The Mission: Whole-Person Education

Welcome to the beginning of an exciting journey with Oral Roberts University. ORU 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."[1]

ORU's mission endeavors to prepare students to make a difference in the world: "The mission of Oral Roberts University, in its commitment to the Christian faith, is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept."[2]

To study at ORU is to take an academic journey—not only through the background and philosophy of one's major and the ORU-distinctive courses, but through the entire scope of the liberal arts.

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[1]*Oral Roberts University Catalog*, Vol. 29 (Tulsa, OK: Oral Roberts University, 2009-10), 10.

[2]*Oral Roberts University Catalog*, 10.

General Education: A Solid Foundation

Academic subjects do not exist in a vacuum. As John Henry Cardinal Newman writes in <u>The Idea of a University</u>, "All branches of knowledge are connected together, because the subject-matter of knowledge is intimately united in itself, as being the acts and works of the Creator."[3] The general education curriculum, then, is the essential foundation for academic study and the core for achieving a well-rounded, whole-person education at Oral Roberts University.

The University's philosophy of general education is articulated as follows:

> ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body. The undergraduate curriculum encompasses significant areas of liberal arts and sciences knowledge—Biblical studies, fine arts, humanities, languages, literature, mathematics, natural sciences, and social sciences. The general education core provides a common bond of knowledge for all students; encourages the synthesis and integration of that knowledge into a unified whole; sharpens the skills of communication, computation, and critical analysis; develops appreciation for differing cultures; promotes a lifestyle of physical well-being; and establishes a Scriptural foundation for a vital faith.[4]

These skills are not only important to ORU as a demonstration of successful and effective education, but they are instrumental in the student's future employment after graduation. In a 2004 report, the Association of American Colleges and Universities stated that "employers of [college] graduates are demanding workers who can communicate effectively, understand history and culture as well as science and mathematics, think through and solve unscripted problems, work with diverse people, and make ethical decisions—all staple goals of general education programs."[5]

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[3]John Henry Cardinal Newman, *The Idea of a University* (Garden City, NY: Image, 1959), 127.

[4]*Oral Roberts University Catalog*, 27.

[5]Association of American Colleges and Universities, *Taking Responsibility for the Quality of the Baccalaureate Degree* (Washington, DC: Association of American Colleges and Universities, 2004), 11.

The Need for Student Learning Outcomes

A recent report from the Association of American Colleges and Universities states that a "purposeful educational program starts at the endpoint, with the desired characteristics of an institution's graduates, and asks the faculty to reason backwards from outcomes to the implementation of an intentionally designed curriculum to cultivate the desired qualities."[6] In preparation for Whole Person Assessment, ORU put forth a major effort to link learning outcomes to the University's Mission Statement and to evaluate curriculum and pedagogy in terms of their effectiveness in producing those valued outcomes. Through an intentionally deliberate process that included input from the President, Board of Regents, students, University Faculty Assembly, and leadership from the General Education Committee, the University's general outcomes were updated to a new set of Student Learning Outcomes, each with a set of proficiencies and capacities.

Each course in the ORU general education curriculum meets one of these proficiencies, so that when you have finished all of your general education courses, you will have met each of the 16 proficiencies already (in your General Education ePortfolio). In addition, you will also fulfill many of these proficiencies again as you complete your major courses (in your Major ePortfolio).

Student Learning Outcomes	Proficiencies and Capacities
Spiritually Alive	A. Biblical Knowledge B. Sensitivity to the Holy Spirit C. Evangelistic Capability D. Ethical Behavior
Intellectually Alert	A. Critical Thinking B. Information Literacy C. Global and Historical Perspectives D. Aesthetic Appreciation E. Intellectual Creativity
Physically Disciplined	A. Healthy Lifestyle B. Physically Disciplined Lifestyle
Socially Adept	A. Communication Skills B. Interpersonal Skills C. Appreciation of Cultural and Linguistic Differences D. Responsible Citizenship E. Leadership Capacity
Professionally Competent	Discipline-specific according to the Outcomes of each student's major program

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[6]AAC&U, *Taking Responsibility*, 5.

ORU Student Outcomes

Students who complete a degree at Oral Roberts University are expected to be spiritually alive, intellectually alert, physically disciplined, and socially adept. The following proficiencies/capacities serve as evidence that students have attained these outcomes.

1. *Spiritually alive:* Students will grow in their relationship with Jesus Christ and their sensitivity to the Holy Spirit, expand their biblical knowledge, and develop the ability to approach life from a Christian worldview so that they can act ethically in any situation and evangelize their world of influence.

    Proficiencies/Capacities:

    1A   Biblical knowledge – The ability to interpret the Scriptures accurately in order to arrive at principles that serve as guidelines for living a Spirit-filled life

    1B   Sensitivity to the Holy Spirit – A maturing process of growing in wisdom to do the right things in accordance to God's will, and to expect the Spirit's direct leading in response to one's asking and receiving

    1C   Evangelistic capability – The ability to share the gospel of Jesus Christ intentionally as led by the Holy Spirit

    1D   Ethical behavior – The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of professional codes of ethics, the ethical dimensions of professional practice, and the Word of God

2. *Intellectually alert:* Students will expand their capacity to gather, retain, and apply knowledge and truth, using analytical problem-solving, critical thinking, and decision-making skills which they can utilize in their professional and personal lives. They will also develop global perspectives, including an appreciation for artistic expression in various historical and cultural settings.

    Proficiencies/Capacities:

    2A   Critical thinking – The ability to integrate knowledge in order to identify and weigh possible responses to different situations, and to process information—both analytically and critically—so as to determine the validity of different, competing claims

    2B   Information literacy - The ability to access, evaluate, and use information, as well as to determine which sources to consult

    2C   Global and historical perspectives – The capacity to adapt to an international understanding in an increasingly interdependent global community, and to understand how current situations relate to events of the past

2D   Aesthetic appreciation – The ability to understand and appreciate various forms of artistic expression

2E   Intellectual creativity – The ability to develop flexible thinking patterns and to process information analytically in a manner that results in the creation of new forms and structures

3. *Physically disciplined:* Students will develop an active awareness of the importance of living a balanced, healthy, and physically disciplined lifestyle.

Proficiencies/Capacities:

3A   Healthy lifestyle – An intentional way of living which promotes the positive development of the mind, spirit, and body through the practice of physical exercise and proper nutritional habits required for healthy growth

3B   Physically disciplined lifestyle – A planned active lifestyle which includes a variety of physical activities designed to enhance physical fitness and decrease the risk of developing degenerative diseases by following the principles of conditioning

4. *Socially adept:* Students will develop the skills to communicate effectively in both spoken and written language and to interact within diverse cultures, professions, and social settings. They will gain an understanding of their obligations as service-oriented leaders who can make a positive impact on society—locally, nationally, and internationally.

Proficiencies/Capacities:

4A   Communication skills – The ability to communicate effectively in both written and spoken forms at appropriate cultural, educational, economic, social, and maturity levels

4B   Interpersonal skills – The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors

4C   Appreciation of cultural and linguistic differences – Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups

4D   Responsible citizenship – Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment

4E   Leadership capacity – The ability to effect change within various group settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions

Sample Course Inventory for ORU's Student Learning Outcomes

At the back of each course syllabus, you will find a sheet similar to sample below, stating which outcomes and proficiencies the course fulfills.

COMP 102—Reading and Writing in the Liberal Arts, Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive**				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	**Outcome #2 – Intellectually Alert**				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	**Outcome #3 – Physically Disciplined**				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	**Outcome #4 – Socially Adept**				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

(Revised 1/15/04)

Documenting a Purposeful Education

Current academic research asks the question, "Are students receiving a purposeful education, and are they better able to succeed in the workforce and society as a result of their educational experience?" ORU answers this question with ePortfolio, a cutting-edge system designed to measure student growth and achievement of University outcomes throughout their academic career. In February of 2003, ORU became a research and development partner with Chalk & Wire, a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. With the help of Chalk & Wire's ePortfolio™, ORU has developed a University-wide electronic portfolio assessment system with online rubric evaluation capability that will enable the University to aggregate, disaggregate, and analyze data from demographic information, as well as from student artifacts and exhibits that have been electronically assessed. "Oral Roberts University is the first higher education institution in the world to use ePortfolio™ . . . to collect performance data across the entire university," said Geoff Irvine, president of Chalk & Wire.

In your ePortfolio, you will document your progress in relation to each ORU learning outcome for general education, as well as for your major area of study. You will upload artifacts (writing samples, projects, evidence from extracurricular activities, etc.) into your ePortfolio and submit them electronically to faculty members who assess the artifacts using an artifact-specific rubric. Because you have access to the Chalk & Wire account for an extended period of time, you also have the ability to create new personal or professional portfolios for your own use.

Whole Person Assessment and ePortfolio

Students attend ORU to be raised up to go into every person's world to bring healing to those in need. For such a big task, they are here to be prepared and equipped through a whole person education. ORU's aim is to help them grow stronger spiritually, mentally, physically, socially, and professionally to prepare them for the challenges of life. God has designed students to fulfill a purpose effectively, and ORU seeks to assist in accomplishing that destiny. The transformation process from a new student at ORU to a mature, professionally competent graduate will be accomplished through a series of learning experiences (courses, activities, spiritual encounters, etc.).

The Whole Person Assessment (WPA) is a measurement tool to help students and the University track the development of knowledge, skills, and character traits as students become more spiritually alive, intellectually alert, physically disciplined, socially adept, and professionally competent. The WPA is measured through an ePortfolio, which contains a personal library of artifacts (pre/post tests with differential scoring, essays, analytical lab reports, speech video clips, service learning reports, field tests, music files, etc.) generated from pre-determined course assignments focused on the attainment of a specific proficiency. Students submit required artifacts (assignments) to faculty members who then assess the work using the electronic-based rubrics that interface online with the artifacts. Students will receive specific assessment feedback and advisement on areas where improvement is needed to achieve the outcome for each artifact submitted. Each undergraduate student creates a minimum of two ePortfolios, one for General Education and one for the major.

ORU uses WPA as an instrument to gauge students' progress on these important learning outcomes. The feedback students receive helps them make informed decisions on how to grow in spirit, mind, and body. In a similar manner, the university is enlightened by the information and makes better decisions on what it teaches its students, how it teaches its students, and who teaches the students. By measuring the success of ORU's outputs (learning outcomes), both the students and the university can make appropriate adjustments to move from "good to great." Through the use of this cutting-edge assessment tool, ORU can assure quality of its educational programs and continuously improve.

WPA can help students answer the questions "How am I doing?" and "How may I improve?" Students develop life skills through informed decisions. They will be able to capitalize on the strengths that are revealed through the use of this system and address the weaknesses that are identified. ePortfolio is not just a collection of assignments but a systematic learning tool that enables students to make connections between their work and their development of the knowledge, skills, character traits, and proficiencies outlined in ORU's mission statement. Many universities only show that their students passed an assortment of courses prescribed in a degree plan sheet. At

ORU, students not only receive a grade point average (GPA) from courses they have completed but also receive a WPA on key learning outcomes. They will be able to show direct evidence of learning in the areas of thinking, communicating, and analyzing along with many other attributes that are important to employers, professionals, and world-class leaders. Such a capacity gives ORU students a significant competitive advantage.

The WPA is a set of composite scores that reflect direct learning performance on the ORU learning outcomes. The summary figures for each learning outcome are an average of the ePortfolio results from the assignments designed to measure different aspects of each outcome. Students can see their WPA scores in the same manner that they access grades on VISION. As students develop their proficiencies and capacities through ORU's learning experiences (courses, activities, spiritual encounters, etc.), the ePortfolio system will capture their actual performance. The result will be a WPA that compares a student's scores with the averages of fellow ORU students. Just like the dashboard of your car portrays essential information about your vehicle's condition, the WPA, as shown in the tables below, can enlighten a student on how he or she is progressing on the valuable learning outcomes. If a score does not register or shows zero, it means that the students have not progressed far enough in their ORU career to have work evaluated for that particular outcome.

Student	Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Adept	Professionally Competent	Major
All ORU	3.0	3.0	2.8	3.4	3.2	Accounting
Anderson, Arthur*	3.0	2.5	1.9	2.6	3.2	Accounting

Student	Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Adept	Professionally Competent	Major
All ORU	3.0	3.0	2.8	3.4	3.3	Biology
Andreeson, Kay*	3.4	2.8	2.4	3.7	3.0	Biology

Student names are fictitious

WPA helps ORU accomplish its mission by documenting that it is delivering whole-person graduates. It also serves as a valuable assessment system for accreditation and accountability requirements, which exceeds the normal audit system found at most universities. WPA organizes student performance data for departments, schools, and

the entire university that can be used to continuously improve the delivery of academic and student life programs. The result is a whole person education that delivers and documents what it claims—"a transformed life." The reputation of an ORU degree is enhanced because the university is becoming a national model for student learning outcomes.

ePortfolio plays a significant role in assessing student learning. One example of the ePortfolio and WPA process comes from the Principles of Chemistry general education lab course. Students enrolled in the course write a 250-300 word lab report. They are asked to hypothesize and compare the Vitamin C content in fruit and fruit juices before they analyze the results of the lab experiment. The lab report is submitted to faculty via ePortfolio under the Intellectually Alert Outcome and Critical Thinking Proficiency, where it is assessed according to the Critical Thinking rubric criteria that include a clearly identified purpose and hypothesis, accurate and appropriate data, crucial and consistent assumptions, and valid inferences and conclusions supported by content. Individual students receive assessment feedback for each component from the faculty via their ePortfolio according to the following scale: Exemplary (4.0), Competent (3.0), Acceptable (2.0), Unacceptable (1.0), or Not Attempted (0). The faculty member also has the opportunity to add comments to the assessment to augment the quantitative data.

Criterion	Rating	Comments
Purpose or Goal	3.0	
Hypothesis	3.0	
Evidence	2.0	You did not directly report the findings of the experimentation but only indirectly reported them, thus the lower rating.
Conceptual Understanding	3.0	
Assumptions	3.0	
Inferences	3.0	I liked your conclusion statement about how the results of this lab don't affect you now but might in the future.

The objective of the WPA is for students to grow, develop, and improve so that they can be effective in "going into every person's world." Through this assessment program, the ORU degree can demonstrate that students are growing in the knowledge, skills, and character attributes necessary to be successful. Therefore, ORU is positioned to produce the most desirable graduates in the world.

Seven Benefits of a Highly Effective ePortfolio

THE BIG PICTURE (#1)
Perspective and Reflection

Learning is about more than courses and head-knowledge. It's about gaining skills and broadening your horizons, choosing to lead and choosing to follow, sharpening communication skills and discovering that you gained a whole lot more knowledge and wisdom than you expected as part of the process. The way that the Whole Person Assessment competencies are broken down, it's easy to see how each individual activity you do demonstrates how you accomplished a real, practical competency. This sense of perspective can help you to see how all of your educational experiences really are interconnected. Sometimes it's enlightening to look back at the work that you have done over the course of several years. You'll see your growth and think about the sort of person you were "back in the beginning." And you'll be challenged to excel.

KNOW TO GO (#2)
Mission

ORU's founding purpose is to raise up whole men and women of God who will go into "every person's world" with the saving and healing gospel of Christ. Yet sometimes it's hard to see <u>how</u> this is happening—especially when you're in the middle of the process. Whole Person Assessment provides a big-picture view of where we hope you're heading. You can see what we expect of you, and you can track your progress as you grow spiritually, intellectually, physically, and socially.

NEW AND IMPROVED (#3)
Innovation

ePortfolios are the "Next Big Thing in Higher Education." To our knowledge, ORU is the <u>first in the world</u> to implement a university-wide ePortfolio system, placing our students at the forefront of innovation. ePortfolios are already being used at Stanford, Berkeley, University of Minnesota, Harvard, and many others. Other schools are coming to <u>us</u>, trying to figure out how we're doing this. It's a big deal, and it really helps ORU's academic reputation, which in turn helps you get a better return on your educational investment.

READ MY MIND (#4)
Clarification and Feedback

Have you ever been confused about what a professor was <u>really</u> looking for on your assignments? Now you can know for sure. The rubrics for each artifact (published in either the *General Education Whole Person Assessment Handbook* or in departmental handbooks) list the specific criteria that professors will be looking for when they assess your artifacts. But it doesn't stop there! The ePortfolio is a great way for you to receive immediate feedback on how you are doing and how you can improve in specific areas. Not only do you receive an assessment score based on the rubric for the assignment—you can also receive personal comments from your professors.

GOT SKILLS? (#5)
Skill-Mastery

Many college graduates experience a certain level of frustration over the fact that they have learned a lot in the classroom but have no concrete evidence to demonstrate what they are capable of doing. With your ePortfolio, you have the opportunity to present a slice of yourself—who you are and what you are capable of doing. You're also gaining and enhancing valuable technology skills through this process.

SHOW ME THE MONEY (#6)
Employment Advantage

Many employers consider experience and skill-mastery to be more important than an applicant's educational background. Whole Person Assessment is a fantastic resource to present to potential employers because it provides direct documentation of projects accomplished and skills mastered. You might think this isn't all that important—that you can get hired regardless of whether you have an ePortfolio—and this is probably true. But if you are competing against other similarly qualified individuals, an ePortfolio could be the advantage you need to swing the vote in your favor. (Just remember: you probably won't show your General Education or even your Major ePortfolio to prospective employers. You'll want to create a new, career-specific portfolio for that.)

MEASURING SUCCESS (#7)
Accreditation, Reporting, and Assessment

ORU is constantly collecting and analyzing data for reporting purposes—for accreditation, Trustees' reports, internal program reviews, and much more. Whole Person Assessment provides us with a large, up-to-date database measuring not just demographic information but actual results of how well our students are achieving ORU's mission and outcomes. We use this information to make important decisions about the programs we offer and what kinds of changes would be beneficial. It also provides a better picture of who our students really are and a richer understanding of how our students learn. Knowing these things, we can determine how we can best help you succeed in your academic career.

Using Your ORU Email Account

After activating your ORU email account in VISION, you will have an ID and password that can be used to log in to ORU lab computers, to access your ORU email, and to view the student intranet online. The ID and password for accessing these services is referred to as your "Novell Login." If you have problems activating your Novell Login or accessing your ORU email account, contact the GC 2nd Floor Academic Computing Lab.

ACTIVATE EMAIL ACCOUNT

1. Go to http://vision.oru.edu
2. Click on "Enter Secure Area."
3. Enter your Student ID (Z-number) and PIN.
4. Click "Personal Information."
5. Click on "Create/Update E-mail Address."

8.   Your ORU email address will be listed on the screen. Create a new one, or move to the next step.

9.   When prompted, create and repeat a password. NOTE: It may take up to 24 hours for these changes to take effect, so plan accordingly.

ACCESS/CHECK EMAIL

1.   Go to http://mail.oru.edu.

2.   Enter Username (email address minus @oru.edu) and password.
3.   Click on the "Login" button.
4.   Email messages are listed on the opening Novell GroupWise WebAccess screen. If messages are not displayed, click on "Mailbox."
5.   Click on a message to view its contents.
6.   When you are done, click on the "Logout" button to end your session.

NOVELL GROUPWISE WEBACCESS USER GUIDE

To assist customers in using GroupWise WebAccess, Novell has made available an online user guide. A link to the guide is located on ORU's secure student website. Go to www.oru.edu, and click on "Current Students." You will need to enter your Novell Login and password to access this site (the same user id and password that you use to access your ORU email). Once you have logged in, click on the link for "My Services." From the menu that appears below, select "IT Services." On the sidebar, click the link for "E-mail and Novell Accounts." A user guide will appear in your browser window.

To view the user guide, you will need access to Acrobat Reader or another computer program that reads PDF files. If you do not have Acrobat Reader installed on your computer, you can download a free copy from the Adobe website at http://get.adobe.com/reader

ABOUT EMAIL ATTACHMENTS

An email attachment is a file that can be linked to an email message. Attachments are created in programs outside of the email program being used. For example, attachments can be created in Word, Excel, PowerPoint, Works, WordPerfect, and other productivity software packages.

When sending an email attachment, it is important to remember that the recipient must have the software program used to create the attachment or else he or she will not be able to open it. For example, if an attachment is created in Microsoft Word, the recipient of the attachment must have Microsoft Word to view the file. An exception to this is the use of "Rich Text Format." Rich Text Format is a generic word-processing format. If a recipient does not have the same word-processing program used by the sender, the file can be saved in "Rich Text Format" by the sender before sending. This will allow the recipient to view the file using a different word-processing program. (See description of file types below.)

All files created on a computer are created with a three letter extension following the name of the file. The extension indicates the file type or format. Different computer programs produce different file extensions. For example, when a file is created in Microsoft Word, a ".doc" extension is added to the file name—filename.doc. When a file is created as a webpage, an ".htm" or ".html" extension is added to the file name-- filename.html. The following is a list of file types you may encounter when working with attachments.

.pdf	Portable Document File (You will need Acrobat Reader to view the document.)
.html	Hypertext Markup Language (webpage)
.wav, .avi, .mp3	Audio File
.gif, .jpg	Image File
.mov	Video File
.doc, .docx	Microsoft Word
.xls, .xlsx	Microsoft Excel
.ppt, .pptx	Microsoft PowerPoint
.rtf	Rich Text Format

SENDING AN EMAIL

1. Log on to GroupWise WebAccess online at http://mail.oru.edu.
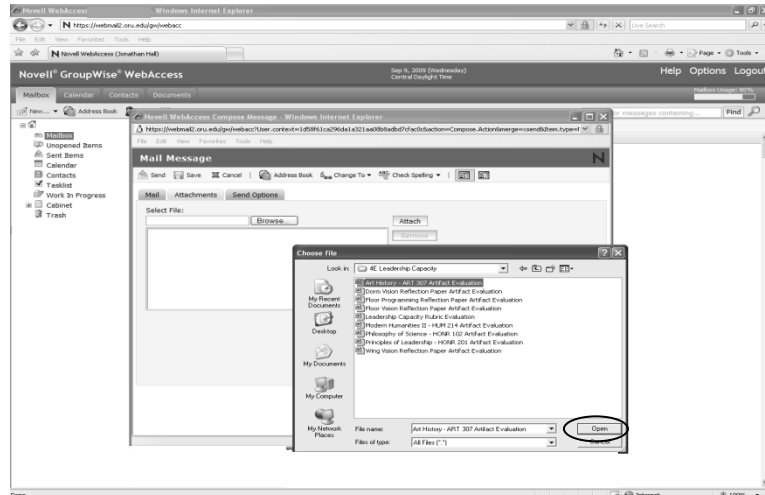2. Click on "New."
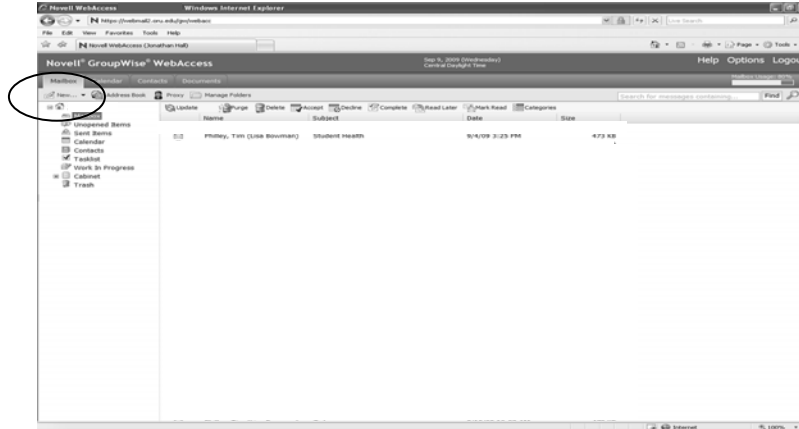
3. Compose your email message. Fill in the recipient's email address, the subject, and the body.
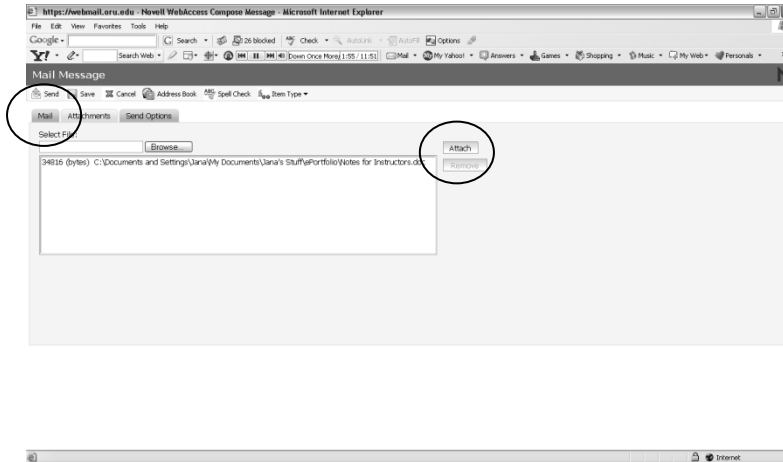4. Click on the "Send" button.

ATTACHING A FILE TO AN EMAIL

1. Log on to GroupWise WebAccess online at http://mail.oru.edu.
2. Click on "New."
3. Compose your email message. Fill in the recipient's email address, the subject, and the body.
4. Click on the "Attachments" button.
5. Click on the "Browse" button. The Browse button is used to locate the file being attached to the email.
6. Click on the appropriate drive to locate the file that you want to attach. Typically, drive "A:" is the computer's external (3.5-inch floppy) drive. Drive "C:" is the computer's internal (hard) drive. It is good practice to create a folder on Drive "C:" to house all of your assignments.

7. Click on the "Open" button.
8. Click on the name of the file to be attached to the email.
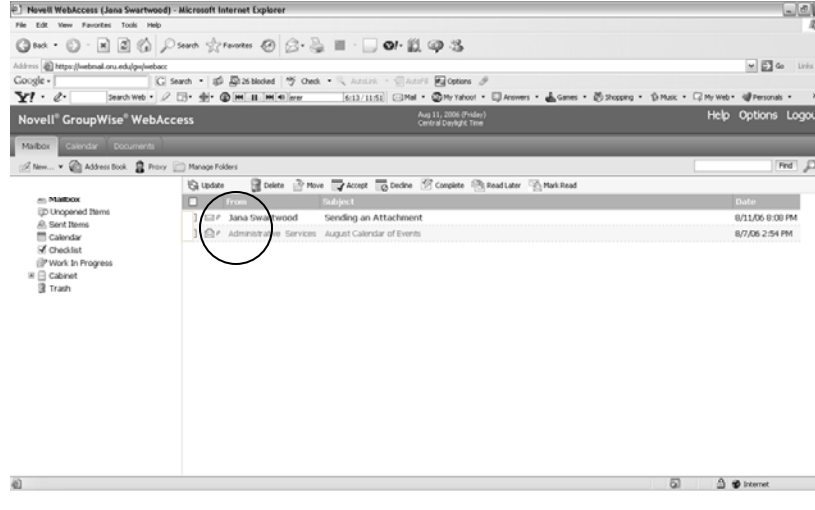9. Click on the "Open" button.

10. Click on the "Attach" button. Clicking the "Attach" button will attach the file to the email.
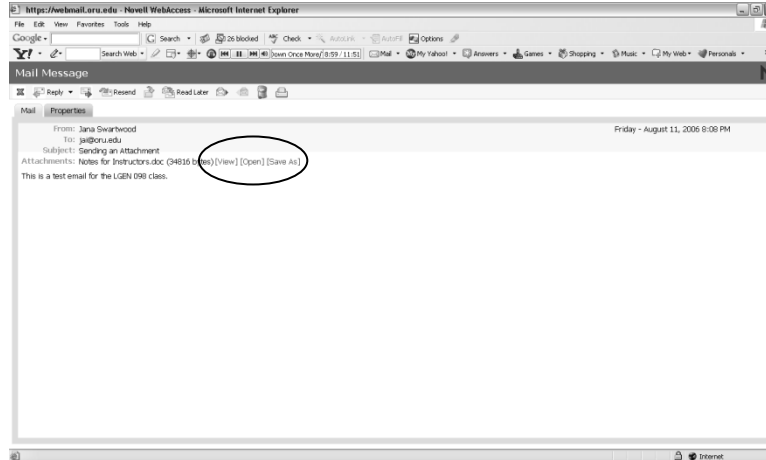11. Once the file path appears in the box below, click "Mail" to go back to your message.

12. Click on the "Send" button.

OPENING AN EMAIL ATTACHMENT

1.   Attachments are indicated by a small paperclip to the left of the email message name.

2.   Click on the email message name to view its contents.
3.   Click on the "Open" link to see the attachment.

FORWARDING YOUR ORU EMAIL TO ANOTHER EMAIL ACCOUNT

Follow the instructions below to forward your ORU email to another account of your choice.

1. Log in to your ORU email account (see above).
2. Click on "Options."
3. Click on "Rules."
4. Click on "Forward."
5. Click on "Create."
6. Type a name for the rule in the **Rule name field**.
7. In the first condition field, select **TO**. This tells the rule to check the "To:" line in each incoming item.
8. In the second condition field, select **Matches**. This tells the rule that the text in the incoming item's "TO:" line must match the text you type in the next condition field.
9. Type your user name in the condition field.(typically your e-mail address name without the @oru.edu).
10. In the last condition field, type the complete e-mail address of the account that you want to forward the e-item to. For example: johnsmith1122@gmail.com.
11. Define the actions to be taken by the rule. In the first action field, type the complete e-mail address of the account to which you want to send the item. Include other addresses to which you might want to courtesy copy or blind copy.
12. Type a subject to the e-mail indicating that it is moving from the old account to the new. For example: From johnsmith1122@oru.edu to johnsmith1122@gmail.com. (Optional)
13. Use the message field to include any other notes or instructions for the reader at the new account. (Optional)
14. Click the Save Button.

All incoming mail to your account will now be forwarded to the e-mail account that you have indicated.