

MAY 2021

# LFA CE CREDITS FOR EXTERNAL PROVIDERS



LIVING FUTURE  
ACCREDITATION

## PURPOSE

LFA Continuing Education (CE) credits contribute towards achieving and renewing ILFI's Living Future Accreditation (LFA) professional credential. ILFI reviews education provided by external parties for LFA CE credit in order to: 1) increase the value of our partner's education for their audiences, and 2) diversify the continuing education opportunities available to meet the needs of ILFI's community of Living Future Accredited professionals. [Learn more about LFA.](#)

All LFA CE credit approved education should support and enhance the learner's knowledge of regenerative design and provide the understanding needed to help lead a transformation toward communities that are socially just, culturally rich, and ecologically restorative.

## EDUCATION CONTENT & PROVIDER ELIGIBILITY REQUIREMENTS

LFA CE credits are granted for an organized education or training experience under responsible sponsorship, capable direction, and qualified instruction. 1 contact hour of education is equivalent to 1 LFA CE credit.

- Instructional methods must include two-way engagement with the learners (e.g. questions and answers period, assessment, learning assignment or activity) and guide the learners through a structured educational program.
- LFA CE credits are not available for plenary sessions, exhibit hall presentations, meetings, social events, archived online events, or those sessions

that provide participants with information about a particular "product" or program without including measurable learning objectives.

- Learning materials and instruction must be unbiased and evidence-based, and the instructor must be qualified to teach the course.
- The educational opportunity must include clearly defined learning objectives and learning outcomes that participants can apply after completing the education (see following pages for guidance).
- Education that is considered equivalent to those courses in the [ILFI online course catalog](#) is not eligible, as determined through the similarity of course title and/or learning objectives.
  - Example of ineligible course title: Introduction to the Living Building Challenge
  - Example of eligible course title: Lessons for Achieving the Living Building Challenge in the Healthcare Industry
- An active Living Future Membership is required for the individual submitting the request.

*Note for Living Future Ambassadors: Official, current Living Future Ambassador presentations are pre-approved for 1 General LFA CE credit. No additional review required. Refer to the Living Future Ambassador agreement for Terms of Use.*

## REVIEW FEE

A \$200 USD review fee applies per 1 LFA CE credit. Approval of each course is valid for two years, after which it must be reviewed for renewal to ensure up to date content. Those with partner MOUs and/or agreements with ILFI should refer to the terms included therein that may describe applicable LFA CE credit review benefits and requirements.

## PROCESS REQUIREMENTS

Education must be reviewed and approved by ILFI in advance of delivery for LFA CE credits. Education will not be retroactively reviewed or approved after course delivery has occurred.

### BEFORE COURSE

- ILFI recommends submitting education for review at least three weeks in advance of the delivery date, to ensure that the review process can be completed and LFA CE credit offerings can be promoted before the course begins.
- Standard turnaround time for review is two weeks; incomplete submissions or submissions requiring additional information may take longer.
- An additional week is included in the suggested schedule, to allow time for the submitter to respond to any clarification requests from ILFI (for additional information or course edits), and for ILFI to review the updates.
- Submit details about your education for ILFI review.
  - Single course: [Complete form](#)
  - Multiple courses: Email [LFA@living-future.org](mailto:LFA@living-future.org)
  - Please note that depending on the review, you may be asked to additionally upload slide decks and other learning materials as applicable.
- 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 or type of LFA CE credits to be awarded.
- After your education has been approved for LFA

CE credits, update your education listing and presentation materials using the resources provided by ILFI.

### DURING COURSE

- Present the LFA promotional slide at the beginning of your educational delivery, including information about specific LFA CE credits available from completion of your course.
- Present the LFA credit reporting slide at the end of your educational delivery, including information about specific LFA CE credits available from completion of your course.

### AFTER COURSE

- Using the resources provided by ILFI, follow up with your participants to provide information about CEU reporting details, and as requested by attendees, certificates of completion that they may use to self report LFA CE credit with ILFI.
- A recording of the education's live delivery may be offered to the live session participants as a courtesy; however, LFA CE credits may not be offered solely for completion of the recorded replay, whether provided to attendees as a courtesy or sold as an archive product.

## GUIDANCE

### TITLE

The title should accurately synopsise the focus of the education. Education that is considered equivalent to those courses in the [ILFI online course catalog](#) is not eligible as determined through the similarity of course title and/or learning objectives.

### DESCRIPTION

Each course description should discuss the goal of the course, a brief overview of content to be presented, the target audience, and any prerequisite knowledge required. The format of the course (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 next page).

## 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. Education that is considered equivalent to those courses in the [ILFI online course catalog](#) is not eligible as determined through the similarity of course title and/or learning objectives.

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 course. 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.