GUIDELINES
LFA CE credits contribute towards earning Living Future Accreditation (LFA). Offering these credits may be considered for live (in-person or online) education delivered by external (non-ILFI) providers that supplements the learning opportunities offered by ILFI in pursuit of a living future.

All LFA-approved education should support or enhance the learner’s knowledge of sustainable or regenerative design and provide the understanding needed to help lead a transformation toward communities that are

• socially just,
• culturally rich, and
• ecologically restorative.

Education that presents substantial overlap with ILFI’s educational offerings may only be delivered by an ILFI-approved presenter. Education that presents substantial overlap with the LFA Foundational Curriculum may not be considered for delivery by external providers.

REQUIREMENTS
Education approved for LFA CE credits must provide:

• Unbiased, evidence-based, new and/or deeper knowledge of subject matter relevant to sustainable and/or regenerative design
• Clearly defined learning objectives and learning outcomes that participants can apply after completing the education
• Instructional methods that guide the participant through a program of learning and include elements of engagement within the program at regular intervals
• Continuing education record documentation to verify the learner’s completion of the education

TYPES OF LFA CE CREDITS AVAILABLE
Living Future Accreditation education is categorized into two types of credits: Foundational and General. Only ILFI-delivered education may offer Foundational LFA CE credits (i.e. the LFA Foundational Curriculum).

External providers may seek General LFA CE credits for their education. General LFA CE credits encompass all other LFA-eligible education, whether delivered by ILFI or by external providers. Potential non-ILFI education sources include conferences and other live (in-person or online) educational events.

PROCESS
All education to be offered for LFA CE credits must be reviewed and approved by ILFI prior to being delivered. Education must be submitted for review no fewer than four weeks prior to the educational opportunity date.

Standard turnaround time for review is two weeks; incomplete submissions or submissions requiring additional information may take longer.

Education must not be advertised as eligible for LFA CE credit until it has been approved by ILFI. Education may, however, be advertised while under review as “submitted for LFA CE credit approval” without any reference to the number and type of LFA CE credits to be awarded.

To submit education for LFA CE credit consideration, please fill up the form linked below for single sessions or contact the Education team directly via the multi-session box below.
EDUCATION DESCRIPTION, LEARNING OBJECTIVES & LEARNING LEVEL

DESCRIPTION
Each session description should discuss the goal of the educational session, a brief overview of content to be presented, the target audience, and any prerequisite knowledge required. The format of the session (including presentation style, audience engagement and activity facilitation strategies if applicable, and the contribution and role of each presenter) should also be addressed. To close, each description should outline the potential educational benefits based on the learning objectives (see section below).

LEARNING OBJECTIVES
Each educational opportunity should list four (4) learning objectives using the following guidelines. Educational opportunities for which the learning objectives do not satisfy these formatting requirements may be eliminated from consideration.

Learning objectives are the intended accomplishments/goals that learners should realize upon completion of a learning activity. Attendees should leave with new tools and perspectives that will provide them with a clear understanding of how to apply what they have learned and how it will improve their current and future work.

Effective learning objectives use action verbs to describe what learners should be able to do by the end of the session. Finish this sentence: ‘Upon completion, participants will be able to…’ using an action verb to begin the learning objective. See section below for action verbs appropriate for each learning level.

LEARNING LEVELS
Identifying the educational ‘learning level’ can help potential participants determine if the learning outcomes are appropriate to their educational needs. Learning levels consist of Introduction, Understanding/Comprehension, Application/Implementation, and Mastery.

100 - Introduction No assumption is made that learners have a specific baseline knowledge. Most beneficial to learners new to a knowledge area, skill, or attribute. Objectives may be to choose; define; find; label; list; match; name; omit; recall; relate; select; show; tell

200 – Understanding/Comprehension It is assumed that learners have at least a cursory understanding of the topic and may possess some direct experience. Offers more in-depth material or explanation by the instructor and the opportunity for the participant to interact with the material and be engaged in using the information in practice applications. Objectives may be to analyze, assess, select, or compare new information, using words such as associate; classify; cite; contrast; describe; differentiate; discuss; distinguish; estimate; explain; generalize; give examples; interpret; paraphrase; restate; summarize.

300 – Application/Implementation It is assumed that learners have an understanding of the topic and may possess some direct experience. Requires the learner to be able to complete a definitive action following the course. Allows for opportunity to gain new knowledge and practice its application on their own. Objectives may be to implement, design, produce, or create a tangible product or action, using words such as apply; articulate; assess; calculate; change; chart; classify; compute; construct; control; demonstrate; determine; develop; establish; illustrate; instruct; interview; operationalize; participate; prepare; project; provide; report; select; show; solve; teach; transfer; use; utilize.

400 – Mastery It is assumed that learners have extensive prior knowledge of the topic and have direct experience (where applicable). Includes training on specific technical topics. Objectives may be to appraise, construct, calculate, develop or validate, using words such as analyze; assess; break down; categorize; classify; compare; conclude; connect; contrast; correlate; decide; design; diagram; differentiate; discriminate; distinguish; evaluate; explain; focus; judge; justify; illustrate; infer; integrate; limit; measure; modify; outline; plan; point out; predict; prioritize; produce; rank; rate; rearrange; research; rewrite; select; separate; subdivide; substitute.