the demographic information that you provide is very useful to us as we analyze our student data. These surveys help us understand our student body so that we can better understand and meet the needs of our incoming students. We also use them to collect data for reporting purposes.

How do I know what artifact is required for each course?

Consult the General Education Whole Person Assessment Handbook available online at wpahandbook.oru.edu for a comprehensive list of all artifacts for general education courses. Also, consult this History, Humanity, and Government Department's ePortfolio Handbook on pp. 10-13 for a comprehensive list of artifacts for your Global Studies, Government, History, International Community Development, International Relations, Leadership Studies, or Social Studies Education Major.

What ePortfolio requirements do I need to complete if I am a transfer student?

You will need to fulfill all applicable ePortfolio requirements for classes taken at ORU. There may be gaps in your ePortfolio from the classes you took elsewhere.

Do I have to complete ePortfolio artifacts if I'm taking summer school or online courses?

Yes. Regardless of the course format, artifacts are still required.

Can I get specific, personal feedback from my professor through ePortfolio?

Yes! When your professor assesses your artifact, you will automatically get a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

Does it matter what I name my artifact?

Currently, the ePortfolio default setting is to give your artifact the name of your document file with X's between the words. (For instance, if your file is named "Honor Code Reflection Paper.doc," it will be given the name of "(HonorXCodeXReflectionXPaper.doc)" unless you rename it. We suggest that you name each artifact clearly so that your professor will be able to distinguish it from other artifacts that are in the same ePortfolio sub-folder.

What will happen if I don't upload my artifacts to my ePortfolio and send them to my professor for assessment?

The consequence for not submitting your ePortfolio artifact is usually a grade penalty (often receiving a zero for that assignment).

Is anyone ever going to look at my ePortfolio?

Many people will look at your ePortfolio over the course of your college career (and beyond). First, every time you submit an artifact to one of your professors, he or she will look at it before assessing it. Second, since your ePortfolio is a bona fide website, you can send the link to friends, family, or future employers as well.

Can I use my ePortfolio after I graduate?

Yes! Students may opt to retain their ePortfolio by paying a yearly \$15 renewal fee to Chalk & Wire. This is a wonderful opportunity for students to create personal portfolios to show potential employers. For more information, contact ePortfolio@oru.edu.

Why can't I upload documents saved in Microsoft Works or WordPerfect?

Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office. Thus, documents saved in Works or WordPerfect often do not open or become jumbled when opened in Word. Appropriate file types are as follows: HTML, PDF, Word.

What should I do if my course requires a Pre/Post-Test score but I haven't received one?

Unless otherwise instructed by your professor, you do not need to submit anything for Pre/Post-Test scores. Your professor or teacher's assistant (TA) will upload and assess these scores automatically.

Will I receive an extension if Chalk & Wire is not working on the day that my artifact is due?

It is up to the discretion of the faculty whether students are given extensions for late artifacts. Recently, ORU has upgraded to a new Chalk & Wire server that should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted early in order to avoid technical glitches.

Do I have to pay an ePortfolio fee every year?

Included in your General Fees will be an initial \$70 fee to activate your Chalk & Wire account during your first year at ORU. The renewal fee, also included in your General Fees, will be \$20 each additional year at ORU.

Should I be receiving administrative emails regarding ePortfolio?

Yes! ORU ePortfolio administrators will occasionally send important emails to the email address that you have listed in your ePortfolio contact information. It is important that you read these emails. If you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails.

What should I do if I'm not receiving ePortfolio emails?

Check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or go to the IT Concierge Help Desk on LRC 3rd Floor for assistance.

What are the steps for uploading an artifact and sending it for assessment?

There are three main steps in the process. First, the artifact must be uploaded to your ePortfolio. Second, the artifact must be submitted for assessment. Third, you must choose the professor who will assess the artifact. For step-by-step instructions on this process, consult the video instructions at http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/instructions.php

Where can I go if I need to scan an artifact and don't have a scanner?

- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated ePortfolio computers and scanners, and the staff are helpful.
- The IT Concierge Help Desk (3rd Floor, LRC, next to the Java Stop).
- Ask a fellow student if you can use his or her scanner. Avoid saving scanned items as TIFF files.

How do I know where in my ePortfolio to place my artifact?

It is very important that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a certain proficiency/capacity and a specific assessment rubric. Consult the General Education Handbook or the individual artifact description in this handbook to determine the location in your ePortfolio. Most classes that require the submission of an ePortfolio artifact now have a link in the D2L course shell that aids in uploading the artifact to the correct location in your ePortfolio. Always look for this link in your courses to insure that your artifact is being submitted correctly. If you have any questions, please contact your course professor or the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) for assistance.

What if I don't know my professor's name?

Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.oru.edu, click on "Academics," then click on "VISION: Enrollment and Registration System." Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have obtained the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process. [If you are submitting your artifact to a TA, you should follow the instructions given to you in your discussion group. Most TAs share generic Chalk & Wire accounts (for example, "2 BibLit").]

How can I find the results of my professor's assessment of my submitted artifact?

Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted for assessment. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric.

You can also view your composite results in a dashboard format in VISION by going to "Student Services", "Student Records", and clicking on "Whole Person Assessment Scores".

Can I remove an artifact from my ePortfolio once I have successfully submitted it for assessment?

You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

How do I create my major ePortfolio?

Your major ePortfolio will be automatically created when you submit your first artifact in your major. You can also create other portfolios within your Chalk & Wire account. Follow the video instructions for at ePortfolio.oru.edu and click on “Instructions” to see how you can create portfolios for purposes other than General Education and your major.

Do I need to upload artifacts for electives or classes taken for my minor?

No. You are only required to submit artifacts for your general education classes and for the designated classes in your major.

What should I do when I think I uploaded my artifact correctly but I received communication from ORU that something with my ePortfolio was incomplete?

Follow the directions given in the letter/email/voice message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your actual ePortfolio account, and in these cases we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

Where can I go to get ePortfolio help?

- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- IT Helpdesk, 3rd floor LRC, Front Doors
- Assessment Coordinator in your major department
- Website: www.ePortfolio.oru.edu (many helpful resources)
- Your Academic Peer Advisor