Chapter 11
Developing a Competency-Based Instructor Training Model of Professional Development: A Key Component for Competency-Based Instructional Programs

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ABSTRACT

The purpose of this chapter is to provide a set of instructor competencies for faculty professional development when transitioning to competency-based instructional programming. This chapter details considerations when designing and developing a competency-based, instructor training model. A competency-based education (CBE) program ought to have instructors that are competent analyzing, designing, developing, and evaluating competency-based instructional offerings. If the purpose of competency-based instructional programs is to move beyond static and passive, knowledge-only based instruction, then instructors should also be capable of providing dynamic, active knowledge and skill-based opportunities for learning.
INTRODUCTION

Efforts to implement CBE may expose as much about the challenges of program innovation as they do about the higher education seed bed where proponents hope it can grow. Perhaps higher education may never be ready for widespread CBE implementation. Is CBE destined to remain an incremental innovation in light of financial aid requirements, outmoded regulations, and a scarcity of expertise? Or is there something intrinsically challenging about how teaching, assessment, and pedagogy function within it? – Howard Lurie

Competency-based approaches to higher educational programming are typically seen as alternatives to the more traditional educational approaches. Education programs transitioning to a competency-based instructional approach require a significant realignment of the program’s education philosophy, epistemological assumptions and teaching culture, curriculum and assessment, and the administrative operations. Competency-based instructional approaches affect everything from evaluating instructional methods, assessing prior learning/credits, transcripts/grading scales, and Carnegie units/matriculation requirements. Some fear that adopting competency-based learning approaches means total abandonment of traditional letter grades, report cards, transcripts, and other familiar academic-reporting strategies. This need not be the case because competency-based, programming is compatible with and requires little change to the familiar, traditional reporting strategies. But most importantly, schools must develop faculty capable of providing competency-based methods of instruction for it to be considered authentic, competency-based, programming.

This chapter details considerations when designing and developing a competency-based, instructor training model. A competency-based education (CBE) program should, by extension, have instructors that are competent in the implementation of competency-based instruction; and those instructors should also be competent in analyzing, designing, developing, and evaluating competency-based instructional offerings. If the purpose of competency-based instructional programs is to move beyond static, passive, knowledge-only based instruction, then instructors should also be capable of providing dynamic, active, knowledge and skill-based opportunities for learning. The purpose of this chapter is to provide a set of instructor competencies for faculty professional development when transitioning to competency-based instructional programming.
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Daniela-Maria Cretu (2018). Handbook of Research on Student-Centered Strategies in Online Adult Learning Environments (pp. 319-338).
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