# COMMON FACULTY DEVELOPMENT – INSTRUCTOR COURSE (CFD-IC) PRACTICE EXAM (SAMPLE)

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

### 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

### 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

### 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

### 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

### 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

### 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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# Questions

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**1. Which of the following is an ethical issue in the learning environment?**

A. Collusion

B. Collaboration

C. Punctuality

D. Attendance

**2. How many competencies are identified for the LRM?**

A. Three

B. Two

C. Four

D. Five

**3. What is the difference between manual and automated accessibility testing, and when should each be used?**

A. Manual testing involves human evaluation; automated checks identify issues quickly but may miss nuances. Use both for comprehensive accessibility.

B. Automated testing alone is always sufficient.

C. Manual testing is unnecessary.

D. Automated testing replaces all human judgment.

**4. Assessment tests who?**

A. The learner

B. The program

C. The instructor

D. The organization

**5. What is one of the pillars of motivation?**

A. Empathy

B. Competition

C. Fear

D. Apathy

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**6. One effective communication skill for the Army learning environment is**

A. Having a sense of humor

B. Public speaking

C. Silence at all times

D. Quick sarcasm

**7. What is a primary purpose of program-level rubrics in CFD-IC?**

A. To ensure consistency of assessment across courses by applying common criteria for program outcomes

B. To grade every student identically regardless of course

C. To replace instructor judgment with automated scoring

D. To restrict assessment to a single course

**8. In the ADDIE process, which step involves implementing the plan?**

A. Implementation

B. Analysis

C. Design

D. Evaluate

**9. What is scenario-based learning, and in what contexts is it particularly effective?**

A. Using realistic contexts to apply knowledge; effective for complex decision-making and professional practice.

B. Randomized quizzes with no context.

C. Pure theory with no application.

D. Irrelevant case stories.

**10. Three learning domains are**

A. Cognitive, Affective, Psychomotor

B. Cognitive, Affective, Social

C. Psychomotor, Cognitive, Behavioral

D. Affective, Cognitive, Social

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# Answers

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1. A
2. A
3. A
4. A
5. A
6. A
7. A
8. A
9. A
10. A

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# Explanations

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## 1. Which of the following is an ethical issue in the learning environment?

A. Collusion

B. Collaboration

C. Punctuality

D. Attendance

*In education, honesty and fair play are essential. Collusion means secretly working with others to produce work or share answers so it looks like your own effort, which violates academic integrity policies and undermines fairness for everyone. That's why it's considered an ethical issue in the learning environment. By comparison, collaboration is allowed when it follows course rules and proper attribution, so it isn't an ethical breach. Punctuality and attendance are about meeting deadlines and being present; they are behavioral expectations rather than ethical violations, though neglecting them can affect performance. So the ethical issue among these options is collusion.*

## 2. How many competencies are identified for the LRM?

A. Three

B. Two

C. Four

D. Five

*The question tests how many core capabilities the LRM framework identifies. The idea is that a practical model for managing learning resources centers on a triad: planning and designing resources, delivering and facilitating learning experiences, and assessing outcomes to inform improvement. Having three competencies keeps the focus tight and ties together the full cycle—from creating materials to engaging learners to measuring impact. So, three is the best count because it captures the essential, interconnected activities you must master to manage resources effectively without overloading you with too many separate areas. If you see counts like two, four, or five, they either leave out a crucial part of the cycle or split it into finer pieces that don't change the overall responsibility.*

## 3. What is the difference between manual and automated accessibility testing, and when should each be used?

A. Manual testing involves human evaluation; automated checks identify issues quickly but may miss nuances. Use both for comprehensive accessibility.

B. Automated testing alone is always sufficient.

C. Manual testing is unnecessary.

D. Automated testing replaces all human judgment.

*Accessibility testing blends human judgment with automated checks. Manual testing means a person navigates the site or app with assistive technologies and via keyboard, checking that everything reachable, labeled, and understandable works as intended, and that the task flow makes sense for users with disabilities. Automated testing uses software tools to scan for common, machine-detectable issues quickly across many pages—things like color contrast, missing alt text, missing or incorrectly labeled form fields, or problems with semantic structure. These automated checks are fast and helpful for broad coverage, but they can miss nuanced aspects of usability or misinterpret design intent. They may also flag issues that aren't actually a problem in context. Because of that, the best approach is to use both. Run automated checks regularly to catch obvious problems and regressions, then perform manual testing on critical user journeys and areas with higher accessibility risk to verify real-world usability and ensure the experience works for people with disabilities.*

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## 4. Assessment tests who?

A. The learner

B. The program

C. The instructor

D. The organization

*Assessments measure what the learner has understood and can do, comparing performance to defined outcomes or objectives. The core purpose is to evaluate the learner's progress and mastery. While the results can be used by a program, instructor, or organization to improve teaching, curriculum, or policy, the assessment itself is centered on the learner's knowledge and skills. Therefore, the learner is the most appropriate answer.*

## 5. What is one of the pillars of motivation?

A. Empathy

B. Competition

C. Fear

D. Apathy

*Motivation grows strongest when people feel understood and valued, which empathy helps establish. By sensing others' feelings and perspectives, you build trust, relate to their needs, and show that contributions matter, all of which boost intrinsic motivation and willingness to engage. In learning or work settings, an empathetic approach creates a supportive environment where people are more likely to invest effort and persist through challenges. Competition can spark action but isn't a universal driver and can undermine collaboration; fear can push behavior in the short term but harms long-term motivation; apathy signals a lack of motivation rather than a force that sustains it. Empathy uniquely reinforces the social and relational aspects that sustain motivation over time, making it the best answer.*

## 6. One effective communication skill for the Army learning environment is

A. Having a sense of humor

B. Public speaking

C. Silence at all times

D. Quick sarcasm

*In a learning environment, effective communication hinges on building rapport and creating a climate where questions and ideas can be shared openly. A sense of humor, used appropriately, lightens tension, makes interactions more approachable, and helps people stay engaged with challenging material. It supports teamwork and trust, which are essential for learning under stress, while keeping professional boundaries and respect intact. Public speaking is useful for delivering content to a group, but in everyday learning interactions its role is secondary to the ongoing, interactive communication that keeps learners engaged and instructors aware of understanding. Silence at all times halts feedback and participation, which are crucial for learning. Quick sarcasm undermines respect, can come across as hostility, and erodes the safe, professional environment needed for effective instruction. So, a sense of humor stands out as the most beneficial communication skill in this context.*

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## 7. What is a primary purpose of program-level rubrics in CFD-IC?

A. To ensure consistency of assessment across courses by applying common criteria for program outcomes

B. To grade every student identically regardless of course

C. To replace instructor judgment with automated scoring

D. To restrict assessment to a single course

*Program-level rubrics create a unified framework for measuring whether students meet the program's outcomes across multiple courses. By applying common criteria that map to those outcomes, they give faculty a shared standard to judge performance, regardless of which course the work came from. This makes assessment across the whole program consistent and comparable, so evidence from different courses can be aggregated to show overall progress toward the program goals. It also supports ongoing improvement and accountability by highlighting where the program as a whole is succeeding or where adjustments are needed. These rubrics aren't about grading every student exactly the same or replacing human judgment with automation, and they aren't meant to limit assessment to a single course. Instead, they span multiple courses to connect assessments to the overall program outcomes, enabling a cohesive picture of student learning throughout the program.*

## 8. In the ADDIE process, which step involves implementing the plan?

A. Implementation

B. Analysis

C. Design

D. Evaluate

*Putting the plan into action is what implementation is all about. In this phase, the designed plan is actually carried out: delivering the training to learners, coordinating instructors and materials, setting up the learning environment and technology, and handling the logistics of the rollout. It's the execution step where the plan becomes reality, with ongoing support for learners and facilitators and adjustments as issues arise. After this, evaluation can assess how well the training worked and what to improve. The other steps focus on preparing and shaping what will be delivered: analysis identifies needs and context; design outlines objectives and the learning blueprint; development creates the actual content and materials.*

## 9. What is scenario-based learning, and in what contexts is it particularly effective?

A. Using realistic contexts to apply knowledge; effective for complex decision-making and professional practice.

B. Randomized quizzes with no context.

C. Pure theory with no application.

D. Irrelevant case stories.

*Scenario-based learning uses realistic, task-relevant situations to require learners to apply knowledge, reason through problems, and decide on actions, often with guided feedback. By anchoring learning in authentic contexts, it helps learners translate what they've studied into real-work performance, improving transfer and retention. This approach is especially effective for complex decision-making and professional practice because success depends on integrating multiple skills, interpreting nuances, and making judgments under real-world constraints. You'll see it in medical simulations, legal or engineering casework, teacher professional development, business strategy exercises, and public-safety training. Approaches that rely on random quizzes with no context, pure theory with no application, or irrelevant case stories don't prepare learners to act effectively in real settings because they miss the necessary realism and hands-on practice.*

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## 10. Three learning domains are

A. Cognitive, Affective, Psychomotor

B. Cognitive, Affective, Social

C. Psychomotor, Cognitive, Behavioral

D. Affective, Cognitive, Social

*The main idea behind this question is understanding the three broad areas in which learning outcomes are categorized: cognitive, affective, and psychomotor. The cognitive domain covers mental processes like recalling information, understanding concepts, applying skills, analyzing ideas, evaluating problems, and creating new solutions. The affective domain deals with attitudes, values, and feelings toward the subject or learning process, including how a learner receives, responds to, values, organizes, and internalizes those values. The psychomotor domain involves physical or manual skills—coordination, precision, and the execution of tasks requiring movement. This trio—cognitive, affective, and psychomotor—is the classic framework used to describe learning objectives. The other options mix in domains like social or behavioral, which aren't part of the standard three-domain model, though some frameworks discuss related aspects in different terms.*

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# Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://cfdic.examzify.com

We wish you the very best on your exam journey. You've got this!

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