



**Certified
Nurse Educator**

Certified Nurse Educator (CNE®) 2019 Candidate Handbook

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

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

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How to Contact PSI/AMP:

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Website: www.goamp.com
AMP, a PSI business (PSI/AMP),
an independent testing agency, 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 may occur in traditional classroom-based environments as well as in non-traditional 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.

* 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@nl.org or call (618) 534-0294.

STATEMENT OF NONDISCRIMINATION

The NLN Certification Programs do not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status.

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 31st 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 receive a certificate from the NLN approximately eight 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. 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 Certified academic Nurse Educator Renewal Webpage, available online at <http://www.nln.org/Certification-for-Nurse-Educators/cne/recertification> provides additional information about these processes.

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.

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 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 PSI/AMP. 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. PSI/AMP 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 PSI/AMP 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. It is offered Monday through Saturday at PSI/AMP Assessment Centers throughout the United States. Specific information about PSI/AMP assessment centers can be found at <http://www.goamp.com>.

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 2011. 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 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.

 <p style="text-align: center;">The Mark of Distinction for Nursing Faculty</p> <p style="text-align: center;">Certified Nurse Educator (CNE®) Examination Test Blueprint</p>		
Category	Major Content Areas	Percent of Examination
1	Facilitate Learning	22%
2	Facilitate Learner Development and Socialization	15%
3	Use Assessment and Evaluation Strategies	19%
4	Participate in Curriculum Design and Evaluation of Program Outcomes	17%
5	Pursue Continuous Quality Improvement in the Academic Nurse Educator Role	12%
6	Engage in Scholarship, Service and Leadership 6A Function as a Change Agent and Leader 6B Engage in Scholarship of Teaching 6C Function Effectively within the Institutional Environment and the Academic Community	15%

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



**National League
for Nursing**
Certification

The Mark of Distinction for Nursing Faculty

Certified Nurse Educator (CNE®) Examination
Detailed Test Blueprint

1. Facilitate Learning	22%
<p>A. Implement a variety of teaching strategies appropriate to:</p> <ol style="list-style-type: none"> 1. content 2. setting (i.e., clinical versus classroom) 3. learner needs 4. learning style 5. desired learner outcomes 6. method of delivery (e.g., face-to-face, remote, simulation) <p>B. Use teaching strategies based on:</p> <ol style="list-style-type: none"> 1. educational theory 2. evidence-based practices related to education <p>C. Modify teaching strategies and learning experiences based on consideration of learners':</p> <ol style="list-style-type: none"> 1. cultural background 2. past clinical experiences 3. past educational and life experiences 4. generational groups (i.e., age) <p>D. Use information technologies to support the teaching-learning process</p> <p>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)</p> <p>F. Communicate effectively orally and in writing with an ability to convey ideas in a variety of contexts</p> <p>G. Model reflective thinking practices, including critical thinking</p> <p>H. Create opportunities for learners to develop their own critical thinking skills</p> <p>I. Create a positive learning environment that fosters a free exchange of ideas</p> <p>J. Show enthusiasm for teaching, learning, and the nursing profession that inspires and motivates students</p> <p>K. Demonstrate personal attributes that facilitate learning (e.g., caring, confidence, patience, integrity, respect, and flexibility)</p> <p>L. Respond effectively to unexpected events that affect instruction</p> <p>M. Develop collegial working relationships with clinical agency personnel to promote positive learning environments</p> <p>N. Use knowledge of evidence-based practice to instruct learners</p> <p>O. Demonstrates ability to teach clinical skills</p> <p>P. Act as a role model in practice settings</p> <p>Q. Foster a safe learning environment</p> <p align="center">© 2018. NLN. All rights reserved.</p>	

<p>2. Facilitate Learner Development and Socialization</p> <p>A. Identify individual learning styles and unique learning needs of learners with these characteristics:</p> <ol style="list-style-type: none"> 1. culturally diverse (including international); 2. English as an additional language 3. traditional vs. non-traditional (i.e., recent high school graduates vs. those in school later) 4. at-risk (e.g., educationally disadvantaged, learning and/or physically challenged, social, and economic issues) 5. previous nursing education <p>B. Provide resources for diverse learners to meet their individual learning needs</p> <p>C. Advise learners in ways that help them meet their professional goals</p> <p>D. Create learning environments that facilitate learners' self-reflection, personal goal setting, and socialization to the role of the nurse</p> <p>E. Foster the development of learners in these areas:</p> <ol style="list-style-type: none"> 1. cognitive domain 2. psychomotor domain 3. affective domain <p>F. Assist learners to engage in thoughtful and constructive self and peer evaluation</p> <p>G. Encourage professional development of learners</p>	<p>15%</p>
<p>3. Use Assessment and Evaluation Strategies</p> <p>A. Provide input for the development of nursing program standards and policies regarding:</p> <ol style="list-style-type: none"> 1. admission 2. progression 3. graduation <p>B. Enforce nursing program standards related to</p> <ol style="list-style-type: none"> 1. admission 2. progression 3. graduation <p>C. Use a variety of strategies to assess and evaluate learning in these domains:</p> <ol style="list-style-type: none"> 1. cognitive 2. psychomotor 3. affective <p>D. Incorporate current research in assessment and evaluation practices</p> <p>E. Analyze available resources for learner assessment and evaluation</p> <p>F. Create assessment instruments to evaluate outcomes</p> <p>G. Use assessment instruments to evaluate outcomes</p> <p>H. Implement evaluation strategies that are appropriate to the learner and learning outcomes</p> <p>I. Analyze assessment and evaluation data</p> <p>J. Use assessment and evaluation data to enhance the teaching-learning process</p> <p>K. Advise learners regarding assessment and evaluation criteria</p> <p>L. Provide timely, constructive, and thoughtful feedback to learners</p> <p align="center">© 2018. NLN. All rights reserved.</p>	<p>19%</p>

<p>4. Participate in Curriculum Design and Evaluation of Program Outcomes</p>	<p>17%</p>
<p>A. Demonstrate knowledge of curriculum development including:</p> <ol style="list-style-type: none"> 1. identifying program outcomes 2. developing competency statements 3. writing course objectives 4. selecting appropriate learning activities 5. selecting appropriate clinical experiences 6. selecting appropriate evaluation strategies <p>B. Actively participate in the design of the curriculum to reflect:</p> <ol style="list-style-type: none"> 1. institutional philosophy and mission 2. current nursing and health care trends 3. community and societal needs 4. nursing principles, standards, theory, and research 5. educational principles, theory, and research 6. use of technology <p>C. Lead the development of curriculum design</p> <p>D. Lead the development of course design</p> <p>E. Analyze results of program evaluation</p> <p>F. Revise the curriculum based on evaluation of:</p> <ol style="list-style-type: none"> 1. program outcomes 2. learner needs 3. societal and health care trends 4. stakeholder feedback (e.g., from learners, agency personnel, accrediting agencies, advisory boards) <p>G. Implement curricular revisions using appropriate change theories and strategies</p> <p>H. Collaborate with community and clinical partners to support educational goals</p> <p>I. Design program assessment plans that promote continuous quality improvement</p> <p>J. Implement the program assessment plan</p> <p>K. Evaluate the program assessment plan</p>	
<p>5. Pursue systematic self-evaluation and improvement in the academic nurse educator role</p>	<p>12%</p>
<p>A. Engage in activities that promote one's socialization to the role</p> <p>B. Maintain membership in professional organizations</p> <p>C. Participate actively in professional organizations through committee work and/or leadership roles</p> <p>D. Demonstrate a commitment to lifelong learning</p> <p>E. Participate in professional development opportunities that increase one's effectiveness in the role</p> <p>F. Manage the teaching, scholarship, and service demands as influenced by the requirements of the institutional setting</p> <p>G. Use feedback gained from self, peer, learner, and administrative evaluation to improve role effectiveness</p> <p>H. Practice according to legal and ethical standards relevant to higher education and nursing education</p> <p>I. Mentor and support faculty colleagues in the role of an academic nurse educator</p> <p>J. Engage in self-reflection to improve teaching practices</p> <p align="center">© 2018. NLN. All rights reserved.</p>	

6. Engage in scholarship, service, and leadership	15%
A. Function as a Change Agent and Leader	
<ol style="list-style-type: none"> 1. Function as a Change Agent and Leader <ul style="list-style-type: none"> • Model cultural sensitivity when advocating for change • Evaluate organizational effectiveness in nursing education 2. Enhance the visibility of nursing and its contributions by providing leadership in the: <ul style="list-style-type: none"> • nursing program • parent institution • local community • state or region 3. Participate in interdisciplinary efforts to address health care and educational needs: <ul style="list-style-type: none"> • within the institution • locally • regionally 4. Implement strategies for change within the: <ul style="list-style-type: none"> • nursing program • institution • local community 5. Develop leadership skills in others to shape and implement change 6. Adapt to changes created by external factors 7. Create a culture for change within the: <ul style="list-style-type: none"> • nursing program • institution 8. Advocate for nursing, nursing education, and higher education in the political arena 	
B. Engage in Scholarship of Teaching	
<ol 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. Participate in research activities related to nursing education 4. Share teaching expertise with colleagues and others 5. Demonstrate integrity as a scholar 	
C. Function Effectively within the Organizational Environment and the Academic Community	
<ol style="list-style-type: none"> 1. Identify how social, economic, political, and institutional forces influence nursing and higher education 2. Make decisions based on knowledge of historical and current trends and issues in higher education 3. Integrate the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and colleagues 4. Consider the goals of the nursing program and the mission of the parent institution when proposing change or managing issues 5. Participate on institutional and departmental committees <p align="center">© 2018. NLN. All rights reserved.</p>	

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 13-14 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, PSI/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 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-for-Nurse-Educators/cne/exam-prep

Resources

Certified Nurse Educator (CNE®) Examination

Books

- Bastable, S. (2014). *Nurse as educator: Principles of teaching and learning for nursing practice (4th ed.)*. Burlington, MA: Jones and Bartlett Learning.
- Billings, D. M. & Halstead, J. (Eds). (2016). *Teaching in nursing (5th ed.)*. St. Louis, MO: Elsevier Saunders.
- Bradshaw, M. & Lowenstein, A. (2014). *Innovative teaching strategies in nursing (6th 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 (2nd 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 (5th 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 (3rd ed.)*. Burlington, MA: Jones and Bartlett Learning.
- Keating, S. (2015). *Curriculum development and evaluation in nursing (3rd 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 (2nd ed.)*. New York, NY: Springer Publishing Company.
- Oermann, M. H. & Gaberson, K.B. (2018). *Evaluation and testing in nursing education (5th 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 (2nd 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?
- Attending a lecture
 - Writing a summary
 - Participating in a case study
 - 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. Which is the best response?
- "The paper was graded using the rubric provided in the syllabus, however we can discuss some areas in which your paper could be improved."
 - "I will review your paper one more time by comparing it to your peer's papers."
 - "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."
 - "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?

- The use of five options widens the distribution
- Distracters are too easy to eliminate
- Average-ability learners have previously seen this item
- 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 would be a priority recommendation for the nurse educator to make?
- Lower the NCLEX® pass rate benchmark to 80%
 - Implement an exit exam prior to graduation
 - Evaluate the nursing program's curriculum
 - 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 statement by the novice nurse educator would require follow up by the mentor?
- "I am interested in co-teaching a class with a pharmacist from a local hospital."
 - "I want to learn how to incorporate some web-based assignments for learners next semester."
 - "I need to learn more about how to write multiple-choice test questions that assess critical thinking."
 - "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: 6 A 1
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: 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 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: 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/Certification-for-Nurse-Educators/cne/exam-prep

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 name and address provided by the applicant during registration must exactly match both forms of identification**, which are described on page 19 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: <http://www.nln.org/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:

Certification Exam	NLN member Fee*	Non-member Fee*
Initial testing	\$400	\$500
Retest	\$350	\$450

Please note that 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 (618) 534-0294 or via email at 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 31st 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-for-Nurse-Educators/cne for the current test application.

Confirmation of Eligibility Computer-Based Testing

Applicants receive acknowledgement of receipt of their application via email immediately after the complete application (including the appropriate fee) 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 PSI/AMP via regular mail or email (if a usable email address has been provided). **The confirmation notice is sent within three weeks of finalizing registration.** If a confirmation notice is not received within three weeks of completing registration, the applicant should contact the NLN's Academic Nurse Educator Certification Program at (618) 534-0294 or certification@nln.org **as soon as possible**. Failure to notify the NLN about a missing confirmation notice will result in your inability to schedule and sit for the CNE® examination.

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 15 of this *Handbook*) is required for each retest.

Special Arrangements for Candidates with Disabilities

PSI/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. PSI/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 and arrangements, complete the *Request for Special Examination Accommodations* and the *Documentation of Disability-Related Needs* forms located at the end of this *Handbook*. 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 email certification@nln.org. PSI/AMP must also be notified of the need for special accommodations when scheduling an examination appointment.

EXAMINATION ADMINISTRATION

Scheduling a Computer-Based Examination with PSI/AMP

The confirmation notice of eligibility contains a web address and toll-free telephone number for the candidate to contact PSI/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. Examinations are administered by appointment only, Monday through Saturday, and individuals are scheduled on a first-come, first-served basis. Timeframes for scheduling appointments are as follows:

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

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

- ◆ **Schedule Online:** A testing appointment may be scheduled online at any time by using the Online Application/Scheduling service at www.goamp.com. To use this service, follow these easy steps:
 - Go to 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** form included in this *Handbook*. To schedule your examination, contact PSI/AMP at 1-888-519-9901 and notify candidate services representative that you have requested the accommodation.

OR

- ◆ **Telephone Scheduling:** Call PSI/AMP at 1-888-519-9901 to schedule a testing appointment. This toll-free number is answered from 7:00 a.m. to 9:00 p.m. (Central Time) Monday through Thursday; 7:00 a.m. to 7:00 p.m. on Friday; and 8:30 a.m. to 5:00 p.m. on Saturday.

When candidates contact PSI/AMP to schedule an examination appointment, they will be notified – via phone or e-mail – of the time to report to the center. **Please make a note of the confirmed time** because NO “formal” admission letter is sent. It also is important to remember that **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 approximately 300 PSI/AMP 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

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

Examination Appointment Changes

A candidate may reschedule an examination appointment **once**, at no charge. The exam must be rescheduled within the same testing period and is done by calling PSI/AMP at 1-888-519-9901 **at least two business days** prior to the scheduled testing session. (See table below.) Page 23 of this Handbook provides information about extending the eligibility period if an examination cannot be rescheduled within the same testing period.

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

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 page 23 of this *Handbook*).
- ◆ The candidate wishes to reschedule an examination but fails to contact PSI/AMP at least two business days prior to the scheduled testing session or fails to reschedule it within the same testing period.
- ◆ 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, PSI/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, the examination will restart where the candidate left off to allow the candidate to continue the examination.

Candidates may visit PSI/AMP's website (24 hours/day) prior to the examination to determine if PSI/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 rescheduling or reapplication procedures.

TAKING A COMPUTER-BASED EXAMINATION AT A PSI/ AMP ASSESSMENT CENTER

The CNE examination is given by computer at a PSI/AMP Assessment Center. Candidates do not need any computer experience or typing skills to take the examination. On the day of the examination, candidates are to report to the Assessment Center no later than the scheduled examination time. Look for signs indicating 'PSI/AMP Assessment Center Check-in.' Candidates who arrive more than 15 minutes after the scheduled testing time will not be admitted.

Identification

To gain admission to the Assessment Center or the testing room for an examination, **the candidate must present two forms of identification, one with a current photograph.** Both forms of identification must be current, include the candidate's current name and signature, and **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.

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

PSI/AMP 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.
- ◆ Personal items, valuables, or weapons may not be brought to the Assessment Center. **Personal belongings (keys and wallets) are locked in a cabinet provided at the Assessment Center.** Coats must be left outside the testing room. PSI/AMP is not responsible for items left in the reception area.

Practice Examination

At the testing carrel, candidates will be instructed on-screen to enter the Candidate ID number provided previously. The candidate's photograph, taken before beginning the examination, will remain on-screen throughout the examination session, and it will be printed on the score report. Prior to attempting the examination, candidates 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 candidates are comfortable with the computer testing process, they 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.

Candidate Comments

During the examination, 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.

Examination Restrictions

- ◆ No personal belongings are allowed in the Assessment Center.
- ◆ During check-in, candidates are provided with pencils and scratch paper to use during the examination. All such items must be returned to the supervisor at the completion of testing; if this is not done, a score report will not be issued.
- ◆ 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.
- ◆ 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. Under federal copyright law, it is forbidden 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 on them
- ◆ 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

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, 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. Although 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 point.

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.

Score Report

After completing the examination, candidates are asked to answer 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 pencils that were provided. The score report will indicate "pass" or "fail" and, for security and

identification purposes, it will include the candidate's digitized color photograph. 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 as 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 PSI/AMP, in writing, within 12 months after the examination.

The request for duplicate score reports must include the candidate's name, Candidate ID number, mailing address, telephone number, date of examination and the name of the examination taken. The request form, found at the end of this *Handbook*, is to be completed and submitted with the required fee payable to "PSI/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 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 PSI/AMP

NLN and PSI/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 PSI/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 and 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. 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.

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 **one time** at no charge by contacting PSI/AMP Candidate Services at (888) 519-9901 **at least two business days** prior to the scheduled computer-based testing session. See page 18 for observed holidays.

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, 8th Floor, Washington, DC 20037.

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.

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, or fail to present appropriate identification on the day of the examination. 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 date by extending their eligibility period for an additional ninety days. The testing period can be extended only one time. A non-refundable processing charge of \$100 will be incurred. Please be aware that the NLN **must** receive the request to re-schedule an exam session at least four business days prior to the original exam date. 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 PSI/AMP are to complete and submit the *Testing Period Eligibility Extension Request form* located at the end of this *Handbook*. All such requests must be received by the ANECP office four business days prior to the end of the eligibility period.

Candidates who wish to extend their eligibility period and HAVE scheduled an appointment with PSI/AMP are to complete the *Testing Period Eligibility Extension Request form* located at the end of this *Handbook* at least four business days prior to the scheduled examination appointment. The form with payment information is to be sent by email or fax to the Academic Nurse Educator Certification Program for processing. The ANECP office **must** receive your request at least four business days prior to your scheduled examination appointment.

Candidates may schedule only one appointment per examination. All fees are non-refundable and non-transferable. If it is necessary to reschedule an appointment during the 90-day period, this may be done ONE time at no charge by contacting PSI/AMP Candidate Services at (888) 519-9901 at least two business days prior to the scheduled examination. A request to extend the testing eligibility period beyond the 90-day period will result in a \$100 non-refundable processing fee, as noted above.

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). 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 Manager and request an Ethics Charge Statement form; complete the information requested on the Charge Statement; and submit the completed Charge Statement to the Certification Manager. 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.

Complaints about Operations of the Certification Program

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

REQUEST FOR SPECIAL EXAMINATION ACCOMMODATIONS

Please complete this form and the “Documentation of Disability-Related Needs” form that follows 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
_____ 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
2600 Virginia Avenue NW, 8th Floor
Washington, DC 20037

Also, please contact the NLN’s Academic Nurse Educator Certification Program at (618) 534-0294 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.
Rev.8/11/16

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 a professional having the appropriate qualifications to assess the individual's needs (e.g. education professional, physician, psychologist, psychiatrist). The professional must 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

2600 Virginia Avenue NW, 8th Floor

Washington, DC 0037

Also, please contact the NLN's Academic Nurse Educator Certification Program at (618) 534-0294 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.

Rev.8/11/16

DUPLICATE CNE® EXAM SCORE REPORT REQUEST

Directions:

Candidate may use this form to request a duplicate copy of the score report from PSI/AMP. 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 PSI/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 PSI/AMP send a duplicate of my score report to the address above.

Candidate Signature

Date

Return this form and enclosed payment to:

PSI/AMP
18000 W. 105th St.
Olathe, KS 66061-7543

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: (_____) _____ 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
2600 Virginia Avenue NW, 8th Floor
Washington, DC 20037
Fax: (202) 888-3104

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

TESTING PERIOD ELIGIBILITY EXTENSION REQUEST

Directions:

A candidate must use this form to request an extension of eligibility for the registered examination dates. **All requests to extend eligibility for 90 days 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.)

Eligibility Extension Request Deadlines: Exam Date NOT Scheduled	Test Format	Eligibility Extension Request Deadlines: Exam Date SCHEDULED
Four business days prior to the end of the eligibility period	Computer-based	Four business days prior to scheduled exam appointment

Name: _____

Candidate ID Number: _____

Address: _____

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

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

Email: _____

If you have you already scheduled your Exam appointment with PSI/AMP, please provide the date scheduled: _____

Please be aware that this form **must be received by the ANECP office at
least four business days prior to your scheduled examination
appointment**

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

Credit Card Number: _____

Type: _____ Exp. Date: _____

Name on credit card: _____

I hereby request to extend my eligibility date for an additional 90 days.

I understand the eligibility period can be extended only one time.

I have read and understand the refund policy.

Candidate Signature

Date

Return this form to:
National League for Nursing
Academic Nurse Educator Certification Program
2600 Virginia Avenue NW, 8th Floor
Washington, DC 20037
Fax: (202) 888-3104

If you have any questions, please contact us at: (618) 534-0294 or certification@nl.n.org