Moving to Alternative Instructional Formats

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Comments, suggestions, more information? Contact:
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While we believe that all parts of this document are important, perhaps most important is being able to decide whether to conduct your course live or recorded, what technology tools to use and how to use them while leveraging best practices for online teaching.

While it is tempting to go straight to the bolded sections of this document, the other sections provide very essential information that will help organize your transition to online teaching and your preparation to take your course online. Further, the appendices contain answers to FAQs we are already receiving.

This document utilizes many hyperlinks. This was done to limit the overall size of the document while still providing access to granular information that some readers may need or want. The links are important, especially those on the technology recommendation table, as they direct readers to detailed instructions on how to use the tool.

This document will be continuously updated as we receive feedback and requests for addition information. The most current document in Word, PDF, and web formats can be found here, along with a growing list of other resources.

If you have suggestions, requests, or valuable contributions related to this document, please contact:

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Introduction

This document is not intended for instructors wishing to convert their entire course to fully online. Rather, it is to support the use of technology to continue face-to-face classes during times when students and faculty cannot physically meet (e.g., Coronavirus, influenzas, hurricanes or other natural calamities). To be clear, emergency teaching online is not the same as teaching online.

Teaching during times of disruption requires adapting your normal teaching practices and being flexible in your approach. The process will feel unfamiliar, awkward, and in many cases frustrating, but with some preparation, and lots of patience, the available online tools will get you and your students through this challenging situation.

The primary audience for this document are instructors who have limited experience teaching online. It is not intended to be comprehensive (e.g., it offers no coverage of universal learning design, Quality Matters, etc.). Instead, its scope is limited to the very *bare essentials* of emergency online teaching. While your teaching path will change as a result of a disruptive situation, you should be able to teach the same destination: the achievement of your course learning outcomes.

Each of the 17 UNC System institutions has different online resources available to support online teaching, such as learning management systems (LMS), Student Information Systems (SIS) as well as other technology tools (e.g., Zoom, Microsoft Teams, Google Apps). The approach of this document is to highlight the technologies that are broadly available across the universities and to provide links to university-specific technology guidance. This document includes a table that identifies the technologies generally available at each university.

Goals of this document

- Offer essential guidance for faculty who are new to online teaching and who need to migrate their teaching to online quickly and with minimal support
- Support generic critical activities that apply to most of the UNC System-wide instructional practices
- Provide specific guidance (i.e., How-To's) for common System-wide technologies (e.g., Zoom)
- Provide examples or guidance for university-specific technologies (e.g., different Student Information Systems)
- Reference existing best practice materials from across the System and from solution provider support sites

The individual universities can use this document as a baseline to create their own university-specific materials and guidance.

This guide is not intended to

- Be a definitive list of technology resources, nor is it designed to address non-technical issues, such as program-specific policy, attendance policies or pedagogical best practices.
- Be a resource for moving a face-to-face course online except in the context of an emergency (i.e., it is not intended for course re-design); or
- Circumvent individual university procedures. The individual universities decide the guidance for their faculty, staff and students.

Pre-Emergency Planning Recommendations

- Download student contact information from **Banner (instructions found** [here](#)**)** or People Soft student information system in case you need an alternative method to contact your students. You may want to create an email distribution list as an additional communication tool.
- Send your students an email that includes your preferred contact information. Suggest that they hold on to the message until the end of the course in case they need to get in contact with you.
- Remind students to download or print a copy of the syllabus (after you revise and add emergency considerations).
- Backup local copies of any prepared teaching materials in case you are unable to access the files on your university's network.
- For those of you who have never accessed your course shell in your campus learning management system (LMS), go [here](#) for an orientation to some of the common university learning management systems.
- Make sure you, and your students, are aware of how to [receive emergency alerts from your institution](#)
- Make sure you have a microphone, headset (or ear buds), and video camera that works with your computer and\or phone. While some notebook computers have adequate speakers, microphones and video cameras built in, you might find external headsets with microphones more comfortable for extensive video conference use.

General Suggestions for Temporarily Moving Online

Before you begin transitioning your course plans and materials for remote instruction, please consider the following general principles.

- **Prepare your students** to conduct class remotely by introducing remote learning tools and practices before they are actually needed. Having a remote learning practice session is advisable. Suggest that they view "[Welcome to Online Learning](#)" to prepare them for learning online. You may want to add this to your revised syllabus. When available, share with your students online tutorials for using any technologies that you incorporate into your course. For example, review the links on the following pages: [Recommended technology Tools](#), [LinkedIn Learning courses](#).
- **Communicate with your students** early and frequently. Cultivating a sense that you are present with the students in a meaningful, while not literal, sense is crucial to successful online teaching. Stay transparent with your students. Tell them why you are prioritizing certain assignments or exercises. These small communication tactics will help you to maintain connections with your students. One useful technique to facilitate communication is to create a Q&A Forum and to encourage a student to post an initial question there in order to help other students feel more comfortable asking questions.
- **Focus on learning outcomes,** even if you need to adjust the specific activities that contribute to those outcomes. Keep students moving toward those outcomes. Avoid "busy work."
- **Prioritize course activities** and focus on delivering the ones with the most significant impact on learning outcomes.

- **Maintain normal course scheduling** as much as you can. Try to hold synchronous activities to promote community, but don't penalize students who cannot participate due to time zone differences, poor internet access, or similar factors. Additionally, it is ideal to schedule synchronous activities during the normal class time to avoid putting students in the position of having to choose between simultaneous activities for different classes.
- **Convert synchronous activities into asynchronous activities** to ease scheduling challenges, as long as the new asynchronous activity promotes the same learning outcomes and do not potentially create conflicts with other classes.
- **Rearrange course activities** if needed to delay those activities where face-to-face interaction is most crucial.
- **Replace physical resources with digital resources** where possible. Remember that students who are not on campus will not have access to the library, and some will lack access to their course textbooks. Be sure to respect copyright limitations when sharing digital resources. Many copyright-free or open-source resources are available online.
- **Use tools that are familiar** to you and your students, to the greatest extent possible. Students are particularly receptive to mobile apps that they can use on smartphones.
- **Equity** may be one of the key considerations to include in your efforts to move an in-person class to online. It is ensuring that all of your students maintain the same level of access and support that they receive in your face-to-face course. There are a number of students who may not have access to reliable internet connections at the same frequency as they do when on campus. We know this is a concern throughout North Carolina, both in terms of our rural and low-income communities. Please consider being proactive and sensitive to the diverse needs of your students to ensure continued teaching and learning, especially if there are socio-economic barriers to overcome

It is advisable to begin the online experience with some kind of very low stakes community-building exercise, deployed as early as possible, to help students feel like they're part of a community rather than individuals accessing course materials in parallel, isolated from each other. These exercises also help to familiarize students with new technology – or new ways of using familiar technology. These exercises also help to familiarize students with new technology – or new ways of using familiar technology. Text forums or video forums (e.g., Flipgrid) are a good way to start to build online community.

Where do I Start - What Needs to be Done First?

Begin by reviewing your course assignments

Do your students have access to the devices and internet connections they need to obtain course materials and submit assignments online? If internet bandwidth is an issue for your students, you might want to limit the use of large files and video. How well versed are your students in obtaining materials online and completing online assignments? Consider sharing with your students resources listed in this guide that can help them transition to an online environment. Are your course assignments accessible online, so that students can find the instructions and materials that they need? Is it clear how students will be turning in their work? Have deadlines changed, and are all of those deadlines prominently posted?

How will you give feedback on their progress?

Consider how students will be able to practice the key skills and objectives you want them to get out of the course — things they would normally do in class. How will you give them opportunities for practice and feedback, for both small-stakes and high-stakes assignments? It is likely that these opportunities will be different from what they were before you moved the class online. Be sure that it's very clear how students can access these opportunities.

Moving from in class to online

Identify resources that your institution offers to assist with transitioning your course online. If you are relatively new to online instruction, you may want to find a mentor, possibly an instructional designer, a faculty colleague, or someone in your university faculty development center. Review your course learning outcomes. As needed, redesign your course assessment so that assignments can be offered in an online format while still meeting your course learning outcomes. You may want to consider shifting the balance of your assessment to be more formative and less summative. Formative assessment guides learning, while summative assessments measure its outcome. Once you have redesigned your assessments to be offered online, think about what course activities you will need for students to excel on your assessments. Think about how your course activities will need to change to fit an online environment.

How do you normally use your in-class time? Try to define what you do in class at a goal-oriented level. For example, consider whether your course activities focus on the presentation of content, check for comprehension, encourage collaborative project work, etc. Keeping those goals in mind, you will have a better idea of how to achieve them online, as well as what aspects of the in-class experience you ought to focus on simulating.

In particular, this should help you decide whether to go with a synchronous means of engagement (e.g., a real-time Zoom meeting), an asynchronous one (e.g., narrated PowerPoint), or some combination of the two.

Decide what you're going to do about any high-stakes assessments, particularly exams.

There are no easy answers here, especially if you planned to have a significant portion of a student's grade depend on what would have been a proctored, in-person examination. An alternative route to summative assessment for the course might be replacing a supervised examination with some type of project that is easier to personalize and less dependent on proctoring.

You also could explore online proctoring. In the reference section of this document, you will find a list of online proctoring options (found here) as well as a list of those already in use across the UNC System (found here). There are some thoughtful articles on what to consider in selecting a proctoring vendor found here and here. Negotiating with outside proctoring vendors can be a difficult task, and many of their options can be confusing. We are trying to develop additional resources, so check back here often if you are interested in proctoring. Also, here is a list of campus proctoring contacts that may be able to assist you.

Considering the course materials

In all likelihood, your readings and other materials exist in digital form, and you may have posted them already in your campus learning management system. But you'll need to double-check that any readings, videos, problem sets, quizzes, and the like are accessible, along with key documents such as the course syllabus and calendar. If you have recorded any of your previous semesters' classes, you may want to post them as an additional, or alternative, resource. Be sure you respect any applicable copyrights. You may also want to consider using open-source materials.

Communication

In the face of all this uncertainty, you need to explain, as clearly as you can and in a variety of places, what students can expect about the course over the next few weeks. Be sure to cover what it is that students are responsible for doing, how they can find the things they need to meet those responsibilities, and what they should do first. Be consistent with the digital tool selected for online communications and be sure to post this information in a prominent location (such as the "announcements" page on your LMS).

Make sure the lines of communication are two-way, as well. When in doubt, offer more ways to get in touch with you (text, messaging app, email, video call), not fewer. Student-to-student and student-to-instructor engagement are essential to quality online instruction. Make sure to design both into your course and to maintain both throughout the term.

Let students know how you plan to communicate with them, how often and how quickly they can expect a response. Tell students both how often you expect them to check their email, and how quickly they can expect your response. Let them know if you are using the announcements tool in your campus learning management system and remind them that they may need to update their notification preferences. Be mindful that you will need to continue adapting to changing circumstances, and then be sure to communicate with students about any changes, as you move through the online-learning phase of the semester.

You will likely receive some individual requests for information that could be useful to all your students, so consider creating a "Frequently Asked Questions" discussion thread in your learning management system and encouraging students to check there for answers before emailing you. When you get questions more than once, post the replies on the discussion tool, and direct your students to it. If students know that you will check there daily for questions, they may begin to post questions to the thread instead of emailing them to you.

Synchronous vs. Asynchronous?

One of the major decisions to be made when taking a course online is the modality of online teaching. There are two major options for instructors to facilitate class sessions remotely:

1. Synchronous: instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students.
2. Asynchronous: instructors prepare course materials for students in advance of students' access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time.

Instructors may choose to engage their students synchronously or asynchronously, depending on the course content or material that needs to be taught. There are many advantages and disadvantages to asynchronous and synchronous teaching options.

Advantages of Synchronous Teaching
1. Immediate personal engagement between students and instructors, which may create greater feelings of community and lessen feelings of isolation
2. More responsive exchanges between students and instructors, which may prevent miscommunication or misunderstanding

Disadvantages of Synchronous Teaching
1. Challenges associated with scheduling shared times for all students and instructors
2. Technical challenges or difficulties for students who do not have fast or powerful Wi-Fi networks accessible

Advantages of Asynchronous Teaching
1. Higher levels of temporal flexibility, which may simultaneously make the learning experiences more accessible to different students and also make an archive of past materials accessible
2. Increased cognitive engagement, since students will have more time to engage with and explore the course material

Disadvantages of Asynchronous Teaching
1. Diminished personal engagement, which may lead to students feeling dissatisfied without the social interaction between their peers and instructors.
2. Misunderstood or misconstrued course material, which might not get noticed or clarified without real-time interaction.

Note that if you are transitioning from a seated format to an online format, your class has scheduled meeting times when students have already agreed to be available. This greatly facilitates scheduling of synchronous sessions – as long as students have safe and convenient access to the equipment and Internet connection needed for video conferencing.

Best Practices for Teaching with Technology

Faculty were contacted to identify those activities they believed to be most critical to their teaching practices (e.g., discussions, communicating with students, etc.). The following table addresses a dozen of those activities with best practices related to online learning regardless of the technology tool or provider selected.

Following this is another table that lists the same practices but provides many alternative technologies and technology providers for faculty to consider. Faculty should use the embedded hyperlinks in this table to learn more about the technology tool or its use in online learning. Further, faculty may want to consult the Technology Availability Table that identifies which technology tools are generally available at UNC System institutions.

Finally, many of our institutions have licenses for LinkedIn learning. We have provided links on the Technology Tools Table and in LinkedIn Learning courses for easy access. Accessing these courses requires that your institution has a LinkedIn Learning License, but the System Office is speaking with LinkedIn about opening these resources to all UNC universities during this time. Check back often for updates.

Table 1: Best Practices for Using Technology

Practice	Best Practices Regardless of Technology Product Used
Lecture **Recording** **Online class meetings**	• Use headphones or earbuds with a microphone to minimize surrounding noise and maximize your voice. • In your settings, opt to mute participants upon entry into the meeting. As the host of the meeting, instructors are able to mute and unmute participants at any point. • Draft a script or an outline of your ideas for your lecture before recording. • Record longer lectures into smaller, separate video lectures, organized by topic, idea, or skill. By watching video lectures of less than 15 minutes each, learners are more likely to maintain focus and retain key information. • Include quiz questions throughout your lectures to engage learners and allow them to check for understanding as they watch. • Upload PDF files, websites and media that support the content of your lecture to provide your learners a comprehensive and immersive learning experience. • If you are meeting via video conference technology (Zoom, Google Hangouts Meet, Microsoft Teams, etc.), keep your webcam on as much as possible. It is much more engaging if everyone can see each other. • Set an understanding that it's fine to walk away from the computer during the session, just as a student might if they had to go to the restroom during class. • Elevate webcam to eye level or higher, so that students aren't looking up your nose the entire time. • Look at your webcam rather than at the screen when you are talking, as if you are looking at your students' faces. Use check-in questions occasionally: who's still with me? Does everyone understand? Give me a thumbs-up if you are with me. • Encourage students to ask questions. Pause long enough for students to think and respond.
General recommendations for students	• For students never having taken an online class, suggest that they review the "Online Learning 101." • If students do not have good internet access at their home, is there a friend or relative they might be able to visit? • Have students print off, or store on a local hard drive, copies of their academic materials just in case internet access becomes a problem. • Discuss with students their responsibilities and behavior during an online class. Students should be reminded to adhere to the same dress code that they would for an in-person class. They should not show up on a video cam in their pajamas. • Advise students to find a quiet place for video calls or webinars – away from children, pets or other family members if at all possible. • Remind them of the application of other classroom policies…if they cannot come late to a face-to-face class, they should not expect it is OK to join an online class late.

Communications with Students	
	• Be consistent with the digital tool selected for online communications and be sure to post this information in a prominent location, such as your learning management system. • Set expectations for how students should engage in the communication, including how they should contact the instructor. • Set expectations with students for how quickly the instructor will respond to online communication. • Set online "virtual" office hours, and make sure to keep them.
Discussions	
	• Communicate clear guidelines in the prompt that establish your expectations for students' contribution to the discussion. Many instructors choose to provide details about the writing style (e.g., formal/informal), number of posts, length (e.g., number of words), frequency, tone, and content (e.g., elements that constitute "value added"). • Use threaded discussion responses to allow students to respond to one another multiple times in an organized way in each discussion board post. • Be present in the discussion board by providing feedback and coaching to help students learn from their responses. • Encourage students to participate in a variety of ways that work for the individual student, including text, audio, or video. • Create questions and prompts that require complex thinking and application of ideas to avoid repetitive student responses.
Small Group Collaboration among students	
	• As the host of the meeting, instructors can, for example in Zoon, turn on the Breakout Rooms feature in their Zoom settings for group discussion or group problem sets. In a Breakout Room, instructors can split the large meeting into separate rooms for small groups of students to work collaboratively. • Consider using group collaboration technology such as Google Docs, Microsoft Teams or Microsoft O365.
Student Presentations	For planned in-class student presentations, other options are below: • Ask students to record their presentation using simple technology (such as a cell phone or their computer) and send it to the instructor or full class. • Have students create a digital poster presentation with a blog tool such as the free versions of WordPress or Weebly. • A lower tech option is to ask students to submit a written script of their presentation to assess content knowledge and other skills like persuasive thinking. This substitution is most appropriate if oral communication is less of a core objective for the course.
Collecting assignments	• Make sure your students know where o your learning management system assignments are to be stored. • If you need an alternative site to store class assets, consider using Google Docs, Microsoft Teams, Microsoft O365, OneDrive or Dropbox. You should consult your IT Security policies to see which technology is supported and allowed on your campus.
Accessibility	How can learning materials provided to students be accessible? SEAS recommends that materials be distributed in an accessible format such as Word or a tagged PDF. Styles such as headers should be used so that students

	who use screen reading technology can navigate the structure of a document. Generally, accessible documents are first produced in Word, converted to PDF, and then checked for accessibility. (SEAS notes that, in many classes, TAs can collaborate with faculty to help with this task.) Additionally, faculty should be willing to provide accessible lecture notes to all students, especially for those courses where a SEAS note provider has not been implemented. Please see this link to accessibility guidelines for more specifics on accessibility standards.
Proctoring	In the reference section of this document is a list of online proctoring options (found here) as well as a list of those already in use across the UNC System (found here). There are some thoughtful articles on what to consider in selecting a proctoring vendor found here and here.
Labs	To help students complete labs and lab reports, consider whether the key objective of the lab is (or could be) data analysis, rather than data collection. If the latter, instructors can share pre-existing/"dummy" data with students then ask them to analyze and submit via their LMS or email. • Can some aspects of the lab be accomplished if students watch them, rather than do them? For example, the Journal of Visualized Experiments offers over 9,500 videos demonstrating experiments, mapped to key concepts and student protocols. MERLOT also serves as a repository housing 90+ virtual labs.
Language courses	• For highly interactive classes, the instructor can host a Zoom meeting for the whole class and create breakout rooms within Zoom for smaller groups. • Instructors can organize smaller groups of students to complete speaking assignments outside of Zoom or their LMS using their technology of choice to talk with other members of the group. • Assign discussion prompts using the discussion board feature on Canvas. Consider choosing the option of "user must post before seeing replies." • Most LMSs allow instructors to create assignments that allow a media file as an answer. Choose submission type 'online' and 'media recordings' to assign recordings as homework. • Take full advantage of Microsoft Teams, Office 365 or Google Docs to collaboratively write or edit a story. Create groups of no more than four students. • Facilitate social annotation of a document with Hypothes.is the free annotation tool.

Table 2: Recommended Technology Tools

Practice	Synchronous Tools (meet online at the same time)	Asynchronous Tools (participate online at any time)
	(Check the tools availability table to see if what tools are available on your campus)	
Lecture **Recording** **Online class meetings**	Zoom Microsoft Teams Google Hangouts\Meet Blackboard Scheduled Sessions Canvas Conferences	Zoom Recording Microsoft Teams (recording) Panopto PowerPoint Slide Show Canvas media recorder Google Hangouts\Meet Blackboard recording Windows 10 DVR recording
Communications with Students	Microsoft Teams Chat Slack Blackboard Chat Microsoft O365	Microsoft Teams Chat Canvas email Microsoft O365
Discussions	Canvas Chat Room Zoom	Canvas Discussion Boards
Assessment	Poll Everywhere Zoom Polling Canvas Polls Canvas Quizzing	TechSmith Camtasia Quizzing PowerPoint Quiz\Forms Canvas Gradebook Canvas Quizzes Canvas Assignments Poll Everywhere Surveys
Small Group Collaboration among students	Zoom Microsoft Teams Google Hangouts\Meet	Canvas Groups Canvas Discussion Boards Zoom Microsoft Teams Google Hangouts\Meet
Student Presentations	Zoom Microsoft Teams Google Hangouts\Meet	Zoom Microsoft Teams Google Hangouts\Meet Canvas Assignments Panopto PowerPoint Slide Show
Collecting assignments	Microsoft Teams files Blackboard Share Files Canvas Commons	Microsoft Teams files Blackboard Share Files Canvas Commons
Accessibility	PowerPoint Translator (real-time captions) Blackboard Live Closed Captioning	PowerPoint Translator (captions) TechSmith Relay TechSmith Camtasia
Proctoring	Examity Honor Lock MonitorEDU & Proctor 360 Proctor Free Proctorio PSI Smarter Proctoring ProctorTrack Respondus	Examity Honor Lock MonitorEDU & Proctor 360 Proctor Free Proctorio PSI Smarter Proctoring ProctorTrack Respondus

Appendices

APPENDIX A: Technology Generally Available at Each UNC University

	ASU	ECSU	ECU	FSU	NCAT	NCCU	NCSU	NCSSM	UNCA	UNCC	UNCCH	UNCG	UNCP	UNCSA	UNCW	WCU	WSSU
Banner	X	X	X	X	X	X			X	x		X	X		x	X	X
Blackboard		X	until august)	X		X										X	
Blackboard Chat																X	
Blackboard Conferencing		X Collaborate			X Collaborate											X	
Canvas Chat Room			X	X						x		X	X		x		X
Canvas Commons			X	X						x		X	X		x		
Google Apps	X				x	X	x		X	x		X	X				
Google Hangouts\Meet	x					x	x		x	x		X	X				
Microsoft O365	x	X	X	X	X	X			x	x	X	X	X		x	X	X
Microsoft Teams	x	X	X	X	x	x					X	x	X		x	X	X
Moodle	X						x		X								
Panopto	X					X - Law School standard										X	X
People Soft											X		X				
Poll Everywhere										x	X	x				X	X
PowerPoint Translator				X												X	
Sakai											X						
Slack																	X
TechnSmith Camtasia				X	nited Licenses							x	x				
TechSmith Relay						x											
Zoom	X			X	nited Lice	School	x			x		X	x		x	X	X
Zoom Polling	X					School	x			x		X			x		
Proctoring:																	
Examity				X									x				
Honor Lock																	
MonitorEDU & Proctor 360																	
Proctor Free				X													
Proctorio																	
PSI																	
Smarter Proctoring																	
ProctorTrack																	
Respondus				X	x	X						x				X	X
None	✔						X			*	x						
Linked In Learning		X	X	X	X		x										

(to be updated as campus information is submitted)

APPENDIX B: Proctoring Options

VENDORS	ACADEMIC INTEGRITY SERVICE(S) OFFERED								INTEGRATION AND COMPANY INFO	
click name for weblink	ID VERIFICATION (standalone)		RECORD & REVIEW		AI-BASED ANALYSIS		HUMAN OBSERVATION		LMS INTEGRA REQUIRE	COMP SIZE
	AVALTY	COST	AVAILABILITY	COST	AVAILABILITY	COST	AVAILABILITY	COST	YES/NO	S/M/L
Examity	YES	$3	YES	$10 hr/$5 ad hr	YES	$6	YES	$11 hr/$6 ad hr	NO	L
Honor Lock	NO	N/A	YES	TBD	YES	TBD	NO	N/A	YES	S
MonitorEDU & Proctor 360	NO	N/A	YES	TBD	YES	TBD	YES	N/A	YES	S
Proctor Free	NO	N/A	YES	TBD	YES	TBD	NO	N/A	YES	M
PSI	YES	$7.50/ Exam	NO	N/A	YES	TBD	NO	N/A	YES	M
Smarter Proctoring	YES	TBD	YES	TBD	YES	TBD	NO	N/A	YES	S
ProctorTrack	YES	$2-$9 Per Student	YES	TBD	YES	TBD	NO	N/A	YES	M
Tutor Ocean	YES	1ST 6 mo. Free	YES	1ST 6 mo. Free	YES	1ST 6 mo. Free	YES	1ST 6 mo. Free	YES	
Respondus	YES	$3950 license	YES	$3950 license	YES	$3950 license	NO	N/A	YES	L
Proctorio	YES	1-5k-$15/ 5,001-10k-$12/ 10,001-20k-$10/20k+ $8 per std	YES	TBD	YES	TBD	NO	N/A	YES	M

In Appendix C your will find a list of University Proctoring Contacts who may be able to offer you some additional guidance.

Glossary	
ID VERIFICATION	A set of services that uses challenge questions, public databases, student ID documents, biometrics, etc. to attempt to verify that the student who is taking the exam is, in fact, the same student that is represented in the class roster. Designed to dissuade cheating by having someone other than the student take the examination. Requires initial registration and authentication of the student, and then performs comparisons and administers questions to ensure continuity of the student throughout all exams. Does NOT completely prevent initial fraudulent student registration. Also note that, at this level of service, no exam proctoring takes place, only ID verification. ID verification is an *element* of all the other proctoring services, so I will not describe it again within those definitions.
RECORD & REVIEW	An automated process that records the student's computer screen and webcam as he/she takes an examination. No human watches in real-time, but the video is archived so that it can be reviewed if cheating is suspected. Record and Review services also are an *element* of AI-Based Analysis services, as the R&R process is what captures all of the materials that are to be analyzed. R&R materials can also include, in addition to videos, keystrokes, biometric patterns, video analysis, etc.
AI-BASED ANALYSIS	AI-Based analysis services are very new to the proctoring service offerings. Because they are viewed as proprietary, many vendors are somewhat circumspect about how their AI services work, and how they validate that they do, indeed, work at all! Typical elements of analysis include eye-movement tracking, facial recognition, movement analysis, biometric patterns (i.e. typing patterns), sound analysis, etc. If these elements match one of the models that is thought to indicate cheating behavior, then the automated system will raise a flag. Some vendors offer the analysis in real-time so that a human proctor may then observe the behavior of the test taker, while others offer the analysis after the fact as part of the review and record workflow.
HUMAN OBSERVATION	This service comes closest to what a face-to-face classroom administered exam is like for a student, in that a human proctor interacts directly with the student, observes the student via webcam, observes the student's computer screen contents, assesses the student's environment, observes the student throughout the examination, and interacts with the student, as warranted, via chat or voice. These proctors *will intervene* if they see suspected cheating, and they will file reports along with the captured video and interactions to support the claim of a possible cheating incident. Some vendors also have a second viewer and/or ai-based tools review all appointments as an audit step prior to definitively declaring that no irregularities occurred.
LMS INTEGRATION REQUIRED	The UNC Online system *does not require integration* with the various learning management systems (LMS) used by our institutions. Because we use human proctors, we are able to convey the access instructions for the exam as part of the course instructor's exam info that we capture. Any other system or vendor that is not coupled to UNC Online (all but Examity) *will require LMS integration.* This involves the institution installing software modules from the vendor into the LMS, and giving the vendor some limited administrative privileges, so that they can directly access exam passwords and student rosters in order to make exams available to students.
FURTHER READING	What to Consider When Selecting an Online Exam Proctoring Service Online Exam Proctoring Catches Cheaters, Raises Concerns
In Appendix C your will find a list of University Proctoring Contacts who may be able to offer you additional guidance.	

APPENDIX C: Proctoring Contacts

Appalachian State University (ASU)
Greg Simmons Instructional Technology Consultant simmonsgc@appstate.edu (828) 262-6991
Tom Van Gilder Director for Learning Technology Services vangildertm@appstate.edu (828) 262-6731
Edwin Williamson Manager, Testing Services williamsonep@appstate.edu (828) 262-6801

East Carolina University (ECU)
Greg Miller Director of Testing Services with ECU Academic Outreach, Continuing & Distance Education MILLERG@ecu.edu (252) 328-6811
Kaitlyn Jones Assistant Director of Testing Services joneskai16@ecu.edu (252) 328-6811

Elizabeth City State University (ECSU)
Kimberley (Kim) Stevenson Director, Distance Education and Teaching Excellence KNSTEVENSON@ecsu.edu (252) 335-3699

Fayetteville State University (FSU)
Darlene McAllister Director of University Testing & Assessments dmcalli1@uncfsu.edu (910) 672-1296

APPENDIX C: Proctoring Contacts Continued

North Carolina Central University (NCCU)
Wanda McIver Coordinator Video Services wmciver@NCCU.EDU (919) 530-5299
Kimberly Phifer-McGhee Director, Division of Extended Studies kpmcghee@nccu.edu (919) 530-7593

University of North Carolina at Charlotte (UNCC)
Terri Fish Supervisor, Program Implementation TerriFish@uncc.edu (704) 687-1278

University of North Carolina at Greensboro (UNCG)
Kisha Carmichael-Motley Curriculum Specialist (336) 315-7026 klcarmic@uncg.edu

University of North Carolina at Pembroke (UNCP)
Kinesha Hunter Admin Support Specialist kineisha.hunter@uncp.edu (910) 775-4071
Gene Deese Technology Support Analyst gene.deese@uncp.edu (910) 775-4330
Terry Locklear Instructional Designer terry.locklear@uncp.edu (910) 775-4074

APPENDIX C: Proctoring Contacts Continued

University of North Carolina at Wilmington (UNCW)
INTERIM CONTACTS
Amy Ostrom Interim Director of e-Learning Instructional Designer, E-Learning Dept ostroma@uncw.edu (910) 962-3929
Peter Nguyen Interim Assoc Vice Chancellor for Distance Education nguyenp@uncw.edu (910) 962-2368

Western Carolina University (WCU)
Bobby Hensley Associate Director of Continuing Education hensley@wcu.edu (828) 227-7397

Winston Salem State University (WSSU)
INTERIM CONTACT - TBD

APPENDIX D: UNC System Faculty Development Centers

University	Director	Director's Email	Website
Appalachian	Susan Colby	colbysa@appstate.edu	ASU
Appalachian	Tom Van Gilder	vangildertm@appstate.edu	ASU
Appalachian	Sarah Williams	williamssar@ecu.edu	ECU
East Carolina University	Jennifer Williams	williamsj@ecu.edu	ECU
Elizabeth City State University	Kimberley Stevenson	knstevenson@ecsu.edu	ECSU
Fayetteville State University	Bonnie Grohe	bgrohe@uncfsu.edu	UNCFSU
N.C. A&T	Kim Chavis	ktchavis@ncat.edu	NCA&T
N.C. A&T	Audrey Dentith	amdentith@ncat.edu	NCA&T
NC State	Diane Chapman	ddchapma@ncsu.edu	NCSU
NC State	Stacy Grant	ssgant@ncsu.edu	NCSU
UNC Asheville	Melissa Himelein	himelein@unca.edu	UNCA
UNC Charlotte	J. Garvey Pyke	J.G.Pyke@uncc.edu	UNCC
UNC System Office	Ellen Pearson	epearson@unca.edu; ehpearson@northcarolina.edu	UNC System Office
UNC Pembroke	Scott Hicks	scott.hicks@uncp.edu	UNCP
UNC Pembroke	Ki Chae	kibyung.chae@uncp.edu	UNCP
UNC School of the Arts	Joseph Lopina	lopinaj@uncsa.edu	UNCSA
UNC Wilmington	Diana Ashe	ashed@uncw.edu	UNCW
UNC Wilmington	Sheri Conklin	conklins@uncw.edu	UNCW
UNC-Chapel Hill	Erin Malloy	Erin_Malloy@med.unc.edu	UNCCH
UNC Greensboro	Laura Pipe	lmpipe@uncg.edu	UNCG
UNC Wilmington	Amy Ostrom	ostroma@uncw.edu	UNCW
Western Carolina University	Eli Collins-Brown	ecollinsbrown@wcu.edu	WCU
Winston-Salem State University	Wanda White	Whitewd@wssu.edu	WSSU

IT SUPPORT WEB LINKS	EMERGENCY CONTACT ALERT INFORMATION
Appalachian State University	Appalachian State University
Elizabeth City State University	Elizabeth City State University
East Carolina University	East Carolina University
Fayetteville State University	Fayetteville State University
N.C. A&T	N.C. A&T
NC Central University	NC Central University
NC State University	NC State University
NC School of Science & Math	NC School of Science & Math
UNC Asheville	UNC Asheville
UNC Charlotte	UNC Charlotte
UNC-Chapel Hill	UNC-Chapel Hill
UNC Greensboro	UNC Greensboro
UNC Pembroke	UNC Pembroke
UNC School of the Arts	UNC School of the Arts
UNC Wilmington	UNC Wilmington
Western Carolina University	Western Carolina University
Winston-Salem State University	Winston-Salem State University

APPENDIX F: UNC Campus-Specific Keep Teaching Sites

(updated as new information becomes available)

Keep Teaching sites
Appalachian State University
Elizabeth City State University
East Carolina University
Fayetteville State University
N.C. A&T University
NC Central University
NC State University
NC School of Science & Math
UNC Asheville
UNC Charlotte
UNC-Chapel Hill
UNC Greensboro
UNC Pembroke
UNC School of the Arts
UNC Wilmington
Western Carolina University
Winston-Salem State University
UNC System Office Digital Learning Website

APPENDIX F: UNC Campus-Specific Keep Teaching Sites

APPENDIX G: Relevant articles

Prepare to Move Online (in a Hurry)

Disaster and continuity planning for coronavirus now will prepare your campus for possible closure in the case of a local outbreak, Nathan Greeno writes.

By Nathan Greeno   // March 10, 2020   1 COMMENT

Article found [here](#)

Article found [here](#)

So You Want to Temporarily Teach Online

If (for some reason) you're considering an abrupt move to online teaching, Stephanie Moore and Charles B. Hodges have practical advice for instructors in the short term.

EAB
Daily Briefing

What if your campus has to close for coronavirus?

Article found [here](#)

As Coronavirus Spreads, the Decision to Move Classes Online Is the First Step. What Comes Next?

By Emma Dill, Karin Fischer, Beth McMurtrie, and Beckie Supiano | MARCH 06, 2020   PREMIUM

Article found [here](#)

Brad Mitchell, Alamy

The U. of Washington moved to a distance-education model in response to the threat of the new coronavirus.

Article found [here](#)

Transforming Your Online Teaching From Crisis to Community

APPENDIX H: Accessing Class Rosters in Banner

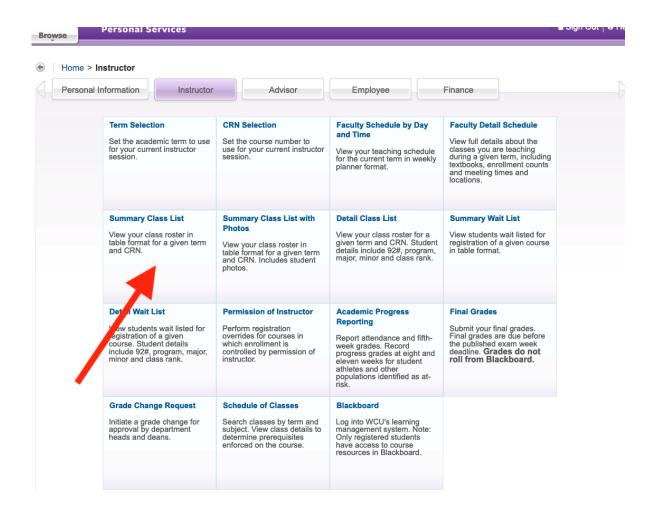**Step #1** – Each university has a different method to get to Banner Self Service Personal Services

These are the Views of Banner Self Service 9 For Faculty
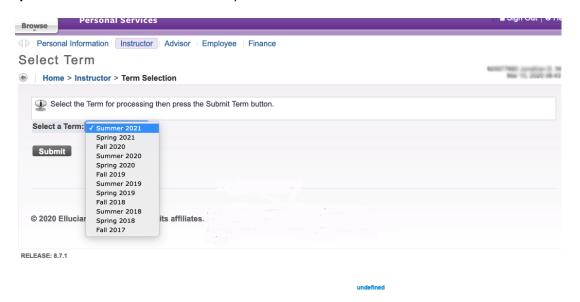
Navigate to Personal Services

Navigate to Personal Information

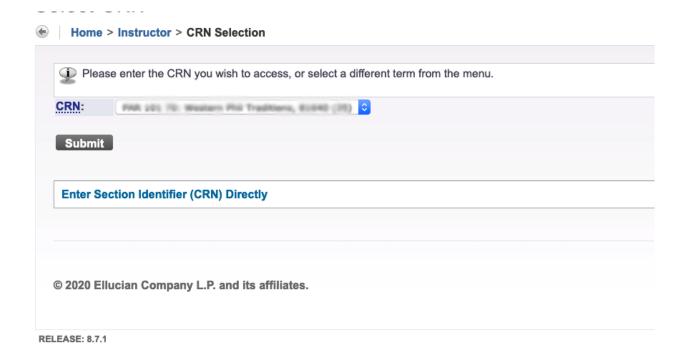**Step #2** – Pick the Instructor Button

Step #3 – Choose Summary Class List

Home > **Instructor**

| Personal Information | Instructor | Advisor | Employee | Finance |

Term Selection

Set the academic term to use for your current instructor session.

CRN Selection

Set the course number to use for your current instructor session.

Faculty Schedule by Day and Time

View your teaching schedule for the current term in weekly planner format.

Faculty Detail Schedule

View full details about the classes you are teaching during a given term, including textbooks, enrollment counts and meeting times and locations.

Summary Class List

View your class roster in table format for a given term and CRN.

Summary Class List with Photos

View your class roster in table format for a given term and CRN. Includes student photos.

Detail Class List

View your class roster for a given term and CRN. Student details include 92#, program, major, minor and class rank.

Summary Wait List

View students wait listed for registration of a given course in table format.

Detail Wait List

View students wait listed for registration of a given course. Student details include 92#, program, major, minor and class rank.

Permission of Instructor

Perform registration overrides for courses in which enrollment is controlled by permission of instructor.

Academic Progress Reporting

Report attendance and fifth-week grades. Record progress grades at eight and eleven weeks for student athletes and other populations identified as at-risk.

Final Grades

Submit your final grades. Final grades are due before the published exam week deadline. **Grades do not roll from Blackboard.**

Grade Change Request

Initiate a grade change for approval by department heads and deans.

Schedule of Classes

Search classes by term and subject. View class details to determine prerequisites enforced on the course.

Blackboard

Log into WCU's learning management system. Note: Only registered students have access to course resources in Blackboard.

Step #4 – Select the Term from the Drop-Down

| Personal Information | Instructor | Advisor | Employee | Finance |

Select Term

Home > **Instructor** > **Term Selection**

Select the Term for processing then press the Submit Term button.

Select a Term: [✓ Summer 2021]

- ✓ Summer 2021
- Spring 2021
- Fall 2020
- Summer 2020
- Spring 2020
- Fall 2019
- Summer 2019
- Spring 2019
- Fall 2018
- Summer 2018
- Spring 2018
- Fall 2017

Submit

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RELEASE: 8.7.1

undefined

Step #5 – Pick Your Course

Step #6 – Enjoy your class list

Note also that Banner has two more detailed displays that you'll be able to choose at the bottom of the report page and that most learning management systems also allow you to create a class list inside the LMS.

APPENDIX I: Learning Management System (LMS) Resources

Blackboard Essentials (LinkedIn Learning)
Canvas Essentials (LinkedIn Learning)
Moodle Essentials (LinkedIn Learning)
Create Moodle Groups and Groupings
Create an HTML block in Moodle
Teach with Moodle
Moodle 3.7 help tutorials
Moodle 3.6 Teaching Support

Note: Access to LinkedIn Learning requires your university to have a LinkedIn Learning license.

Please check back on this page often, as we are speaking with the leadership at LinkedIn about free access for all of our universities to these pages during this challenging time.

APPENDIX J: What other Universities are doing

Name of Institution	Link to Resource
Abilene Christian University	Rapid Remote Teaching Resources
Boston University	Working & Teaching Remotely
Brown University	Teaching Continuity Guide
Brown University, Sheridan Center for Teaching and Learning	Ways to Support Student Assignments During Times of Disruption
Clemson University	Academic Continuity
Coastal Carolina University	Academic Continuity
Cornell University	Academic Continuity Planning
Dartmouth	Academic Continuity During Disruption
DePaul University	Remote Teaching Options
Duke University	Keeping Classes Going During Emergencies
Emory University	Using Canvas During University Closures
Georgetown University	Instructional Continuity
Indiana State University	Keep Teaching
Indiana University	Keep Teaching During prolonged campus or building closures
Middlebury College	Academic and Course Continuity
New York Institute of Technology	Keep Teaching!
New York University	Remote Instruction Support
North Carolina State University	Telecommuting Tips
Northeastern University	ITS Resiliency website
Northwestern University	How to Hold Your Class During Emergency Closures
Penn State	Contingency Planning for Undergraduate Education
Pepperdine University	Keep on Teaching
Pepperdine University	Academic Continuity Plan for Teaching and Learning
Saint Joseph's University	Instructional Continuity
Santa Clara University	Preparing a backup plan for teaching
Seattle Pacific University	Alternative
University of California	Instructional Resilience Teaching and Learning Technologies
University of California	Academic Policies and Guidelines for Canceled Classes

University of Delaware	Course Continuity
University of Louisville	Continuity of Instruction
University of Maryland - College Park	Keep Teaching at University of Maryland - College Park
University of Michigan (LSA)	Teaching Remotely
University of North Carolina at Charlotte	Instructional Continuity Planning
University of Pittsburgh at Bradford	Pandemic Preparedness
University of Sydney	Ensuring Off-Campus Students Can Access Resources to Learn Anywhere, Anytime
University of Sydney	Supporting learning and teaching for off-campus students
University of Washington Seattle	Teaching and learning when operations are suspended
University of Washington Tacoma	Instructional continuity
University of West Florida	Pandemic Planning
Virginia Tech	Cancelled Class Continuity
Weber State University	In Case of Emergency: Faculty Preparation and Response Guide
Western Washington University	Keep Teaching: Checklist for Temporary Remote Teaching
Western Washington University	Keep Learning: Checklist for Participating in Classes Online
Western Washington University	Keep Working: Checklist for Temporary Work from Off-Campus
Wilmington University	Cyber Day
Xavier University of Louisiana	Instructional Continuity
Xi'an Jiaotong-Liverpool University	Online Learning and Teaching Pedagogies

APPENDIX K: LinkedIn Learning Courses

Provided below is a list of LinkedIn Learning training modules associated with a subset of the learning technologies identified in Table 1 (Technology generally available at each UNC System institution) above. If you are not familiar with Linked Learning, here is a link to an introductory course that explains how to find resources and create a learning plan. As discussed above, LinkedIn Learning is not offered by all of the UNC System institutions, so please check with your respective institution's support organizations to confirm your access to LinkedIn Learning.

We are working with LinkedIn in in order to provide free access to all of our UNC System institutions during this time. Check back to this space often to see the results of these conversations.

Blackboard Essentials	Microsoft Teams Essential Training
Blackboard Essential Training for Students	Microsoft Teams
Blackboard: Logging in	Microsoft Teams for Educators
Blackboard: facilitating Discussions	Moodle Essentials
Blackboard: Navigation	PowerPoint Translator
Camtasia Essentials	PowerPoint Tool to Translate your presentation
Camtasia: Editor Basics	Slack Essentials
Camtasia: Advanced Elearning Editing	Teaching with Technology
Camtasia Interactive Learning	Zoom Essentials
Camtasia Quick Tips	Increasing Student Collaboration with Flipgrid
Camtasia Advanced Techniques	Record Lectures and Presentations
Camtasia: Creating Instructional Videos	Taking a Class Poll using Plickers
Canvas Essentials	WordPress Essential Training
Canvas Navigation	WordPress 5 Essential Training
Google Apps (GSuite)	WordPress: How it Works
Microsoft O365	

APPENDIX L: Acknowledgements

For the past several weeks, teams from across the UNC System have quickly mobilized and come together to contribute to "Moving to Alternative Instructional Formats." Without them, this resource would not have been created. A special thanks to the people who especially went above and beyond to make this happen.

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Faculty Assembly
Faculty and Academic Development Center Directors
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