



Certified Nurse EducatorCM (CNE) Candidate Handbook Revised October 5, 2007

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

National League for Nursing
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This handbook contains information about the Certified Nurse Educator (CNE) Examination developed by the National League for Nursing (NLN). It is essential that candidates keep it readily available for reference until they have completed the examination. **Candidates are responsible for knowing its contents.**

Policies contained in this handbook apply to both computer-based and paper/pencil testing. Information specific to paper/pencil administration of the CNE examination is clearly indicated within this handbook.

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How to Contact the NLN:

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Website: <http://www.goamp.com/>

Applied Measurement Professionals, Inc. (AMP), an independent testing agency, provides testing and measurement services to the National League for Nursing.

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 (NLN, 2005) 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" (p. 1). The description includes a definition, an historical perspective, statements of values and beliefs, a theoretical framework, scope of practice, and competencies.

The following statements relevant to a definition of academic nurse educator practice include the following:

"Nursing education is the facilitation of learning through curriculum design, teaching, evaluation, advisement, and other activities undertaken by faculty in schools of nursing" (p. 2).

"Nursing education takes place in diverse settings which include, but are not limited to, high schools, technical schools, hospitals, two- and four-year colleges, and universities. The implementation of the faculty role may be in traditional classroom-based environments or in non-traditional environments that include distance delivery via video, closed circuit television, and the Web" (p. 13).

"Nurse Educators engage in a number of roles and functions, each of which reflects the core competencies of nursing faculty. Those competencies include the following: 1) facilitate learning; 2) facilitate learner development and socialization; 3) use assessment and evaluation strategies; 4) participate in curriculum design and evaluation of program outcomes; 5) function as a change agent and leader; 6) pursue continuous quality improvement in the nurse educator role; 7) engage in scholarship; and 8) function within the educational environment. The extent to which a specific nurse educator implements these competencies varies according to many factors, including the mission of her/his institution, rank, academic preparation, and type of program in which she/he is teaching" (pp. 13 - 14).

National League for Nursing. (2005). *The Scope of Practice for Academic Nurse Educators*. New York: Author.

Mission

The mission of the Academic Nurse Educator Certification Program is to *recognize 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 and excellence in practice.
- ◆ Strengthen the use of core competencies of nurse educator practice.
- ◆ Demonstrate a commitment to professional development, lifelong learning and nursing education as a career.

Eligibility Requirements

You should make attaining the *Certified Nurse Educator* designation your goal if, after carefully reviewing the test blueprint and the eligibility requirements, you determine that your educational and experiential qualifications have provided you with 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, & 3

1. **Licensure:** A currently active registered nurse license in the United States or its territories.
2. **Education:** A master’s or doctoral degree in nursing with:
 - a major emphasis 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

3. **Experience:** Two years or more of full-time employment** in the academic faculty role within the past five years.

**full-time employment as defined by the institution

Option B: Must meet criteria 1, 2 & 3

1. **Licensure:** A currently active registered nurse license in the United States or its territories.
2. **Education:** A master’s or doctoral degree in nursing (with a major emphasis in a role other than nursing education).
3. **Experience:** Four years or more of full-time employment** in the academic faculty role within the past five years.

**full-time employment as defined by the institution

STATEMENT OF NONDISCRIMINATION

The certification examination is offered to all eligible candidates, regardless of age, gender, race, religion, national origin or disability.

Certification

Academic nurse educators must pass the certification examination to become certified. Candidates who meet the eligibility criteria and pass the CNE examination may use the certification mark “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 from the date you receive your official passing test score and ends on the last day of the quarter in which you tested. Certification is a non-transferable, revocable, limited, non-exclusive license 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 receive a certificate from the NLN approximately sixteen weeks after successful completion of the examination. Replacement certificates can be purchased by sending a written request and the required \$15 fee to the NLN Academic Nurse Educator Certification Program 61 Broadway, 33rd Floor, New York, New York, 10006. 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 successful candidates. NLN owns all rights to the CNE^{CM} designation.

Recertification

CNE certification status is granted for a period of five years. The purpose of requiring certification renewal is to ensure that you have continued to expand your knowledge relevant to the role of an academic nurse educator. A certification period begins on the day you received your official passing test score and ends on the last day of the quarter in which you tested. 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. You can obtain certification renewal by maintaining practice requirements and a.) fulfilling professional development requirements or b.) taking the Certified Nurse Educator (CNE) examination. Please refer to the Certified Nurse Educator Recertification Handbook available online at <http://www.nln.org/facultycertification/recertification/index.htm>.

If you allow your certification to expire, you will not be eligible to retake the examination unless you meet the then-current eligibility requirements. Persons who choose to renew by examination and do not achieve a passing score or who elect not to renew their certification are prohibited from continuing their use of the CNE designation upon its expiration.

It is your professional responsibility to maintain your certification dates, required documentation and to keep abreast of changing certification requirements. It is also your responsibility to keep the NLN Academic Nurse Educator Certification Program informed of any changes in address or other pertinent 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, of which 130 items count toward the scoring of the exam. Twenty items are newly developed items that are being pretested and do not count toward the candidate’s score. 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 AMP. Academic nurse educator experts drawn from a wide variety of program types and geographical areas write the examination items. NLN is responsible for determining the examination content outline and the examination specifications, approving the individual examination for administration, setting the passing score for successful achievement, and determining individual eligibility for taking the examination based on eligibility and admission criteria set by NLN. AMP is responsible for the computerized testing sites, examination security, examination administration, the scoring and statistical analysis of the examination, and maintaining an item bank of approved examination questions.

The Test Development Committee and members of Applied Measurement Professionals, Inc. (AMP) review the items and assemble each form of the test. The examination consists of four-option, multiple-choice questions written at three 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 to evaluate the usefulness of a solution.

Test Formats

The CNE examination is offered in two formats:


- ◆ **Computer-based testing (CBT)** – Effective January 2006, the CNE examination will be available via computer-based testing, Monday through Friday at AMP Assessment Centers throughout the United States. Specific information about AMP assessment centers can be found at <http://www.goamp.com>.
- ◆ **Paper/pencil** – May be administered at one annual testing session based on sufficient candidate interest.

Examination Test Blueprint

The content of the Certified Nurse Educator (CNE) examination is based on the CNE Test Blueprint. The blueprint was developed from an *Academic Nurse Educator Practice Analysis* completed in 2005, to ensure the content is current, practice-related and representative of the responsibilities of academic nurse educators in the United States.


The test blueprint is presented here in its entirety. It is composed of eight major content areas, each with an assigned percentage. 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.

Table 1:

 <p style="text-align: center;">Certified Nurse Educator^{CM} (CNE) Examination Test Blueprint</p>		
Category	Major Content Areas	Percent of Examination
1	Facilitate Learning	25%
2	Facilitate Learner Development and Socialization	11%
3	Use Assessment and Evaluation Strategies	15%
4	Participate in Curriculum Design and Evaluation of Program Outcomes	19%
5	Pursue Continuous Quality Improvement in the Academic Nurse Educator Role	12%
6	Engage in Scholarship, Service and Leadership	
6 A	Function as a Change Agent and Leader	8%
6 B	Engage in Scholarship of Teaching	5%
6 C	Function Effectively within the Institutional Environment and the Academic Community	5%

Note: Examination forms will contain 150 items including 20 unscored items being pretested for future use.

Table 2:

 <p>Certified Nurse Educator^{CM} (CNE) Examination Detailed Test Blueprint</p>	
1. Facilitate Learning	25%
<ul style="list-style-type: none"> A. Implement a variety of teaching strategies appropriate to: content; setting; learner needs; learning style; desired learner outcomes B. Use teaching strategies based on: educational theory; evidence-based practices related to education C. Modify teaching strategies and learning experiences based on consideration of learners': cultural background; past clinical experiences; past educational and life experiences D. Use information technologies to support the teaching-learning process E. Practice skilled oral and written (including electronic) communication that reflects an awareness of self and relationships with learners (e.g., evaluation, mentorship, and supervision) F. Communicate effectively orally and in writing with an ability to convey ideas in a variety of contexts G. Model reflective thinking practices H. Model critical thinking I. Create opportunities for learners to develop their own critical thinking skills J. Create a positive learning environment that fosters a free exchange of ideas K. Show enthusiasm for teaching, learning, and the nursing profession that inspires and motivates students L. Demonstrate personal attributes that facilitate learning (e.g., caring, confidence, patience, integrity, respect, and flexibility) M. Respond effectively to unexpected events that affect clinical and/or classroom instruction N. Develop collegial working relationships with clinical agency personnel to promote positive learning environments O. Use knowledge of evidence-based practice to instruct learners P. Demonstrates ability to teach clinical skills Q. Act as a role model in practice settings 	
2. Facilitate Learner Development and Socialization	11%
<ul style="list-style-type: none"> A. Identify individual learning styles and unique learning needs of learners with these characteristics: culturally diverse (including international); traditional <i>vs.</i> non-traditional; at-risk (e.g., educationally disadvantaged, learning and/or physically challenged, social, and economic issues) B. Provide resources for diverse learners to meet their individual learning needs C. Advise learners in ways that help them meet their professional goals D. Create learning environments that facilitate learners' self-reflection, personal goal setting, and socialization to the role of the nurse E. Foster the development of learners in these areas: cognitive; psychomotor; affective F. Adapt teaching styles and interpersonal interactions to facilitate learner behaviors G. Assist learners to engage in thoughtful and constructive self and peer evaluation H. Encourage professional development of learners 	




Certified Nurse Educator^{CM} (CNE) Examination
Detailed Test Blueprint

<p>3. Use Assessment and Evaluation Strategies</p>	<p>15%</p>
<ul style="list-style-type: none"> A. Provide input for the development of nursing program standards and policies regarding: admission; progression; graduation B. Initiate the development of nursing program standards and policies regarding admission C. Initiate the development of nursing program standards and policies regarding progression D. Enforce nursing program standards related to admission and progression E. Use a variety of strategies to assess and evaluate learning in these domains: cognitive; psychomotor; affective F. Incorporate current research in assessment and evaluation practices G. Use existing evaluation tools for assessing clinical practice and educational outcomes H. Evaluate available resources for learner assessment and evaluation I. Select appropriate assessment instruments J. Implement evaluation strategies that are appropriate to the learner and learning outcomes K. Analyze assessment and evaluation data L. Design tools for assessing clinical practice M. Create appropriate assessment instruments to evaluate educational outcomes N. Use assessment and evaluation data to enhance the teaching-learning process O. Advise learners regarding assessment and evaluation criteria P. Provide timely, constructive, and thoughtful feedback to learners 	
<p>4. Participate in Curriculum Design and Evaluation of Program Outcomes</p>	<p>19%</p>
<ul style="list-style-type: none"> A. Lead in the development of designing a curriculum B. Actively participate in the design of the curriculum to reflect: institutional philosophy and mission; current nursing and health care trends; community and societal needs; educational principles, theory, and research; use of technology C. Demonstrate knowledge of curriculum development including: identifying program outcomes; developing competency statements; writing course objectives; selecting appropriate learning activities; selecting appropriate clinical experiences; selecting appropriate evaluation strategies D. Revise the curriculum based on evaluation of: program outcomes; learner needs; societal and health care trends; stakeholder feedback (e.g., from learners, agency personnel, accrediting agencies) E. Implement curricular revisions using appropriate change theories and strategies F. Update courses to reflect the philosophical and theoretical framework of the curriculum G. Design courses to reflect the philosophical and theoretical framework of the curriculum H. Maintain community and clinical partnerships that support the educational goals I. Create community and clinical partnerships that support the educational goals J. Evaluate educational goal attainment through community and clinical partnerships K. Implement program assessment models L. Analyze results of program evaluation and initiates curricular change M. Critique the program evaluation methods and plan 	



Certified Nurse Educator^{CM} (CNE) Examination
Detailed Test Blueprint

<p>5. Pursue continuous quality improvement in the academic nurse educator role</p>	<p>12%</p>
<ul style="list-style-type: none"> A. Engage in activities that promote one’s socialization to the role B. Maintain membership in professional organizations C. Participate actively in professional organizations through committee work and/or leadership roles D. Demonstrate a commitment to lifelong learning E. Participate in professional development opportunities that increase one’s effectiveness in the role F. Select professional development activities to continue to grow and evolve in the role G. Balance the teaching, scholarship, and service demands inherent in the role of the educator and as influenced by the requirements of the institutional setting H. Use feedback gained from self, peer, learner, and administrative evaluation to improve role effectiveness I. Acquire knowledge of legal and ethical issues relevant to higher education and nursing education J. Mentor and support faculty colleagues in the role of an academic nurse educator K. Engage in self-reflection and continued learning to improve teaching practices 	
<p>6. Engage in scholarship, service, and leadership</p>	<p>18%</p>
<p>A. Function as a Change Agent and Leader</p> <ul style="list-style-type: none"> 1. Model cultural sensitivity when advocating for change 2. Integrate a long term, innovative, and creative perspective into the academic nurse educator role 3. Evaluate organizational effectiveness in nursing education 4. Enhance the visibility of nursing and its contributions by providing leadership in the: nursing program; parent institution; community 5. Participate in interdisciplinary efforts to address health care and educational needs: within the institution; locally 6. Implement strategies for change within the: nursing program; institution 7. Create a culture for change within the nursing program 8. Promote innovative practices in educational environments 9. Develop leadership skills in others to shape and implement change 10. Use legal and ethical principles to influence, design, and implement policies and procedures related to learners, faculty, and the educational environment 11. Adapt to changes created by external factors 12. Support changes as an early adopter 	<p>(8%)</p>
<p>B. Engage in Scholarship of Teaching</p>	<p>(5%)</p>
<ul style="list-style-type: none"> 1. Exhibit a spirit of inquiry about teaching and learning, student development, and evaluation methods 2. Use evidence-based resources to improve and support teaching 3. Develop an area of expertise in the academic nurse educator role 4. Share teaching expertise with colleagues and others 5. Demonstrate integrity as a scholar 	

 <p style="text-align: center;">Certified Nurse Educator^{CM} (CNE) Examination Detailed Test Blueprint</p>	
C. Function Effectively within the Institutional Environment and the Academic Community	(5%)
<ol style="list-style-type: none"> 1. Identify how social, economic, political, and institutional forces influence nursing and higher education 2. Network, collaborate, and partner with other disciplines to enhance nursing's influence within the academic community 3. Determine professional goals within the context of academic nursing and the mission of the nursing program and parent institution 4. Integrate the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and colleagues 5. Consider the goals of the nursing program and the mission of the parent institution when proposing change or managing issues 6. Participate on institutional and departmental committees 7. Assume a leadership role in various levels of institutional governance 	

Preparing for the Examination

Before you begin to study for the Certified Nurse Educator examination, please make sure that you meet the eligibility requirements. 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 engaging in the full scope of the faculty role. To that end, it is recommended that in preparing for this examination, you begin by reviewing the detailed test blueprint to identify the content areas that will be on the exam and to determine which areas you should focus your study. Please take note of how each content area is weighted to determine the percentage of questions that pertain to each area. A recommended reference list is provided specific to each of the content areas. The recommended reference list is provided to serve as a guide and is *not* intended to be all-inclusive. Additionally, sample questions are included on pages 12-13. These sample questions are similar to those found on the examination; however, they do not represent the full range of content or levels of difficulty.

In addition, a Self-Assessment Examination (SAE) is available to help prepare candidates for success in obtaining the Certified Nurse Educator (CNE) credential. We are able to offer this internet-based, 65-item, multiple-choice practice exam with the assistance of our testing partner, Applied Measurement Professionals, Inc., (AMP). 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 will meet the examination specifications including content outline coverage, percentage of items in each of the content categories and the cognitive complexity item distribution. By taking the SAE, candidates will be able to practice taking CNE-type questions, experience computer-based testing, review rationales for correct and incorrect answers and receive two score reports 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. 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 Examination, please visit www.nln.org/FacultyCertification/prepare/index.htm.

Suggested References

Certified Nurse Educator (CNE) Examination
Suggested References

1. Facilitate Learning

Bastable, S. B. (2003). *Nurse as educator: Principles of teaching and learning for nursing practice* (2nd ed.). Sudbury, MA: Jones & Bartlett Publishers.

Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success*. San Francisco: Jossey-Bass.

Billings, D. M., & Halstead, J. A. (2005). *Teaching in nursing: A guide for faculty* (2nd ed.). St. Louis, MO: Elsevier Saunders.

Caputi, L., & Engelmann, L. (2004). *Teaching nursing: The art and science* (Volumes 1, 2, & 3). Glen Ellyn, IL: College of DuPage Press.

DeYoung, S. (2003). *Teaching strategies for nurse educators*. Upper Saddle River, NJ: Prentice-Hall.

Diekelmann, N. L. (Ed.) (2003). *Teaching the practitioners of care: New pedagogies for the health professions*. Madison, WI: The University of Wisconsin Press.

Dunn, R., & Griggs, S. A. (1998). *Learning styles and the nursing profession*. New York: Jones & Bartlett Publishers, Inc.

Ferguson, V. D. (Ed.) (1997). *Educating the 21st century nurse: Challenges & opportunities*. New York: NLN Press.

Gaberson, K. B., & Oermann, M. H. (1999). *Clinical teaching strategies in nursing*. New York: Springer Publishing Co.

Jackson, M., Ignatavicius, D., & Case, B. (2004). *Conversations in clinical judgment and critical thinking*. Pensacola, FL: Pohl Publishing.

Kelly, M.L., & Fitzsimmons, V.M. (2000). *Understanding cultural diversity: Culture, curriculum, and community in nursing*. Sudbury, MA: Jones & Bartlett Publishers.

Ko, S., & Rossen, S. (2004). *Teaching on line: A practical guide* (2nd ed.). New York: Houghton Mifflin Co.

McKeachie W. J. (2005). *Teaching tips: Strategies, research and theory for college and university teachers* (12th ed.). New York: Houghton Mifflin Co.

O'Connor, A. B. (2001). *Clinical instruction and evaluation: A teaching resource*. Sudbury, MA: Jones and Bartlett Publishers.

Palloff, R. M., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. San Francisco: Jossey-Bass.

Schoolcraft, V., & Novotny, J. M. (2000). *A nuts-and-bolts approach to teaching nursing* (2nd ed.). New York: Springer Publishing Co.

Wlodkowski, R. J., & Ginsberg, M. B. (2003). *Diversity & motivation: Culturally responsive teaching*. San Francisco, CA: Jossey-Bass.

2. Facilitate Learner Development and Socialization

Drago-Severson, E. (2004). *Becoming adult learners: principles and practices for effective development*. New York: Teacher's College Press.

Knowles, M., Holton, E., & Swanson, R. (1998). *The adult learner: The definitive classic in adult education and human resource development* (5th ed.). Houston TX: Gulf Publishing.

3. Use Assessment and Evaluation Strategies

Angelo, T., K. P. Cross. (1993). *Classroom assessment techniques : A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

McDonald, M. E. (2002). *Systematic assessment of learning outcomes: Developing multiple-choice exams*. Sudbury, MA: Jones and Bartlett Publishers.

Oermann, M. H., & Gaberson, K. B. (1998). *Evaluation and testing in nursing education*. New York: Springer Publishing Co.

4. Participate in Curriculum Design and Evaluation of Program Outcomes

Bevis, E.O. & Watson J. (2000). *Toward a caring curriculum: A new pedagogy for nursing*. Sudbury, MA: Jones and Bartlett Publishers.

Dick, W., Carey, L., & Carey, J. (2005). *The systematic design of instruction* (6th ed.). New York, NY: Pearson Education.

Gronlund, N. E. (2004). *Writing instructional objectives for teaching and assessment* (7th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Keating, S. (2005). *Curriculum Development and Evaluation in Nursing*. Philadelphia: Lippincott, Williams and Wilkins.

5. Pursue Continuous Quality Improvement in the Academic Nurse Educator Role

Lawler, P. & King, P. (2000). *Planning for effective faculty development: using adult learning strategies*. Malabar, FL: Krieger Publishing Company.

National League for Nursing. (2005). *The Scope of Practice for Academic Nurse Educators*. New York: Author.

Palmer, P. (1998). *The courage to teach: A guide for reflection and renewal*. San Francisco, CA; Jossey-Bass.

6. Engage in Scholarship, Service, and Leadership
A. Function as a Change Agent and Leader
B. Engage in Scholarship of Teaching
C. Function Effectively within the Institutional Environment and the Academic Community

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Cross, P. K. (1996). *Classroom Research: Implementing the scholarship of teaching*. San Francisco, CA: Jossey-Bass.

Grossman, S., Valiga, T. (2005). *The new leadership challenge: Creating the future of nursing* (2nd ed.). Philadelphia: F.A. Davis Co.

Kreber, C. (Ed.). (2001). *Scholarship revisited: Perspectives on the scholarship of teaching*. San Francisco, CA: Jossey-Bass.

Porter-O'Grady, T. Malloch, K. (2003). *Quantum leadership: A textbook of new leadership*. Sudbury, MA: Jones & Bartlett Publishers.

Richardson, V. (2001). *Handbook of Research on Teaching* (4th ed.). Washington, D.C.: American Educational Research Association.

Wergin, J. (2003). *Departments That Work: Building and Sustaining Cultures of Excellence in Academic Programs*. Bolton, MA: Anker Publishing Co.

Suggested 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

Nurse Education in Practice

Nurse Education Today

Nursing Education Perspectives

Nurse Educator

Quality in Higher Education

Teachers and Teaching: Theory and Practice

Teaching and 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 appears at the end of this section.

1. Which of the following learning activities 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 A
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. It would be appropriate for the nurse educator to respond by stating
 - 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."
 - 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

The likely cause for this frequency distribution is the

- a. use of five options.
- 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 K
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 of the following 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 L
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 of the following statements 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
- 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: 6 A 6
Cognitive Code: *Application*

7. Which of the following actions 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: 6 B 1
Cognitive Code: *Application*

8. A nurse educator is participating on a curriculum committee involved in a major revision of the nursing curriculum. Which of the following is the INITIAL step to be taken?
- 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: 6 C 3
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/FacultyCertification/prepare/index.htm for information about the Certified Nurse Educator (CNE) Self-Assessment Examination (SAE)

APPLYING FOR THE EXAMINATION

It is *your* 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. Your careful attention will enable 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 complete and accurate; if the candidate is eligible for the examination; and if fees are submitted. **Please note that the name and address provided by you during registration must exactly match both forms of your valid identification.** See p. 18 for information about proper identification. 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:

<http://www.nln.org/facultycertification/pilotexam.htm>
 Applications will *not* be accepted via mail or fax.

Practice requirements cannot be waived. Do NOT send 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. **Payment may be made by credit card only** (Visa, MasterCard, American Express or Discover). Company checks, personal checks, money orders and cash are not acceptable forms of payment. You must submit a valid credit card in order for your application and registration to be processed.

Table 3:

Certification Exam	NLN member Fee*	Non-member Fee*
Initial testing Effective January 2006	\$325	\$425
Effective June 11, 2008	\$375	\$475
Retest Effective January 2006	\$275	\$375
Effective June 11, 2008	\$325	\$425

*The above fees apply to testing within the continental U.S. and Hawaii. If you require testing at a testing center located within one of the U.S. Territories, please contact the NLN's Academic Nurse Educator Certification Program at 1-800-669-1656 or via email at certification@nln.org to discuss testing arrangements and the applicable fees.

Verification

Information on applications may be verified. Authorized personnel will check applications for accuracy of information. Information may be verified 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

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 calendar years following successfully 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 Deadlines

Table 4:

Test Dates	Test Format	Registration Opens	Registration Closes
January 7 – March 31, 2008	Computer-based	September 12, 2007	November 30, 2007
April 7 – June 30, 2008	Computer-based	December 12, 2007	February 29, 2008
July 7 – September 30, 2008	Computer-based	March 12, 2008	May 30, 2008
October 6 – December 31, 2008	Computer-based	June 11, 2008*	August 29, 2008
January 5 – March 31, 2009	Computer-based	September 10, 2008	November 28, 2008
April 6 – June 30, 2009	Computer-based	December 10, 2008	February 27, 2009

*New fee schedule in effect. See p. 14 for details.

**Confirmation of Eligibility
Computer-Based Testing**

You will receive acknowledgement of receipt of your application via email immediately after your application has been received by NLN's Academic Nurse Educator Certification Program. Once the application is processed, a confirmation notice of eligibility will be sent to you by AMP via regular mail or email (if a usable email address has been provided). **The confirmation notice will be sent approximately two weeks prior to the onset of your registered testing period.** If you do not receive a confirmation notice at this time, please contact the NLN's Academic Nurse Educator Certification Program at 1-800-669-1656 or certification@nlm.org as soon as possible. Failure to notify the NLN about a missing confirmation notice of eligibility will result in your inability to schedule and sit for the CNE examination. **This confirmation notice is only valid for the testing period you have selected.**

► Paper/pencil Examination*:

Once the application is processed by the NLN's Academic Nurse Educator Certification Program, an examination admission ticket will be sent to the candidate by AMP via regular mail or e-mail (if a usable e-mail address has been provided). **The admission ticket notice will be sent approximately two weeks prior to the date of the paper/pencil examination.** If you do not receive an admission ticket at this time, please contact the NLN's Academic Nurse Educator Program at 1-800-669-1656 or certification@nlm.org as soon as possible. Failure to notify the NLN about a missing admission ticket will result in your inability to schedule and sit for the CNE paper/pencil examination. The admission ticket is only valid for this paper/pencil examination, on this date, at this location.

*May be administered at one annual testing session based on sufficient candidate interest..

Examination Reapplication

If you were unsuccessful in your examination attempt, you may reapply. **An individual may take the NLN 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 is required for each retest. Please see the fee schedule on page 14.

Special Arrangements for Candidates with Disabilities

AMP 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. AMP 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, complete the *Request for Special Examination Accommodations* and the *Documentation of Disability-Related Needs* forms located in this handbook on pages 26 and 27. Additionally, you must notify the NLN's Academic Nurse Educator Certification Program by calling 1-800-669-1656 or email certification@nlm.org to notify us that you have submitted an online registration form and will be submitting a written request for special examination accommodations. You must also inform AMP of the need for special accommodations when scheduling an examination appointment.

EXAMINATION ADMINISTRATION

Scheduling a Computer-Based Examination with AMP

The confirmation notice of eligibility contains a web address and toll-free telephone number for the candidate to contact AMP. The candidate must be prepared to confirm a date and location for testing and to provide the Candidate ID number shown in the confirmation notice as a unique identification number. The examinations are administered by appointment only Monday through Friday at 9:00 a.m. and 1:30 p.m. Individuals are scheduled on a first-come, first-served basis. Refer to the chart below. There are two ways to schedule an appointment for the computer-based Certified Nurse Educator Examination:

- ◆ **Schedule Online:** The candidate may schedule a testing appointment online at any time by using the Online Application/Scheduling service at <http://www.goamp.com/>. To use this service, follow these easy steps:
 - Go to <http://www.goamp.com/> and select “**Candidates.**”
 - Follow the simple, step-by-step instructions to complete the scheduling process.
 - If special accommodations are being requested, please submit the ***Request for Special Examination Accommodations*** included in this handbook. To schedule your examination, contact AMP at 1-888-519-9901 and notify the customer support representative that you have requested the accommodation.

OR

- ◆ **Telephone Scheduling:** Call AMP at 1-888-519-9901 to schedule a testing appointment. This toll-free number is answered from 7:00 a.m. to 7:00 p.m. (Central Time) Monday through Thursday, 7:00 a.m. to 5:00 p.m. on Friday and 8:30 a.m. to 5:00 p.m. on Saturday.

When scheduling an examination, be prepared to confirm a location, identify a preferred date and time for testing, and provide your Candidate ID number as a unique identification number. When you contact AMP to schedule an examination appointment, you will be notified of the time to report to the center. Please make a note of it because you will NOT receive an admission letter; however email confirmation will be provided to those applicants for whom an email address is provided.

Table 5:

If you contact AMP by 3:00 p.m. Central Time on...	Depending on availability, your examination may be scheduled as early as...
Monday	Thursday
Tuesday	Friday
Wednesday	Monday
Thursday	Tuesday
Friday	Wednesday

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.

Examination Times and Days

The Certified Nurse Educator examination is delivered by computer at more than 130 AMP Assessment Centers throughout the United States. The examination is administered by appointment only Monday through Friday at 9:00 a.m. and 1:30 p.m. Candidates are scheduled on a first-come, first-served basis. The examination is not offered on the following holidays:

- | | |
|------------------------|-----------------------------------|
| New Year's Day | Columbus Day |
| Martin Luther King Day | Veterans' Day |
| Presidents' Day | Thanksgiving |
| Good Friday | <i>(and the following Friday)</i> |
| Memorial Day | Christmas Eve Holiday |
| Independence Day | Christmas Day |
| Labor Day | New Year's Eve Holiday |

▶ **Paper-Pencil Examination:**
 The paper/pencil examination may be offered once each year based on sufficient candidate interest. **Examination appointment changes are not permitted for paper/pencil testing.**

Assessment Center Locations

AMP Assessment Centers have been selected to provide accessibility to the most candidates in all states and major metropolitan areas. AMP Assessment Centers are typically located in H&R Block offices. A current listing of AMP Assessment Centers, including addresses and driving directions, may be viewed at AMP's website located at <http://www.goamp.com/>.

Examination Appointment Changes

A candidate may reschedule a CBT examination appointment **once**, at no charge, within a testing period, by calling AMP at 1-888-519-9901 **at least four business days** prior to the scheduled testing session. (See table below.) Refer to page 23 for information about transferring from one testing period to another.

Table 6:

If the Examination is scheduled on...	AMP must be contacted by 3:00 p.m. Central Time to reschedule the Examination by the previous...
Monday	Tuesday
Tuesday	Wednesday
Wednesday	Thursday
Thursday	Friday
Friday	Monday

Telecommunication Devices for the Deaf

AMP is equipped with Telecommunication Devices for the Deaf (TDD) to assist deaf and hearing-impaired candidates. TDD calling is available 8:30 a.m. to 5:00 p.m. (CST) on Monday - Friday at 913-895-4637. This TDD phone option is for individuals equipped with compatible TDD machinery.

Missed Appointments and Cancellations

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 p. 23).
- ◆ The candidate wishes to reschedule an examination but fails to contact AMP at least four business days prior to the scheduled testing session.
- ◆ The candidate wishes to reschedule a second time.
- ◆ The candidate appears more than 15 minutes late for an examination.
- ◆ The candidate fails to report for an examination appointment.

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, AMP 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, your examination will restart where you left off and you may continue the examination.

Candidates may contact AMP's Weather Hotline at 913-895-4618 (24 hours/day) prior to the examination to determine if AMP has been advised that any Assessment Centers are closed. Every attempt is made to administer the examination as scheduled; however, should an examination be canceled at an Assessment Center, all scheduled candidates will receive notification following the examination regarding a rescheduling or reapplication procedures.

TAKING A COMPUTER-BASED EXAMINATION AT AN AMP ASSESSMENT CENTER

The examination will be given by computer at an AMP Assessment Center. Candidates do not need any computer experience or typing skills to take the examination. On the day of the examination, report to the Assessment Center no later than the scheduled examination time. Look for signs indicating ‘AMP Assessment Center Check-in.’

Identification

To gain admission to the Assessment Center or the testing room for a paper/pencil examination, **a candidate must present two forms of identification, one with a current photograph.** Both forms of identification must be current and include the candidate’s current name and signature and **must match the candidate’s registration information.** The candidate will be required to sign a roster for verification of identity.

Acceptable forms of photo identification include a current driver’s license with photograph, a current state identification card with photograph, a current passport, or a current military identification card with photograph. Employment ID cards, student ID cards and any type of temporary identification are NOT acceptable as the primary form of identification.

CANDIDATES MUST HAVE PROPER IDENTIFICATION IN ORDER TO GAIN ADMISSION TO AN ASSESSMENT CENTER FOR COMPUTER-BASED TESTING AND TO THE TESTING ROOM FOR PAPER/PENCIL TESTING.

Failure to provide appropriate identification at the time of the examination is considered a missed appointment and there will be no refund of the examination fee.

Security

AMP maintains examination administration and security standards that are designed to assure 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. Candidates who voluntarily exit the examination before they are finished 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. No cameras, notes, tape recorders, personal digital assistants (PDAs), pagers, cellular phones or any other device that could be used to record all or part of the examinations, are allowed in the examination room.
- ◆ No programmable calculators are permitted.
- ◆ No guests, visitors or family members are allowed in the examination room or reception areas.
- ◆ No personal items, valuables, or weapons should be brought to the Assessment Center. **Only keys and wallets may be taken into the testing room.** AMP is not responsible for items left in the reception area.

Practice Examination

After the candidate’s identification has been confirmed, the candidate will be directed to a testing carrel. The candidate will be instructed on-screen to enter the Candidate ID number. The candidate will be instructed on how to take his/ her photograph which will remain on screen throughout the examination session. This photograph also will be printed on the score report. 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, he/she may quit the practice session and begin the timed examination.

<p>▶ Paper/pencil examination: There will be no practice examination. A diagram on the back of the test booklet will show you how to record your responses.</p>

Candidate Comments

During the examination, online comments may be provided for any question by clicking on the button displaying an exclamation point (!) to the left of the Time button. This opens a dialogue box where comments may be entered. Candidates will not be provided additional time to submit comments nor will comments be considered in the course of scoring the completed examination. Comments will be reviewed, but individual responses will not be provided.

▶ Paper/pencil examination:
Candidate comments may be provided on the back of the answer sheet. Comments written in the test booklet will not be reviewed.

Examination Restrictions

- ◆ No personal belongings are allowed in the Assessment Center.
- ◆ Pencils are provided during check-in.
- ◆ During check-in, candidates are provided with scratch paper to use during the examination, which must be returned to the supervisor at the completion of testing, or 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 is not permitted in the Assessment Center.
- ◆ The candidate may take a break to visit the restroom or reception area during the examination, but will not be allowed additional time to make up for time lost during breaks.
- ◆ The computer will keep official time.

▶ Paper/pencil examination:
During the testing session, candidates are allowed to leave the testing room one at a time for a restroom break, only with permission from a proctor. Extra testing time will not be allowed.

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 the 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, cellular phones, or PDAs
- ◆ 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, and 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

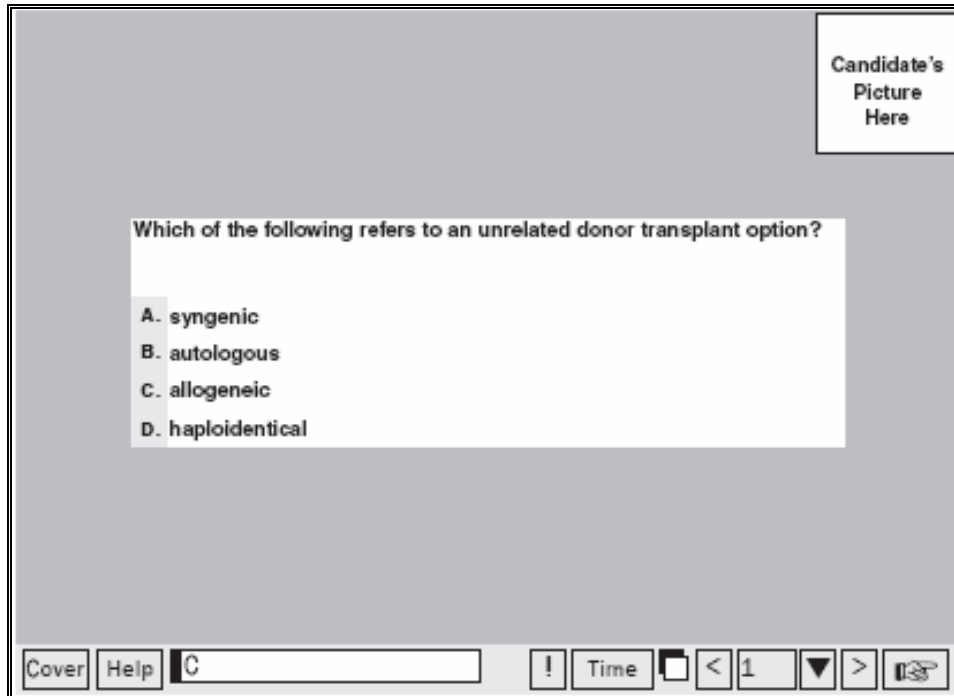
Timed Examination

Following the practice examination, the actual examination will begin, with instructions for taking the examination provided on-screen. The computer monitors the time spent on the examination. The candidate will have 3 hours to complete the examination. The examination will terminate if testing exceeds the time allowed. Click on the “Time” box in the lower right portion of the screen or select the Time key to monitor testing time. A digital clock indicates the time remaining to complete the examination. The Time feature may be turned off during the examination. Only one examination question is presented at a time. The question number appears in the lower right portion of the screen. Choices of answers to the examination questions are identified as A, B, C, or D. The candidate must indicate her/his choice by either typing in the letter in the response box in the lower left portion of the computer screen or clicking on the option using the mouse. To change an answer, enter a different option by pressing the A, B, C, or D key or by clicking on the option using the mouse.

The candidate may change her/his answer as many times as she/he wishes during the examination time limit. To move to the next question, click on the forward arrow (>) in the lower right portion of the screen or select the NEXT key. This action will move the candidate forward through the examination question by question. To review any question, click the backward arrow (<) or use the left arrow key to move backward through the examination. An examination question may be left unanswered for return later in the examination session. Questions may also be bookmarked for later review by using the mouse and clicking in the blank square to the right of the Time button. Click on the hand icon or select the NEXT key to advance to the next unanswered or bookmarked question on the examination. To identify all unanswered and bookmarked questions, repeatedly click on the hand icon or press the NEXT key.

When the examination is completed, the number of examination questions answered is reported. If not all questions have been answered and there is time remaining, return to the examination and answer those questions. Be sure to provide an answer for each examination question before ending the examination. There is no penalty for guessing.

Image 1:



► Paper/pencil examination:
Starting and ending examination times are approximate; however, the 3-hour testing sessions will be strictly enforced. If you complete the test at least 15 minutes before the ending time you will be permitted by the proctor to leave the room. Candidates will be notified by the proctor when the 3-hour examination time has been reached.

FOLLOWING THE EXAMINATION

Scoring

The passing score for the CNE examination was established via a systematic procedure (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 you display in comparison to this standard, and not on the other candidates taking the examination. Consistency of the passing point for future examination forms is assured through statistical equating procedures. 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 the passing point.

The CNE examination consists entirely of multiple-choice items. The number of items answered correctly determines your score; there is no penalty for incorrect answers. Therefore, it is to your advantage to answer every item. On a computer-based test you will have the option of book marking an item so you can return to the question later if time permits.

Score Report

After completing the examination, candidates are asked to complete a short evaluation of their testing experience. Then, they are instructed to report to the examination proctor to receive their score report. Candidates will receive score reports prior to leaving the Assessment Center, after turning in the scratch paper and pencil that was provided*. For security and identification purposes, the score report will include the candidate's digitized color photograph. 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 130 questions; the remaining 20 questions are being pretested for use as a score item on future examination forms.

Duplicate Score Report

Candidates may purchase additional copies of their score reports at a cost of \$25 per copy. Requests must be submitted to AMP, in writing, within 12 months after the examination.

The request must include the candidate's name, Candidate ID number, mailing address, telephone number, date of examination and the name of the examination taken. Submit the completed form located on page 28 of this handbook with the required fee payable to "AMP." Duplicate score reports will be mailed within approximately two weeks after receipt of the request.

Requests for Hand Scoring

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

Those who take a paper/pencil examination may request that their answer sheet be hand scored. Requests must be submitted on the *Request for Hand Scoring of the CNE Examination* form located on page 30 of this candidate handbook. Requests must be postmarked no later than 90 days after the examination date. Requests postmarked more than 90 days after the date on which the examination was taken will not be honored. The fee of \$25 must be included with the request form. AMP will mail a notice of the results of the hand score to the candidate within four (4) weeks of the request.

Because of the high degree of accuracy of scanning and scoring, the NLN's Academic Nurse Educator Certification Program does not encourage candidates to request hand scoring. As a quality control measure, AMP randomly samples and hand scores answer sheets of candidates who score within one point of passing before results are released. This process involves inspection and scoring the answer sheet by hand to ensure no stray pencil marks or other conditions have interfered with the computer scanning. It is extremely doubtful that any examination score will change from "fail" to "pass" as a result of hand scoring. In the unlikely event the score changes, the hand score will be final. The NLN's Academic Nurse Educator Certification Program will be notified of any change from the original results report.

Scores Cancelled by NLN or AMP

NLN and AMP 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 AMP 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 receive a certificate from the NLN’s Academic Nurse Educator Certification Program via U.S. postal mail approximately 14 - 16 weeks after passing the examination. NLN reserves the right to recognize publicly any candidate 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 will need to submit a new application and the retest examination fee (p. 14) if they wish to pursue certification. Please review rules of eligibility before submitting a new application and fee.

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.

POLICIES

Examination Appointment Changes

A candidate may reschedule an examination appointment at no charge **once** by calling AMP at 1-888-519-9901 **at least four business days** prior to the scheduled computer-based testing session. See page 17 for observed holidays. Due to space limitations, candidates who register for a paper/pencil examination may not reschedule or transfer the registration to computer-based testing at an AMP Assessment Center.

Request for Appeal

A process is available to any individual who wishes to appeal a CNE examination policy, eligibility requirement(s) or decision to revoke certification. Supporting documentation must accompany the written request before it will be considered. Requests for an appeal must be mailed to: National League for Nursing, Academic Nurse Educator Certification Program, 61 Broadway, 33rd Floor, New York, NY 10006.

Because of the rigorous process that is followed to develop the CNE examination, failure of the examination is not a circumstance for review or appeal. Decisions of the Appeals Committee shall be final and binding.

All requests for amendment or appeal will be heard in accordance with the NLN Academic Nurse Educator Certification Program in effect at the time.

Confidentiality

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.

Refund Policy

Refunds are made at the discretion of the NLN Academic Nurse Educator Certification Program. A non-refundable processing charge of \$100.00 of the registration fee will be incurred by the candidate. This processing charge may not be applied to future CNE examination application requests. 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. In order to receive a partial refund, we must receive your *Withdrawal of Examination Request* (p. 32) postmarked by the refund application deadline. **No refunds will be issued to any candidate requesting to withdraw their examination application after the refund application deadline.**

Please refer to Table 7 (below) for refund application deadlines. Candidates who fail to report for an examination appointment, arrive more than 15 minutes late for an appointment, or fail to present appropriate identification on the day of the examination, will forfeit the examination fee. Such candidates may reapply by submitting a new application and full examination fee. Candidates who wish to take the examination must reapply for the examination by submitting a new application and full examination fee. *The refund policy is subject to change without prior notice.*

Refund Application Deadlines

Table 7:

Test Dates	Test Format	Refund Application Deadlines
October 5 – December 28, 2007	Computer-based	December 28, 2007
January 7 – March 31, 2008	Computer-based	March 31, 2008
April 7 – June 30, 2008	Computer-based	June 30, 2008
July 7 – September 30, 2008	Computer-based	September 30, 2008
October 6 – December 31, 2008	Computer-based	December 31, 2008

Transferring from one testing period to another

You may transfer your examination test date from one testing period to another. A non-refundable processing charge of \$100 will be incurred.

1. If you would like to transfer from one testing period to another and you have NOT scheduled an appointment with AMP, please complete and submit the *Testing Period Transfer Request* form located on p. 34. All requests must be postmarked by the transfer request deadline indicated in the table below.
2. If you would like to transfer from one testing period to another and you HAVE scheduled an appointment with AMP:
 - a.) follow the directions for *examination appointment changes* located on page 17. In order to ensure that you are able to reschedule your appointment at no charge, you must call AMP at 1-888-519-9901 **at least four business days** prior to the scheduled testing session.
 - b.) complete the Testing Period Transfer Request located on p. 34 by the transfer request deadline.

Transfer Request Deadlines

Table 8:

Registered Test Period	Test Format	Transfer Request Deadlines
October 5 – December 28, 2007	Computer-based	December 28, 2007
January 7 – March 31, 2008	Computer-based	March 31, 2008
April 7 – June 30, 2008	Computer-based	June 30, 2008
July 7 – September 30, 2008	Computer-based	September 30, 2008
October 6 – December 31, 2008	Computer-based	December 31, 2008

Revocation of Certification

1. Grounds for revocation or other disciplinary action by the NLN's Academic Nurse Educator Certification Program include, but are not limited to the following:
 - ◆ Certificant has failed to meet the eligibility requirements for initial certification or renewal.
 - ◆ Certificant has provided falsified information on the certification or recertification application.
 - ◆ Certificant lacks a current, active, unrestricted RN license.
 - ◆ Certificant has misused the CNE credential.
 - ◆ Certificant has breached the *Agreement of Authorization and Confidentiality* that was in effect at the time the examination was taken.
 - ◆ Certificant has unauthorized possession of CNE examinations or other confidential materials.

2. If the NLN's Academic Nurse Educator Certification Program believes that there has been a possible violation of the conditions listed above, the NLN's Academic Nurse Educator Certification Program shall provide the certificant or applicant with written notice of the allegations. Failure to cooperate with NLN's Academic Nurse Educator Certification Program investigation shall be a basis for denying or revoking certification previously granted. The NLN's Academic Nurse Educator Certification Program may issue sanctions that include, but are not limited to: (a) denials of initial certification, renewal or recertification; (b) suspension; revocation, or placement of limitations on an individual's certification; or (c) a combination of these sanctions. Upon being notified of a possible violation, the NLN's Academic Nurse Educator Certification Program shall, in its sole discretion, investigate the allegation or decline to act on the matter.

3. Certified Nurse Educators will be notified by letter of the NLN's Academic Nurse Educator Program's decision to revoke the CNE status. The NLN's Academic Nurse Educator Certification Program reserves the right to notify the employer of any certificant that the credential has been revoked.

4. Certified Nurse Educators who have received written notification from the NLN's Academic Nurse Educator Certification Program informing them that they have been sanctioned, or that their certification has been revoked, may initiate the review and appeals process. Review and appeal requests must be received in writing within one year of notification of sanction or revocation of certification.

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REQUEST FOR SPECIAL EXAMINATION ACCOMMODATIONS

Please complete this form and the “Documentation of Disability-Related Needs” form on page 27 so the accommodation for testing can be processed efficiently. The information provided and any documentation regarding the candidate’s disability and need for accommodation in testing will be considered strictly confidential and will not be shared with any outside source without the candidate’s express written consent. Candidates who have existing documentation of the same or similar accommodation(s) provided for them in another examination situation may submit such documentation instead of completing the “Professional Documentation” portion of this form.

Applicant Information

Candidate ID number: _____
Last Name: _____
First Name: _____ Middle Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Daytime Phone Number: _____ Fax: _____
Email: _____

Special Accommodations:

Please provide (check all that apply)

- _____ Special seating or other physical accommodations
- _____ Magnifying screen for examination
- _____ Reader
- _____ Extended testing time (normally 1.5 additional hours)
- _____ Separate testing area
- _____ Other special accommodations (please specify)

Comments: _____

Signed: _____ Date: _____

Return this form to:
National League for Nursing
Academic Nurse Educator Certification Program
ATTN: Gabrielle Lamberti
61 Broadway, 33rd Floor
New York, NY 10006

Also, please contact the NLN’s Academic Nurse Educator Certification Program at 1-800-669-1656 or certification@nln.org to inform us that you have submitted an online registration form and are mailing in the *Request for Special Accommodations* and *Documentation of Disability-Related Needs* forms.

DOCUMENTATION OF DISABILITY-RELATED NEEDS

Candidates who have a learning disability, a psychological disability, or other disability that requires an accommodation in testing, please have this section completed by an appropriate professional (education professional, doctor, psychologist, psychiatrist) to certify that the candidate’s disabling condition requires the requested test accommodation. Candidates who have existing documentation of the same or similar accommodation provided for them in another examination situation, may submit such documentation instead of completing the “Professional Documentation” portion of this form.

Professional Documentation

I have known _____ since ____ / ____ / ____
Candidate’s name Date

in my capacity as a(n) _____ .
Professional Title

The applicant discussed with me the nature of the test to be administered. It is my opinion that because of this applicant’s disability described below, he/she should be accommodated by providing the special arrangements listed on the reverse side.

Description of Disability:

Signed: _____ Title: _____

Printed Name: _____

Address:

Telephone Number: _____

Date: _____ License # (if applicable): _____

Return this form to:
National League for Nursing
Academic Nurse Educator Certification Program
ATTN: Gabrielle Lamberti
61 Broadway, 33rd Floor
New York, NY 10006

Also, please contact the NLN’s Academic Nurse Educator Certification Program at 1-800-669-1656 or certification@nlm.org to inform us that you have submitted an online registration form and are mailing in the *Request for Special Accommodations* and *Documentation of Disability-Related Needs* forms.

DUPLICATE CNE EXAM SCORE REPORT REQUEST

Directions:

Candidate may use this form to request AMP to send them a duplicate copy of their score report. Please print or type all information below and include correct fees, or the request will be returned.

Fee:

\$25 per copy. Please enclose **check or money order** made payable in U.S. dollars to AMP. Do not send cash. Write Candidate ID number on the face of the payment.

Amount enclosed: \$ _____

Print candidate's current name and address.

Name: _____

Candidate ID Number: _____

Address: _____

City: _____ State: _____ Zip/Postal Code: _____

Telephone: (_____) _____ Fax: (_____) _____

Email: _____

Examination Date: _____ **Examination Site:** _____

I hereby request AMP to send a duplicate of my score report to the address above.

Candidate Signature

Date

Return this form and enclosed payment to:
Test Administration Department
Applied Measurement Professionals, Inc.
18000 W. 105th St.
Olathe, KS 66061-7543

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REQUEST FOR HAND SCORING OF CNE EXAM ANSWER SHEET

(Paper/pencil examination only)

Directions:

Candidates may use this form to ask AMP to handscore their answer sheet. This request must be postmarked no later than 100 days after the test administration. Proper fees and information must be included with the request. Please print or type all information on the reverse side of this form. Be sure to provide all information and include a copy of the score report and correct fees, or the request will be returned. The hand scoring will be final. Candidates will be notified in writing of any change in their score.

Fee:

\$25. Please enclose check or money order made payable in U.S. dollars to AMP. Do not send cash. Write Candidate ID number on the face of the payment.

Print candidate's current name and address.

Name: _____

Candidate ID Number: _____

Address: _____

City: _____ State: _____ Zip/Postal Code: _____

Telephone: (_____) _____ Fax: (_____) _____

Email: _____

Examination Date: _____ **Examination Site:** _____

I hereby request AMP to handscore my answer sheet.

Candidate Signature

Date

Return this form and enclosed payment to:

Test Administration Department
Applied Measurement Professionals, Inc.
18000 W. 105th St.
Olathe, KS 66061-7543

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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 by the refund application deadline as indicated in the table below.** A \$100 processing fee will be incurred by the candidate. (Subject to change without prior notification.)

Test Dates	Test Format	Refund Application Deadlines
October 5 – December 28, 2007	Computer-based	December 28, 2007
January 7 – March 31, 2008	Computer-based	March 31, 2008
April 7 – June 30, 2008	Computer-based	June 30, 2008
July 7 – September 30, 2008	Computer-based	September 30, 2008
October 6 – December 31, 2008	Computer-based	December 31, 2008

Name: _____

Candidate ID Number: _____

Address: _____

City: _____ State: _____ Zip/Postal Code: _____

Telephone: (_____) _____ Fax: (_____) _____

Email: _____

Please provide information for the credit card used for the original purchase:

Credit Card Number: _____

Type: _____ Exp. Date: _____

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:
National League for Nursing
Academic Nurse Educator Certification Program
ATTN: Gabrielle Lamberti
61 Broadway, 33rd Floor
New York, NY 10006
Fax: 212-812-0391

If you have any questions, please contact us at: 1-800-669-1656 or certification@nlcn.org

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TESTING PERIOD TRANSFER REQUEST

Directions:

A candidate must use this form to request to change their registered examination date from one testing period to another. **All testing period transfer requests must be received by the deadline as indicated in the table below.** A \$100 processing fee will be incurred by the candidate. (Subject to change without prior notification.)

Registered Test Period	Test Format	Transfer Request Deadlines
October 5 – December 28, 2007	Computer-based	December 28, 2007
January 7 – March 31, 2008	Computer-based	March 31, 2008
April 7 – June 30, 2008	Computer-based	June 30, 2008
July 7 – September 30, 2008	Computer-based	September 30, 2008
October 6 – December 31, 2008	Computer-based	December 31, 2008

Name: _____

Candidate ID Number: _____

Address: _____

City: _____ State: _____ Zip/Postal Code: _____

Telephone: (_____) _____ Fax: (_____) _____

Email: _____

Please provide credit card information for \$100 transfer processing fee:

Credit Card Number: _____

Type: _____ Exp. Date: _____

Signature: _____

I hereby request to transfer my registration date from _____ to _____.
 (testing period / examination date) (testing period)

I have read and understand the refund policy.

 Candidate Signature

 Date

Return this form to:
 National League for Nursing
 Academic Nurse Educator Certification Program
 ATTN: Gabrielle Lamberti
 61 Broadway, 33rd Floor
 New York, NY 10006
 Fax: 212-812-0391

If you have any questions, please contact us at: 1-800-669-1656 or certification@nlm.org