



# Exam Booklet

Canadian Certified Nurse  
Educator Examination

CASN  
ACESI 

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# General Information

## Purpose of Canadian Certified Nurse Educator (CCNE) Certification

Certification for the nurse educator represents a national mark of excellence in the field of teaching and learning related to nursing theory and practice. It communicates to academic institutions, faculty, students, and the community that the educator has achieved and maintains a high academic standard in this area of nursing practice. Those candidates who are successful on the CCNE exam will earn the Canadian Certified Nurse Educator designation, including the right to include it in their signature, and the CCNE pin.



## Goal of the CCNE Certification

The primary goal of the CCNE certification is to promote high-quality nursing education in Canada by fostering excellence among nurse educators teaching in baccalaureate and/or graduate nursing education programs, as well as among graduate students in nursing who are interested in pursuing an academic career.

## Academic Nurse Educator Field of Nursing

CCNE certification recognizes knowledge and expertise related to teaching-learning philosophies and theories, curriculum design, assessment and evaluation of learning, teaching-learning strategies, and the scholarship of teaching.

## Scope of the CCNE Certification Examination

The CCNE examination assesses candidates on their knowledge and expertise related to teaching-learning philosophies and theories, curriculum design, assessment and evaluation of learning, teaching-learning strategies, and the scholarship of teaching. These requirements are outlined in the below competencies.

- Integrates learning theories to create optimal conditions for the development of knowledge, skills, attitude and judgement
- Aligns personal teaching and learning philosophy with academic perspectives
- Distinguishes between scholarship and scholarly activities
- Critically appraises scholarly work on teaching and learning
- Demonstrates rigorous and reflective thinking related to teaching and learning
- Generates meaningful insights regarding teaching and learning through the synthesis of existing knowledge
- Applies theoretical and research-based knowledge to course development
- Describes a variety of theoretical approaches for developing curriculum
- Identifies a variety of theoretical models for developing programs
- Articulates links between courses, curricula and programs
- Formulates program and course goals, objectives, competencies and outcomes

- Embeds evaluation in course design
- Describes approaches to curriculum evaluation
- Describes approaches to program evaluation
- Articulates a plan for public dissemination of scholarly work
- Uses a variety of approaches to provide constructive, thoughtful, timely feedback to learners
- Shares teaching expertise with colleagues and others
- Employs strategies to engage learners in diverse settings
- Shares teaching expertise with colleagues and others
- Creates learning opportunities for diverse learners and learning styles
- Develops a variety of assessment instruments to evaluate outcomes
- Implements learner-focused formative evaluation strategies
- Implements learner-focused summative evaluation strategies
- Implements a variety of learner-centered teaching strategies
- Uses a variety of strategies to evaluate learners across multiple domains
- Recognizes the ethical dimensions of the teacher-learner relationship
- Develops interprofessional educational experiences for learners
- Creates learning environments that foster engagement in global settings

## About the CCNE Examination

### Eligibility Requirements to Write the CCNE Exam

The requirements for eligibility to write the CCNE Exam are as follows:

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidates must have successfully completed the Canadian Nurse Educator Certification Program

OR

1. The candidate must be a registered nurse with a current licence in their province or territory
2. The candidate must hold, at minimum, a master's degree
3. The candidate must have a minimum of three years of teaching experience in an academic nursing setting
4. The candidate must have completed professional development courses or a specialized master's degree related to nursing education

### Nondiscrimination

CASN makes every effort to remove the possibility of discrimination of candidates based on age, gender, race, sexual orientation, citizenship, disability, or other factors. Each candidate's eligibility is evaluated based on the abovementioned criteria, which are independent of these identifying factors.

The online multiple-choice question format helps to mitigate the possibility of discrimination in marking. For information regarding accommodation requests, please see the section “Special Accommodations for Candidates” below.

## Exam Blueprint

There are 100 multiple-choice, independent questions covering three competency categories:

- Facilitate Learning: 25-30% of questions
- Design Programs, Curricula, and Courses: 25-30% of questions
- Conduct formative and summative evaluation: 25-30% of questions
- Engage in the scholarship of teaching: 10% of questions

## Cognitive Taxonomy

- Knowledge/Comprehension (30-35% of the exam)
- Application (45-50% of the exam)
- Critical Thinking (10-15% of the exam)

All questions are scored as correct or incorrect.

## Proctors

Proctoring for the CCNE Exam is done through online proctors organized by Yardstick Assessment Strategies (YAS). Candidates will be able to select their timeslot to write the exam one week after registration has closed.

More information about online proctoring can be found here: <https://www.getyardstick.com/online-proctoring-faq/>.

## Preparing for the Examination

### Recommended References

Page-Cutrara, K., & Bradley, P. (Eds.). (2020). The role of the nurse educator in Canada. Canadian Association of Schools of Nursing. [The Role of the Nurse Educator in Canada – Text Book | Canadian Association of Schools of Nursing / Association canadienne des écoles de sciences infirmières \(CASN / ACESI\)](#).

Oermann, M.H., De Gagne, J. C., & Phillips, B. C. (Ed). (2018). Teaching in nursing and role of the educator: The complete guide to best practice in teaching, evaluation and curriculum development. New York, NY: Springer Publishing. (ISBN-13: 978-0826140135)

Additional resources can be found in Appendix A.

## Sample Questions

The correct answer is in **bold**.

Which of the following scenarios is an example of summative feedback?

- Verbal feedback from the educator after completing a return demonstration of a skill.
- Written evaluation from the nurse educator at the end of the clinical rotation.
- Written feedback of strengths and weaknesses from peers following a case presentation.
- Written feedback from the educator on a nursing care plan prior to submission.

Which action taken by a nurse educator best reflects the scholarship of teaching?

- Self-nominates for chair of a curriculum committee.
- Implements a new way of using video for learning in the classroom.
- Practices on a casual basis as a registered nurse to maintain nursing skills.
- Presents learner feedback on a recent teaching innovation to teaching colleagues

## Certification Renewal

CCNE certification lasts for five years. To renew your CCNE certification after five years, you may either rewrite the exam or provide CASN with an e-portfolio consisting of, at minimum, one component from each of the following areas:

### Personal teaching philosophy

- Your teaching and learning philosophy statement and evidence of ongoing professional development activities related to teaching.

### Practice

- Sample teaching strategy you have implemented into your clinical teaching.
- Sample of a planned pre/post clinical conference.
- Sample of your management of unsuccessful student performance.
- Sample of an evaluation process you have used.

### Commitment to continuing competence

- Attendance at conferences, workshops, retreats relevant to clinical instructing and/or nursing education.
- Bibliography of relevant research articles read.

Applications for certification renewal will be reviewed. Applications must be submitted by November 1 of the year of certification expiry.

# Applying for the examination

Potential applicants must complete the online registration form.

It is the responsibility of the applicant to ensure all information and supporting documents are submitted, that the information provided is accurate, and that all deadlines are met. The eligibility requirements listed above must be met.

The application will be considered complete when all requested documentation has been supplied, the form is accurately completed, and the application fee has been submitted.

## Fees

CCNE Examination	Applicant from CASN member school	Other applicants
<b>Initial Testing</b>	\$325	\$375
<b>Retest</b>	\$325	\$375
CCNE Recertification	Applicant from CASN member school	Other applicants
	\$125	\$150

## Verification

CASN staff will verify the information on the application to ensure the eligibility requirements have been met. All information will be kept confidential.

## Special Accommodation for Candidates

If a disability prohibits you from taking the examination under standard conditions, you may request a special accommodation as part of your online application. Please include a letter formally requesting accommodation, specifying the accommodation you require, and a letter from a professional (physician, psychologist, therapist, counsellor, nurse) who is able to provide a formal diagnosis and specific guidelines for the accommodation required. Once your application has been processed, staff from CASN will contact you to discuss special arrangements.

# Examination Administration

## Scheduling an Examination

There is a two-day examination-writing window, twice per year, during which writers must complete the exam.

Writers will be sent a booking link through which they may select their preferred time to take their exam during the two-day window. It is unlikely that you should need technical assistance; however, please note that should you require technical assistance it is only available during regular business hours (8:00 am –



7:00 pm Eastern). If you require support during the testing window please contact [testingsupport@meazurelearning.com](mailto:testingsupport@meazurelearning.com) and copy CASN at [certification@casn.ca](mailto:certification@casn.ca).

One week prior to the exam, access to an online exam tutorial will be sent to you. Please review the tutorial prior to writing your exam to familiarize yourself with the functionality and administration of the exam. It is recommended that you review the demo on the computer on which you will be taking the exam. Please note that it is recommended that candidates write the exam using Google Chrome or Firefox web browsers. Other web browsing applications may work but cannot be guaranteed.

## Missed Appointments and Cancellations

The exam fee includes a \$100 non-refundable administrative fee.

If you withdraw more than 7 days prior to the exam, contact CASN at [certification@casn.ca](mailto:certification@casn.ca). Staff will confirm your withdrawal and send you information on how to reapply. There will be no additional fee to the non-refundable administrative fee.

If you withdraw less than 7 working days before the exam you will be charged a \$75 late withdrawal fee in addition to the \$100 administrative fee.

To withdraw from the exam less than 7 working days before the exam window for compassionate reasons (illness, family emergency, etc.) you will not be charged the late fee. You will need to provide written verification (physician's note) within 10 days of your scheduled exam date.

# Taking the Examination

The CCNE examination is coordinated by an exam provider and is administered using online software.

## Examination Restrictions

- No personal items, including but not limited to mobile phones, hand-held computers/personal digital assistants (PDAs) or other electronic devices, pagers, watches, wallets, purses, hats (and other non-religious head coverings), bags, coats, books, and/or notes, pens or pencils are allowed in the testing room.
- No additional time will be added to the writing time if the exam writer chooses to take a break.
- Exam writers cannot leave the testing room during the exam writing time without supervision of the invigilator.

## Confidentiality of Examination Questions

All examination questions are the property of the Canadian Association of Schools of Nursing. It is forbidden to copy, reproduce, record, distribute, or display the examination questions by any means.

## Misconduct

During the examination, the following actions will be considered misconduct and will result in your application being terminated:

- Using books, papers, notes, calculators, or electronic or audio-visual devices including organizers, iPods, pages, phones, or other recording devices
- Speaking or communicating in any form with another exam writer
- Purposefully exposing your responses to another exam writer
- Looking at the responses of another exam writer
- Removing or attempting to remove or copy exam material from the exam writing spot
- Failing to follow the directions of the invigilator
- Attempting to record examination questions or make notes
- Attempting to take the examination for someone else
- Attempting to tamper with the computer
- Attempting to access the internet or other reference material

## Denial, Suspension, or Revocation of Your Certification Credential

Your CCNE credential will be denied, suspended, or revoked if you engage in any of the following activities:

- Falsifying any information requested in the certification process
- Misrepresenting your CCNE certification status
- Cheating on the CCNE exam
- Disclosing exam questions or responses, in whole or in part, in any form or by any means (oral, written, electronic, on the internet, or on any social media platforms)

# Following the Examination

## Scoring and Report

You will receive confirmation of your examination results from CASN within 60 days of the exam date. A pass mark is set using a modified Angoff method and statistical analysis is done to ensure the pass mark is fair and reliable. Please note that candidates will only be informed whether they were successful or not, and not of a specific score. Results will be emailed to you followed by a certificate in the mail.

## Requests for Hand Scoring

The examination scoring is via computer-based testing (the computer instantly records the response provided by the candidate) and hand scoring is not relevant. No hand scoring will be provided.

## Candidates Who Pass the Examination

Candidates who pass the examination will receive official notification via email and information on the appropriate use of the designation Canadian Certified Nurse Educator™ (CCNE). They will also receive a certificate and a CCNE pin.

## Candidates Who Do Not Pass the Examination

Candidates who do not pass the examination will receive official notification and documentation of their performance from the exam administrator upon request. Candidates who are not successful on the examination may apply to rewrite the examination at the next examination window. Exam fees will apply. Candidates are eligible to write the exam up to three times.

## Confidentiality

Any information collected through the application and verification process will be kept confidential except in instances where the law requires disclosure of facts. Information about candidates for testing and results are considered confidential. Studies or reports on examination process and results will contain no information identifiable with any candidate unless authorized by the candidate.

# Policies

## Examination Appointment Changes

The examination window is two-days long and examination times can be changed within the window, with the agreement of the exam administrator.

## Authorized use of CCNE™

The use of the CCNE credential is limited to individuals who have been successful on the examination and continue to meet the requirements for renewal of the certification.

# Appendix A – Additional Resources

- Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). <https://teachonline.ca/teaching-in-a-digital-age/teaching-in-a-digital-age-second-edition>
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.
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- Caputi, L. (2017). *Think like a nurse: A handbook*. Windy City Publishers.
- Forest, E. (2018). ADDIE model: Instructional design. *Educational Technology*. Retrieved from <https://educationaltechnology.net/the-addie-model-instructional-design/>
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- Garrett, B. M., Macphee, M., & Jackson, C. (2012, July 10). Evaluation of an e-portfolio for the assessment of clinical competence in a baccalaureate nursing program. *Nurse Education Today*.
- Goldsworthy, S., Sears, K., Luctkar-Flude, M., Harder, N., & Wilson-Keates, B. (2018). Gaining momentum through collaboration: Results of a Canadian nursing simulation research think tank. *Clinical Simulation in Nursing*, 15, p. 61-64. doi: <https://doi.org/10.1016/j.ecns.2017.09.001>
- Halstead, J. A., & Frank, B. (2017). *Pathways to a nursing education career* (2nd ed.). New York, NY: Springer Publishing.
- Herman, J. (2019). *Creative teaching strategies for the nurse educator* (3rd ed.). New York, NY: F.A Davis.
- Ignatavicius, D.D. (2017). *Teaching and learning in a concept-based nursing curriculum: A how- to best practice approach*. Jones & Bartlett Learning.
- Ironside, P.M. (2014). Enabling narrative pedagogy: Inviting, waiting and letting be. *Nursing Education Perspectives*, 35(4), 212-218.
- Iwasiw, C.L., Andrusyszyn, M., & Goldenberg, D. (2020). *Curriculum Development in Nursing Education* (3rd ed.). Jones & Bartlett.
- Keating, S.B. & DeBoor, S. S. (2017). *Curriculum development and evaluation in nursing education* (4th ed.). Springer Publishing.
- Kennedy, S. (2017). *Designing and teaching online courses in nursing*. Springer
- Lasater, K. (2011). Clinical judgment: The last frontier for evaluation. *Nursing Education in Practice*, 11, 86–92.
- Leighton, K., Kardong-Edgren, S., McNelis, A., & Sullon, E. (2021). Traditional clinical outcomes in prelicensure nursing education: An empty systematic review. *Journal of Nursing Education*, 60(3), 136-142. doi:10.3928/01484834-20210222-03

- Levy, J. A. (2018). Universal design for instruction in nursing education: An integrative review. *Nursing Education Perspectives*, 39(3), 156-161. doi: 10.1097/01.NEP.0000000000000249
- McCoy, J.L. & Anema, M.G. (2018). *Fast facts for curriculum development in nursing: How to develop & evaluate educational programs in a nutshell* (2nd ed.). Springer Publishing.
- McDonald, M. (2017). *The nurse educator's guide to assessing learning outcomes* (4th ed.). Jones & Bartlett.
- Oermann, M.H., DeGagne, J.C. & Phillips, B.C. (2022). *Teaching in nursing and the role of the educator* (3rd ed.) Springer.
- Oermann, M. H., & Gaberson, K.B. (2021). *Evaluation and Testing in Nursing Education* (6 ed.). New York, NY: Springer Publishing.
- Page-Cutrara, K., & Bradley, P. (Eds.). (2020). *The role of the nurse educator in Canada*. Canadian Association of Schools of Nursing.
- Tobin, T. J., & Behling, K. T. (2018). *Reach everyone, teach everyone: Universal design for learning in higher education*. West Virginia University Press.