A Mid-West Bluebird Day
Being “President” of anything is an interesting state of existence—it holds different meanings based upon the audience and formed upon the instance or occasion. Sometimes it just means being present, while at other moments it means presiding, and occasionally setting precedent. People expect the President to know all about the organization’s past, to have a clear grip on all of our present practices, and to be able to speak intelligently about the future.

No Pressure, right?

These expectations really do help to define the job; there is no rash behavior while being Division President; everything we do has to be approached with an understanding of the past, an awareness of our current state, and a vision for the future. “Change or die” may be a mantra of contemporary business, but change for change sake alone is reckless.

When we chose to abandon our operations model at the end of last season—going from that of using an outside company to manage the division administration, we were taking a great risk. The Board of Directors is accountable to the membership for the sustainability of our organization—financially of course, but also in respect to the flow of events and the smooth transition of information. It was a big change, and change is scary. And yet, it has worked out. We survived our first season with an improved level of service, strong financial performance, and greatly expanded insights into opportunities for operational improvements.

Which is where this is all headed, in case you had not guessed. We used this past season to observe, to take note of what we do well, and what we could do better. We could then devise strategies for change. This coming season, you’ll be able to experience some of those observations-turned-opportunities in action. We’re posting the events calendar sooner than ever. We’re shaking up the exam process, and the manner in which we hold our education staff accountable. We’re adding products, and reaching out to new generations. We’re making changes to grow and get better, and we think you’ll be pleased by what we’ve come up with.

Presiding over change is the true role of the President, and of your Board of Directors. We trust that you’ll find value in the changes which have already occurred and those that are forthcoming.

I can tell you that there are some very talented individuals focused on the evolution of PSIA-AASI. At the recent Board Meeting in August, the Board spend quite a bit of time reviewing and approving a multitude of motions brought to the board and supported by many of our board members to ensure that PSIA-AASI is making progress and evolving.

In the Alpine World the ECC (Education and Certification Committee) has been working hard and presenting new programs and changes to our existing programs.

The development of a new Tech Team has come forth to work with the ECC and make sure our skiing standards are interpreted and given due consideration.

In conclusion, change is a necessary evil for us to evolve as an organization and ensure the sustainability of our industry and our position in it. There are some changes ahead in our future, some big, some small, and these changes should be beneficial to our organization. I ask that our members support these changes, understanding the energy and thought that went into them.
Fall is upon us and the 2018/2019 snowsports season is right around the corner. It’s time to start thinking about whom you would like to represent you and your fellow Section Members. It’s also a great opportunity for you to be one of the next leaders in Central Division by becoming a member of the Board of Directors for PSIA-AASI C.

If being on the Board of Directors is not your thing, there are many opportunities to participate and help shape the future direction of our Division:

• Volunteer to participate on committees
• Introduce new ideas and be involved in moving initiatives forward
• Advertise in the Central Line publication, on the PSIA-C Website and Facebook
• Submit and share photos in the Central Line, on the PSIA-C Website and Facebook
• Provide feedback and suggestions to improve the Central Line, PSIA-C Website and Facebook
• Enroll in a Webinar event or plan to take an on-snow event this winter - http://www.psia-c.org/calendar/

Please don’t be shy! Get involved! We need everyone’s participation! Feel free to contact our Executive Director, Ron Shepard at ron@psia-c.org or call (231)-335-4627, to discuss your ideas! Division Contact Information - http://www.psia-c.org/about-us/contact-us/

Nominations for the 2019 open seats on the board will begin on Thursday, November 15, 2018 and must be received at our division office by 7:00 p.m. EST, on December 15, 2018. Nomination information is available on the Central Division website – http://www.psia-c.org.

NOMINATION REQUIREMENTS
Members in good standing can nominate any other member in good standing who meets the criteria listed below. Members may also nominate themselves if they feel that they have what it takes to be a leader in the snowsports industry. Members in good standing are defined by the following:

• Legal resident of the United States, has a snowsport work affiliation and permanent residence within the ASEA-C geographic boundary
• Has three or more consecutive years as a Certified Member
• Is at least 18 years of age
• Is up to date with dues and education credits

The 2019 seats being filled this election cycle are listed below. Your participation and vote are important! Please consider becoming a member of the leadership team. All open positions are for three-year terms.

• Alpine Section 3 - (1 seat) representing members in Illinois, Iowa, Missouri, and Louisiana.
• Alpine Section 4 - (1 seat) representing members in Michigan, East of Hwy 77 in the Upper Peninsula and north of Hwy 57 (in the “mitten”).
• Alpine Section 5 - (1 seat) representing members in Michigan, South of Hwy 57.
• Alpine Section 6 - (1 seat) representing members in Indiana, Ohio, Kentucky, Tennessee, Mississippi, and Alabama.
• Snowboard Representative - (1 seat) representing Sections 1, 2 & 3.

Who would you like to see nominated for the upcoming 2019 Board of Directors election? It’s not too early to start working on possible candidates!
Alpine Exam Format Changes

By Ron Shepard, Executive Director, and Ken Herman, Alpine Administrator PSIA-AASI C

There will be some dramatic changes to the alpine Exam format for 2018-2019.

In keeping with our mission to develop consistency across divisions, we’ve reviewed the Alpine exam process and have implemented changes recommended by the Education and Certification Committee (ECC).

The intent is to streamline those areas in which we could eliminate redundancy, and to provide more opportunities for success. As a result, the new process will ease the time limitations surrounding some historically constrained portions of the exam process.

WHERE WE WERE

To date, the Level 2 and Level 3 exam process represented essentially 3 chances at a one-day exam process. Each day the leading examiner, and candidates had to beat-the-clock to complete all of the necessary tasks and teaching assignments. In addition, our process did not allow examiners to collaborate in the discussion- leading to inconsistent feedback for the participant. Other divisions had faced this issue, and determined that examiners working in teams were better able to discuss real-time performances relative to the national standards, and score and report accordingly.

WHERE WE ARE GOING

Participants will now take their exam in distinct modules-the on-line written exam, a skiing day and a teaching day, with examiners working in pairs for the on-hill portions. There are several advantages to this format- not the least of which is the opportunity for our education staff to “level” each other while working with the candidates. As mentioned earlier, communication among examiners results in more confident, more accurate scoring and feedback. Other advantages include greater time allocated to both the teaching and skiing tasks, to ensure that candidates have the time to sufficiently represent their capacity in each. When a module is successfully completed it will not need to be repeated as long as the candidate remains in good standing with the division (all dues and fees up-to-date and current in continuing education credits.)

BREAKING OUT THE DAYS

Skiing

The Skiing Day provides candidates with an opportunity to demonstrate their skiing skills in a variety of highlighted and applied situations. Some tasks may have very specific criteria (for instance, RR Tracks), while others allow for broader interpretation (e.g. Moguls, or free-run). The intent of task skiing is often to aid in the isolation and identification of participant strengths and deficiencies in movement, for both the purpose of assessment and to provide meaningful feedback towards enhanced performance. These Skiing tasks are both developmental AND diagnostic; the selected tasks are offered so both the candidate and the examiners can better recognize and assess movements, score relative to the National Standards, and present meaningful feedback to the participants.

Teaching

Your Level 2 “Teaching” day will begin long before you arrive at the event. The candidate will be able to access a number of video clips from our website. Each video will show a “student” skiing. This will allow participants to view the prospective student, assess that student using both the image and a provided student profile, and formulate a proposed lesson plan for the student. This will allow the candidates an opportunity to develop a lesson plan for each prospective student long before Exam day. The morning of the teaching day the evaluators and the candidates will meet indoors, review the videos and identify which prospective student or students they will assigned for that day. They will also agree on the direction the lesson will take.

The candidates may be asked to describe the intended outcome before starting their segment. The remainder of the day will consist of participant directed teaching segments in which the candidate shows-and-shares, how-and-why they will address the needs of the assigned student. After the teaching segment the candidate may be asked to suggest other possible approaches, or to offer a possible next-step for their “student”. Candidates will be assessed on their teaching, technical knowledge, and skiing-related demos during the teaching day; this is an important distinction-ski demos will be assessed for both accuracy and suitability on the teaching day.

The Level 3 teaching exam process is similar, except there will be no video of prospective students. The assignments may occur more spontaneously, and candidates are expected to both observe and assess their peers. Lesson content is to represent teaching and skiing at the level III standard, incorporating advanced tasks on suitable and appropriate terrain.
THE COSTS

In its historical format, the 3-day exam represented 3 days of missed work for the participant, 3 nights lodging, and 3 ½ days of meals. Candidates who experienced partial-success had to retake the entire exam. Now, participants may enjoy reduced travel and or lodging cost, and fewer days away.

For the organization, the old exams represented 3 examiner-days, and spread the examiners travel and lodging costs across the entire event. The new format brings with it some staffing challenges, specifically one added examiner-day for the exam, and the necessity to bring additional clinic leaders in for concurrent course offerings. As an organization, we’ve done our best to balance these costs, and to project the varying group sizes that will result from the module process.

Exam candidates may register for exams as modules, with the following associated costs:

A One-Day format: Ski Only or Teach Only will be $195
A Two Day format: Ski and Teach will cost $340

It’s evident that these prices represent an increase in overall exam fees to the membership, as well as costs to the association; it is the belief of the ECC that the overall benefit is worth the associated costs.

THE SAVINGS

Members will discover savings, especially those associated with lodging, travel, meals, lift tickets and lost wages. There is also the latitude to take specific modules in isolation—meaning day-trips are possible.

Additionally, the “old” format required that candidates retake the whole exam, even if they were previously successful in their teaching or skiing score. Now, participants may retake just the module in which they were deficient, or approach the modules in chunks.

THE IMPACT UPON CEU’S

Each exam module represents 6 CEU’s; a candidate who takes just one portion of the exam must complete another 6 CEU’s, either in the same season or within the next in order to remain current in their education.

RETENTION OF PASSED MODULES

Candidates who pass any one portion of the exam may retain that modular pass subject to the following condition: The candidate must remain current in both dues and education. Termination of membership or delinquency in education credits will result in a forfeiture of the passed module.

Participants please note- a “passed module” is an administrative distinction only- no certification is associated with a passed module until all modules are passed. Per the Code-of-Conduct in our Association Bylaws, no instructor may represent themselves as certified at a level until all requirements for that certification have been met (and so long as they remain current in their continuing education).

SOLVING PROBLEMS

It’s our job to regularly reflect upon our processes, and make changes in those areas in which we sense opportunity for improvement. We believe that this revised exam process will result in increased candidate performance, greater consistency in exam delivery, calibration among our education staff and exam scores, and accountability towards the national standards.

During this reflection, many have asked “What is the problem we are seeking to solve when revising the exam process?” Our response has been this: 1. Three sets of feedback often confused the recipients- the new process consolidates feedback. 2. Our process (a 3x duplication of the exam) did not allow sufficient time to test for specific qualities and skills, or provide the opportunity to coach maximum performance from the candidate. 3. Our system did not allow for the recognition and retention of successful exam performances, nor serve to motivate and promote continued participation and aspiration towards advanced certification.

We’re looking forward to the coming season, so that we can observe, adjust, and further enhance the exam process. We value your feedback, and welcome your comments and suggestions as the new format unfolds.
Here at Boyne Mountain we have 2 school groups that come in on Fridays in January and February every year. The group lessons last for 1 hour and then the students have another hour of “free time” before they have to get back on the bus and go home. In my beginning years of teaching these lessons I wouldn’t deviate off my normal teaching progression. This consisted of working on skating, straight glides and other 1 footed maneuvers. We would only get through the 1 foot maneuvers in our first lesson of the month. The students would then head over to ride up our “magic carpet” lift and attempt to snowboard down the beginner hill. Since none of the students could stop they were unsuccessful in their attempts. This would give the students a feeling of failure since they struggled to do anything while they were snowboarding on their own.

I ended up changing my approach to these lessons. I no longer started with a “normal” progression. Instead, I sped through the one footed maneuvers such as skating or I deleted them from my progression completely. I figured that the student would have enough time for this on their own, whether in the lesson or while they were on their free time. My goal for the first week was to get the students to stop in an hour. With class sizes up to 16 students, the challenge was to give each student enough time for practice so I was comfortable enough to end my lesson in the hour scheduled. I stopped teaching these students how to snowboard in the traditional way and used an approach that was interesting and fun.

I ended up using a technique that I learned while at our snowboard staff training. I showed the students how to shoot free throws, like the ones that they would if they played basketball. We started by working on their form without their boards on, then we strapped both feet in and we practiced shooting some more. We worked on shooting for around 15 to 20 minutes of the 1 hour lesson. Once the student’s had their form right we worked in a little movement. I still haven’t brought up snowboarding once. The students shot free throws while they were moving on their snowboards down the hill. They would dribble the invisible ball; bring the ball to their chins while bending their knees. Now it was time for them to shoot. They would push with their legs and shoot the ball up hill where I was the basket, resulting in a stop on their snowboards.
Most of the students didn’t realize what they had just accomplished. I would have to point out to some of the students that they indeed had stopped on their snowboard. We practiced this adding more speed each time. We then would take this to the top of the magic carpet, which was where they were going to go after the lesson was done. We worked on more free throws all the way down the hill, stopping every time they shot. The students’ confidence would build each time a stop was performed. This set up for a great month of snowboarding with this group. Going into the next week, I knew that they could at least stop and we could continue from there.

Sometimes the lesson plan that you have in place is the greatest thing ever in your teaching world. This may work most of the time for you. But, there are those times that it doesn’t work for your student, and they are the most important aspect of any lesson. Being able to adapt to what your student needs is what makes for a great instructor. By building the rapport at the start of your lesson you will help find your students other interests and use them to build a solid lesson plan. Your students will be engaged when you let them have fun while learning. This basketball drill not only accomplished the fun aspect, it also took the students’ minds away from learning and used a task that they already knew. Plus, it has helped me sleep easier on those nights.

Corey Schroeder is a member of the Snowboard Education and Children Specialist Teams, Snowboard level 3, Children Specialist 2, and Alpine 1 Certified. Corey is the Terrain Park Manager at Boyne Mountain.
Mountain Biking:
Off Season Conditioning Made Fun, When You Know Where To Go
By Bradford L. Miller, PSIA-AASI-C Nordic Education Staff, Education Vice President

At 36 years old I took a long, hard look at my conditioning. Being overweight, injury prone and fatigued were not great ingredients for an active life style. As fate would have it, a friend of my sister asked if I wanted to go mountain biking and I reluctantly agreed. Attired in shorts, tee shirt, hiking boots and my knee brace, we departed for Lost Lake Pathway in Interlochen, Michigan. Although the five mile trip in the woods surrounding Lake Dubonnet was exhausting, the biking path’s fun factor led to many life style changes. Over the next 23 years and 20,000 plus miles on numerous trail systems, I narrowed down my top four “must do” trails in the greater Traverse City area.

Riding the TC area trail systems offers the chance to jump in any number of fresh water lakes during the summer including Lake Michigan and its bays making staying in shape fun. In the autumn, trails are in their best condition and the forest canopies display colors reminiscent of a Timothy O’Leary vacation. Although full suspension Carbon Fiber Rockets and Fat Bikes are popular, Hard Tails are the most common with a sprinkling of ridged Single Speeds. A recent trend that would make Mountain Bike legend, and Owosso Michigan native, John Tomac, smile is the growing number of road bike style Cycle Cross/Gravel bikes which have been spotted on many trails.

THE NORTH COUNTRY TRAIL MESICK (NORTH COUNTRY TRAIL)
“None Shall Pass”

The Black Knight from the Monty Python movie “In search of the Holy Grail” won’t greet you at the start of your quest, however the 9 mile Expert North Country Mesick section from Red Bridge to Hodenpyle Dam can pull your lungs out and potentially change the color of your undergarments. Be prepared to climb and descend the ridges that border the Manistee river valley 100s of feet below. You can make your own Deliverance tour by including a 13 mile kayak journey back to Red Bridge down the wide and twisting Manistee where paddles can almost exclusively be used as rudders (Banjo music not included).

TRAIL SYSTEM: Not for beginners or non-athletes, intermediates 2 Star, experts 5 star plus
AESTHETICS: 3.5
SUGGESTIONS:
• Mountain Bikes with suspension, Fat bikes, Ridged Single Speeds with an easy gear ratio and Cycle Cross bikes if you’re masochistic.
• Storm Cloud Brewery (Frankfort), The Road House (Benzonia), Chef Herman’s (Cadillac), fine dining Crystal Mt. (Thompsonville) and Phil’s Buck Snort Saloon (Mesick) for the flannel clad PBR drinking crowd.
• Riding, Kayaking, or tubing solo is not advised.
• You’re close to the Lake Michigan beaches at Frankfort and Alberta or if you’re in for more riding Crystal Mt trails are just down M 115 a bit.

ARCADIA BLUFFS (MTB PROJECT)
“If you seek a pleasant peninsula look about you.”

Michigan’s motto is held at its highest standard when describing Arcadia Bluffs and the surrounding area. Although parts of the Arcadia Bluffs trail are machine built it has the feel of hand-cut single track. Located on Lake Michigan, the M22 drive and view to and from Frankfort to the trail head on St Pierre Road is breathtaking and the fall colors are textbook. Although there is 870 feet of vertical, the trail neatly traverses the ascents and descents for 12 miles, with a great beginner’s loop.

TRAIL SYSTEM: Beginner 4 Stars, intermediate and expert 4.5 Stars
AESTHETICS: 5 Stars plus
SUGGESTIONS:
• Mt. Bike with suspension, Fat bikes, Single Speed Ridged with a 2:1 gearing and if you’re a gamer Cycle Cross bikes will work.
• Storm Cloud Brewery (Frankfort), The Road House (Benzonia), fine dining at Crystal Mountain (Thompsonville) or the Light House (Elberta) for breakfast.

• The Elberta beach is great for big waves and Sun and you won’t be too far from Sleeping Bear Dunes National Lake Shore on historic M22.

GLACIER HILLS PATHWAY
(Grand Traverse Regional Land Conservancy)
“I had to stop driving my bike for a while, the tires got dizzy.”
Paraphrasing Steven Wright’s description about driving a car is the best way to describe the Glacier Hills trail system. A “FUN” machine built roller coaster ride suitable for all abilities, Glacier Hills is located just outside of Bells, on Eckhardt Road. There are over 30 miles of trails that traverse its hundreds of vertical feet of forested hills, allowing riders to test themselves with ear-to-toe smiles.

TRAIL SYSTEM: Beginner and intermediate 5 stars plus, expert 4 stars
AESTHETICS: 4 stars
SUGGESTIONS: • Trail can be ridden on suspension Bikes and Fat bikes, however it is a great Single Speed track with a 2:1 ratio and can be ridden fast on a Cycle Cross bike.
• Shorts Brewery is a fun spot at which to relax afterwards. You can enjoy fine dining at Shanty Creek Resort or Ruthie’s Chicken and Dairy Twist if you’re pressed for time, all located in Bells.
• Traverse City’s beaches and vibrant night life or Turtle Creek Casino are nearby.
• If you have an Amigo that knows the trail system you will spend less time on the trail side looking at maps and more time smiling.

VASA PLUS (NMMBA) PROJECT AND THE MICHIGAN DNR
“In three words I can sum up everything I’ve learned about life: it goes on.”
Robert Frost nailed the description of the VASA trail network. Although the VASA ski trail is known as a challenging Cross-Country Skiing trail it provides beginner to expert mountain bikers and expert Cycle Cross riders with hair raising descents and lung ripping ascents. The VASA Trailhead is located off Bunker Hill Road in Acme, just minutes from downtown Traverse City.

A collaboration between NMMBA foresters and The Michigan DNR have led to outstanding changes in the VASA single track trail. Over 13 miles of hand-cut Single Track was recently renovated by the NMMBA project, and iconic expert trail designer and rider Tom White await riders of all abilities. Accessible from either trail head are well over 50 miles of expert unmarked single track that lead through the woods, many small lakes and other trail systems. The VST trailhead is located on Supply Road, nine miles east of Traverse City.

TRAIL SYSTEM: Novice: 3.5 Stars, intermediate 4 stars, expert 5 stars plus.
AESTHETICS: 3.5
SUGGESTIONS: • Suspension Mountain Bike Hard Tail and Fat Bikes work best although experts can challenge the trail and themselves on ridged Single Speed with a 2:1 ratio or a Cycle Cross bike.
• The marked single track is easy to follow, however the VASA trail can be confusing at times. The 50 plus miles of unmarked trails and fire roads, while delightful challenges, can lead to a night in the woods. Hence, an amigo with excellent knowledge can help produce an epic ride. Note: If you’re looking for a wider trail the VASA off Bunker Hill may be better, however be prepared to climb.
• Traverse City is a nationally renowned food, brewery and winery town, so you can pick your poison.
• Although crowded, if you like beaches and fresh water you certainly hit the jackpot in Traverse City

OTHER TRAILS
Lake Ann Pathway: Lake Ann (rustic camp site)
Lost Lakes Pathway: Interlochen (rustic camp sites)
Sand Lakes Quiet Area: Williamsburg (pack in camp sites)
Cadillac Trail System: Cadillac (state camp ground nearby)
Big M: Wellston (Home of the brutal Lumberjack 100 mile Mountain Bike race)
Hanson Hills: Grayling (Home of the Au Sable Canoe race)
Crystal Mt Trail System: Beulah (lodging and bike rental at Crystal Mt.)
Traverse City State Hospital grounds: Traverse City (Double black diamond)

Peddling into a healthy lifestyle can be a fun adventure. Knowing where to have that fun can make the task even better. If you have a favorite trail system that lends itself to a snowsports instructor’s active lifestyle feel free to share it with the membership.

Ride, eat, sleep and repeat, Mis Amigos!

Brad Miller
PSIA-ASI C Nordic Education Staff, member City Bike Shop Mountain Bike team, in Traverse City, former Mountain Bike guide for the Grand Traverse Ski Club.
Feet First
By Duane S. Miller

Recently, while riding a chairlift, I noticed that an approximately 12 year old boy riding next to me was wearing his ski boots on the wrong feet. When I brought this to his attention, he looked at me like I was crazy and didn't say a word. We got to the top and he skated away. All I could think was, “that can’t be comfortable.”

A while back, a fellow instructor and I were riding a chair when we saw a snowboarder cartwheeling down the hill. As we watched in amazement, his board came flying off. Looking closer, we observed that his boots were still attached to the bindings, and the whole set-up was careening down the hill. The rider sat on the snow dumbfounded looking at his socks.

Both of these sliders had one thing in common, ill-fitting boots!

As an instructor, I have to remind myself of those details we’ve known for years as second nature. They are not shared by first-timers. That’s why students hire instructors. When a student comes to a lesson, instructors are assessing physical conditioning, balance, emotional state, attitude, etc. I always make it a point, after introductions, to check the student’s boot fit. Unfortunately, snow pants hide boot laces and buckles. So, I will ask students to pull up their pants above their ankles, so that I can visually inspect the fit. More often than not, I spend the first few minutes of a lesson, tightening and adjusting boots (especially with children).

Good boot fit will not only make your students feel more comfortable, but it helps tremendously in the performance of their gear. We have all heard from the parents: “I bought the boots two sizes bigger, because I know he’ll grow into them.” Another very common occurrence, “My friend loaned me their gear.” Most of the time, there are fit issues. If the boots are from the rental department they can often be quickly exchanged for a correct size.

I feel it’s my job as an experienced instructor to educate clients, as to why boot fit is so important.

In footwear, I always consider the “3 C’s, which refer to comfort, control and confidence.

A REVIEW OF BOOT FIT SHOULD INCLUDE:
1. Toes in contact with the front of boot – toes should be able to wiggle.
2. Minimum heel lift.
3. Use only one pair of socks - no double or triple socks, and no snow pants inside the boots.
4. Look for a snug fit on the top of the foot.
5. The boots should be tight, but fit comfortably around the ankle and calf.
6. Be able to feel contact between the boot and the sole of the foot, heel to toe.

Whether your specialty is Alpine skiing, Snowboarding, or Cross Country skiing, making sure your students have good boot fit will help lead to a more successful lesson and outcome. The instructor’s involvement in helping the student obtain a comfortable and proper fit in boots is a great way to start them off on the right foot (no pun intended). A wise instructor once said, “a journey of 1000 miles starts with a single step.” For our students, let’s make sure it’s a comfy one!

Duane S. Miller, is a Level III Snowboarder, a Level I Alpine Ski Instructor and has a Children’s Specialist Credential. He instructs at Boyne Mountain Resort.
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We get a lot of questions regarding continuing education, and this is understandable - the subject can get confusing. If you are unsure about your CEU (Continuing Education Unit) requirements, it may help to change how you think of them. Rather than viewing Continuing Education bi-annually, think of your requirement annually. It will also help to think in terms of “Seasons” rather than “Years”.

WHAT’S IN A CEU?

So, what’s a “Unit”? An Education Unit is like a Credit-Hour in secondary education. In school, each unit represents an hour of education, either at home or in the classroom, per week for an entire semester (e.g., a 3 Credit Course means the student would allocate 3 hours per week to that course content). This method is referred to as a Carnegie Unit.

In PSIA-AASI, our Units are more closely aligned with another approach, called Contact-Time, and our CEU’s consider both contact time and an approximation of the prep and practice necessary to acquire the course outcome.

Ultimately, it is the outcome that is represented in the Continuing Education Unit, not simply the duration of the course. In PSIA-AASI educational terms, each offering should have a statement regarding what a participant should learn in the course, the method by which that information will be conveyed, and the tools by which the outcome will be measured. The CEU’s associated reflect the estimated time necessary to deliver, consider, and assess.

HOW DO I ACQUIRE CEU’S?

PSIA-AASI offers a number of pathways to attain your continuing education credits. Members may participate in clinics and exams held in any of the organizations 8 divisions, or at a National-Level event such as National Academy. We also offer professional development series events and webinars. You may also earn CEU’s for attending/completing relevant, related outside education. Although some limitations apply, the range of applicable courses include college physical education, health and safety, sport-science, learning theory, psychology, and physiology courses. CEU’s may be granted for qualifying certificate courses in corollary athletic pursuits, from Acrobatics to Yoga. The form for submitting non-ASEA credits is available on the PSIA-C.org website, and the criteria for consideration is provided with the link to the form. An administrative fee of $25/6 CEU’s applies for non-ASEA credit requests. Although you’ll find plenty of non-sliding opportunities for CEU’s, members must attend a PSIA-AASI organized on-snow event every four seasons.

HOW DO I ACCUMULATE CEU’S?

Imagine an “Education Bank”. We create our account when we attain Level 1 certification. Until an instructor is certified, there is no requirement for maintaining education credits, so the accounting begins with that achievement. This means that in the season during which you attain your level 1, you earn 12 credits. The following season, you decide to go for Level 2, and earn 12 CEU’s in the process.
In our “bank”, the system doesn’t recognize a balance greater than 12 units—so any courses you take prior to attaining level 2 are replaced by the new credits, and only 6 can carry forward (more on this later). We’ll call this a 12,12 path.

The credits you earned with your level 1 cover the season of the exam (regardless of the month in which you complete it), and the following season. 6 and 6. The credits you earned with your level 2 replenish the bank, but can only apply up to a limit. After taking the level 2 exam, you can skip a season, but must earn at least 6 CEU’s the season after. 12, 12, 0, 6 (or 12, 12, 0, 12).

IN A DIFFERENT SCENARIO:
You take your level 1 (12 CEU’s), and then skip a season before going for Level 2. That’s 12, 0, 12.

TAKE A WEBINAR THE FOLLOWING SEASON? 12, 0, 12, 6.

AND THEN WHAT? ZERO?
Not exactly. The criteria established for maintaining CEU’s was created to ensure members are current in their knowledge of the sport and contemporary in their representation. The wording established by the board-of-directors specifically states that a member must earn 12 CEU’s every two seasons. In the pathway above, 12, 12, 6, the member should have the option of skipping a season, making the path 12,0,12, 6, 0, (6 or 12), but the system that applies continuing education does not see it this way. When the software sees a zero after a 6, it assumes the member is delinquent in their education. Don’t worry, in these rare circumstances, we can manually adjust the system.

Members often get confused when they carry a credit into the following season, or attend an event worth less than (or more than) 12 CEU’s. 3-day exams, and National Academy are examples of events that represent more than 12 CEU’s, and therefore more credits than you can bank. Professional Development Series, Webinars, 1/2-day events, and E-Learning courses all represent courses worth less than 6 CU’s. There is no limit to the number of CEU’s you can take in a season, only a limit to how many you can accumulate. The most important rule to consider is that any season in which 6 or fewer credits are attained must be followed by a season in which you attain 6 or more.*

WHAT IS AN EDUCATION PENALTY?
As an education and certification organization, PSIA-AASI is tasked with ensuring that the credential we provide is valid and current. Education Penalties serve multiple functions; one is an attempt to influence the member’s decision to attend regular updates. There shouldn’t be a “savings” associated with avoiding your education requirement. The second function is practical—your organization’s annual operating budget anticipates annual dues equal to the size of the membership, and staffs events sufficiently to offer ½ the membership an update or certification each season. When participation varies from that model, the budget goes awry. As a not-for-profit, it is important that we run efficiently. Education (or more accurately non-education) penalties help ensure the model works, even when updates are missed.

THE BOTTOM LINE? The key is to ensure that you never go more than two years between 2-day updates. Alternatively, you should plan to attend a one-day event every season. You can find waivers for missed education, alternative education opportunities, and the basis for receiving them on our website at www.psia-c.org.

*This doesn’t mean you will be exempt from a penalty.
By Ron Shepard, Executive Director, Central Division

Earlier this year, Central Division members received an invitation to attend the Midwestern Ski Areas Association conference at Boyne Highlands. This annual event gathers resort managers to discuss industry trends, changing customer demographics, marketing, risk and safety management issues, and to network for future idea sharing.

Historically, this has been a great meeting place for general managers, operations leaders, and marketing departments, and (just between us), the conspicuous lack of ski school related presence/content at the event has been hard to ignore. After all, Ski and Snowboard schools are often touted as the key to new participant conversion. You would think that all school representatives would attend to take advantage of the opportunities presented.

In the past few years, PSIA-AASI has sought to deliver useful content at the conference with mixed results; our greatest strength- the ability to deliver inspired, expert content in an engaging manner, just didn’t come across. Further, we missed our audience- few resorts send their Directors to MSAA.

With the 2018 MSAA conference and trade show, your organization successfully made a mark by presenting content to several packed rooms. PSIA-AASI CEO Nick Herrin led a session on the new products and tools being offered to help member schools, and Central President Richard Wren offered insights into developing front-line managers- a course that generated many positive comments from the participants. Central Technical Team and ECC member Chris Fisher delivered “Train-The-Training-Director,” offering insights into training plans and budgets. Doug Daniels, an industry insider from PSIA-E, authored an inspiring segment around “the Power of Why” in making connections.

We feel that we were quite successful this year in reaching a number of schools directly. We hope that PSIA-AASI will continue to show a strong presence at the event.

Next-Year’s conference will take place at Grand Geneva resort, in Wisconsin. Central Nation members are encouraged to attend and participate.

See you there!

IMPORTANT NEWS: Roy Inglis from Paoli Peaks will be our new Ski School Directors’ Liaison. Directors who are interested in adding agenda items to the annual Directors’ seminar may do so by contacting Roy Inglis at ringlis@vinu.edu.
EDITORIAL INFORMATION
The Central Line is published four times per year by the Professional Ski Instructors of America-American Association of Snowboard Instructors Central Division (PSIA-AASI Central Division). Permission is hereby given to all PSIA-AASI divisions to copy original material from this newsletter providing credit is given to PSIA-AASI Central Division and the material is not altered. Articles that contain specific copyright notices may not be reprinted unless written permission is obtained from the author. Please contact the PSIA-AASI National office with questions.

SUBMISSIONS
Submissions, including articles and photos, are welcome. Articles should be emailed to garyski3@att.net in MS Word format with the following header: article name, date and author. Photos and graphics should be high resolution (300 dpi or greater and at least 2 inches in the smallest dimension) and submitted in JPEG or TIF format. A photo release must be obtained from any person(s) included in the submitted photo. Articles are accepted on the condition that they are released for use in all PSIA-AASI Central publications. PSIA-AASI Central reserves the right to edit all articles.

ADVERTISING INFORMATION & SPECS
Advertising rates and submission form are available at psia-c.org. Please contact the PSIA-AASI Central office with questions. Acceptance of advertising does not imply endorsement or approval of product or service advertised. The PSIA-AASI Central Division Board of Directors reserves the right to refuse an ad that they consider inappropriate or does not hold to the standard and principles of the association. Advertisements should be submitted to the PSIA-AASI Central office at info@psia-c.org in high resolution PDF, TIF or EPS format. Trim size is 8.5 inches by 11 inches. Live copy should be at least one-half inch from trim edge. Bleeds may be included on full page ads and must extend one-quarter inch beyond trim size on all four sides.

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GENERAL INFORMATION
To ensure the most effective representation, PSIA-AASI Central Division members should contact their Section Representative to share concerns or opinions on the policies, procedures or content of The Central Line. Materials that have been provided by persons not writing as PSIA-AASI Central officials are the responsibility of the author and are not necessarily endorsed by PSIA-AASI Central Division.

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All articles and photographs intended for publication in The Central Line should be submitted to the Editor.
Share your passion and enthusiasm, while enjoying The Greatest Snow on Earth®!

Solitude Mountain Resort in Utah is hiring Ski and Snowboard Instructors for the 2018/19 winter season.

- Seeking staff who can commit to working weekends and holidays
- Apprentice instructors welcome, will train
- PSIA/AASI certified instructors needed who can demonstrate and teach contemporary ski/ride methods on all terrain, in all conditions to both children and adults

**We Offer:**
- Competitive wage and benefits package
- Training to enhance your skills and credentials
- Free UTA Bus Pass
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Join our dedicated, fun loving team at Solitude Mountain Resort.

Please apply online at solitudemountain.com/employment or contact Tim Wolfgram at 801-536-5731, t.wolfgram@solitudemountain.com, or 12000 Big Cottonwood Canyon, Solitude, Utah 84121.