

# School of Theology and Missions

## ePortfolio Handbook



# WELCOME TO GRADUATE THEOLOGY *ePortfolio*



The process of professional assessment is an integral part of the total educational program of the ORU School of Theology and Missions. Assessment draws together the varied influences, experiences, and learning of the students in situations that are intentionally evaluative and advisory. The primary aim of assessment is to provide an opportunity for students—with the assistance of faculty and peers—to evaluate and measure their development in preparation for professional ministry. The basic areas of this development are academic achievement, professional competence, ministry involvement, and personal/spiritual development.

Assessment is undertaken in three stages—entry level, mid-level, and candidacy-level. At each level, competencies have been established for four components: spirit-filled living, academic excellence, professional competence, and cultural relevance. The first stage occurs during the first semester of enrollment and includes general orientation to seminary life. The second assessment occurs during the second semester of enrollment for Master of Arts students and during the third semester of enrollment for Master of Divinity students. The third assessment should be completed during the semester prior to the final semester. Part-time students may follow a general guideline of 12 to 15 hours to represent a semester of attendance. Each assessment level must be completed before enrollment in the next level.

The electronic portfolio is the primary tool for recording and assessing student achievement of learning outcomes. An *ePortfolio* (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's work, and faculty assessment of that work. As an assessment tool, the *ePortfolio* helps students become familiar with the ORU School of Theology and Missions Outcomes and Related Competencies, and understand how the outcomes contribute to the achievement of the mission statement for the university.

All students entering the seminary are required to enroll in *PRF 059 ePortfolio: Journey to Transformed Life*, which provides specific training to develop the skills needed to create an *ePortfolio*. Throughout their academic program, students will maintain an electronic record of their progress in achieving School of Theology and Missions' learning outcomes.

The faculty and administration for the School of Theology and Missions (STM) have identified outcomes and proficiencies that they wish to see represented in the life of each student who completes a graduate degree in theology at Oral Roberts University. The assessment process has been designed to encourage students to reflect on what they have learned, to consider the professional skills they have developed, and to analyze their spiritual and personal development as ministers for Christ.

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School of Theology and Missions

**Oral Roberts University**  
**School of Theology and Missions**  
**Assessment/*ePortfolio* Handbook**

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## **School of Theology and Missions Oral Roberts University**

### **Statement of Mission**

Oral Roberts University School of Theology and Missions provides graduate professional theological education for the equipping and training of men and women empowered by the Holy Spirit for effective leadership in the Christian church, ministries, and society.

### **Statement of Purpose**

The ORU School of Theology and Missions, an extension of the Oral Roberts and Richard Roberts ministries, seeks to prepare students for competent and Spirit-led Christian ministry. The seminary is called to develop men and women who know the Bible, who have a deep compassion for people, and who, through the empowerment of the Holy Spirit, can revitalize the church, evangelize the world, and heal the nations.

Professional theological education at this seminary will integrate biblical and theological training with practical skills. This integration will take place in a Charismatic/Pentecostal ethos where the gifts of the Spirit are manifested and spiritual formation is nurtured.

The seminary seeks to develop leaders who can communicate the message of the gospel to those in need of a Savior, and God's healing power to the world's suffering. The goal of the school for its graduates is to carry this vital message of redemption, holiness, and healing to those places "where God's light is seen dim, where His voice is heard small, where His power is not known."

## **School of Theology and Missions**

### **Outcomes and Related Competencies**

Outcome I: **Spirit-filled Living**

- A. **Entry-level competency** – Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors
- B. **Mid-level competency** – Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry
- C. **Candidacy-level competency** – Demonstrates involvement in charismatic signs and wonders, and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry

Outcome II: **Academic Excellence**

- A. **Entry-level competency** – Demonstrates an aptitude for graduate theological education
- B. **Mid-level competency** - Practices theological reflection and sound scholarship in acquiring knowledge through learning and research
- C. **Candidacy-level competency** - Evidences critical thinking, problem solving, and decision making

Outcome III: **Professional Competence**

- A. **Entry-level competency** – Demonstrates awareness of professional requirements
- B. **Mid-level competency** - Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling
- C. **Candidacy-level competency** - Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry

Outcome IV: **Cultural Relevance**

- A. **Entry-level competency** – Acknowledges the equality of all people in Christ, as well as the importance of social/cultural diversity
- B. **Mid-level competency** - Pursues participation in diverse social/cultural ministry contexts
- C. **Candidacy-level competency** - Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts

***e*PORTFOLIO Table of Contents**

Section	Title	Rubric for Assessment	Description of Criteria
1.	<b>Entry-Level Competency</b>		
1.1	Self-Reflection Paper (Assessment I)	Self-Reflection Paper (Assessment I)	<ul style="list-style-type: none"> <li>• Describes experience of conversion which resulted in a personal relationship with Christ</li> <li>• Testifies to inner awareness of ministry direction</li> <li>• Testifies to Holy Spirit's leading in call to ministry</li> <li>• Testifies that ecclesial sources confirm the call to ministry</li> <li>• Describes awareness of diverse social and cultural contexts</li> <li>• Articulates the professional requirements of a specific ministry</li> <li>• Describes personal aptitude for theological education</li> <li>• Demonstrates acceptable form and style</li> </ul>
2.	<b>Mid-Level Competency</b>		
2.1	Self-Reflection Paper (Assessment II)	Self-Reflection Paper (Assessment II)	<ul style="list-style-type: none"> <li>• Evaluates spiritual growth and faith-sharing experiences since matriculation</li> <li>• Assesses Myers-Briggs Type Indicator® (MBTI®) in relation to spiritual journey</li> <li>• Clarification of call to ministry (personal and ecclesial)</li> <li>• Assesses MBTI® in relation to ministry call</li> <li>• Analyzes participation in diverse social/cultural contexts</li> <li>• Demonstrates acceptable form and style</li> </ul>
3.	<b>Candidacy-Level Competency</b>		
3.1	A. Self-Reflection Paper (Assessment III)	Self Reflection Paper (Assessment III)	<ul style="list-style-type: none"> <li>• Demonstrates call and competency in specific area of ministry</li> <li>• Exemplifies evidence of mature trust and gifts of Spirit</li> <li>• Shows evidence of vital and active participation in acts of justice and mercy</li> <li>• Gives evidence of outstanding skill and flexibility in working in diverse contexts</li> <li>• Integrates outstanding leadership in ministry with Spirit-led practices of ministry</li> <li>• Demonstrates the sharing of Christ in both personal life and ministry</li> <li>• Demonstrates acceptable form and style</li> </ul>
3.2	B. Theological Reflection Paper (Assessment III)	Theological Reflection Paper	<ul style="list-style-type: none"> <li>• Demonstrates discipline-specific knowledge</li> <li>• Shows analytical reflection</li> <li>• Demonstrates theological coherence</li> <li>• Demonstrates personal synthesis</li> <li>• Demonstrates acceptable form and style</li> </ul>
3.3	C. Scholarship and Critical Thinking Paper (Assessment III)	Scholarly Research and Critical Thinking Paper	<ul style="list-style-type: none"> <li>• Accurately and clearly states research problem</li> <li>• Exemplifies appropriate data collection</li> <li>• Demonstrates analysis, synthesis, and evaluation of material</li> <li>• Demonstrates unity, coherence, and development in paper</li> <li>• Demonstrates acceptable form and style</li> </ul>

Section D

## ePortfolio Assessment Sheet (GTh PAS)

The GTh PAS is a list of all of the artifacts you are required to place in the electronic portfolio.

Course	Artifact for Assessment	Related Competency	Enrollment
PRF 056 Assessment I	Assessment I Self-Reflection Paper	<b>1A</b> Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors <b>2A</b> Demonstrates an aptitude for graduate theological education <b>3A</b> Demonstrates awareness of professional requirements <b>4A</b> Acknowledges the equality of all people in Christ, as well as the importance of social/cultural diversity	First semester of enrollment
PRF 057 Assessment II	Assessment II Self-Reflection Paper	<b>1B</b> Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry <b>4B</b> Pursues participation in diverse social/cultural ministry contexts	Second semester for MA—Third semester for MDiv
PRF 058 Assessment III	Assessment III Self-Reflection Paper	<b>1C</b> Demonstrates involvement in charismatic signs and wonders, and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry <b>3C</b> Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry <b>4C</b> Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts	Next to last semester of enrollment
Course which includes an assignment related to theological reflection rubric	Theological Reflection Paper	<b>2B</b> Practices theological reflection and sound scholarship in acquiring knowledge through learning and research <b>3B</b> Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling	Next to last semester of enrollment
Course which includes an assignment related to scholarship/critical thinking rubric	Scholarly Research and Critical Thinking Paper	<b>2B</b> Practices theological reflection and sound scholarship in acquiring knowledge through learning and research <b>2C</b> Evidences critical thinking, problem solving, and decision making	Next to last semester of enrollment

## **Artifact Descriptions**

### **Self-Reflection Paper I**

The self-reflection paper for PRF 056 Assessment I includes seven elements which are represented as criteria in the Assessment I Self-Reflection Paper rubric. Each criterion should be included as a separate subheading in the paper. Topics related to the criteria will be the subject of large group meetings and Koinonia small group discussions. The paper should be double-spaced in 12-point font and will be approximately seven or eight pages in length. Graduate level style and form is expected, although first-person usage is acceptable. Footnote documentation is not necessary. To receive credit for PRF 056 and PRF 059, the self-reflection paper must be submitted for assessment by November 15 or April 15 of the respective semester.

### **Self-Reflection Paper II**

The self-reflection paper for PRF 057 Assessment II is assessed on the basis of the six criteria included in the rubric. Items for written response are distributed during Assessment II sessions as scheduled in the semester course schedule. Graduate level style and form is expected, although first-person usage is acceptable. Footnote documentation will be required for some items. To receive credit for PRF 057, the self-reflection paper must be published on ePortfolio for assessment by November 15 or April 15 of the respective semester.

### **Self-Reflection Paper III**

The self-reflection paper for PRF 058 Assessment III is assessed on the basis of the seven criteria included in the rubric. Items for written response are distributed during the Assessment III sessions as scheduled in the semester course schedule. Graduate level style and form is expected, although first-person usage is acceptable. Footnote documentation will be required for some items. Two student-selected artifacts are required in addition to the self-reflection paper to pass Assessment III. These are described below. To receive credit for PRF 057, all rubrics must be submitted for assessment by November 15 or April 15 of the respective semester.

### **Theological Reflection Paper**

The student selects and uploads a research paper which demonstrates competence in theological reflection. The paper is submitted to the professor of the course in which the paper was required. It will then be assessed according to the criteria in the theological reflection rubric.

### **Scholarship/Critical Thinking Paper**

The student selects and uploads a research paper which demonstrates scholarship and critical thinking. The paper is submitted to the professor of the course in which the paper was required. It will then be assessed according to the criteria in the scholarship/critical thinking rubric.



## Rubric: Self-Reflection Paper (Assessment I)

### Entry-level Competency Graduate School of Theology and Missions

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Call to Salvation	Testifies with clarity to a definite personal relationship with Christ	Explains a definite personal relationship with Christ	States a personal relationship with Christ	States poorly a personal relationship with Christ	Does not attempt to state a personal relationship with Christ
Personal (secret/inner) Call	Testifies with clarity to inner awareness of ministry direction	Explains an inner awareness of ministry direction	States an inner awareness of ministry direction	States poorly an inner awareness of ministry direction	Does not attempt to state an inner awareness of ministry direction
Providential Call	Testifies with clarity to an awareness of the Holy Spirit leading in ministry	Explains an awareness of the Holy Spirit leading in ministry	States an awareness of the Holy Spirit leading in ministry	States poorly an awareness of the Holy Spirit leading in ministry	Does not attempt to state awareness of the Holy Spirit leading in ministry
Ecclesiastic Call	Testifies with clarity that ecclesiastic sources confirm the call to ministry	Explains an awareness that ecclesiastic sources confirm the call to ministry	States an awareness that ecclesiastic sources confirm the call to ministry	States poorly an awareness that ecclesiastic sources confirm the call to ministry	Does not attempt to state that ecclesiastic sources confirm the call to ministry
Diversity in Social and Cultural Contexts	Testifies with clarity an awareness of diverse social and cultural contexts	Explains an awareness of diverse social and cultural contexts	States an awareness of diverse social and cultural contexts	States poorly an awareness of diverse social and cultural contexts	Does not state an awareness of diverse social and cultural contexts
Professional Requirements	Testifies with clarity the professional requirements of a specific ministry	Explains the professional requirements of a specific ministry	States the professional requirements of a specific ministry	States poorly the professional requirements of a specific ministry	Does not state professional requirements of a specific area of ministry
Aptitude for Theological Education	Testifies with clarity to an aptitude for theological education	Explains an aptitude for theological education	States an aptitude for theological education	States poorly an aptitude for theological education	Does not state an aptitude for theological education
Form and Style	Completely follows form and style manual pertinent to student's discipline with an average of less than 1 error of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of fewer than 3 errors of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of 5 errors or less of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual and has 6 or more errors of grammar, spelling, punctuation, and style on each page	Does not follow pertinent form and style manual and errors of grammar, spelling, punctuation, and style are abundant on each page

**Assessment I (Entry-level Competencies: 1A, 2A, 3A, 4A)**

**Sense of calling, social/cultural diversity, professional requirements, aptitude for theological education**

## Rubric: Self-Reflection Paper (Assessment II)

### Mid-level Competency

### Graduate School of Theology and Missions

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Spiritual Growth since attending ORU STM	Evaluates his/her spiritual growth since matriculating at ORU STM	Discusses his/her spiritual growth since matriculating at ORU STM	Identifies his/her spiritual growth since matriculating at ORU STM	Identifies inadequately any spiritual growth since matriculating at ORU STM	Does not attempt to identify any spiritual growth since matriculating at ORU STM
Analysis of MBTI® Step II in relation to Spiritual Journey	Assesses his/her MBTI profile in relation to his/her past, present, and future spiritual journey	Describes his/her MBTI profile in relation to his/her past, present, and future spiritual journey	Names his/her MBTI profile in relation to aspects of his/her spiritual journey	Names inadequately his/her MBTI profile in relation to his/her spiritual journey	Does not attempt to discuss his/her MBTI profile in relation to his/her spiritual journey
Clarification of Call to Ministry (personal and ecclesial)	Supports a clear call to ministry	Describes a call to ministry	States a call to ministry	States inadequately a call to ministry	Does not attempt to articulate a call to ministry
Analysis of MBTI® Step II in relation to Ministry Call	Evaluates his/her MBTI profile in relation to the anticipated challenges of his/her call to ministry	Discusses his/her MBTI profile in relation to the anticipated challenges of his/her call to ministry	Identifies his/her MBTI profile in relation to the anticipated challenges of his/her call to ministry	Identifies inadequately his/her MBTI profile in relation to the anticipated challenges of his/her call to ministry	Does not attempt to discuss his/her MBTI profile in relation to anticipated ministry
Participation in Diverse Social/Cultural Contexts	Analyzes his/her participation in diverse social/cultural contexts	Describes his/her participation in diverse social/cultural contexts	Lists his/her participation in diverse social/cultural contexts	Lists inadequately his/her participation in diverse social/cultural contexts	Does not attempt to participate in diverse social/cultural contexts
Quality of Self-Reflection	Exhibits synthesis and/or evaluation in self-reflection	Exhibits application and/or analysis in self-reflection	Exhibits knowledge and/or comprehension in self-reflection	Exhibits inadequate knowledge in self-reflection	Does not attempt self-reflection
Form and Style	Completely follows form and style manual pertinent to student's discipline with an average of less than 1 error of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of fewer than 3 errors of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of 5 errors or less of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual and has 6 or more errors of grammar, spelling, punctuation, and style on each page	Does not follow pertinent form and style manual and errors of grammar, spelling, punctuation, and style are abundant on each page

#### Assessment II (Mid-level Competencies: 1B, 4B)

#### Spiritual growth, clarification of call, participation in diverse contexts

## Rubric: Self-Reflection Paper (Assessment III)

### Candidacy-level Competency Graduate School of Theology and Missions

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Call and Competency in Specific Area of Ministry	Exhibits exceptional and practical evidence of call and competency in specific area of ministry	Demonstrates convincingly and practically evidence of call and competency in specific area of ministry	Exemplifies some evidence of call and competency in specific area of ministry	Does not demonstrate adequately evidence of call and competency in specific area of ministry	Makes no attempt to demonstrate evidence of call and competency in specific area of ministry
Spirit-led Life and Practice	Exemplifies noteworthy evidence of mature fruit and gifts of the Spirit	Demonstrates steady growth in the fruit and gifts of the Spirit	Exemplifies a growing openness to Spirit-led life and practice	Does not show adequately evidence of Spirit-led life and practice	Makes no attempt to show evidence of Spirit-led life and practice
Acts of Justice and Mercy	Exemplifies notable evidence of vital and active participation in acts of justice and mercy	Demonstrates growing participation in acts of justice and mercy	Exemplifies a growing openness to participation in acts of justice and mercy	Does not show adequately evidence of participation in acts of justice	Makes no attempt to show evidence of participation in acts of justice and mercy
Skills for Relating and Working in Diverse Contexts	Exemplifies outstanding skill and ease working in diverse contexts	Demonstrates noticeable and steady adaptation working in diverse contexts	Exemplifies sufficiently ease working in diverse contexts	Does not show adequately ease working in diverse contexts	Makes no attempt to show evidence of ease working in diverse contexts
Leadership and Ministry Integration	Exemplifies outstanding leadership and ministry integration with Spirit-led practices	Demonstrates distinctive aspects of leadership and ministry integration with Spirit-led practices	Exemplifies satisfactorily aspects of leadership and ministry integration with Spirit-led practices	Does not show adequately leadership and ministry integration with Spirit-led practices	Makes no attempt to show leadership and ministry integration with Spirit-led practices
Integration of Ethics and Practice in Ministry	Articulates clearly and integrates consistently a personal and professional code of ethics in life and ministry	Articulates and frequently integrates a code of ethics in personal life and ministry	Articulates and integrates satisfactorily a code of ethics in personal life and ministry	Evidences insufficient integration of a code of ethics in personal life and ministry	Exhibits no integration of ethics in personal life and ministry
Form and Style	Completely follows form and style manual pertinent to student's discipline with an average of less than 1 error of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of fewer than 3 errors of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of 5 errors or less of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual and has 6 or more errors of grammar, spelling, punctuation, and style on each page	Does not follow pertinent form and style manual and errors of grammar, spelling, punctuation, and style are abundant on each page

**Assessment III (Candidacy-level Competencies: 1C, 3C, 4C)**  
**Defined call, involvement in healing, ministry, acts of justice**

**Rubric: Theological Reflection (Assessment III)**  
**Candidacy-level Competency**  
**Graduate School of Theology and Missions**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Discipline-Specific Knowledge: Thorough knowledge of the field of study	Displays extensive knowledge of the subject area	Displays a recognition of essential elements of the field of study	Displays a general familiarity with the knowledge-base	Displays poorly an adequate knowledge of the field of study	Does not display an adequate knowledge of the field
Analytical Reflection: Ability to identify, compare, and contrast varying theological perspectives	Displays superior analytical competencies with relation to varying theological perspectives	Displays an ability to evaluate effectively varying theological perspectives	Displays a general appreciation for and analysis of varying theological perspectives	Displays poorly adequate abilities of analytical reflection with relation to varying theological perspectives	Does not display abilities of analytical reflection in relation to varying theological perspectives
Theological Coherence: Demonstration of a unified theological perspective	Displays superior theological coherence	Displays strong theological coherence	Displays adequate theological coherence	Displays poorly theological coherence	Does not display theological coherence
Personal Synthesis: Demonstration of a personal assimilation and integration of knowledge in specific discipline	Displays superior assimilation and integration of knowledge in specific discipline	Displays strong personal assimilation and integration of knowledge in specific discipline	Displays adequate personal assimilation and integration of knowledge in specific discipline	Displays poorly personal assimilation and integration of knowledge in specific discipline	Does not display personal assimilation and integration of knowledge in specific discipline
Form and Style: Ability to observe stated guidelines for written presentations	Completely follows form and style manual pertinent to student's discipline with an average of less than 1 error of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of fewer than 3 errors of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of 5 errors or less of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual and has 6 or more errors of grammar, spelling, punctuation, and style on each page	Does not follow pertinent form and style manual and errors of grammar, spelling, punctuation, and style are abundant on each page

**Rubric: Scholarship and Critical Thinking (Assessment III)**  
**Candidacy-level Competency**  
**Graduate School of Theology and Missions**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Formulate Research Problem	Problem is accurately and clearly stated in one paragraph	Problem is accurately but not clearly stated in one paragraph	Problem is adequately stated but is not refined	Problem is neither accurately nor clearly stated	Problem is not stated
Use of Sources	Uses sources skillfully, discerning when each kind—primary or secondary—is appropriate	Uses sources adequately, both primary and secondary, with a preponderance of primary sources	Uses both primary and secondary sources with a preponderance of secondary sources	Uses inadequate and/or non-academic sources	Makes no attempt to use sources relevant to the subject
Analysis, Synthesis, and Evaluation of Material	Presents a logical progression of thought regarding the topic that demonstrates analysis, synthesis, and evaluation of topical material	Presents a summary <i>and</i> analysis of the topic with only one of the following: synthesis or evaluation of topical material	Presents a summary of the topic with only one of the following: an analysis, synthesis, or evaluation of topical material	Presents a defense of the topic that is neither logical nor defensible	Does not present the topic
Unity and Coherence in Writing	Demonstrates unity, coherence, and development throughout the paper	Demonstrates unity, coherence, and development in nearly all (80%) of the paper	Demonstrates unity, coherence, and development in most, but not all (60%), of the paper	Demonstrates a lack of unity, coherence, and development in more than one-half of the paper	No attempt is made to demonstrate unity, coherence, or development in the paper
Form and style	Completely follows form and style manual pertinent to student's discipline with an average of less than 1 error of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of fewer than 3 errors of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual with an average of 5 errors or less of grammar, spelling, punctuation, and style on each page	Follows pertinent form and style manual and has 6 or more errors of grammar, spelling, punctuation, and style on each page	Does not follow pertinent form and style manual and errors of grammar, spelling, punctuation, and style are abundant on each page

**Student Selection Artifact (Competencies 2B, 2C)**  
**Practices theological reflection and sound scholarship**  
**Evidences critical thinking**

## Setting Up Your Graduate Theology *ePortfolio*

**IMPORTANT NOTE:** These instructions will help you set up your *ePortfolio* for the FIRST time. To perform any other actions in the *ePortfolio*, see “Three Basic Steps to the Artifact Submission Process” on the next page.

1. Open Internet Explorer and go to <http://www.oru.edu>. Click on ACADEMICS.
2. Click on *ePORTFOLIO*.
3. Click on ENTER *ePORTFOLIO*.
4. Under EXISTING SUBSCRIBERS, type your user id and password (“mercury” until you change it) and click in the box next to “Allow session to continue without time-out.”
5. Click OK.
6. Find *ePORTFOLIO*.
7. Click on the ENTER button adjacent to it.
8. Click on the PROFILE button at the top of the page.
9. Choose GRADUATE THEOLOGY.
10. Click on SAVE CHANGES.
11. Highlight NEW PORTFOLIO NAME.
12. Type “Graduate Theology.”
13. Click on CREATE.
14. Click on the TABLE OF CONTENTS button at the top of the page.
15. Go to the drop-down box with the heading that reads, “Choose an Existing Table of Contents.”
16. Choose GRADUATE THEOLOGY.
17. Click on CONTINUE.
18. Choose a theme for your *ePortfolio* (the blue theme, second row on the far left, looks great and keeps the Table of Contents on the left side of the screen.)
19. Click on the PUBLISH button at the top of the page.
20. “Red X” out of the page that pops up (close the page by clicking the red X in the upper right-hand corner of the page).
21. Click on RETURN in the top left-hand corner of the remaining *ePortfolio* page.

You have successfully set up your *ePortfolio*. To begin the process of uploading artifacts, see “Three Basic Steps to the Artifact Submission Process” on the next page.

## Three Basic Steps to the Artifact Submission Process

**BEFORE BEGINNING:** Make sure the artifact that you wish to submit is saved in a place where you can access it (on the computer you are using, on a CD, on a jump drive, or on a diskette). The instructions below describe how to upload the Self-Reflection Paper for the First Assessment artifact. This is a required artifact for all seminary students.

When uploading future artifacts, *pay careful attention to where each artifact belongs*. In other words, the Table of Contents in the *ePortfolio* provides different spaces where specific artifacts must be placed. This *School of Theology and Missions ePortfolio Handbook* provides a list of all required artifacts, describing where they must be placed in the *ePortfolio*.

EXAMPLE: The Assessment I Self-Reflection Paper is listed under the main heading “Entry-Level Competency” and then under the subheading “Self-Reflection Paper (Assessment I).”

There are THREE basic steps to the artifact submission process:

- (1) Uploading an artifact to your artifact library.
- (2) Inserting the artifact from your artifact library into your *ePortfolio*.
- (3) Submitting your *ePortfolio* artifact to your advisor or professor for assessment.

The steps below will lead you through the entire process.

### **I. Uploading an Artifact to Your Artifact Library**

**NOTE:** If you have just finished setting up your *ePortfolio* using the steps listed previously in this handbook, you can skip steps 1-7 because your *ePortfolio* will still be open.

1. Open Internet Explorer, and go to <http://www.oru.edu>.
2. Click on ACADEMICS.
3. Click on *ePORTFOLIO*.
4. Click on ENTER *ePORTFOLIO*.
5. Log in with your user id and password (“mercury” until you change it), and click in the box next to “Allow session to continue without time-out.”
6. Find *ePORTFOLIO*.
7. Click on the ENTER button adjacent to it.
8. Click on the ARTIFACT LIBRARY button at the top of the page.
9. Click the ADD NEW ARTIFACT button at the top of the page.
10. Click the BROWSE button.
11. Locate your Assessment I Self-Reflection Paper

12. Peruse the list until you find the desired (.doc) file. Your document must be able to open in Microsoft Word. If you have saved it in another format (such as WordPerfect or Microsoft Works), you will need to resave it as a Word document before proceeding. Review your new saved document to make sure the format is translated to Word appropriately. PDF files are also acceptable.
13. Double-click on the item.
14. Click on the DEPOSIT FILE button.
15. In the TITLE box, type the name of the artifact (e.g., “Assessment I Self-Reflection Paper”) or use the automatically generated file name. It is very important that you name your artifact in such a way that it communicates what your paper is.
16. Click on the TYPE drop-down box.
17. Choose OTHER. (Note: If your document is a web page, choose WEB PAGE [HTML]. If it has been scanned and saved as a PDF file, choose ACROBAT DOCUMENT.)
18. Ignore the FOLDER drop-down box for now.
19. Click on the REGISTER button. (Your file should now show up under the “ARTIFACTS LIST” in the ARTIFACT LIBRARY.)
20. Click on the RETURN button at the top of the page.

## **II. Inserting an Artifact from Your Artifact Library into Your ePortfolio**

1. Locate your Graduate Theology portfolio.
2. Next to your Graduate Theology portfolio, click on the EDIT button.
3. Click on “ENTRY-LEVEL COMPETENCY.”
4. Find “SELF-REFLECTION PAPER (ASSESSMENT I),” and click on EDIT next to it.

***It is ESSENTIAL that you place your artifact in the correct location.  
If you choose the wrong section or subsection of your ePortfolio,  
your advisor will not be able to assess your artifact.***

5. Click on the drop-down box under the subsection heading “SELF-REFLECTION PAPER (ASSESSMENT I).”
6. In the drop-down box under the SELF-REFLECTION PAPER (ASSESSMENT I) heading, you will see a list of all artifacts that you have saved in your Artifact Library.



Click on the name of your SELF-REFLECTION PAPER. It should then pop up above the drop-down box.

7. Once your artifact appears with a check mark next to it, click on the PUBLISH button at the top of the page. (**Note: If you do not PUBLISH your portfolio, your changes will not be saved.**)
8. “Red X” out of the page that pops up (close the page by clicking the red X in the upper right-hand corner of the page).
9. Click on the RETURN button at the top of your remaining *ePortfolio* page.

**Note:** *Never remove artifacts from your ePortfolio unless you are correcting an error. You will need to keep all of your artifacts in your ePortfolio for the duration of your enrollment.*

### **III. Submitting Your ePortfolio Artifact to be Assessed**

1. Locate your Graduate Theology portfolio again. (This is the portfolio you were just working with when you uploaded your artifact in the set of steps above.)
2. Next to this portfolio, click on the ASSESS button. (Note: If the ASSESS button is not visible, click on PUBLISH, “Red X” out of the new page that pops up, and then the ASSESS button will appear. If you still do not see it, click on the green REFRESH button at the very top toolbar of your screen.)
3. You should now see a split screen. Under STEP 1, look at your *ePortfolio* to double check that all documents are readable and in the correct locations. (In other words, click on ENTRY-LEVEL COMPETENCY, SELF-REFLECTION PAPER (ASSESSMENT I), and the link for your paper to make sure it opens correctly.) What you see here is exactly what your advisor will see.
4. Under STEP 2, make sure that the circle next to “Graduate Theology” has been selected. Then click on the SUBMIT PORTFOLIO button.
5. Complete the DEMOGRAPHIC SURVEY. (This survey should only appear once a semester.)
6. When you get to the screen that says “SELECT SECTION,” locate ENTRY-LEVEL COMPETENCY.
7. Find the appropriate subsection where you attached your artifact; in this case, it is SELF-REFLECTION PAPER (ASSESSMENT I). Click the box next to it.

*Section H (continued)*

8. Click OK.
9. When you get to the screen that says “SELECT ASSESSORS,” find the name of your advisor or the course professor, and click the box next to it.
10. Click the SUBMIT FOR ASSESSMENT button at the bottom of the page.
11. Click on RETURN TO *ePORTFOLIO* if you have more artifacts to upload. When you have finished, you can exit by clicking on the faint green LOG OUT link at the top of the page.

You have successfully uploaded and submitted your artifact for evaluation. If you have further questions about the artifact submission process, contact Dr. James Barber in Graduate Theology (4A23A). You can also visit the *ePortfolio* website (<http://eportfolio.oru.edu>) or contact the *ePortfolio* Help Line (x7356 or [eportfolio@oru.edu](mailto:eportfolio@oru.edu)).

## Frequently Asked Questions

### What is an *ePortfolio*?

An *ePortfolio* (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's work and faculty assessment of that work. It is a secure Internet site. The university utilizes the *ePortfolio* to collect data in the form of group results for accreditation reports and to evaluate the effectiveness of the university's programs and curriculum. ORU has partnered with *Chalk & Wire*, a Canadian educational company that specializes in Internet technology, to provide this service since February 2003.

### What is an *artifact*?

An *artifact* is another name for an assignment that you upload to your *ePortfolio*. These assignments are required for everyone enrolled in the seminary.

### What is a *rubric*?

A *rubric* is a chart used to help an advisor or 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 and advisors evaluate students' work based on clearly defined criteria.

### What is *Assessment*?

*Assessment* is NOT a grade. Rather, it is your advisor's/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 *Critical Thinking* proficiency, your advisor/professor is assessing how well your work demonstrates your attainment of the criteria chosen by the STM faculty to be a significant component of *Critical Thinking*.

### What is the basis for the *assessment* of an *ePortfolio artifact*?

When an advisor or professor assesses an assignment for *ePortfolio*, he or she is focusing on the specific criteria on the *rubric*. In this situation, the advisor/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, it is very important for students to compose/create their *artifact* assignments knowing the criteria for the *assessment artifact* as outlined in the *rubric*.

**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 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 which *artifacts* are required for each assessment course?**

A list of *artifacts* for Graduate Theology *assessment* is included in the copy of the *ePortfolio* Table of Contents in this handbook.

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

You will need to fulfill all *assessment* requirements to graduate with a degree from STM.

**Do I have to complete *ePortfolio artifacts* if I am completing a degree in the modular format?**

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

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

Yes. When your advisor/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.

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

Ultimately, your *ePortfolio* will be audited before you can graduate. All required *artifacts* will need to be present and evaluated at that time. In the short term, however, you will receive a "no pass" for any assessment course in which you received a "no pass" for an *artifact*.

**Is anyone ever going to look at my *ePortfolio*?**

Every time you submit an *artifact*, your advisor or a professor will look at it before *assessing* it. Also, there will be an audit of your *ePortfolio* before you graduate. 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 renewal fee to *Chalk & Wire*. For more information, contact Dr. Cal Easterling at [ceasterling@oru.edu](mailto:ceasterling@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 *HTML*, *PDF*, or *Word*.

**Will I receive an extension if *Chalk & Wire* isn't working on the day that my artifact is due?**

It is up to the discretion of the Director of Assessment whether students are given extensions for late *artifacts*. 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 predicted, 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?**

You will pay an initial fee to activate your *Chalk & Wire* account during your first year at ORU. You will pay a renewal fee each additional year at ORU.

**Should I be receiving e-mails from *ePortfolio*?**

Yes. ORU *ePortfolio* administrators will occasionally send important e-mails to the e-mail address you have listed in your *ePortfolio* contact information. It is important that you read these e-mails. If you use an outside e-mail provider, such as *Hotmail* or *Yahoo*, you may need to adjust your bulk mail settings to make sure you received these e-mails. Be sure that the e-mail address listed for you on enrollment records is the same as your *ePortfolio* record.

**What should I do if I'm not receiving *ePortfolio* e-mails?**

Log in to *Chalk & Wire*. Your contact information should be listed on the first page. Check your e-mail address. If there is a typo in it, or if it is an outdated e-mail address, click on the link named "[click here to change details.](#)" You will be able to insert your correct contact information. If your contact information is correctly listed, double check your bulk mail setting to make sure your account will let you receive e-mails from [ePortfolio@oru.edu](mailto:ePortfolio@oru.edu). If you still cannot receive e-mails from *ePortfolio*, contact the *ePortfolio* Help Line ([ePortfolio@oru.edu](mailto:ePortfolio@oru.edu) or 918.495.7356).

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

There are three main steps in the process. First, the *artifact* must be uploaded to the *Artifact Library*. Second, the *artifact* must be placed in the correct location in the *ePortfolio*. Third, the *artifact* must be sent to the professor for *assessment*. Step-by-step instructions on this process are included in this handbook.

**I want to send my *ePortfolio* to my professor for *assessment*, but the "Assess" button is missing. What do I do?**

Your *ePortfolio* is like any other website. You can work on it and change it all you like, but until you "publish" it, your changes will not be visible online. If the "Assess" button has disappeared, it means you have made changes to your *ePortfolio* that have not been published. Once you publish your *ePortfolio* and return to where you started, the "Assess" button should reappear.

**How can I find out my advisor's *assessment* of my *artifact*?**

Once you have submitted your *artifact* for *assessment*, you can click on the "Check Assessment" button on the main *ePortfolio* page (the page where you went to edit and submit your *artifact*). There you will see a listing of all *artifacts* that you have submitted for *assessment*. Once a professor completes the *assessment*, you will see a colorful bar graph delineating your score. In addition, you can view comments, if the professor has chosen to post comments.

**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.

**Is there a way to know that my *artifact* has been placed successfully in my *ePortfolio* before I send it for assessment?**

After you click on the “Assess” button, but before you submit an *artifact* for assessment, you will see a split screen. The top screen is your actual, live, online *ePortfolio*—exactly what your professor will see. You can click on the folders and sub-folders to see where your *artifact* is and whether it will open in a readable format. Once you are sure that everything has been done correctly, follow the steps in the bottom half of the screen and submit your *artifact*.

**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/e-mail/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](mailto: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. At 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?**

- *STM ePortfolio Training Lab* will be scheduled as part of *PRF 056 Assessment I* each semester
- *ePortfolio Help Nights* (dates and times vary)
- [www.ePortfolio.oru.edu](http://www.ePortfolio.oru.edu) (many helpful resources)
- *ePortfolio Help Line* at x7356 (918.495.7356) or [ePortfolio@oru.edu](mailto:ePortfolio@oru.edu)
- 2<sup>nd</sup> Floor GC (Graduate Center) Academic Computing Lab from 8:00 a.m. to 10:30 p.m. most days
- Adult Learning Service Center (ALSC) on 3<sup>rd</sup> Floor of Learning Resource Center—ask for Dr. Gweth Holzmann or Jana Swartwood
- Graduate Theology: Dr. Lillian Breckenridge, Director of Assessment, relative to assessment requirements (4A26G), and Dr. James Barber, *ePortfolio Subadministrator* (4A23A), for assistance in submitting artifacts.

**Whom should I contact if I have lost or forgotten my user name/password?**

If you have lost or forgotten your user name or password, contact Jana Swartwood in the School of LifeLong Education (LRC 3 between the coffee shop and the smoothie shop, [jswartwood@oru.edu](mailto:jswartwood@oru.edu), or 918-495-6784).

**ORAL ROBERTS UNIVERSITY**  
**School of Theology and Missions**  
***ePortfolio* Agreement Form**

By signing this statement, I understand that the Oral Roberts University School of Theology and Missions will access my Graduate Theology *ePortfolio* as presented on-line with the use of an online assessment instrument. I understand that my demographic information, artifacts, and written documents will be used by the School of Theology and Missions to assess their programs and implement program improvement.

I understand that my information will be held in confidence between the School of Theology and Missions and accrediting associations. I also understand that artifacts in my portfolio may be used as examples or for demonstration purposes with accreditation self-study team visits.

I understand that the use of my Graduate Theology *ePortfolio* for program review and accreditation will in no way affect my grades on individual projects, artifacts, or the final overall portfolio assessment. Assessment of portfolios and individual artifacts will be determined by and rest solely with the assessors. The assessors will be assigned by the School of Theology and Missions.

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Student ID

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Glossary of Key Terms

**Artifact**: Any of the materials that are placed in the *ePortfolio* (e.g., document, video, photograph, artwork)

**Artifact Library**: This is a sub-section of your *ePortfolio* in which all of your artifacts are loaded and stored. Links to this section can be found on the main menu and on the *ePortfolio* menu.

**Assess**: This selection is located on the main menu next to your *ePortfolio* URL. It is used to send portions of your *ePortfolio* to your advisor. It contains a student demographic questionnaire in addition to the submission questions.

**Competency**: A level of knowledge, skill, or ability (usually demonstrated on a measure) that has been determined to be the minimum required for successful use of that knowledge, skill, ability, or personal trait.

**Edit**: This selection is located on the main menu next to your *ePortfolio* URL. By selecting the edit option next to your *ePortfolio*, you will be able to access the portfolio to make any desired changes. It is also located within the table of contents next to each artifact item and is selected to add an artifact to your *ePortfolio*.

**Outcomes**: Refers to the specific knowledge, skills, or developmental attributes that students actually develop through their college experience.

**Publish**: This selection is located in the *ePortfolio* menu. By selecting this option, you will “save” the current additions to your *ePortfolio* into one package. Though it is not needed to save artifacts added to your *ePortfolio*, it is needed to save the artifacts as part of your website so that it can be evaluated by your advisor. If you do not publish your *ePortfolio* before submitting it, recent changes will not be available for viewing.

**Rubric**: This is an assessment tool that assigns a numerical score to what would otherwise be called a non-quantifiable activity. Usually, it is designed as grids with the top row designating the rating scale and the left-most column displaying the criteria for evaluation.

**Table of Contents**: This is a sub-section of the *ePortfolio* that contains all of the table of contents selections. The *ePortfolio* does not come with a standard menu. All portfolios must have a table of contents selected. Links to this section can be found on the *ePortfolio* menu.

**Theme**: This is a sub-section of the *ePortfolio* that allows you to change the color and layout of the portfolio. By changing the theme and accessing the image gallery, the look of the *ePortfolio* can be customized to suit the preferences of the student. Links to this section and the image gallery are located on the *ePortfolio* menu.