



# National Center for Competency Testing

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TE-0212ECO

## Certified Postsecondary Instructor® (CPI®) Exam Content Outline

Rev: December 2013

### What are the general competencies for the CPI® exam?

The Certified Postsecondary Instructor® will be able to:

- 1 Demonstrate depth of knowledge in a primary teaching area
- 2 Demonstrate knowledge of principles of instruction at the postsecondary level
- 3 Design and plan instruction to meet learning objectives
- 4 Create and maintain a functional learning environment
- 5 Assess all aspects of learning to improve quality

### What is on the CPI® exam?

The CPI® exam tests all of the competencies above except #1.

NCCT will not test your knowledge in your primary teaching area. Instead, you will submit documentation in your primary discipline that NCCT will keep on file. For example, if you teach phlebotomy, you might send in a copy of your own certification as a Phlebotomy Technician, along with letters of reference from employers that attest to your expertise and experience as an educator.

### How many questions are on the CPI® exam?

The CPI® exam has 200 multiple-choice questions that test your knowledge, skills, and abilities in the remaining general competencies (#2-5) and you are allowed four (4) hours to complete the exam, although few people require that much time.

#### Number of Scored Items

#### What content is included in the questions?

- | Number of Scored Items | What content is included in the questions?   |
|------------------------|--|
| 45                     | <p><b>The CPI® demonstrates knowledge of principles of instruction at the postsecondary level, including:</b></p> <ul style="list-style-type: none"> <li>• Principles of adult education</li> <li>• Pedagogy in the adult classroom</li> <li>• Group dynamics and facilitation</li> <li>• Fair practices in education</li> <li>• Use of technology in teaching</li> </ul>  |
| 45                     | <p><b>The CPI® can design and plan instruction to meet learning objectives, by developing and/or using:</b></p> <ul style="list-style-type: none"> <li>• Measurable behavioral learning objectives</li> <li>• Assessments of entry skills, needs, and learning preferences</li> <li>• Instructional strategies and tools that fit learner needs</li> <li>• Learning experiences that actively engage, motivate, and challenge diverse learners</li> <li>• Learning activities that promote self-confidence</li> <li>• Learning opportunities that incorporate adult experiences</li> <li>• Classroom logistics that optimize the learning environment</li> <li>• Classroom logistics that maximize comfort and safety</li> </ul> |

- Learning activities that facilitate participation
  - Collaboration with administrators, peers, students or others
  - Resources from the community, the internet, professional organizations, publications, instructional software, self-instructional units, and other audio/visual aids
  - Delivery methods that use time effectively and maximize results
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**56    *The CPI® creates and maintains a functional learning environment by:***

- Communicating course objectives
  - Presenting course information in a logical manner
  - Implementing a positive instructional climate
  - Motivating learners and sharing subject matter enthusiasm
  - Using effective classroom management skills
  - Engaging diverse learners through multiple techniques
  - Creating a comfortable environment for adult learners
  - Establishing rapport with learners
  - Handling questions and criticisms appropriately
  - Developing a climate of mutual respect in the classroom
  - Establishing class and individual student expectations
  - Modeling skills, concepts, attributes, and thought processes
  - Using problem solving and conflict resolution skills
  - Using situational learning to allow application of skills
  - Ensuring confidentiality, honesty, integrity and ethics
  - Encouraging self-control and self-direction
  - Maintaining instructor credibility in the classroom
  - Exhibiting tolerance and flexibility in dealing with students
  - Responding with sincerity to student needs and concerns
  - Using a sense of humor to make learning fun
  - Linking learning to prior knowledge, experience and background
  - Encouraging critical thinking skills
  - Providing opportunities for students to practice what they learn
  - Demonstrating multicultural sensitivity
  - Reaching learners with diverse needs, styles, preferences, and backgrounds
  - Displaying oral, written, and electronic communication skills appropriate for a teaching professional
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**54    *The CPI® evaluates all aspects of learning to improve quality by:***

- Assessing student learning
- Assessing the instructional planning and design of the course, improving if indicated
- Assessing all instructional implementation and delivery, improving if indicated
- Determining whether the assessments provide value-added feedback
- Determining new personal, professional, and course improvement plans based upon feedback and assessments