



# **Certified Nurse Educator (CNE®) 2023 Candidate Handbook**

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Administered by the National League for Nursing's  
Academic Nurse Educator Certification Program

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It is essential that candidates keep the handbook readily available for reference until they have completed the examination. Candidates are responsible for knowing its contents.

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Measure Learning is an independent testing agency that provides testing and measurement services to the ANECP.

## **GENERAL INFORMATION**

### **The Value of Certification**

Certification in any field is a mark of professionalism. For academic nurse educators, it establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. It communicates to students, peers and the academic and health care communities that the highest standards of excellence are being met. By becoming credentialed as a certified nurse educator, you serve as a leader and a role model. *Certification is the mark of distinction for nursing faculty.*

The National League for Nursing endorses the concept of voluntary, periodic certification for all academic nurse educators meeting educational and practice requirements.

### **Definition of Academic Nurse Educator Practice**

*The Scope of Practice for Academic Nurse Educators, 2012 Revision\** was developed by the National League for Nursing's Certification Governance Committee. The purpose of the document was to "describe academic nursing education as a specialty area and an advanced nursing practice role within professional nursing" (p. 4). The description includes a definition, historical perspective, statements of values and beliefs, a theoretical framework, scope of practice, and competencies or standards of practice of academic nursing education. Statements relevant to a definition of academic nurse educator practice include the following (p. 5):

Academic nursing education is the process of facilitating learning through curriculum design, teaching, evaluation, advisement, and other activities undertaken by faculty in schools of nursing. Academic nursing education is a specialty area and an advanced practice role within professional nursing.

Academic nurse educators engage in a number of roles and functions, each of which reflects the core competencies of nursing faculty (see pp. 14-19). The extent to which a specific nurse educator implements these competencies varies according to many factors, including the mission of the nurse educator's institution, the nurse educator's rank, the nurse educator's academic preparation, and the type of program in which the nurse educator teaches.

Nursing education takes place in diverse settings that include, but are not limited to, technical schools, hospitals, two-year colleges, four-year colleges, and universities. The implementation of the academic faculty role occurs in any and all learning environments.

### **Mission**

The mission of the Academic Nurse Educator Certification Program is to *promote excellence in the advanced specialty role of the academic nurse educator.*

### **Goals of CNE® Certification**

- ◆ Distinguish academic nursing education as a specialty area of practice and an advanced practice role within professional nursing.
- ◆ Recognize the academic nurse educator's specialized knowledge, skills and abilities.
- ◆ Strengthen the use of core competencies of nurse educator practice.
- ◆ Contribute to nurse educators' professional development.
- ◆ Support the nurse educator in active pursuance of continuance competency.

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\* National League for Nursing. (2012). *The scope of practice for academic nurse educators, 2012 Revision*. New York, NY: National League for Nursing.

## **Eligibility Requirements**

Pursuing certification as an Academic Nurse Educator – designated as CNE -- should be a goal for those who have carefully reviewed the test blueprint and the eligibility requirements and determine that their educational and experiential qualifications have provided sufficient opportunity to participate meaningfully in the full scope of the faculty role.

***All eligibility criteria for initial certification must be met at the time of application.***

**Option A: Must meet criteria 1 & 2**

1. **Licensure:** Documentation of valid licensure/certificate or other documentation of unencumbered practice in the country of residence.
2. **Education:** A master's or doctoral degree in nursing with:
  - a major emphasis in nursing education
  - or**
  - post-master's certificate in nursing education
  - or**
  - nine or more credit hours of graduate-level education courses\*

Examples of acceptable graduate-level education courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning; Instructional Technology.

**NOTE:** Graduate-level research or statistics courses *do not* count toward this requirement.

**Option B: Must meet criteria 1, 2 & 3**

1. **Licensure:** Documentation of valid licensure/certificate or other documentation of unencumbered practice in the country of residence.
2. **Education:** A master's or doctoral degree in nursing (with a major emphasis in a role other than nursing education).
3. **Experience:** Two years or more employment in a nursing program in an academic institution within the last five years.

## **Disclaimer**

The Certified Nurse Educator exam was developed to measure competence in the full scope of the academic nurse educator practice role. Even though the CNE® eligibility criteria have been expanded to include new graduates of master's and doctoral programs focused in nursing education, the test itself was not developed as a measure of graduate program outcomes.

Any individual who wishes to appeal the determination of compliance with CNE® eligibility requirements must submit a written request with supporting documentation. For more information, please email [certification@nln.org](mailto:certification@nln.org) or call (618) 534-0294.

**STATEMENT OF NONDISCRIMINATION**

*This certifying organization does not discriminate among candidates as to age, sex, race, religion, national origin, ethnicity, disability, marital status, sexual orientation, gender identity, or military status. Review of test items, inclusive of the potential of test item bias, is maintained.*

*Candidates have the right to expect all aspects of the certification process to be fair and free from discrimination. All reasonable efforts should be made to ensure examinations are job-related; no candidate is excluded from the examination as a result of age, sex, race, religion, national origin, ethnicity, disability, marital status, sexual orientation, and gender identity; language that may be offensive to population subgroups has been eliminated; and bias and stereotyping have been reduced.*

*Bias is the presence of an item characteristic that results in the differential performance of candidates of equal ability. Variations in test results are acceptable only when they reflect the true ability of candidates and not when they result from unintended interpretation of the item by an identifiable subgroup. Bias in an examination is a validity issue.*

## **Certification**

The mark, CNE®, is a registered mark owned by the National League for Nursing. Academic nurse educators who meet the eligibility criteria and pass the CNE® examination may use the certification mark “CNE” following the name (e.g., S. Smith, MSN, RN, CNE). The certification mark may be used only as long as certification is valid, after which time certification may be renewed. Certification is valid for five years; it begins the date the candidate receives an official passing test score and ends on December 1<sup>st</sup> of the fifth year following the date of the exam. Certification is a non-transferable, revocable, limited, non-exclusive affirmation to use the certification designation “CNE”, subject to compliance with the policies and procedures, as may be revised from time to time.

Each successful candidate will have the opportunity to download and print a certificate from the NLN Certification Portal. Information on the current certification status of an individual will be provided in writing upon request. The NLN reserves the right to publish a listing of certificants (i.e., those who have passed the examination). NLN owns all rights to the CNE® designation.

## **Recertification/Renewal**

CNE® certification status is granted for a period of five years. The five-year renewal cycle is based on the currency of practice in nursing and changes associated with pedagogy (for example, increased focus on simulation). The purpose of requiring certification renewal is to ensure the educator has continued to expand knowledge relevant to the full scope of the academic nurse educator role. Use of the CNE credential is valid until the date indicated on the CNE® certificate issued by the NLN’s Academic Nurse Educator Certification Program. A certified nurse educator can renew the certification by maintaining practice requirements and fulfilling professional development requirements; individuals can also continue their certification by re-taking the Certified Nurse Educator (CNE®) examination, provided the then-current eligibility requirements are met. The Renewal application will be due by September 30 of the 5<sup>th</sup> year. The Certified Nurse Educator Renewal Webpage, available online at [www.nln.org/certification/Certification-for-Nurse-Educators/cne](http://www.nln.org/certification/Certification-for-Nurse-Educators/cne) provides additional information about these processes. \*Please note: Beginning with certifications obtained after January 1, 2021, with renewal due during 2026 (and beyond), renewals will require 75 Renewal Credits for the five-year cycle.

The renewal of the certification requires evidence of continuing competency being demonstrated by activities directly linked to the competencies of the certification. Continuing competency of renewal activities should show ongoing demonstration of levels of knowledge and skills being applied to the role of the nurse educator, and a commitment to professional development and growth that is represented with the credential.

To ensure the integrity of the CNE® certification renewal process, randomly selected renewal applications will be audited each year. Certificants who are selected for audit will

be notified and required to provide supporting documentation. It is advisable to keep documentation of certification renewal activities in the event that one is selected for renewal audit. Certificants who are audited and not able to provide the necessary supporting documentation will have their CNE credential revoked.

Individuals who choose to renew by examination and do not achieve a passing score, as well as those who elect not to renew their certification, are prohibited from using the CNE designation.

Certificants who have retired from academic responsibilities but wish to continue their CNE® credential should complete the application for the “Retired Status.” The application for “Retired Status” will be available in the Menu options for the candidate on the Certification Portal.

It is the certificant’s professional responsibility to adhere to renewal or recertification dates, provide required documentation, and keep abreast of changing certification requirements. It is also the certificant’s responsibility to keep the NLN Academic Nurse Educator Certification Program informed of any changes in email address, mailing address, or other pertinent contact information.

## **About the CNE® Examination**

The CNE® examination is designed to evaluate the candidate’s knowledge about the full-scope of the academic nurse educator role. The examination consists of 150 multiple-choice items, 130 of which count toward the scoring of the exam. The remaining 20 items are newly-developed ones that are being pretested and, therefore, do not count toward the scoring of the exam. Candidates will not know which items are scored and which are pretest items. The purpose of pretesting is to determine if items are statistically sound and fair. Extensive statistical analyses are performed on each newly-developed item to determine how well it performs. Items that have poor statistics are not used on future examinations. Items that perform well when pretested are used on future test forms as items that count toward scoring.

The examination is developed through a collaborative effort between the NLN and Meazure Learning. Academic nurse educator experts, drawn from a wide variety of program types and geographical areas, write examination items that reflect the role competencies, examination content outline and examination specifications, as developed by the NLN (Halstead, 2019). The NLN also approves the individual examination for administration, sets the passing score for successful achievement, and determines individual eligibility for taking the examination based on published criteria. Meazure Learning is responsible for the computerized testing sites, examination security, examination administration, scoring and statistical analysis, and maintaining an item bank of approved examination questions.

The Test Development Committee and members of Meazure Learning assemble various forms of the test from the approved questions. The examination consists of four-option, multiple-choice questions that reflect different cognitive levels:

1. **Recall:** The ability to recall or recognize specific information.
2. **Application:** The ability to comprehend, relate or apply knowledge to new or changing situations.
3. **Analysis:** The ability to analyze and synthesize information, determine solutions and/or evaluate the usefulness of a solution.

The emphasis is on application and analysis questions.

**Test Format**

**Computer-based testing (CBT) –**


The CNE® examination is available via computer-based testing. The exam is offered Monday through Saturday at

Meazure Learning Assessment Centers throughout the United States. Specific information about Meazure Learning assessment centers can be found at [www.MeazureLearning.com](http://www.MeazureLearning.com). Live on-line proctored test administration is also available. Requirements and specifications are addressed later in this handbook.

**Examination Test Blueprint**

The content of the Certified Nurse Educator (CNE®) examination is based on the CNE® test blueprint which was developed from the *Academic Nurse Educator Practice Analysis* completed in 2023. To ensure the content is current, practice-related, and representative of the responsibilities of academic nurse educators in the United States, the practice analysis is updated periodically.

The test blueprint is presented here in its entirety. It is composed of eight major content areas, each with assigned percentages and numbers of items. Each major content area is represented in every examination with the appropriate percentage of items. However, not all content sub-areas are included on every form of the test.

 <p style="text-align: center;"><b>Certified Nurse Educator (CNE®) Examination Test Blueprint</b></p>		
Category	Major Content Areas	Item Count
1	Facilitate Learning	47
2	Facilitate Learner Development and Socialization	18
3	Use Assessment and Evaluation Strategies	18
4	Participate in Curriculum Design and Evaluation of Program Outcomes	13
5	Function as a Change Agent and Leader	9
6	Pursue Continuous Quality Improvement in the Academic Nurse Educator Role	9
7	Engage in Scholarship	7
8	Function within the Organizational Environment and the Academic Community	9

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**Note:** Each examination form contains 150 items including 20 unscored items being pretested for future use.

## NLN CNE 2023 Detailed Test Blueprint

Class Code	Description	Item Count	Cognitive Level		
			Recall	Application	Analysis
<b>010000</b>	<b>Domain 1: Facilitate Learning</b>	<b>47</b>	<b>7</b>	<b>26</b>	<b>14</b>
010100	A. Implement a variety of active teaching and learning strategies appropriate to: <ol style="list-style-type: none"> <li>1. content/concepts</li> <li>2. setting</li> <li>3. learner attributes and needs</li> <li>4. learner outcomes</li> <li>5. method of delivery</li> </ol>				
010200	B. Use teaching and learning strategies based on: <ol style="list-style-type: none"> <li>1. educational theories</li> <li>2. evidence-based practices related to education</li> </ol>				
010300	C. Modify teaching strategies and learning experiences based on consideration of learners': <ol style="list-style-type: none"> <li>1. diversity</li> <li>2. social determinants of learning (i.e., physical health, psychosocial health, economic stability, physical environment, social environment, and self-motivation)</li> <li>3. past clinical, educational, and life experiences</li> </ol>				
010400	D. Use technologies to support the teaching-learning process				
010500	E. Communicate effectively to convey ideas in a variety of contexts				
010600	F. Model reflective thinking practices				
010700	G. Create opportunities for learners to develop clinical judgment				
010800	H. Ensure a positive and safe learning environment				
010900	I. Model attributes that facilitate learning (e.g., caring, confidence, patience, integrity, respect, flexibility, resilience, enthusiasm)				
011000	J. Develop and maintain effective working relationships with healthcare and education partners				
011100	K. Apply concepts of evidence-based practice in nursing to guide teaching				
<b>020000</b>	<b>Domain 2: Facilitate Learner Development and Socialization</b>	<b>18</b>	<b>3</b>	<b>10</b>	<b>5</b>
020100	A. Identify learner attributes and needs based on consideration of learners': <ol style="list-style-type: none"> <li>1. diversity</li> <li>2. social determinants of learning (i.e., physical health, psychosocial health, economic stability, physical environment, social environment, and self-motivation)</li> <li>3. past clinical, educational, and life experiences</li> </ol>				
020200	B. Facilitate access to various resources to support diverse learners				
020300	C. Assist learners to identify and develop a plan to meet professional goals				
020400	D. Facilitate learners' self-reflection, goal setting, and socialization to the role of the nurse				
020500	E. Engage learners in thoughtful and constructive self and peer evaluation				
020600	F. Promote professional development of learners				
<b>030000</b>	<b>Domain 3: Use Assessment and Evaluation Strategies</b>	<b>18</b>	<b>2</b>	<b>10</b>	<b>6</b>
030100	A. Design and apply formative and summative evaluation strategies				
030200	B. Implement evidence-based assessment and evaluation strategies in these learning domains: <ol style="list-style-type: none"> <li>1. cognitive</li> <li>2. psychomotor</li> <li>3. affective</li> </ol>				



Class Code	Description	Item Count	Cognitive Level						
			Recall	Application	Analysis				
030300	C. Evaluate available methods for learner assessment and evaluation								
030400	D. Create assessment methods to evaluate outcomes								
030500	E. Implement evaluation methods that are congruent with learner and learning outcomes								
030600	F. Analyze assessment and evaluation data								
030700	G. Apply assessment and evaluation data to enhance the teaching-learning process								
030800	H. Inform learners about assessment and evaluation criteria								
030900	I. Provide timely, constructive, and thoughtful feedback to learners								
<b>040000</b>	<b>Domain 4: Participate in Curriculum Design and Evaluation of Program Outcomes</b>					<b>13</b>	<b>1</b>	<b>8</b>	<b>4</b>
040100	A. Provide input for the development of nursing program standards and policies regarding: <ol style="list-style-type: none"> <li>1. admission</li> <li>2. progression and retention</li> <li>3. graduation</li> </ol>								
040200	B. Demonstrate knowledge of curriculum development including: <ol style="list-style-type: none"> <li>1. developing program outcomes and/or competency statements</li> <li>2. writing content objectives and course outcomes</li> <li>3. selecting learning activities and clinical experiences consistent with course outcomes</li> <li>4. designing evaluation strategies consistent with course and program outcomes</li> </ol>								
040300	C. Design the curriculum to reflect: <ol style="list-style-type: none"> <li>1. institutional philosophy and mission</li> <li>2. current nursing and healthcare trends</li> <li>3. community, clinical partners, and societal needs</li> <li>4. nursing principles, standards, theory, and research</li> <li>5. educational principles, theory, research, and innovation</li> <li>6. use of technology</li> <li>7. mode of educational delivery</li> </ol>								
040400	D. Lead the development of curriculum design								
040500	E. Lead the development of course design								
040600	F. Design program evaluation that promotes continuous quality improvement								
040700	G. Implement the program evaluation plan								
040800	H. Analyze results of program evaluation								
040900	I. Revise the curriculum based on evaluation of: <ol style="list-style-type: none"> <li>1. program outcomes</li> <li>2. learner needs</li> <li>3. societal and health care trends</li> <li>4. stakeholder feedback (e.g., learners, agency personnel, accrediting agencies, advisory boards, community and clinical partners)</li> </ol>								
041000	J. Implement curricular revisions using change theories and evidence-based strategies								
041100	K. Evaluate the program evaluation plan								
<b>050000</b>	<b>Domain 5: Function as a Change Agent and Leader</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>2</b>				
050100	A. Evaluate organizational effectiveness to determine needed change								
050200	B. Adapt to changes created by external factors								
050300	C. Create a culture for change within the nursing program and institution								

Class Code	Description	Item Count	Cognitive Level		
			Recall	Application	Analysis
050400	D. Design, implement, and evaluate strategies for change				
050500	E. Model principles of diversity, equity, and inclusivity when advocating for change				
050600	F. Serve as a leader to promote nursing and nursing education				
050700	G. Facilitate interprofessional education and collaboration to impact health and educational outcomes				
050800	H. Advocate for nursing, nursing education, and higher education				
050900	I. Manage conflict effectively				
<b>060000</b>	<b>Domain 6: Pursue Continuous Quality Improvement in the Academic Nurse Educator Role</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>2</b>
060100	A. Participate actively in professional nursing and educational organizations				
060200	B. Demonstrate a commitment to lifelong learning				
060300	C. Use feedback gained from self, peer, learner, and administrative evaluation to improve role effectiveness				
060400	D. Stay current with legal practices and ethical codes relevant to nursing and educational settings				
060500	E. Remain informed with healthcare policy relevant to nursing and educational settings				
060600	F. Seek mentors for professional development in the academic nurse educator role				
060700	G. Engage in self-reflection and self-care to improve teaching practices				
<b>070000</b>	<b>Domain 7: Engage in Scholarship</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>0</b>
070100	A. Foster a culture of scholarly inquiry				
070200	B. Demonstrate qualities of a scholar: integrity, courage, perseverance, vitality, and creativity				
070300	C. Design and implement scholarly activities				
070400	D. Disseminate the outcomes of scholarly activities				
<b>080000</b>	<b>Domain 8: Function within the Organizational Environment and the Academic Community</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>2</b>
080100	A. Analyze the impact of social, technological, economic, political, and institutional factors on nursing and higher education				
080200	B. Apply knowledge of historical and current trends and issues to decision making in nursing and higher education				
080300	C. Integrate the values of civility, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and colleagues				
080400	D. Demonstrate support of diversity, equity, and inclusion initiatives to align with the organization's mission and vision				
080500	E. Incorporate the mission and goals of the nursing program and the parent institution when managing issues				
080600	F. Manage the teaching, scholarship, and service demands congruent with the requirements of the institutional setting				
080700	G. Serve as a leader in governance and activities within the nursing program and/or the parent institution				
080800	H. Use social media in a manner consistent with professional and institutional guidelines				
080900	I. Provide input into the budgetary processes of the program and parent institution				
081000	J. Maintain professional role boundaries as an educator				

Class Code	Description	Item Count	Cognitive Level		
			Recall	Application	Analysis
081100	K. Seek opportunities to mentor and support faculty colleagues to optimize role of an academic nurse educator				
081200	L. Participate in the development of policies and procedures related to learners, faculty, and the educational environment				
<b>Total</b>		<b>130</b>	<b>19</b>	<b>76</b>	<b>35</b>

**NLN CNE Knowledge Statements**

1. Academic, professional, and community service opportunities
2. Accreditation, regulatory standards, and policies
3. Advisement and counseling strategies
4. Change management strategies
5. Characteristics and functions of various healthcare teams
6. Characteristics of a safe and inclusive learning environment
7. Characteristics of change agents
8. Communication methods specific to audience and situation
9. Community and societal needs
10. Conflict resolution methods
11. Constructive feedback techniques
12. Critical and reflective thinking strategies
13. Dissemination of information
14. Educational principles, theory, and research
15. Educational resources for supporting diverse learners
16. Evidence-based teaching strategies specific to learner needs and outcomes
17. Formative and summative learner evaluations
18. Goal setting
19. How to be an advocate
20. Identification of personal attributes as a tool to facilitate learning
21. Institutional philosophy and mission
22. Integration of data into practice (i.e., clinical, educational)
23. Interpretation of research literature
24. Interprofessional education competencies
25. Leadership behaviors in nursing education
26. Learning and socialization needs of diverse learners
27. Legal and ethical issues in healthcare and higher education
28. Measures of organizational effectiveness
29. Mentoring principles and methods
30. Methods to assess and evaluate learning
31. Methods to assess learner needs
32. Methods to collaborate with interprofessional teams
33. Methods to create collegial working relationships
34. Methods to develop clinical judgment in the learner
35. Methods to evaluate the learning environment
36. Nursing and health care trends
37. Organizational structure and governance
38. Principles and methods of continuous quality improvement
39. Principles and methods of curriculum design and revision
40. Principles and methods of program evaluation

41. Principles of diversity, equity, inclusion, and belonging
  42. Principles of ongoing professional learning
  43. Professional development activities
  44. Professional organizations that support ongoing professional learning
  45. Professional roles and boundaries
  46. Qualities of a scholar
  47. Quality improvement and evidence-based practice methodologies
  48. Research methodology
  49. Role modeling
  50. Role of professional nurse and nurse educator
  51. Self-care techniques
  52. Self-evaluation and reflection techniques
  53. Social determinants of learning
  54. Socialization process
  55. Spirit of inquiry
  56. Strategies to promote a culture of safety and quality
  57. Student success strategies
  58. Teaching, scholarship, and service demands
  59. Technologies and equipment to facilitate learning
  60. Technology trends in healthcare and higher education
  61. Test and item analysis
  62. Test development
  63. Variations of educational settings and delivery methods
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### **Preparing for the Examination**

Before preparing for the Certified Nurse Educator examination, it is important to confirm that all eligibility requirements are met. The Certified Nurse Educator examination is designed to assess the knowledge one has acquired as a result of one's academic preparation, continued learning, and engagement in the full scope of the faculty role. To that end, it is recommended that in preparing for this examination, the detailed test blueprint is reviewed carefully to identify the content areas that are included in the exam and determine which areas call for focused study. Take note of how each content area is weighted to determine the percentage of questions that pertain to each area and make full use of the reference list that is provided. This list is provided to serve as a guide and is *not* intended to be all-inclusive. It also is recommended that one examine the sample questions that are included on pages 14-15 of this *Handbook* as they are similar to the ones found on the examination; the sample questions do **not**, however, represent the full range of content or levels of difficulty.

To assist in preparing for the CNE exam, it would also be helpful to read through the *Certified Nurse Educator Review Book* (Caputi, 2019). This book devotes a full chapter to each of the 8 core competencies for nurse educator. Each chapter provides information about the competency and each of its task statements, includes practice test questions, and offers references that are specific to that competency.

Finally, a Self-Assessment Examination (SAE) is available to help prepare candidates for success in obtaining the Certified Nurse Educator (CNE®) credential. The NLN offers this internet-based, 65-item, multiple-choice practice exam with the assistance of our testing partner, Meazure Learning. The SAE can be considered a learning tool and assessment instrument that is parallel in form to the actual CNE® examination. The CNE® SAE is a half-length examination that meets the examination specifications including content outline coverage, percentage of items in each of the content categories, and cognitive complexity item distribution. By taking the SAE, candidates are able to practice taking CNE®-type questions, experience computer-based testing, review rationales for correct and incorrect answers, and receive a score report to assess strengths and areas for additional study. Please be aware that the CNE® SAE is not intended to replace studying for the CNE® examination, and it should **not** be inferred that performance on this practice examination will exactly replicate performance on the credentialing examination. For information about ordering the SAE, please visit [www.nln.org/certification/Certification-for-Nurse-Educators/cne](http://www.nln.org/certification/Certification-for-Nurse-Educators/cne) and select CNE Exam Prep from the sidebar.

**Resources**

**Certified Nurse Educator (CNE®) Examination**

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Books

Bastable, S. (2014). *Nurse as educator: Principles of teaching and learning for nursing practice (4<sup>th</sup> ed.)*. Burlington, MA: Jones and Bartlett Learning.

Billings, D. M. & Halstead, J. (Eds). (2016). *Teaching in nursing (5<sup>th</sup> ed.)*. St. Louis, MO: Elsevier Saunders.

Bradshaw, M. & Lowenstein, A. (2014). *Innovative teaching strategies in nursing (6<sup>th</sup> ed.)*. Burlington, MA: Jones and Bartlett Learning.

Cannon, S. & Boswell, C. (2016). *Evidence-based teaching in nursing: A foundation for educators*. Burlington, MA: Jones and Bartlett Learning.

Caputi, L. (Ed.). (2019). *Certified Nurse Educator review book: The official NLN guide to the CNE exam (2<sup>nd</sup> ed.)*. Philadelphia, PA: Wolters Kluwer.

Gaberson, B., Oermann, M. & Shellenbarger, T. (2015). *Clinical teaching strategies*. New York, NY: Springer Publishing Company.

Grossman, S. and Valiga, T. (2017). *The new leadership challenge: Creating the future of nursing (5<sup>th</sup> ed.)*. Philadelphia, PA: FA Davis.

Halstead, J.A. (Ed.). (2019). *NLN core competencies for nurse educators: A decade of influence*. Washington, DC: National League for Nursing.

Iwasiw, C. & Goldenberg, D. (2015). *Curriculum development in nursing education (3<sup>rd</sup> ed.)*. Burlington, MA: Jones and Bartlett Learning.

Keating, S. (2015). *Curriculum development and evaluation in nursing (3<sup>rd</sup> ed.)*. New York, NY: Springer Publishing Company.

Mastrian, K., McGonigle, D., Mahan, W. & Bixler, B. (2011). *Integrating technology in nursing education: Tools for the knowledge era*. Sudbury, MA: Jones and Bartlett Learning.

National League for Nursing. (2018) *The scope of practice of academic clinical nurse educator*. Philadelphia, PA. Wolters Kluwer.

Oermann, M. (Ed.). (2017). *A systematic approach to assessment and evaluation of nursing programs*. Washington, DC: National League for Nursing.

Oermann, M., DeGagne, J.C. & Phillips, B.C. (2018). *Teaching in nursing and role of the educator (2<sup>nd</sup> ed.)*. New York, NY: Springer Publishing Company.

Oermann, M. H. & Gaberson, K.B. (2018). *Evaluation and testing in nursing education (5<sup>th</sup> ed.)*. New York, NY: Springer Publishing Company.

Oermann, M.H., Shellenbarger, T. & Gaberson, K.B. (2018). *Clinical teaching strategies in nursing*. New York, NY: Springer Publishing Company.

Smith, M.H. (2012). *The legal, professional, and ethical dimensions of higher education (2<sup>nd</sup> ed.)*. Philadelphia, PA: Lippincott, Williams & White.

### **Journals**

*Assessment and Evaluation in Higher Education*

*EduCause Review*

*Higher Education Research and Development*

*International Journal of Nursing Education Scholarship*

*Journal of Continuing Education in Nursing*

*Journal of Nursing Education*

*Journal of Professional Nursing*

*Nursing Education in Practice*

*Nursing Education Today*

*Nursing Education Perspectives*

*Nursing Educator*

*Quality in Higher Education*

*Teachers and Teaching: Theory and Practice*

*Teaching in Higher Education*

**Sample Questions**

The following sample items are representative of the item format used in the CNE® examination.  
These items do not represent all content areas or difficulty levels.

An answer key is located at the end of this section.

1. Which learning activity would provide the learner with the highest level of cognitive learning?

- a. Attending a lecture
- b. Writing a summary
- c. Participating in a case study
- d. Reviewing content using presentation software

**Test Blueprint:** 1 B 1

**Cognitive Code:** *Application*

2. A learner approaches a nurse educator to discuss a grade earned on a written assignment. The learner is upset because the grade is lower than a peer's grade. Which is the best response?

- a. "The paper was graded using the rubric provided in the syllabus, however we can discuss some areas in which your paper could be improved."
- b. "I will review your paper one more time by comparing it to your peer's papers."
- c. "If there is an area in your paper that you think needs reevaluation, please provide documentation to support your concern and I will issue you extra credit points."
- d. "Before I can compare your paper to your peer's, I need permission from your peer."

**Test Blueprint:** 2 D

**Cognitive Code:** *Application*

3. A nurse educator is reviewing the item-analysis of a multiple-choice question. An item on the examination performed in this manner:

Option	A	B	C	D	E
N	2	2	113	23	194
Pt Biserial	+0.06	-0.16	-0.07	-0.02	+0.09

P value = 0.34    Correct answer = C    N = 334

Which is the likely cause for this frequency distribution?

- a. The use of five options widens the distribution
- b. Distracters are too easy to eliminate
- c. Average-ability learners have previously seen this item
- d. Learners who scored highest on the exam got the item incorrect

**Test Blueprint:** 3 F

**Cognitive Code:** *Analysis*

4. A nurse educator is reviewing program evaluation data. A benchmark indicating that 85% of learners will pass the NCLEX® exam on the first attempt has not been met for the past two years. Which would be a priority recommendation for the nurse educator to make?

- a. Lower the NCLEX® pass rate benchmark to 80%
- b. Implement an exit exam prior to graduation
- c. Evaluate the nursing program's curriculum
- d. Increase the passing grade for each nursing course to 85%

**Test Blueprint:** 4 H

**Cognitive Code:** *Analysis*

5. A novice nurse educator has just completed the first year of teaching and is meeting with a mentor to plan professional development activities for the next academic year. Which statement by the novice nurse educator would require follow up by the mentor?

- a. "I am interested in co-teaching a class with a pharmacist from a local hospital."
- b. "I want to learn how to incorporate some web-based assignments for learners next semester."
- c. "I need to learn more about how to write multiple-choice test questions that assess critical thinking."
- d. "I plan to run for president of the college senate in the fall."

**Test Blueprint:** 5 F

**Cognitive Code:** *Application*



6. A nurse educator is the chairperson of the curriculum committee and desires to make major curriculum changes. To fulfill the role of change agent and leader it would be essential for the nurse educator to initiate which action?

- a. Recognize that nurse educators with a spirit of inquiry about learning are most likely to support change
- b. Include nurse educators affected by proposed changes in the decision making process
- c. Minimize conflict in order to facilitate the process of change
- d. Identify that the utilization of change theory will allow for a clear cut process for successful change

**Test Blueprint:** 5 D

**Cognitive Code:** *Application*

7. Which action by a nurse educator demonstrates scholarly activity?

- a. Creating a home page noting professional achievements

- b. Submitting a grant to fund acquisition of a patient simulator
- c. Volunteering clinical expertise to a not-for-profit organization
- d. Coordinating a walk-a-thon to raise funds for children with cancer

**Test Blueprint:** 7 C

**Cognitive Code:** *Application*

8. A nurse educator is participating on a curriculum committee involved in a major revision of the nursing curriculum. Which is the first step?

- a. Aligning the new curricular goals with the mission of the institution
- b. Securing faculty representation from another department on the curriculum committee
- c. Ensuring that the faculty members agree on the program outcomes
- d. Developing a grant proposal to secure external funding for curriculum revisions

**Test Blueprint:** 4 C 1

**Cognitive Code:** *Analysis*

**Answer Key:**

1.) C      2.)A      3.)D      4.)C      5.)D      6.)B      7.)B      8.) A

**Visit [www.nln.org/certification/Certification-for-Nurse-Educators/cne](http://www.nln.org/certification/Certification-for-Nurse-Educators/cne)  
for information about the  
Certified Nurse Educator (CNE®) Self-Assessment Examination (SAE)**

## **APPLYING FOR THE EXAMINATION**

It is **the applicant's** responsibility to ensure that the online application and any requested supporting documents are accurately submitted, that the information provided is accurate, and that all deadlines are met. Careful attention to these elements enables prompt and efficient processing. NLN reserves the right to verify information supplied by each candidate. An application is considered complete only if all requested information is accurate; if the candidate is eligible for the examination; and if correct fees are submitted. **Please note that the first and last names provided by the applicant during registration must exactly match the government issued identification to be used at the testing center.** Information on required identification is described on page 20 of this *Handbook*. Any misrepresentation of information shall be considered grounds for prohibition from testing or revocation of certification. Candidates must apply and register for the CNE® examination online at: [www.nln.org/certification/Certification-for-Nurse-Educators/cne](http://www.nln.org/certification/Certification-for-Nurse-Educators/cne) The registration tab can be found on the left sidebar of the Certification for Nurse Educators (CNE) home page. Applications will **not** be accepted via mail or fax. **Do NOT submit examination application or fees if the eligibility requirements have not been met at the time of application.**

## **Fees**

Candidates must submit the appropriate fee with the complete examination application, and **payment is to be made using a valid credit card only** (Visa, MasterCard, American Express or Discover). Company checks, personal checks, money orders and cash are not acceptable forms of payment and will be returned without the application being processed. Fees for the certification exam are as follows:

<b>Certification Exam</b>	<b>NLN member Fee*</b>	<b>Non-member Fee*</b>
<b>Initial testing</b>	\$400	\$500
<b>Retest</b>	\$400	\$500

Please note that the above fees apply to testing within the continental U.S. and Hawaii. Applicants wishing to test at a testing center located within one of the U.S. Territories should contact the NLN's Academic Nurse Educator Certification Program at (618) 534-0294 or via email at [certification@nln.org](mailto:certification@nln.org) to discuss testing arrangements and the applicable fees.

## **Verification**

Information on applications will be verified by authorized NLN staff who check for accuracy and may verify information by telephone, letter or other means. All information gained through verification procedures will be kept confidential

except in instances where the law or professional obligations require disclosure of facts. Should any information on the application be found false or materially misleading, the applicant will be notified and declared ineligible to continue in the certification process.

## **Agreement of Authorization & Confidentiality**

The ANECP is committed to protecting confidential and/or proprietary information related to candidates, certificants, and the examination development and maintenance process.

Information about individuals who register to take the examination, as well as their examination results, are considered confidential. Exam scores are released only to the individual candidate unless a signed request to release that information to other parties is provided by the individual. Information submitted by candidates or certificants in connection with an application, renewal, or recertification is considered confidential.

When applying online, candidates will be required to read and acknowledge understanding of the following *Agreement of Authorization and Confidentiality*:

"I have read and understand the information provided in the candidate *Handbook*. In making this application, I fully understand that it is an application only and does not guarantee certification. I attest by answering "yes" to the statement "I have read and understand the preceding information" that I currently meet the eligibility requirements and I authorize the NLN to make whatever inquiries and investigations that it deems reasonable to verify my credentials and professional standing. I understand that false information may be cause for revocation of this application without a refund of any fees paid, loss of the credential (if currently held), or denial as a candidate to take the examination. I understand that I can be disqualified from taking or completing the examination, or from receiving examination scores if the Certification Committee of the NLN determines in its sole discretion that I was engaged in collaborative, disruptive or other prohibited behavior during the administration of the examination. I understand and agree that if I am certified following acceptance of this application and successful completion of the examination, such certification does not constitute NLN's warranty or guarantee of my competency to practice as an academic nurse educator. I understand that the initial certification period is five years beginning on the date of notification of passing the exam and ending on December 1<sup>st</sup> of the fifth year following the date of passing the examination, and I agree to meet the then-current requirements if I wish to maintain active certification status thereafter. I further understand that the governing body has the authority to change requirements to attain and maintain certification from time to time. If I am certified, I authorize NLN to include my name in a list of certified individuals and agree to use the CNE designation and related NLN trade names, trademarks, and logos only as permitted by NLN policies. I understand and agree that the NLN may also use anonymous and aggregate application and examination data for statistical analysis. I further agree to abide by the policies and procedures as set forth in the candidate *Handbook*."

## **Examination Application**

Visit [www.nln.org/certification/Certification-for-Nurse-Educators/cne](http://www.nln.org/certification/Certification-for-Nurse-Educators/cne) for the current test application.

## **Confirmation of Eligibility**

Applicants receive acknowledgement of receipt of their application via email immediately after the completed application (including the appropriate fee) has been received by NLN's Academic Nurse Educator Certification Program. Once the application is reviewed, a confirmation notice of eligibility is sent to the applicant by email (if a usable email address has been provided). If a confirmation notice is not received within five business days of finalizing the registration, the applicant should contact the NLN's Academic Nurse Educator Certification Program at (618) 534-0294 or [certification@nln.org](mailto:certification@nln.org). Failure to notify the NLN about a missing confirmation notice of eligibility will result in the inability to schedule and sit for the CNE® examination. The candidate has a 90-day window to schedule and take the CNE exam.

## **Examination Reapplication**

Individuals who were unsuccessful in an examination attempt may reapply. **An individual may take the CNE® examination a maximum of four times per year or once every 90 days and not more than once per quarter.** An examination application and examination fee (as per the fee structure on page 16 of this *Handbook*) is required for each retest.

## **Special Arrangements for Candidates with Disabilities**

Meazure Learning and the NLN comply with the Americans with Disabilities Act (ADA) and strive to ensure that no individual with a disability is deprived of the opportunity to take the examination solely by reason of that disability. Meazure Learning will provide reasonable accommodations for candidates with disabilities. Wheelchair access is available at all established Assessment Centers. Candidates with visual, sensory or physical disabilities that would prevent them from taking the examination under standard conditions may request special accommodations and arrangements. To request special accommodations and arrangements, refer to the *Credentialing Accommodations Handbook*, available for download on the NLN website. The *Request for Special Examination Accommodations* and the *Documentation of Disability-Related Needs* forms located in the *Accommodations Handbook*, must be uploaded to your application in the Certification Portal before finalizing the application. Additionally, the NLN's Academic Nurse Educator Certification Program must be notified that a request for special examination accommodations has been submitted by calling (618) 534-0294 or emailing [certification@nln.org](mailto:certification@nln.org). The certification program will notify Meazure Learning of acceptance of the accommodation request, and the applicant must inform Meazure Learning of the need for special accommodations when scheduling an examination appointment. If you have been granted an accommodation, you must submit your scheduling request to Meazure Learning at least thirty (30) days prior to the date you wish to test.

## EXAMINATION ADMINISTRATION

### Scheduling a Computer-Based Examination with Meazure Learning

There is a 90-day window to schedule and take the CNE exam. The Notice to Schedule Examination email contains a web address and a telephone number for the candidate to contact Meazure Learning. The candidate must be prepared to confirm a date and location for testing and to provide the unique username and password provided in the scheduling notice email. Examinations are administered by appointment only, Monday through Saturday, and individuals are scheduled on a first-come, first-served basis. Table 4 outlines timeframes for scheduling appointments:

<i>Candidate</i>	<i>Meazure Learning</i>
<i>Contact Meazure Learning to schedule an exam appointment at selected Assessment Center</i>	<i>Provides confirmed date and time</i>
<i>Receives email confirmation</i>	<i>Generated by Meazure Learning</i>
<i>Arrive 15-30 minutes before exam time</i>	<i>Verifies identification of candidate</i>
<i>Will participate in a highly secure testing environment</i>	<i>Proctors will be in constant observation</i>

*Candidates who arrive at an Assessment Center later than 15 minutes from the scheduled appointment time will not be admitted. Unscheduled candidates (walk-ins) will not be admitted to an Assessment Center.*

There are two ways to schedule an appointment for the computer-based Certified Nurse Educator Examination:

- ◆ **Online Scheduling:** The candidate will receive a Notice to Schedule email from Meazure Learning. This email will provide a username and password which will allow the candidate to schedule an exam date.
  - Go to the web link provided in the Notice to Schedule email
  - Enter the username and password provided in the email.
  - If special accommodations are being requested, the **Request for Special Examination Accommodations** must be submitted through the Certification Portal at the time of application. To schedule your examination, contact Meazure Learning at (919) 572-6880 and notify the candidate services representative that you have requested the accommodation. If you have been granted an accommodation, you must submit your scheduling request to Meazure Learning at least thirty (30) days prior to the date you wish to test.

### OR

- ◆ **Telephone Scheduling:** Call Meazure Learning at (919) 572-6880 to schedule a testing appointment.

### Examination Times and Days

The Certified Nurse Educator examination is delivered by computer at Meazure Learning Assessment Centers throughout the United States. The examination is administered by appointment only Monday through Saturday. Appointment starting times may vary by location. Candidates are scheduled on a first-come, first-served basis. The examination is not offered on the following holidays:

New Year's Day  
 Martin Luther King, Jr Day  
 Memorial Day  
 Independence Day

Labor Day  
 Thanksgiving (*and the following Friday*)  
 Christmas Eve  
 Christmas Day

### Assessment Center Locations

Meazure Learning Assessment Centers have been selected to provide accessibility to candidates in the global arena. A current listing of Meazure Learning Assessment Centers is available at this link on the Meazure Learning website: [www.assessments.meazurelearning.com/test-site-cities/](http://www.assessments.meazurelearning.com/test-site-cities/)  
 The exam is also offered by remote on-line proctor. Additional details are available on page 22.

### **Examination Appointment Changes**

Please note that rescheduling refers to a process that occurs once you have scheduled a testing date and subsequently wish to change or amend the date, time, or location of your scheduled exam. You may reschedule a testing appointment up to two (2) days in advance of your testing appointment. Reschedule requests are not accepted less than two (2) days of your scheduled testing appointment. To reschedule your exam, click on the scheduling link in the Measure Learning Notice to Schedule email to log back into the scheduling system with the provided username and password. Once you have logged in, click on the link to reschedule. A \$50 non-refundable fee will apply to all rescheduled exams; the fee must be paid online at the time of the request.

### **Missed Appointments and Forfeitures**

A candidate will forfeit the application and all fees paid to take the examination under the following circumstances:

- ◆ The candidate wishes to withdraw the application after the refund application deadline (see Withdrawal of Examination Request Form at the end of this handbook).
- ◆ The candidate wishes to reschedule an examination but fails to contact Measure Learning at least two business days prior to the scheduled testing session or fails to reschedule it within the same testing period.

- ◆ The candidate appears more than 15 minutes late for an examination appointment.
- ◆ The candidate fails to report for an examination appointment.
- ◆ The candidate fails to schedule an examination appointment within the 90-day testing window.

Candidates who forfeit their application and fees for any of these reasons will be required to submit a new application and examination fees in order to be eligible to sit for the examination.

### **Inclement Weather, Power Failure or Emergencies**

In the event of inclement weather or unforeseen emergencies on the day of an examination, Measure Learning will determine whether circumstances warrant the cancellation, and subsequent rescheduling, of an examination. The examination usually will not be rescheduled if the Assessment Center personnel are able to open the Assessment Center. If power to a testing center is temporarily interrupted during an administration, the examination will restart where the candidate left off to allow the candidate to continue the examination.

Candidates may visit Measure Learning's website for information about test site closures or delays. Every attempt is made to administer the examination as scheduled; however, should an examination be canceled at an Assessment Center, scheduled candidates will receive notification regarding rescheduling or reapplication procedures.

## **TAKING A COMPUTER-BASED EXAMINATION AT A MEASURE LEARNING ASSESSMENT CENTER**

The CNE examination is given by computer at a Measure Learning Assessment Center. On the day of the examination, candidates are to report to the Assessment Center no later than the scheduled examination time. Live on-line proctored test administration is also available. Refer to page 22 of this handbook for information on the remote proctored exam administration.

### **Identification**

To gain admission to the Assessment Center for an examination, **the candidate must present** a valid, government-issued photo ID (e.g., driver's license, passport, state-issued ID card) on exam day. Please ensure that your **first** and **last** name on the valid, government-issued photo ID **EXACTLY match** your **first** and **last** name as they appear on the scheduling screens. If your **first** and **last** names are incorrect, please contact Measure Learning at (919) 572-6880. If you have more than one last name listed on your government-issued ID, the same last names must be reflected on your confirmation email.

### **CANDIDATES MUST HAVE PROPER IDENTIFICATION IN ORDER TO GAIN ADMISSION TO AN ASSESSMENT CENTER FOR COMPUTER-BASED TESTING.**

Failure to provide appropriate identification at the time of the examination is considered a missed appointment, and the examination fee will not be refunded.

### **Security**

Measure Learning maintains examination administration and security standards designed to ensure that all candidates are provided the same opportunity to demonstrate their abilities. The Assessment Center is continuously monitored by audio and video surveillance equipment for security purposes.

Candidates who voluntarily exit the examination at any point during the test will be considered finished, and their test will be scored. They will not have the opportunity to restart the examination or to answer incomplete items.

The following security procedures apply during the examination:

- ◆ Examinations are proprietary. Cameras, notes, tape recorders, pagers, cellular phones or any other device that could be used to record all or part of the examinations are not allowed in the examination room.
- ◆ Calculators are not permitted.
- ◆ Guests, visitors or family members are not allowed in the examination room or reception areas.
- ◆ Candidates may be subjected to a metal detector scan upon entering the examination room.
- ◆ No personal items, valuables, or weapons are to be brought to the Assessment Center.

### **Practice Examination**

At the testing carrel, the candidate will be instructed on-screen to enter the username and password provided in the Scheduling Confirmation Notice (Admission Ticket). Prior to attempting the examination, the candidate will be given the opportunity to practice taking an examination on the computer. The time used for this practice examination is NOT counted as part of the examination time or score. When the candidate is comfortable with the computer testing process, the candidate may end the practice session and begin the timed examination.

### **Timed Examination**

Following the practice examination, the actual timed examination will begin, with instructions for taking the examination provided on-screen. Time spent on the examination will be monitored on the computer screen. The candidate will have 3 hours to complete the examination. The examination will terminate if testing exceeds the time allowed.

### **Examination Restrictions**

- ◆ No personal belongings are allowed in the Assessment Center.
- ◆ During check-in, candidates are provided with a white board and dry erase pen to use during the examination, but which must be returned to designated Assessment Center personnel at the completion of testing. If these items are not returned, the candidate will not receive a score report.
- ◆ No documents or notes of any kind may be removed from the examination room.
- ◆ No questions concerning the content of the examination may be asked during the examination.
- ◆ Eating, drinking or smoking are not permitted in the Assessment Center.
- ◆ Candidates may take a break to visit the restroom or reception area during the examination, but no additional time will be allotted to make up for time lost during such breaks.
- ◆ The computer will keep official time.

### **Copyrighted Examination Questions**

All examination questions are the copyrighted property of the National League for Nursing. It is forbidden under federal copyright law to copy, reproduce, record, distribute or display these examination questions by any means, in whole or in part, or to prepare any derivative work based on them. Doing so may subject a candidate to severe civil and criminal penalties.

### **Misconduct**

Individuals who engage in any of the behaviors listed below may be dismissed from the examination. In such instances, the candidate's score will not be reported, and examination fees will not be refunded.

Examples of candidate misconduct include:

- ◆ Failing to follow the test administrator's directions
- ◆ Creating a disturbance, being abusive, or being otherwise uncooperative
- ◆ Using electronic communications equipment such as pagers or cellular phones while taking the exam
- ◆ Giving or receiving help during the examination or being suspected of doing so
- ◆ Attempting to record examination questions or make notes
- ◆ Attempting to take the examination for someone else
- ◆ Removing or attempting to remove scratch paper from the test center
- ◆ Using prohibited aids, such as reference materials, mechanical listening devices, or recording or photographic devices
- ◆ Attempting to tamper with the operation of the computer
- ◆ Leaving the testing room without permission
- ◆ Sharing information about the test and test questions with any unauthorized persons

### **Live Online Proctored Test Administration**

The CNE exam can be taken at a testing center, or by live online proctored (remote) administration. Meazure Learning partners with Proctor U for the remote testing option. The Notice to Schedule email will include information about both options. The scheduling confirmation email will contain detailed instructions for the option selected. If planning to test by Remote Live Proctor, it is essential that the technical requirements be tested prior to the examination.

### **Links for information on remote testing:**

Live+ Resource Center

<https://www.proctoru.com/live-plus-resource-center>

Help Center Link

<https://support.proctoru.com/hc/en-us/categories/115001818507>

System Requirements

<https://www.proctoru.com/live-plus-resource-center#system>

Exam Expectations

<https://support.proctoru.com/hc/en-us/articles/360043127892-What-am-I-allowed-and-not-allowed-to-do-during-my-exam->

Video: <https://meazurelearning.wistia.com/medias/x8sicg86fm>

Links specific to the Guardian browser.

Guardian download page: <https://guardian.meazurelearning.com/>

Guardian information on the ProctorU support page: <https://support.proctoru.com/hc/en-us/sections/9979847689229-Guardian-Proctoring-Browser-Resources>

### **ProctorU Platform Equipment Requirement Update: May 1, 2023**

To align with Microsoft's end of support for the Windows 8.1 operating system and below, Meazure Learning will be updating our Equipment Requirements for exams proctored through the ProctorU Platform to better support our candidate's testing experience. **Going forward, the minimum requirement for PC users will be Windows 10 to align with the operating system Microsoft is supporting.**



## **FOLLOWING THE EXAMINATION**

### **Scoring**

The passing score for the CNE® examination was established via a systematic procedure (i.e., a standard setting study) that employed the judgment of academic nurse educators representing various geographical areas and program types. The methodology for the passing point study is known as a modified Angoff technique, in which content experts evaluated each item on the examination to determine the score that would best differentiate minimally-competent academic nurse educators deserving to be awarded certification from those who have not demonstrated sufficient knowledge. Passing the examination is determined by the amount of knowledge the candidate displays in comparison to this standard, and not in comparison to other candidates taking the examination. Consistency of the passing point (i.e., the number of correct responses required to pass) for future examination forms is assured through statistical equating procedures. The Certification program uses multiple forms of the exam. The passing score may vary depending on which form of the exam was administered. Although the number of correct responses required to pass (the passing point) may vary depending on the difficulty of the examination form, the same amount of knowledge has been demonstrated for scores at that passing level.

The CNE® examination consists entirely of multiple-choice items. The number of items answered correctly determines the score. Since there is no penalty for incorrect answers, it is to the candidate's advantage to answer every item.

### **Determining Pass-Fail**

Content area (e.g. Facilitate Learning) scores on the score report are not used to determine pass-fail outcomes. They are only provided to offer a general indication regarding the performance in each content area. The examination is designed to provide a consistent and precise determination of the overall performance and is not designed to provide complete information regarding performance in each content area.

Examinees should remember that areas with a larger number of test questions will affect the overall score more than areas with a fewer number. The precision and consistency of scores diminishes with fewer questions, therefore, content area scores should be interpreted with caution, especially those that correspond to content areas with very few questions. The Certification program uses multiple forms of the exam. The passing score may vary depending on which form of the exam was administered.

### **Score Report**

After completing the examination, candidates are instructed to report to the examination proctor to receive the score report. Candidates will receive score reports prior to leaving the Assessment Center, after turning in the white board and

marker that was provided. The score report will indicate "pass" or "fail." Additional detail is provided in the form of raw scores by major content category. A raw score is the number of questions answered correctly. Pass/Fail status is determined by the raw score. Even though the examination consists of 150 questions, the candidate's score is based on only 130 questions since, as noted previously, 20 questions are being pretested for use as a score item on future examination forms.

The content area scores (e.g., Facilitate Learning, etc.) on the score report are not used to determine pass-fail decision outcomes. They are only provided to offer a general indication regarding examinee performance in each area. The examination is designed to provide a consistent and precise determination of an examinee's overall performance and is not designed to provide complete information regarding your performance in each content area.

Examinees should remember that areas with a larger number of test questions will affect the overall score more than areas with a fewer number. The precision and consistency of scores diminishes with fewer questions, therefore, content area scores should be interpreted with caution, especially those that correspond to content areas with very few questions.

After the exam, the score report can be viewed by logging into the Measure Learning Score Report Portal: [assessments.measurelearning.com/ScoreReportPortal/](https://assessments.measurelearning.com/ScoreReportPortal/)

If you have not accessed this site before, click Request Account on the login page. Generic registration instructions for accessing the Score Report Portal can be found here: [assessments.measurelearning.com/ScoreReportPortal/instructions.pdf](https://assessments.measurelearning.com/ScoreReportPortal/instructions.pdf)

If you have any questions with regards to accessing the website, please contact Measure Learning at (919) 572-6880.

### **Requests for Hand Scoring**

Because the computer instantly records the responses provided by the candidate, hand scoring is not relevant for those who take the examination via computer-based testing (CBT). No hand scoring is provided for computerized examinations.

### **Scores Cancelled by NLN or Measure Learning**

NLN and Measure Learning are responsible for the integrity of the scores they report. On occasion, occurrences, such as computer malfunction or misconduct by a candidate, may cause a score to be suspect. NLN and Measure Learning are committed to rectifying such discrepancies as expeditiously as possible. NLN may void examination results if, upon investigation, violation of its regulations is discovered.

### **Candidates Who Pass the Examination**

Candidates who pass the Certified Nurse Educator examination are allowed to use the designation “CNE” after their name upon receiving an official passing test score. This includes receiving an onsite score report at the testing center. Proper use of the credential is typically conveyed as highest degree earned, license, certification, and fellowship appointments. Candidates will have the option to download and print a certificate through the NLN’s Certification Portal. Candidates will receive a CNE® pin from the NLN’s Academic Nurse Educator Certification Program via U.S. postal mail approximately 4 to 6 weeks after the passing score is achieved. To avoid mailing delays, verify the correct mailing address is reflected in the Certification Portal. If assistance is needed with making updates, email [certification@nlm.org](mailto:certification@nlm.org) or call (618) 534-0294. NLN reserves the right to recognize publicly any individual who has successfully completed the CNE® certification examination and earned the certified nurse educator credential.

### **Candidates Who Do Not Pass the Examination**

Candidates who do not pass the examination but wish to pursue certification must submit a new application and the retest examination fee (see page 16). Such individuals are encouraged to review rules of eligibility before submitting a new application and fee. Registration for retesting will be available online after a ninety day waiting period.

**An individual may take the CNE® examination a maximum of four times per year or once every 90 days and not more than once per quarter.**

**Confidentiality**

*All information gained through the application, recertification, and verification process will be kept confidential except in instances where the law or professional obligations require disclosure of facts. Information about candidates for testing and their examination results are considered confidential. Studies and reports concerning candidates will contain no information identifiable with any candidate, unless authorized by the candidate.*

## **POLICIES**

### **Request for Appeal**

Although the score received on an examination may not be appealed, candidates may appeal decisions made by the Certification Commission regarding eligibility, ethical behavior, or violations of stated policies and expectations. Such appeal requests must be received in writing within 30 days of notification of the decision being appealed, and supporting documentation must accompany the written request in order for it to be considered. Requests for an appeal must be mailed to: National League for Nursing, Academic Nurse Educator Certification Program, 2600 Virginia Avenue NW, 8<sup>th</sup> Floor, Washington, DC 20037.

#### Appeals Process\*

To appeal for a waiver of eligibility requirements, these steps will be followed:

1. A formal communication will be sent by the potential candidate explaining the rationale for appealing to waive the requirements. This can be submitted electronically to the Program Coordinator or to the Director of Credentialing.
2. The Director will read and respond to the appeal.
3. The letter will be forward to the Appeals Committee for review and discussion.
4. A decision is made by the Appeals Committee to approve the waiver or deny it.
5. The Chairperson of the Appeals Committee will communicate the decision to the candidate.

\*Please note that there is no appeal process for a candidate who wishes to “appeal” a test score. If a candidate wishes to have the examination hand scored, or rescored in any way, the candidate must contact the test vendor who supplied the administration of the exam. If an error in scoring is found, the test vendor will contact the Certification Program with the information.

### **Refund Policy**

Refunds are made at the discretion of the NLN Academic Nurse Educator Certification Program. In order to receive a partial refund, the Withdrawal of Examination Request (located at the end of this *Handbook*) must be received by the refund application deadline. All withdrawal of examination requests must be received seven days prior to the end of the 90-day eligibility period. If mailed, the submission must be postmarked by the refund application date. No refunds will be issued to any candidates requesting to withdraw their examination application after the refund application deadline.

A non-refundable processing charge of \$100 will be incurred by candidates who withdraw their examination request. Candidates who withdraw their application must repeat the certification registration process in its entirety, including the full payment, to sit for a future certification examination.

Candidates will forfeit the examination fee if they fail to report for an examination appointment, arrive more than 15 minutes late for an appointment, fail to present appropriate identification on the day of the examination, or fail to schedule an examination appointment within the 90-day testing window. Such candidates may reapply by submitting a new application and full examination fee.

The refund policy is subject to change without prior notice.

### **Extending Testing Eligibility**

Individuals may revise their examination test window by extending their eligibility period for an additional ninety days. The testing period can be extended only one time. The fee to extend the eligibility is \$50. Please be aware that the NLN **must** receive the request to extend an exam session at least seven business days prior to the original exam date, or the end of the current test window. If this is not done, the candidate **will be marked absent and forfeit all registration fees paid**.

Candidates who wish to extend their eligibility period and have NOT scheduled an appointment with Meazure Learning are to submit an email request for extension to [certification@nlm.org](mailto:certification@nlm.org). All such requests must be received by the ANECP office seven business days prior to the end of the eligibility period. When the eligibility extension has been confirmed, the invoice for \$50 must be paid through the Certification Portal to finalize the extension.

Candidates who wish to extend their eligibility period and HAVE scheduled an appointment with Meazure Learning must first cancel the scheduled exam with Meazure Learning and pay Meazure Learning’s cancellation/reschedule fee. Refer to Meazure Learning’s Notice to Schedule email for instructions. When the exam is cancelled, submit a request for an extension of the eligibility window by email to [certification@nlm.org](mailto:certification@nlm.org). The email request **must be** received at least seven business days prior to the end of the eligibility period. When the eligibility extension has been confirmed, the invoice for \$50 must be paid through the Certification Portal to finalize the extension.

### **Ethics Case Procedure**

The CNE Commission recognizes and implements as a framework the American Nurses Association (ANA) *Code of Ethics* (<http://ethics5.com/a/ana-code-of-ethics-book-w735/>) and the NLN *Ethical Principles for Nursing Education* document ([http://nursingworld.org/DocumentVault/Ethics\\_1/Code-of-Ethics-for-Nurses.html](http://nursingworld.org/DocumentVault/Ethics_1/Code-of-Ethics-for-Nurses.html)). A procedure is available to CNE® applicants and certificants to resolve ethics charges and complaints. Any person, group, or, in appropriate cases, the NLN ANECP, may initiate an ethics case and act as a complainant. A complainant other than the ANECP must: contact the Certification Director and request an Ethics Charge Statement form; complete the information requested on the Charge Statement; and submit the completed Charge Statement to the Certification Director. Each Ethics Charge Statement must include a detailed written description of the factual allegations supporting the ethics charge(s).

Individuals who are found to have violated ANECP policies may be subject to one or more of the following disciplinary and/or remedial actions:

- Denial of application/reapplication
- Requirement to take corrective action(s)
- Private reprimand and censure
- Public reprimand and censure
- A term of certification probation
- Suspension of any NLN certification for six (6) months to two (2) years
- Revocation of any NLN certification

### **Authorized Use of CNE**

Use of the CNE credential is limited strictly to those individuals who are CNE® certificants in good standing.

Each CNE® certificant accepts and assumes sole responsibility for understanding and satisfying all applicable organizational and legal requirements related to the use and/or display of the Certification Mark. Among other requirements, each certificant is responsible for ensuring that the use of any Certification Mark in professional and business-related materials (e.g., stationery, signs, business cards, advertisements) is consistent with the policy of the ANECP, and is not in conflict with applicable laws. NLN assumes no responsibility concerning the interpretation or application of such legal requirements.

NLN shall not be liable or otherwise responsible for any claims, complaints, suits, or damages whatsoever, relating to the use of the Certification Mark, or in connection with the use of such mark.

### **Comments about Operations of the Certification Program**

All comments about the management of the NLN certification program should be directed to the director of the program. These comments may be made orally, by electronic mail, or via postal mail. Each comment will be addressed and each will receive a response within 7 days of its receipt. If deemed necessary, the comment, at the discretion of the director, may be escalated to the NLN administrative officer over the certification program for resolution..

**REQUEST FOR SPECIAL EXAMINATION ACCOMMODATIONS**

*The Request for Special Exam Accommodations form is available in the Credentialing Accommodations Handbook, available for download on the NLN website.*

*Please contact the NLN's Academic Nurse Educator Certification Program at (618) 534-0294 or [certification@nlm.org](mailto:certification@nlm.org) to inform us that an online registration form with an accommodation request has been submitted. The Request form and the Documentation of Disability-Related Needs form must be uploaded to the Certification Portal at the time of application.*

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**DOCUMENTATION OF DISABILITY-RELATED NEEDS**

*The Documentation of Disability-Related Needs form is available in the Credentialing Accommodations Handbook, available for download on the NLN website.*

*Please contact the NLN's Academic Nurse Educator Certification Program at (618) 534-0294 or [certification@nlm.org](mailto:certification@nlm.org) to inform us that an online registration form with an accommodation request has been submitted. The Documentation form and the Request for Special Exam Accommodations form must be uploaded to the Certification Portal at the time of application.*

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**WITHDRAWAL OF EXAMINATION REQUEST**

**Directions:**

A candidate must use this form to request to withdraw their application to sit for the Certified Nurse Educator examination. **All withdrawal of examination requests must be received seven days prior to the end of the eligibility period.** A \$100 processing fee will be incurred by the candidate. (Subject to change without prior notification.)

Name: \_\_\_\_\_

Candidate ID Number: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip/Postal Code: \_\_\_\_\_

Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_

Email: \_\_\_\_\_

**I hereby request to withdraw my application for the Certified Nurse Educator examination. I have read and understand the refund policy.**

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

**Return this form to:**

[certification@nln.org](mailto:certification@nln.org)

or

National League for Nursing  
Academic Nurse Educator Certification Program  
2600 Virginia Avenue NW, 8<sup>th</sup> Floor  
Washington, DC 20037

If you have any questions, please contact us at: (618) 534-0294 or [certification@nln.org](mailto:certification@nln.org)