



Recertification Guide and Policies

Overview:

- Coordinators who chose to pursue recertification by completing the Persistence Scholars program in AY 2017-2018 may still do so under the original agreement.
- Other coordinators may opt to pursue one of two tracks for recertification. The *standard* track is ideal for single-section courses and requires less time; it is good for 3 years. The *comprehensive* track is ideal for multiple-section courses or groups of courses in which the coordinators wish to pursue recertification. It is good for 5 years.
- Any coordinator may opt to begin recertification at any time. However, each semester, approximately five to eight courses will be identified as being next up for recertification. Coordinators will be notified by email at the beginning of the semester that they are up for recertification. At that time, coordinators have up to one academic year to complete recertification (whether standard or comprehensive).
 - For example, if a coordinator is notified at the beginning of Fall 2018 that they need to begin recertification for a course, they have until the last day of Spring 2019 to complete all activities and turn in all materials.
 - Coordinators are encouraged to contact the FYLI Director to discuss scheduling, especially in case of any extenuating circumstances that may affect their ability to complete recertification in a given year, or to suggest a semester when they would like to begin recertification.
- Once a course has been identified for recertification, the coordinator has three calendar weeks to respond to the email and to begin scheduling an in-person meeting with the FYLI Director to discuss the recertification process for the course.

Objectives of the recertification process:

- To ensure that courses continue to meet and exceed criteria for First Year Learning Initiative certification
- To encourage coordinators to update and revise materials such as syllabi of practice
- To provide resources and faculty professional development opportunities that specifically target the ability to support academic success among diverse student populations
- To expand opportunities for mentoring and idea sharing among faculty who teach FYLI courses
- To ensure coordination and consistency across sections and semesters of FYLI courses

Detailed description of the recertification process:

Coordinators have a choice of two different tracks, *standard* and *comprehensive*. For both tracks, coordinators have up to two semesters to complete the process. For example, if a course begins the recertification process in Fall 2018, all participation and documentation must be complete and submitted to the FYLI Director prior to the end of Spring 2019.

1. Standard Track

Good for three years.

- ➔ For example, a course that completed *standard* recertification at the end of Spring 2020 would need to begin recertification again in Fall 2023.

This track is ideally suited for:

- Courses that typically have just 1 or 2 sections per semester.
 - o Courses with more than 2 sections can pursue Standard recertification, but the coordinator needs to develop and include a clearly articulated plan for how they will disseminate and implement practices across multiple sections.
- Situations where the coordinator is also the main or only instructor of the course
- Courses that have not undergone significant changes to content, approach, or personnel since they were originally certified

Required Documentation	Required Participation
<ul style="list-style-type: none"> ○ Current syllabus of practice ○ Current copy of a syllabus or syllabus template handed out to students, formatted according to University standards and policies ○ Description of how peer TAs contribute to the course (if applicable) ○ Brief summary of course impacts, assessments, and/or innovations that the coordinator wishes to highlight ○ Brief statement of support from the department chair ○ Brief summary of assessment data that demonstrate learning and/or successful achievement of learning objectives in the course. Please note that the Office of Curriculum, Learning Design and Assessment is available to assist in collecting and interpreting these data. The FYLI Student Survey, available from the FYLI Director, can be one source of data. ○ Articulated plan for onboarding new instructors; this should describe how new instructors are informed about FYLI practices and how coordinators will ensure that practices are followed ○ For course that typically run more than 2 sections per 	<ul style="list-style-type: none"> ○ The coordinator must complete the Persistence Scholars Program or an approved alternative. ○ For courses that typically run more than 2 sections per semester, at least one instructor must also complete PSP or an approved alternative

semester, articulated plan for disseminating key practices and policies across sections and maintaining consistency	
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2. Comprehensive

Good for five years.

➔ For example, a course that completed *comprehensive* recertification in Spring 2020 would need to do so again by Spring 2025.

This track is ideally suited for:

- Courses with multiple sections
- Departments with multiple FYLI courses that they would like to recertify at the same time in one combined plan
- Courses with larger numbers of instructors
- Courses that have undergone significant changes since they were originally certified

Required Documentation	Required Participation
<ul style="list-style-type: none"> o Example materials that demonstrate active learning or other key pedagogical practices in the course o Current syllabus of practice o Current copy of a syllabus or syllabus template handed out to students, formatted according to University standards and policies o Description of how peer TAs contribute to the course (if applicable) 	<ul style="list-style-type: none"> o At least three people involved in the course, including the course coordinator (or coordinators, in the case of multi-course recertifications), must complete the Persistence Scholars Program or an approved alternative. o At least 80% of the people involved in the course, including coordinators and instructors, will participate in a series of approximately 4-6

<ul style="list-style-type: none"> ○ Description of impacts, assessments, and/or innovations you wish to highlight ○ Brief statement of support from the department chair ○ Detailed summary of at least three forms of assessment data that demonstrate learning and/or successful achievement of learning objectives in the course. One of these three must involve course completion rate data for the course. Please note that the Office of Curriculum, Learning Design and Assessment is available to assist in collecting and interpreting these data. The FYLI Student Survey, available from the FYLI Director, can be one source of data. Another source of data can be a systematic teaching observation, such as COPUS ratings. Details are available within the FYLI Bb Learn shell or on request from the FYLI Director. ○ Articulated plan for onboarding new instructors; this should describe how new instructors are informed about FYLI practices and how coordinators will ensure that practices are followed 	<p>in-person discussions (“FYLI Recertification Conversations”) held in collaboration with the FYLI Director (details below).</p> <ul style="list-style-type: none"> ○ The course coordinator(s) will make a presentation to their department (and are encouraged to invite their dean) about the course, emphasizing the ways that the course continues to meet FYLI criteria and how it supports positive outcomes for students.
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Details on the FYLI Recertification Conversations:

The FYLI Recertification Conversations are a sequence of in-person meetings convened by the FYLI Director in collaboration with the course coordinator(s). Each one-hour meeting will focus on some aspect of FYLI as it relates to this specific discipline and course(s), featuring a mix of presentation and structured discussion. A typical set of meeting agendas would include:

1. What is FYLI and how might it address the unique challenges of teaching this course?
2. Revisiting the FYLI discussion questions from certification, and how the course has changed since the original certification.
3. Identifying challenges to student success in the course and possible solutions.
4. Reviewing assessment data such as course completion rates and student survey with a particular focus on reasons for changes over time and any disparities, e.g., between different sections of the same course.
5. Discussing the role of Peer TAs in the course and how their effectiveness can be maximized.
6. Wrap-up and future directions for the course. What will be different going forward, and what does the team need in order for that difference to happen?

For each meeting, the FYLI director will work with the course coordinator(s) to identify and distribute brief readings in advance and to put together a more detailed agenda.

Details on required documentation:

For both tracks, the syllabus of practice can be formatted one of two ways, either as an annotated version of the standard syllabus template for the course, or as a faculty handbook. Examples of both approaches are available within the FYLI Bb Learn site or on request from the FYLI Director.

Either way, the syllabus of practice *must* clearly reference required FYLI principles, such as:

- Frequent low stakes assessments
- Study skills and/or time management are explicitly addressed
- Graded work is due in the first two weeks

- Required attendance and/or participation
- Scaffolding from less complex to more complex material/assignments
- Emphasis on active learning; class time is not 100% lecture
- F2S alerts are part of the course
- There are mechanisms in place for following through on early warning signs
- Diversity is addressed or taken into account, and/or universal design for learning principles (UDL) are used in the course
- There is co-curricular learning (i.e., organized learning activities outside of class time or learning activities that clearly connect to issues outside of the university setting)
- The course promotes social interactions among students either in or out of class

Process for reviewing materials and determining recertification:

The Director will review the syllabus of practice and other materials submitted and offer feedback on a standard rubric, which will be provided in advance on the Bb Learn site and on request. This review process will take approximately one calendar week to complete.

All points on the rubric must be addressed satisfactorily in order for the recertification to be approved. The Director will return the completed rubric to coordinators as soon as the review is complete, and coordinators will have a chance to revise and resubmit materials in case of any points that aren't adequately addressed. At that time the Director will make a determination and issue official notice that the course is recertified.

Resources:

The Bb Learn FYLI site has checklists, a slide show describing recertification, contact information, calendar dates and more. If you don't already see the site in your Bb Learn list of courses, you may self enroll using this link:

<https://bblearn.nau.edu/webapps/bb-auth-provider-cas-BBLEARN/execute/casLogin?cmd=login&authProviderId= 102 1&redirectUrl=https://bblearn.nau.edu/webapps/nau-bb-auto-enroll-BBLEARN/confirm.do?batchUid=292657.ZERO-CREDIT>

Please feel free to share the self-enroll link with other FYLI instructors or anyone else at NAU.