TLT Preliminary Minutes
April 14th, 2015  1:00 - 2:30  1403 GITC

Present Attendees:
  Voting Members: Ron Rockland, Bill Reynolds (co-chair), Ellen Wisner, Hsin-Neng Hsieh, Serhiy Levkov, Elizabeth Petrick, Yvette Wohn, Victor Matveev, Andres Jerez
  Non-voting Members: Barry Broxton, Richard Sweeney, Blake Haggerty, Ryan Mass, Rob Arms, Jenna Walther, Michael Koskinen, Joe Bonchi, Bill Duelly, Nafiza Akter

Absent Attendees:
  Dave Ullman, James Haorah, Huang Haidong, Andrzej Zarzycki, Taro Narahara, Norman Loney, Reginald Tompkins, Marvin Nakayama, Andrew Klobucar, Joan Kettering, Paul Ranky, Brian Callahan, Jerry Fjermestad, Gale Spak, Michael Maysilles, Alpha Jolloh, Sapana Patel, Fola Campbell, Ann Hoang, Michael Khader, Eugene Dees, Joanne Branin

Approval of the minutes of the November TLT meeting
Approved unanimously

Application of the Quality Assurance in eLearning Rubric to Converged course model- Ron Rockland
  ● QM is an organization, to which NJIT subscribes, that provides a rubric for quality assurance; universities can subscribe and have courses undergo an official review process
  ● NJIT created (in 2010) a Quality Assurance in eLearning Rubric (see addendum) that has been used to help faculty improve their courses.
  ● Ron mentions we should have a similar rubric for a Face-to-Face course as well as a converged model of delivery, in addition to online learning
  ● Serhiy asks if Ron would be willing to share some of his learning objects with the group
    ○ Ron notes that he would love to share them, but we don’t have a system or digital repository in place to do this kind of sharing
  ● The rubric is made to review how the course is designed, not the instructor or delivery
  ● Ellen mentions that having a quality assurance rubric for all classes would be most beneficial
  ● How to implement? Ron proposes that maybe the first few years it could be a guideline, and slowly transition it in as something more
  ● Perhaps the Institute for Teaching Excellence can provide workshops and best practices for supporting faculty to meet these quality assurance guidelines
  ● Blake mentions that it would be ideal to have a few faculty to go through the official QM review and training
  ● There needs to be more support for faculty to shift from teaching face to face to converged; or going from online to a converged model, because it needs to be more than just having a camera in the room and a copilot
  ● Possibly create a charge that the Institute for Teaching Excellence find a way to formally use the QM rubric and assist select faculty in officially going through the review process
  ● These guidelines would not be a requirement but rather a set of guiding points and suggestions that help new or adjunct faculty create quality courses
  ● Some basic guidelines should include having learning outcomes, and aligning outcomes to assessments, which are basic but essential
  ● Ellen mentions that it might help to have a session on these rubrics at the first TLT session of the semester

Resolution on proctoring policies at NJIT - Nafiza Akter
  ● Proposal for Proctoring at NJIT (see addendum)
  ● Online assessment might not work for formulas and diagrams; works better for True/False or Multiple-Choice Questions
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● We should have an option for students come to NJIT to take a proctored exam (blue book exam), take a proctored exam online (if appropriate), take it at an exam facility, or explore the idea of a testing center (for blue book exams)--and the University should cover the costs
● Motion to put this through to Faculty Senate, motion seconded
● Rich mentions that we have no clear definition of Hybrid and the registrar has no designation for hybrid courses
● Blake and Rich note that hybrid should be removed and now we are proposing that this be a proctoring proposal for converged and online courses at NJIT
● Motion to approve proposal for proctoring at NJIT for online and converged (with hybrid removed) approved unanimously

Discussion on the use of e-Books during exams - Ron Rockland
● If you have an open book exam, students can bring a book in; however, if they bought an eBook, it could cause potential problems. If they bring in an eBook on a device that can go online and search using the device outside the book
● eBooks, however, are increasingly growing in popularity and use, and they are also more affordable for students and they are faster to search through
● Some departments or courses need eBooks for exams, like for looking up engineering codes; if everyone had an eBook then it might work out, but not everyone does
● Some other issues of allowing devices that can be used for data or WiFi connections, then people can look up solution manual
● Rich mentions that he did research and could not find anyone that had a good solution for this
● Blake mentions that we might be able to administer the exam in a University lab, we could load the eBook from a web-portal and monitor what students are doing from the instructor’s machine
● Serhiy brings up the issue of apple watches being able to search and bring up formulas during exams

Brief TLT sub-Committee progress update
● Technology Plan update - Dave Ullman
  o Dave is not present at this meeting
● Converged class model - Blake Haggerty- Michael Koskinen
  o Nafiza worked on a survey that went out yesterday to students after review from Chuck Brooks and Perry Deess to assess the converged model
  o Chuck, Perry and Andrew Klobucar are going to help to design a study to see the effectiveness of converged learning format
  o The idea is that we have two face to face sections of a course taught by the same instructor, and one of taught completely face to face and the other is taught converged
  o We have to keep track of who is engaged in the different formats
● Emerging Educational Methods & Assessment - Ron Rockland
  o Ron went to a note taking presentation; students do better on exams if they take notes
  o One instructor gave students an outline of the lecture and students filled in lecture notes, which improved the learning experience
  o Rich mentions there was a study done a few years ago, where some students came to class and others watched a video of the class; and students that came to class did better, unless they took notes--then the detailed video watchers did better (see article: http://www.sciencedirect.com/science/article/pii/S036013150800167X)
● Undergraduate Computing Requirements - Victor Matveev
  o Nothing further to discuss
● Software Library Policies - Ann Hoang
  o Nothing has changed
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- Physical and Virtual Learning Spaces - Joe Bonchi
  o Discussed in next agenda item

Update on teaching and learning spaces designs - Joe Bonchi

- Central King Building status
  o 50% lockdown on the next and final phases of the building
  o The third floor has some rooms that were designed to have cabinets that would open up to hold monitors in them (in the future); this was eliminated and resources were rededicated to create more turn-key converged classrooms
  o There will still be whiteboards on three of the walls, so there will still be spaces for student breakout sessions
  o Space allocation is pretty much locked down and we are getting into the detailed designs and all this is scheduled to be done by Sept 2017
  o CKB 303 was worked on during Spring Break, and most of the issues were eliminated
  o Nafiza hosted a focus group last week and this will be transcribed in order to ensure we can improve future learning spaces

- GITC
  o More labs are being worked on
  o GITC 1202, 1203 are going to be combined into one lab; GITC 1204 and 1205 are being combined into one lab as well. These are going to be networking labs

Report on Technology Support Center- Blake Haggerty, Michael Koskinen

- We have about 800 computers in labs that are utilizing LabStats to understand what software are being used in the labs, so we can make better decisions on what we invest money in
- We can now compare the public space labs and teaching labs
- The most used software are Chrome, Word, IE, Firefox for the public labs
- Ron mentions that some software are mostly for download and use from personal devices, so they would not necessarily use it from a public lab
- This gives us an idea of what’s used in certain labs, which gives us a better idea of how to create the images for machines in the labs
- Mobile printing is now available for students and faculty
- Students can print from their mobile devices and pick it up from any of the printers that have a release station

Continuing report on the Converged course pilot - Nafiza Akter, Bill Reynolds

- Discussed previously

Status update of Pearson-Embanet initiative - Gale Spak

- Meeting with Pearson on the 21st, and CPE will have more to report after that

TLT Faculty Institute: May 20th - 21st

Next meeting

- TBD
  - Moodle section for discussion and adding resources
Addendum


**Background:** NJIT’s Distance Learning Advisory Committee (DLA) and Teaching, Learning, and Technology Committee (TLT) unanimously approved development of the NJIT Framework for Quality Assurance in Learning at its combined meeting February 24, 2010. Our purpose is to create an evidence-based model for continuous quality improvement that is centered on research, student learning, and quality. The project builds on an initial review of our totally online MS program in Professional and Technical Communication using the Quality Matters Rubric; each of the five core courses were scored according to the Quality Matters 40 criteria in eight standards. With a successful review for MSPTC, we sought to develop a locally tailored model for assuring quality in all NJIT online courses.

**Why is Quality Assurance Needed?**
The NJIT Framework for Quality Assurance in eLearning

- conforms with a goal of NJIT Strategic Plan 2010 – 2015: “Refine outcomes assessment efforts in student learning to achieve continuous curricular improvement “
- reflects the Characteristics of Excellence in Higher Education for Distance or Distributed Learning (MSCHE March 2009): courses must “meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness”
- aids the institutional planning process for assessment of student learning required for compliance with MSCHE
- informs the Institute eLearning Quality Assurance Report required by the Committee for Department and Program Assessment as part of the 2010 NJIT Program Review Process.
- enhances NJIT’s national reputation and position as a leader in assessment of student learning outcomes
- promotes student learning.

**Current Project**
The attached model demonstrates a draft of the NJIT Framework for Quality Assurance in eLearning. Tailored to the unique characteristics of NJIT, this rubric is the product of our analyses of the Quality Matters Rubric, the Quality Assurance certification program at Fairleigh Dickinson University, and the Middles States document on characteristics of excellence for eLearning courses. Employing this assessment guideline in review of our institutional eLearning courses will ensure that NJIT remains a leader in excellent distance education.

**Next Steps**
With your support, the NJIT Quality Assurance in eLearning rubric can be used to evaluate the quality of online course materials. The challenge will be to find a way to meaningfully apply it to online courses currently being offered as well as those under development.

**Note:** This rubric is not designed to assess the quality of the online instructor. Rather, it is an opportunity for instructors to receive feedback on ways to improve the design and presentation of their online materials.

June 18, 2010: Nancy Coppola, Phoebe Del Boccio, Norbert Elliot, Bake Haggerty, William Reynolds, and Gale Spak
## NJIT Quality Assurance in eLearning Rubric

As of June 17, 2010, to meet NJIT’s Quality Assurance in eLearning review a course must answer “Yes” to all required criteria. Courses that answer “Yes” to all required criteria **AND** answer “Yes” to seven or more optional criteria are considered exemplary.

![RUBRIC Table](image)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Type</th>
<th>Criteria on Met</th>
<th>Relevant to F to F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview and Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 An introduction module includes syllabus, contact information and statements concerning course policies.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes, in syllabus</td>
</tr>
<tr>
<td>1.2 Instructor provides a statement that identifies the purpose of the class.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>1.3 Instructor provides a self-introduction.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>1.4 The course overview includes a statement that demonstrates how course learning outcomes are appropriate to the rigor and breadth of the degree or certificate to which course belongs.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes, should be required</td>
</tr>
<tr>
<td>1.5 Prerequisite knowledge or minimum technical skills are clearly stated.</td>
<td>Optional</td>
<td>Yes/No</td>
<td>Should be required</td>
</tr>
<tr>
<td><strong>Organization and Design Elements</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.1 The course is broken into meaningful learning modules. In a typical semester-length course, modules may represent single class sessions, a week of classes, or units of two to three (or more) weeks in duration.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2 Instructions to students on how to successfully complete the learning modules are clearly and adequately stated.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>2.3 Each learning module contains observable learning objectives.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>2.4 Each learning module includes a brief orienting statement or paragraph. This statement should explain to students how the readings, activities, and assessments are intended to help achieve the learning objectives.</td>
<td>Optional</td>
<td>Yes/No</td>
<td>Optional, but relevant</td>
</tr>
<tr>
<td><strong>Course Content Elements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Any content or learning activities are closely aligned to the learning objectives.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>3.2 The content and activities are appropriately targeted to the level of the learners.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>3.3 The relationship between the instructional materials and the learning activities is clearly explained to the student.</td>
<td>Optional</td>
<td>Yes/No</td>
<td>Optional, but relevant</td>
</tr>
<tr>
<td><strong>Assessment Elements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Any assessments (exams, quizzes, papers, lab reports, or other graded work) are closely aligned to the learning objectives, and to the module content and activities.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes, should do it</td>
</tr>
<tr>
<td>4.2 The types of assessments selected are appropriate for a fully-online course.</td>
<td>Required</td>
<td>Yes/No</td>
<td>No, but converged?</td>
</tr>
<tr>
<td>4.3 Rubrics should be provided for any essays or other open-ended activities.</td>
<td>Optional</td>
<td>Yes/No</td>
<td>Optional, but relevant</td>
</tr>
<tr>
<td>4.4 Assessments are designed to provide effective feedback to the students.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Interactivity Elements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Students are requested to introduce themselves to the class.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>5.2 Learning activities foster student-student and faculty-student interactivity.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>5.3 Instructor sets clear expectations for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>5.4 Course materials should encourage and support interactivity.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>5.5 The learning activities promote the achievement of the stated learning objectives.</td>
<td>Optional</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Course Technology</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.1 The tools and media support student engagement and guide the student to become an active.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Optional</td>
</tr>
<tr>
<td>6.2 Navigation throughout the online components of the course is logical, consistent, and efficient.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>6.3 The course components are compatible with current standards for delivery modes.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>6.4 The course design takes full advantage of available tools and media.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 The course instructions articulate or link to clear description of the technical support offered.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td>7.2 Course instructions articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Optional</td>
</tr>
<tr>
<td>7.3 Course instructions answer basic questions or link to tutorials or other resources that provide the information.</td>
<td>Required</td>
<td>Yes/No</td>
<td>Optional</td>
</tr>
</tbody>
</table>

Many of the above standards are based on Fairleigh Dickinson University’s “Guide to Quality Assurance for Online and Blended Classes at Fairleigh Dickinson University” ([http://fdu-qa.wikispaces.com/](http://fdu-qa.wikispaces.com/)).
Proctoring at NJIT

Proctoring, if required for face-to-face courses is the responsibility of the instructor assigned to that course.

Since students enrolled in converged, and on-line courses are not scheduled to be in the same place at the same time for a traditional blue book exam, proctoring options need to be available. Assessment often requires students to produce diagrams, formulas, illustrations and otherwise to show their work, negating the possibility of utilizing on-line exams.

While we have the tools to create true/false or multiple choice on-line assessments, we do not have the tools to deliver these assessments securely. In this instance a secure assessment system such as ProctorU is available.

Since we have no tools to create or deliver an assessment on-line which would allow students to allow students to deliver diagrams, formulas or illustrations exams requiring these elements will need to be face-to-face blue book style proctored exam.

The options for proctoring should include, with the limitation of the University covering the costs of proctoring for one midterm and final exam per course:

- Students can come to NJIT to take a proctored exam
- If deemed appropriate by the instructor, students should be able to take a proctored exam through an online proctoring service provided by the University
- Possibly explore the development of a Proctoring or Testing Center

In the past, NJIT students who lived within 50 miles of the University or one of our certified proctoring facility sites (Camden or Mount Laurel) had the option to come to campus to take a proctored exam. These sessions were hosted Friday evenings, and all day Saturday and Sunday. If there was a special circumstance, or the student lived outside the state, the student would work with the instructor and find a proctor at a local Library or exam facility; in this circumstance, the student would take on any costs associated with that proctoring session.

Currently, the only digital proctoring that is used is through ProctorU and School of Management is the only department using this at the moment. ProctorU, as well as other digital proctoring services, works well for certain assessments; however, they may not be ideal for exams that require students to show extensive amounts of work or sketch out diagrams. We are actively searching for and working with vendors to find an innovative solution for the various assessment types we have across the disciplines.

We recommend that we continue to have an option for face-to-face proctoring at the University, at certified testing facilities, as well as ProctorU and it is administered through the Academic Success Center or the Dean of Students. It is recommended that all costs associated with proctoring be covered by the university.
Proctoring Offices at other Institutions

Case Western Reserve University: Dean's office, ProctorU

Illinois Institute of Technology: Online Support Services

University of Texas Dallas: Student Success Center, Testing Center

University of Texas Dallas: Student Success Center, Testing Center

University of Maryland-Baltimore County: Center for Academic Success, Disability Services

Missouri University of Science and Technology: Testing Center

Michigan Technological University: Center for Teaching and Learning, Testing Center

University of Massachusetts-Lowell: Disability Services

Louisiana Tech University: Department of Testing and Disability Services, Testing Center

MIT: Student Disability Services

Rensselaer Polytechnic Institute: Dean of Student's Office

Georgia Institute of Technology: Professional Education, Georgia Tech Online

Virginia Polytechnic Institute: Technology-enhanced Learning and Online Strategies

Texas Tech University: Academic Testing Services

University of Texas at Austin: Testing Center

University of Cincinnati: Testing Services, Academic Excellence and Support Services

George Washington University: University Libraries

University of Massachusetts Boston: Testing Center, Academic Support Services and Undergrad Studies

Indiana University Southeast: Student Development Center

University of West Florida: Testing Center, ProctorU
ProctorU will enable your students to schedule and take individually proctored exams from a remote location. Prior to beginning the examination, the proctor will ask the student to: present a photo ID, take a photo for our records, verify their identification through a public records based quiz, pan their webcams 360-degrees in order to assess the security of the testing location, look at the students' monitor to ensure there are no notes present. To learn more about the services they provide, visit our NJIT ProctorU portal. Please feel free to review the ProctorU Test Taker Handout so that you can have a better understanding of what your students will go through while taking an exam.

Please note that your students are asked to pay for the duration of the exam, in which they are being proctored. Additionally, please provide clear guidelines to your students about how they should take the exam and what is permitted. For example, if your exam is 90-minutes in duration and ends at 1p.m. EST on 10/1/14, they should be asked to schedule and begin the exam no later than 11:30a.m. EST on 10/1/14. You can also use these guidelines as an example or template for your unique exam guidelines.

In order to ensure that your exam is proctored through this service, please password protect your exams in order to prevent students from taking unsupervised exams and submit the following information to instruction@njit.edu:

Exam Name:
Course Number/Name:
Department:
Semester/Term:
Instructor Name:
Time Limit (in Minutes):
Exam URL:
Exam Password:
Permitted Resources (check the following that apply):
No resources allowed  [ ] No resources allowed
Books  [ ] Textbook  [ ] Ebook (Computer)  [ ] Ebook (Website)
Calculators  [ ] Online Calculator  [ ] Computer's Calculator
[ ] Four Function Calculator  [ ] Scientific Calculator  [ ] Graphing Calculator
Notes  [ ] Notes (Powerpoint)  [ ] Notes (Excel)  [ ] Notes (PDF)  [ ] Notes (Word)
[ ] Handwritten  [ ] Note cards  [ ] Printed  [ ] Formula sheet
Web  [ ] Course website  [ ] Pre-approved website  [ ] All websites
Scratch Paper
[ ] 1 Sheet  [ ] 2 Sheets  [ ] Multiple sheets  [ ] Whiteboard
Software
[ ] Excel  [ ] Word  [ ] Powerpoint  [ ] Notepad  [ ] Paint  [ ] SPSS
Other  [ ] Bathroom breaks
Permitted Browsers: [ ] Chrome  [ ] Safari  [ ] Internet Explorer  [ ] Firefox
Other resources (for example, a textbook):
Expected number of test takers:
Other special instructions/accommodations:
Notify Email (sends out email when students sign up for exam):
First Possible Appointment Time (Date/Time Exam Opens) Specify Time Zone:
Last Possible Appointment Time (Allow Time for Student to Take Exam):

Note: Should a student need special accommodations, please contact passwords@proctoru.com directly with the special criteria that apply to said student

Erik Cederholm is our contact person within ProctorU. Should you have any questions that you would like to ask him directly about the services students receive, he will be happy to assist you. He can be reached at ecederholm@proctoru.com or 205-208-0768.
ProctorU Template: Message to Students

If you would like, you are also welcome to copy and paste the following message to your students either right in your Moodle shell and/or in your syllabus when you talk about exams:

---------------------------------------------------
Dear Students:

Your exams will be proctored online through ProctorU; this means a proctor will watch you live, via webcam, while you take your exam. Please visit our ProctorU portal to learn more about the technical requirements necessary, as well as how to schedule your individually proctored exam. Appointments can be scheduled and are available 24/7. ProctorU also has a free 24/7 accessible Help Desk tech support.

Please note that you will be responsible for paying ProctorU a fee for proctoring services, and the amount will vary by the duration of the exam. You may also incur additional charges for on demand features and late registration (see below for pricing information). Once you have created an account and scheduled an appointment, you will see the total fees in a ProctorU cart; you will be required to check out and pay for the proctoring services in order to complete your reservation. ProctorU services costs:

Pricing per time limit of the exam are as follows:
- 30 minutes: $8.75
- 60 minutes: $17.50
- 120 minutes: $25.00
- 180 minutes: $33.75
- 240 minutes or more: $42.50

The two premium scheduling fees are:
- Take It Soon: within a 72 hour window $5.00
- Take It Now: on demand next available time slot $8.75

Schedule your exam ahead of time. If the exam is an hour long, the "Take it Now" option increases the cost of the exam by 50% and the "Take it Soon" option increases the price by almost 30%.

Please also take into account the availability and duration of each exam prior to scheduling an appointment with ProctorU. During the time of the exam, the proctor will: ask you to present a form of photo identification, take a photo of you, and may ask additional questions to verify your identity. Please be prepared to take the exam from a clear space with an accessible form of photo identification.

---------------------------------------------------
Hello Professor,

As you know, CPE has been working with Thomas Edison State College (TESC) to have them administer traditional proctored handwritten ‘blue book’ exams for Pearson recruited students. TESC has over 20 years of experience in administering exams for online students and will prove to be an excellent partner.

Below are some key points about the proctoring of these paper based exams.

1. Pearson recruited students will be given guidance on how to identify a local proctor and then have him/her approved by TESC. TESC has an established, and proven, process for assessing and approving proposed proctors. They are proficient at identifying possible conflicting prior relationships with a student's proposed proctor. If a student can’t find someone, TESC has a list of previously approved proctors.

See below excerpt from TESC documentation about how to find a proctor.

- Any accredited college or university
  a) Find a location close to your home or work
  b) Contact a full-time professor (adjunct professors do not qualify) and ask them to proctor your exam
  c) Contact a full-time administrator as they also qualify as a proctor
  d) Contact the testing office at the college as they will be familiar with the process of proctoring exams

- A full-time librarian at a public library
  a) Find a library close to your home or work as many libraries consider it a service to the community
  b) Contact a librarian who is full-time and can take responsibility for the test once it arrives
  c) Don’t contact librarians at elementary or high schools as they are not available for several months a year

- Note: Employers, corporate training offices, supervisors, police trainers/instructors, members of the clergy, and family members or friends do NOT qualify as proctors.

2. **Instructors will provide electronic copies of Word based exams no later than one month before the date of the exam.** Exams will be stored on a secure drive in the TESC network.

3. TESC will format exams and mail them, via USPS, to approved proctors.

4. TESC will provide detailed instructions to proctors regarding how to administer a secure exam. They will be told to return the exams to TESC within 24 hours of exam administration via postage-paid return envelopes.

5. TESC will provide an email address (NJITexams@tesc.edu) to Pearson Embanet students as a means for them to ask all process-related questions. TESC will respond within 3 business days.

6. CPE will provide TESC your faculty email addresses so completed exams can be securely transmitted to them from TESC via Google docs.

7. TESC will establish folders in Google docs and populate with the completed exams so faculty can view, print and grade. Faculty will make test grades available to students.

8. **Should there be a question of proctor performance or testing irregularities, TESC will alert faculty within 24 hours of learning of the infraction. TESC will then fully investigate and provide a report to you. It will be your decision to take appropriate action if deemed necessary.**

9. TESC will send one shipment of all completed paper exams to CPE for storage and reference within thirty (30) days after each semester ends.
CPE: Email to Instructors

Hello Everyone,

This email is to update you on the arrangements CPE has been making for blue book proctoring. Almost everything is in place but I need your help with 2 items - see red text below.

We will offer non-NJ students, both 'Pearson' students and others in your class the ability to use a local proctor. With your approval, we also planned to offer the option to NJ students who for some extraordinary reason cannot make it to campus for your proctored exam. Please confirm that you approve this. (If a student requests this we will call you first for final approval.)

We now need to let students know about this process. We planned to notify them 2 different ways. The first is via an announcement in the course in Moodle. The second is via an email to all non-NJ students. May we have your permission to place the below announcement in Moodle?

Exam proctoring arrangements have been made for non-New Jersey-based students. Please expect to receive an email from NJIT's Continuing Professional Education division with additional information and very soon thereafter, hear from Thomas Edison State College (TESC) of Trenton, New Jersey, who will administer proctored exams on NJIT’s behalf. NJIT has selected TESC to provide you with a process to secure an appropriate remote proctor because with their experience in this area, NJIT trusts that you will receive excellent assistance in accomplishing the often difficult task of arranging for a proctor to administer NJIT faculty examinations to you at designated times.

If you live in New Jersey but can’t get to campus to sit for NJIT-administered proctored exams due to extenuating circumstances LET US KNOW immediately, no later than Friday, February 28th, by emailing Branin@njit.edu. We will obtain your professor’s approval for you to find your own proctor and then get back to you.

Attached is a document that includes a summary of how proctoring will be handled as well as the forms that students and their proposed proctors must complete and return to TESC. Please let me know if you have any questions.

We want to get the above message into Moodle immediately so your quick response would be very much appreciated.

Finally, please let me know if proctored blue book exams are not needed for your course.

Thanks,
NJIT’s Continuing Professional Education team is responsible for assisting you, as a distant learner, to take your exams. Because you are enrolled in an online class and are unable to get to the NJIT campus in Newark, NJ for your exams, NJIT has made arrangements with New Jersey’s Thomas Edison State College (TESC) for them to administer traditional proctored handwritten ‘blue book’ exams on our behalf.

You will soon receive an email from TESC explaining your options for finding a proctor. Below are some key points.

1. You will be given guidance on how to identify a local proctor and then have him/her approved by TESC using NJIT standards. Generally speaking, people in the below positions qualify:
   - Full-time professors (adjunct professors do not qualify)
   - Full-time administrators at an accredited college or university
   - Staff at the testing center of an accredited college or university
   - Full-time librarians at a public library

   If you can’t find a proctor you can contact TESC at NJITexams@tesc.edu for assistance.

   Note: employers, corporate training offices, supervisors, police trainers, members of the clergy, and family members or friends do NOT qualify as proctors. Additionally, you might be asked by your proctor to pay a small fee ($15 - $20 per exam) direct to them, but in general full-time public library librarians are less likely to request a fee.

2. Once you have found someone you must complete the forms TESC sends to you and then mail them back to TESC via mail, fax or scan. TESC will speak to your proposed proctor to determine if he/she qualifies based upon NJIT criteria. You will be notified of the outcome of that discussion.

3. All proctors will be asked to sign a document stating that they will comply with FERPA rules and you must sign a release approving the use of the proctor on NJIT’s behalf.

4. TESC will mail exams, via USPS, to approved proctors and provide them detailed instructions on how to administer a secure exam. They will be told to return the exams to TESC within 24 hours of exam administration via a postage-paid return envelope.

Please do not hesitate to contact me or your professor if you have any questions. We wish you the best of luck with your course study.
CPE Resource: Email to Student from Thomas Edison

Dear Student,

Last week you received an email from Joanne Branin at NJIT regarding the proctoring of your exams for CS 610. In the email you were told that Thomas Edison State College (TESC) would manage the administration of these proctored exams including providing suggestions to you on how to find a local proctor. Please see the below information on this topic.

Attached is a Proctor Request Form that must be completed by both you and your proctor. Potential proctors include:

- A full-time professor at an accredited college or university. Look for an institution close to your home or work. Community colleges are acceptable
- A full-time administrator at an accredited college or university. We are looking for someone who is employed full time and can take responsibility for the exam.
- Staff at the testing center of an accredited college or university. They are familiar with the process of proctoring and are often willing to assist students from other institutions.
- A full time librarian at a public library. Again, select a location close to your home or office. Many libraries consider it a service to the community.

Here are the steps you need to take:

1. **Work the phones**
   Call a local library or college. Ask to speak with a librarian or a member of the testing center or the office that conducts student testing. They will be familiar with the concept of proctoring exams. Sometimes, the person who answers the phone at the institution’s main number doesn’t know about proctoring so ask to speak with a specific professor (if you know of one) or the testing center.

2. **Get the form completed**
   Complete Page 1 of the attached Proctor Request Form and then ask your proposed proctor to complete Page 2.

3. **Get the form to TESC**
   You can scan both pages and send them to NJITexams@tesc.edu or fax them to 609/777-2957. You can also mail them to NJIT Exams at Thomas Edison State College, Office of Test Administration, 101 W. State Street, Trenton, NJ 08608. Please don’t rely on the proctor to send the forms to us as they are busy and may forget.

4. **Look for the email confirmation**
   Once you have sent the form, you will receive a confirmation email within 3 business days. If you don’t get any notification from us, send us at email at NJITexams@tesc.edu so we can verify receipt. Just because a fax goes through on your end, doesn’t mean we will successfully receive it on this end.

5. **Schedule an appointment for the test**
   When you have verification that your proctor is approved, call them and schedule a date and time to take the exam. Ask for a date within your test week that is convenient for your both. Be sure to call a couple of days before your test date to ensure they have received the test. Never make the trip to the test site unless you know for sure that the test has arrived.

Feel free to contact TESC at NJITexams@tesc.edu if you have any questions. Joanne Branin at NJIT can answer any additional questions you may have by emailing her at branin@njit.edu. We look forward to working with you on NJIT’s behalf. Good luck.

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The Office of Test Administration, TESC in conjunction with NJIT
STEP 1 – Students to complete the following information (please print):

Name: __________________________________________________________________________
Address: _________________________________________________________________________
City/State/Zip ______________________________________________________________________
Telephone: (___) __________________________________________________________________
Email Address: ____________________________________________________________________
Course Code: _____________________________________________________________________

STEP 2 – Find a proctor who meets the guidelines listed below:

• Any accredited college or university
  o Find a location close to your home or work
  o Contact a full-time professor (adjunct professors do not qualify) and ask them to proctor
    your exam
  o Contact a full-time administrator as they also qualify as a proctor
  o Contact the testing office at the college as they will be familiar with the process of
    proctoring exams

• A full-time librarian at a public library
  o Find a library close to your home or work as many libraries consider it a service to the
    community
  o Contact a librarian who is full-time and can take responsibility for the test once it arrives
  o Don’t contact librarians at elementary or high schools as they are not available for several
    months a year

Note: Employers, corporate training offices, supervisors, police trainers/instructors, members of the
clergy, and family members or friends do NOT qualify as proctors.

STEP 3 – Submit both pages to NJITexams@tesc.edu:

Ask the proposed proctor to complete the section below and return to you. You should then send it and
this completed form to TESC by the indicated due date. A late fee will be charged to you if these forms
are not received by the indicated due date. You will be notified when your proctor has been approved or
if there are additional questions. Your exams cannot be mailed to your proctor until he/she has been
approved. If you need help finding a proctor in your area, contact NJITexams@tesc.edu.
Proctor Request Form

Administered by
Thomas Edison State College

Proctors to complete the following information (please print):

Proctor name ________________________________________________________________

College/library _____________________________________________________________

Title ________________________________________________________________

Work address ___________________________________________________________________

Work telephone ___________________________ Cell ______________________________

E-mail _______________________________________________________________________

Brief job description _________________________________________________________

Are you a full-time employee? _______________________________________________________________________

What is your relationship to the student? ______________________________________________

Where will you store the test? ___________________________________________________________________

Where will you administer the test? __________________________________________________________________

Can you time the student to verify that the exam is completed in the allowed time frame? ________________

Can you monitor the student throughout the examination? ________________________________

List prior proctoring experience (test and dates) __________________________________________

__________________________________________________________________________________________
Proctor Request Form

Administered by
Thomas Edison State College

Signatures:

Proctor:

I agree to comply with the rules established by the Family Educational Rights and Privacy Act of 1974 (FERPA) and keep the student's examination confidential in accordance with the same.

I agree to not allow any other persons to have access to the exam other than myself and the student. I will return the exam myself and not allow the student to be in possession of the exam after it has been administered.

I, the undersigned, attest that all proctor information supplied by me on this form is correct to the best of my knowledge and is not knowingly false.

Proctor Signature _____________________________________________ Date __________________________

Student:

I, the undersigned, attest that all proctor information contained on this form is correct and conforms to the guidelines for suitable proctors. I understand that any deliberate misstatement of fact may result in a grade of “F” being assigned for any course in which examinations were taken under such misstatement.

In accordance with FERPA, I hereby permit Thomas Edison State College and/or New Jersey Institute of Technology to disclose the exam and related information provided by me to the proctor for purposes of administering the exam.

Student name (please print) ______________________________________________________________

Student Signature ___________________________________________ Date ______________________

(Revised date: April 14th, 2015)

TLT Preliminary Minutes
April 14th, 2015  1:00 - 2:30  1403 GITC

NEW JERSEY INSTITUTE OF TECHNOLOGY
Proctor Request Form

Administered by
Thomas Edison State College

Signatures:

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